

Term A	Definition	Vs.	Term B	Definition
<b>Direct</b>	Students demonstrate that they have achieved a learning objective.	Vs.	<b>Indirect</b>	Students (or others) report perceptions of how well students have achieved an objective.
<b>Traditional measurement</b>	Students exhibit how well they have achieved an objective by taking traditional tests (e.g., multiple choice test).	Vs.	<b>Performance measurement</b>	Students exhibit how well they have achieved an objective by doing it (e.g., piano recital).
<b>Formative</b>	Assessment is designed to give feedback to improve what is being assessed (i.e., along the way).	Vs.	<b>Summative</b>	Assessment is designed to provide an evaluate summary (i.e., at the end).
<b>Quantitative</b>	Assessment findings are summarized with a number that indicates the extent of learning.	Vs.	<b>Qualitative</b>	Assessment findings are verbal descriptions of what was discovered.
<b>Value-added judgment</b>	Student learning is demonstrated by determining how much students have gained through participation in the program.	Vs.	<b>Absolute judgment</b>	Students exhibit mastery of learning objectives at a specific level of mastery.
<b>Authentic assessment</b>	The assessment process is similar to or embedded in relevant real-world activities.			
<b>Triangulate</b>	Multiple lines of evidence lead to the same conclusion.			