A glossary	The language of assessment
Course aims	State the overall goals or purposes of a piece of learning. What is this piece of learning for? What are the main benefits for the learners? What is the course, unit or module trying to achieve?
Learning objectives	These describe how the educator (teacher) intends to reach the course aims. Example: a teacher might have an aim that a learner should be able to play a football match. To achieve this aim, a series of objectives must be met. e.g., to respect the rules, discuss successful tactics, learn ball control etc.
Intended learning outcomes	By nature, these are like the learning objectives, but are written from the perspective of the learner. They describe what students should know or be able to do at the end of the course that they couldn't do before.
Assessment tools or instruments	Examples include an assignment, a test, a project, an essay, a dossier, a portfolio, a presentation, or a performance. These are the activities the learners do in class, which can provide data.
Evaluation criteria (Success criteria)	Student-friendly descriptive statements that provide information about the qualities and characteristics necessary to succeed in a given **learning** task. In practice these are similar to the learning objectives and outcomes.
Rubrics	A standard or benchmark that defines in writing what is expected of the student in order to get a particular grade on an assignment or project. Often take the form of a table or grid.
Weighting	This is a number or percentage figure defining the level of importance assigned to the different criteria or units.
A Report	Parents may receive this document two or three times a year. It usually includes marks and teachers' comments on learner performance and behaviour at school.
A Likert or Summated scale	Used in self or peer assessment, this is a type of line used to measure attitudes, abilities, or opinions. Respondents are asked to rate items on a level of agreement. For example: Strongly agree – strongly disagree.
Checklists	A system of organising information into specific criteria about skills, attitudes, strategies, and behaviours which educators and students may use to gauge skills development or progress.

	Different kinds of assessment
Formative or continuous assessment	This is an informal and frequent way of checking and evaluating how student learning is progressing. It helps the student and the teacher identify strengths and weaknesses and target areas that need work. It can take the form of quizzes, games, projects, presentations, and group activities.
Culmative or Summative evaluation	This is a formal way of evaluating what students have learned on a course. It usually takes the form of tests, final exams, or end-of course projects. Students are awarded a grade, perhaps by external examiners, by comparing work against some standard or benchmark.
Self-assessment	A process of reflection when a learner judges their own work, either by comparing their performance against others, against a benchmark, or by giving their opinion. Needs analysis or 'Can-do statements' are simple and effective ways to see how a student how feels he or she is progressing.
Peer-assessment	Often used as a learning tool, classmates give each other feedback on the quality of their work, often with ideas and strategies for improvement
Initial or Previous evaluation	Helps the teacher decide what to teach and where to start by discovering the range of knowledge/skills/attitudes already existing in the classroom (sometimes called schemata)
Portfolio assessment	A selection of learner work which can act as formative assessment (students work on it as a course progresses) but then, at the end of a course, can be evaluated and marked like a summative assessment. Clear instructions as to what is required must be clear from the outset.
Ongoing assessment	The teacher observes each individual student as a course progresses and ticks the relevant 'Can-do statement' as and when appropriate using a checklist.