Glossary

alternative assessment - any type of assessment in
    which students create a response to a question.
    Alternative assessments can include short answer
    questions, essays, performance-based
    assessments, presentations, products, projects,
    demonstrations, and portfolios (SERVE, p. 18).

analytic scoring - a performance is judged several
    times along several different important
    dimensions or traits of the performance. Use of
    a scoring rubric for each trait is common
    (SERVE, p. 18).

anecdotal record - informal observations of
    students' behavior, skills, and/or performance.

assessment - the act of collecting information
    about individuals or groups of individuals in
    order to understand them better (SERVE, p. 18).

authentic assessment - alternative assessment which
    integrates the assessment of traditional
    academic content with the knowledge and skills
    important to lifelong learning using a variety
    of techniques including ''real world''
    situations (Mc REL Institute).

checklist - a strategy to monitor specific skills,
    behaviors, or dispositions of individual
    students or all students in the class. It lists
    only what the student can accomplish but does
    not address the quality of performance.

criteria - a description of the characteristics
    that define the basis on which the response to
    the task will be judged. Performance criteria
    can be holistic, analytical, general, or
    specific (SERVE, p. 20).

evaluation - a judgement regarding the quality or
    worth of the assesment results. Evaluations are

usually based on multiple sources of assessment information (SERVE, p. 19).

formative assessment - daily or frequent observations and studies of students' performance. They are usually brief and not very formal and do not require the use of a grade.

holistic scoring - a single, overall score assigned to a performance (SERVE, p. 19)

horizontal articulation - coordination of a program with others at the same grade level. In foreign languages, it implies integration concepts, skills, and information specific to a grade level.

peer assessment - assessment involving students in the evaluation of each other's work according to a set of criteria.

performance assessment- assessment which requires students to construct or create a product or performance. Includes performance criteria for rating those performances/products.

portfolio - purposeful collection of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress, or achievement.

primary trait scoring- a scoring procedure by which products or performances are evaluated by limiting attention to a single criterion or a few selected criteria (SERVE, p. 20).

prochievement assessment - refers to assessments which evaluate proficiency and achievement.

rubric - an established and written-down set of criteria for scoring and rating students' performance on tests, portfolios, writing samples, or other performance tasks (SERVE, p. 20).

self-assessment - method of assessment involving
    students' reflection and examination of their
    own work. Self assessment can be carried out
    with checklists, rubrics, learning logs,
    journals, and conversations.

summative assessment - periodic analyses of student
    performance designed to measure student progress
    in specific areas. They are usually formal and
    provide summative information to help evaluate
    mastery of material that has been taught through
    the curriculum (Guide to Classroom Assessment,
    p. 4).

vertical articulation - the invisible " seam"
    connecting foreign language program from one
    level to another. It refers to the continuity of
    a program throughout the length of the program.