Glossary of Terms

Assessment: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. (http://edglossary.org/assessment/)

Authentic Assessment: Authentic assessment is the assessment of competencies in a manner that as closely as possible approximates the way in which that competency will be demonstrated in the individual's professional and/or civic life. (http://images.email.blackboard.com/Web/BlackboardInc/%7B2a4b9de0-d95f-4159-98a2-b5b305affdcc%7D_Clarifying_CBE_Terms.pdf)

Competency: A competency is a specific skill, knowledge, or ability that is both observable and measurable. (http://images.email.blackboard.com/Web/BlackboardInc/%7B2a4b9de0-d95f-4159-98a2-b5b305affdcc%7D_Clarifying_CBE_Terms.pdf)

Competency-based Learning: Transitioning away from seat time in favor of a structure that creates flexibility and allows students to progress as they demonstrate mastery of academic content regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student. (http://www.nxgentechroadmap.com/CCSSO_glossary_web.pdf)

Competency Based Pathways Competency based pathways is a phrase associated with competency based education to distinguish flexible learning models from traditional time-based models where students generally all follow the same progression of activities. Pathways emphasize varied ways for students to progress to desired end states of completion and achievement (http://images.email.blackboard.com/Web/BlackboardInc/%7B2a4b9de0-d95f-4159-98a2-b5b305affdcc%7D_Clarifying_CBE_Terms.pdf)

Formative assessment: Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers and students identify concepts that the student is struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. (http://edglossary.org/formative-assessment/)

Learning Standards: Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe or mandate any particular teaching practice, curriculum, or assessment method (http://edglossary.org/understanding-standards/)

Performance assessment: Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers match student work to an agreed-upon set of criteria, or a rubric that has been shared with students ahead of time. (https://www2.ed.gov/pubs/OR/ConsumerGuides/perfasse.html)

Proficiency based learning: Proficiency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. (http://edglossary.org/proficiency-based-learning/)

Project Based Assessments: Project based assessments are assignments that involve students in real-world experiences (or simulations of) in settings such as companies, not-for-profits, and community based organizations. The assessment of project based assignments typically addresses competencies such as analytic thinking, quantitative reasoning, and teamwork skills, as well as disciplinary content. (http://images.email.blackboard.com/Web/BlackboardInc/%7B2a4b9de0-d95f-4159-98a2-b5b305affdcc%7D_Clarifying_CBE_Terms.pdf)

Rubric: A rubric is an evaluation tool or set of guidelines used to measure student attainment against a consistent set of criteria. In instructional settings, rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course. Rubrics are also used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students. (http://edglossary.org/rubric/)

Standards-Based: Most standards-based approaches to educating students use state learning standards to determine academic expectations and define proficiency in a given course, subject area, or grade level. The general goal of standards-based learning is to ensure that students are acquiring the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life. (http://edglossary.org/standards-based/)

Student Learning Outcomes: Student learning outcomes are observable and measurable statements of what a student knows, thinks, or is able to do as a result of an educational experience. Sets of learning outcomes can be defined at the level of the institution, programs, courses, learning modules, or in other types of groupings. Learning outcomes are generally at the same level of granularity as competencies, and sometimes the terms are used interchangeably.
(http://images.email.blackboard.com/Web/BlackboardInc/%7B2a4b9de0-d95f-4159-98a2-b5b305affdcc%7D_Clarifying_CBE_Terms.pdf)

Summative assessment: Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. (http://edglossary.org/summative-assessment/)