

# AAC Assessment Glossary



achievement level	the grade level of outcomes a student is demonstrating within the mandated program of studies
assessment	process of collecting information on student performance that includes a variety of assessment tasks designed to provide information to monitor and improve student learning
assessment for learning (formative assessment)	assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes; this information <i>not</i> used for grading purposes
assessment of learning (summative assessment)	assessment experiences designed to collect information about student learning in order to make judgments about student performance and achievement at the end of a period of instruction; this information is shared with students, parents/guardians, and others who have a right to know
checklist	a two-point feedback tool that indicates if a student has met specific criteria derived from learner outcomes, i.e., yes or not yet
criteria	summary statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta Programs of Study; developed by teachers as part of the process of planning for assessment and instruction
descriptive feedback	the process of engaging in ongoing, specific and constructive conversation or providing written comments about learning that relates directly to the learner outcomes; feedback can be provided by teachers, peers, as well as students themselves as they engage in self-reflection
evaluation	a process of making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and/or marks (summative)
grade (mark)	a letter, number or performance level reported at the end of a period of time as a summary statement of student performance based on a variety of summative assessments
grading	a process to determine a student's performance level
learner outcomes	the provincially mandated statements of knowledge, skills and attitudes students are expected to demonstrate as a result of schooling

## AAC Assessment Glossary (continued)

---

peer-coaching	<p>a process whereby one student considers the quality of another's work and provides feedback based on criteria derived from learner outcomes for the purpose of helping to improve performance; requires a non-threatening and supportive relationship between the peers; also referred to in the literature as peer-assessment, peer-feedback, peer-tutoring, or peer-editing</p> <p><i>PLEASE NOTE: Teachers have a professional responsibility to evaluate student work and as such, peer-coaching is used for feedback only and should never contribute to a student's grade.</i></p>
performance assessment	<p>a meaningful, real-life task that enables students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work</p>
performance level	<p>a grade (mark) representing how well a student demonstrates grade level learner outcomes</p>
rating scale	<p>a feedback tool consisting of three or more levels that indicates how frequently, consistently or well a student demonstrates criteria derived from learner outcomes; performance levels are labeled but no descriptors of quality are provided</p>
rubric	<p>a tool used to evaluate student performance; comprised of a fixed measurement scale, list of criteria derived from learner outcomes, and accompanying descriptors of various levels of quality relative to student products or performances</p>
student self-reflection	<p>a process of considering the quality of one's own work by reflecting on criteria derived from learner outcomes; requires that a student feels safe enough to be honest in making objective observations about the work; also referred to in the literature as self-assessment or self-evaluation</p> <p><i>PLEASE NOTE: Teachers have a professional responsibility to evaluate student work and as such, student self-reflection is used for feedback only and should never contribute to a student's grade.</i></p>

---



[www.aac.ab.ca](http://www.aac.ab.ca)

Glossary Updated October 2016