



E-EVALINTO Teacher Training Course

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Learning e-Assessment Glossary

Site: **E-EVALINTO Virtual Campus**

Course: **E-EVALINTO Teacher Training Course (E-EVALINTO Teacher Training)**

Glossary: **Learning e-Assessment Glossary**

A

Action Plan to innovate in evaluation

Set of actions proposed and prioritized by the teachers, which are planned to incorporate innovations in the evaluation process in the context of the subjects / subjects and that imply an improvement in the evaluation process as learning and empowerment.

Assessment rubric

Evaluation instrument that enables the assessment of the degree of compliance in a series of attributes by offering a description of the requirements to be placed in each level. It also has the possibility of granting a numerical value within a range assigned to each level.

Attribute

Element or part of an evaluation instrument. Each one of the aspects, elements or qualities that are specified in the evaluation instruments for their evaluation.

C

Certification

Modality of evaluation in relation to its repercussion that, carried out by a qualified evaluator, assures the conformity that the evaluated fact fulfills the established requirements and norms.

Check list

Instrument of evaluation constituted by a series of attributes whose presence or absence the evaluator must verify.

Co-evaluation

Co-assessment. Participative modality of evaluation that implies a process by means of which the teachers, together with the students, carry out an analysis and evaluation in a collaborative, dialogical, joint and consensual way on the performances and learning productions. Synonym of "shared evaluation".

Competence

Attribute, knowledge, attitude, skill, and faculty for the development of a profession, job or academic performance, executing properly and correctly the actions and work or academic activities required.

Continuous assessment

Evaluation that is carried out during the development of the subject, course or program through periodic evaluations and that concludes with the final evaluation.

D

Descriptors

Element or component of an assessment rubric. Explanation narrated and graded in relation to the evaluation criteria, on the qualities that the product or performance has.

Dimension

Element or part of an evaluation instrument. The different aspects or facets that make up the evaluation object and that group subdimensions or attributes of the evaluation instrument.

E

Empowering evaluation

Evaluation mode in relation to its purpose that is characterized by granting in the evaluation process an active role of the student, learning to evaluate, improve their own performances and self-regulating and appropriating their learning process.

Evaluation as learning and empowerment

Evaluation framework focused on three key challenges or components: quality tasks, student participation and feedback or effective feedback. It is characterized by using strategies that promote students' self-awareness of their training needs, self-regulation of their learning process, autonomous and relevant learning throughout their lives, their self-determination in decision-making and the empowerment of students in an academic and extra-academic context from an ecological and socially responsible commitment.

Evaluation by the teaching staff

Process by which teachers, academic tutors and other similar figures, individually or jointly, value the products or actions of the student.

Evaluation criteria

Qualities in relation to which an evaluative judgment is issued about the object, product or performance evaluated.

Evaluation for improvement

Modality of evaluation in relation to its repercussion that focuses on optimizing the process and the results establishing the necessary actions.

Evaluation instruments

Tools, artifacts, records used by the evaluator to systematize their assessments of the different aspects evaluated.

Evaluation modalities

1. According to who evaluates, that is to say to the agent or actor of the evaluation, two modalities are distinguished: self-evaluation and hetero-evaluation.
2. According to the moment in which it is evaluated, the following are distinguished: initial or diagnostic assessment, intermediate, progressive, continuous and final evaluation.
3. In relation to the purpose of the evaluation, are distinguished: formative, empowering, empowering and summative.
4. According to the impact of the evaluation are distinguished: evaluation for improvement and certification.
5. According to the responsibility and participation in the evaluation, the evaluation of sole responsibility (teaching staff and self-evaluation) and shared responsibility (teaching staff, professionals, peers, peer assessment) is distinguished.

Evaluation principles

Components of evaluation as learning and empowerment. Fundamentals, bases, substantial elements that guide the evaluation process. We highlight ten fundamental principles: credibility, dialogue, improvement, participation, reflection, regulation, challenge, sustainability, transparency and transversality.

Evaluation procedure

Specification of the elements that make up the evaluation process, activities and tasks to be done by the faculty and students to know and assess the competence level of the student. Explanation of the logic of the evaluation process to follow and that in the evaluation as learning and empowerment should consider as basic elements: object of evaluation, quality tasks that incorporate the participation of students in the evaluation and feedback, products / learning actions - means of evaluation, evaluation criteria and evaluation techniques and instruments.

Evaluation techniques

Strategies that the evaluator uses to systematically collect information about the evaluated object.

Evaluator

Agent / s or person / s that issue an evaluative judgment about an action or product. They can be oneself, classmates, teachers, supervisors, tutors, etc. and the assessment can be individual, collective or consensual.

F

Feed-in

Challenge of evaluation as learning and empowerment. Dialogical strategy that provides information, useful, relevant and prospective, so that the information provided can be used by the student both immediately to improve their process, competence level, performance and results as well as medium and long term performance professional, thus favoring lifelong learning. This important information can be facilitated by teachers, supervisors, tutors, classmates or by the student.

Feedback

Useful and relevant information provided to the student about their process, competence level and results thanks to which they can improve their performance. This information can be provided by the teachers, peers or the student himself.

Final evaluation

Modality of evaluation that is executed at the end of the process, subject, course or program.

Formative evaluation

Modality of evaluation in relation to its purpose, which arises at the initiative of the teacher and which has an impact on a positive change in the student.

H

Heteroevaluation

Evaluation made by another agent or subject other than the one who has made the product or action object of the valuation.

I

Indicator

Quantitative or qualitative expression to evaluate or measure the degree of achievement of an evaluation criterion.

Initial evaluation

Modality of evaluation that takes place before starting the subject, course or program and whose objective is a previous diagnosis or to know the situation or initial level of the apprentices.

Interim evaluation

Modality of evaluation in relation to the moment of the same and that is carried out in the central point of the process.

L

Learning actions

Evidences observable through demonstrations or executions (simulations, practices, etc.), which are carried out by students and on which a value judgment is issued with reference to previously established evaluation criteria and standards. They report on the competence level or the learning results of the students. These actions together with the learning products constitute the evaluation means of the evaluator.

Learning products

Tangible evidence (projects, tests, reports, etc.) on which a value judgment is issued with reference to previously established evaluation criteria and standards. They report on the level of competence or on learning outcomes. These products together with the learning actions constitute the evaluation means of the evaluator.

Learning result

Realizations or concrete performances and with certain levels of execution or achievement that show what the student is capable of doing and demonstrating.

M

Means of evaluation

Evidences or evidence, tangible or observable, that serve to gather information about the object to be evaluated. These evidences constitute the products or learning actions of the students.

O

Object of the evaluation

Aspect in which the evaluation process is centered. Reality on which information will be collected in order to evaluate its merit and value.

P

Participation

1. Principle of evaluation. The evaluation involves the participants, students, colleagues and teachers, in a shared, collaborative and responsible way.
2. Challenge of evaluation as learning and empowerment. It focuses on the active role of the student in their evaluation process in order to facilitate that they are independent learners and that they reflect on their own achievements and advances and on those of the other classmates. Participation is feasible in the planning, deployment and results of the evaluation process.

Participatory evaluation modalities

Evaluation modalities that include a degree of participation of the student in the evaluation of the work, product or own performance or of the classmates. Three participatory evaluation modalities are distinguished: self-evaluation, peer evaluation and coevaluation.

Peer assessment

Participative modality of evaluation that implies a process by means of which the subjects (students, teachers, tutors, etc.) carry out an analysis and evaluation on the performances or learning productions developed by all, of some group or of some other subject of the same hierarchical level (student-student, teacher-teacher, tutor-tutor, etc.). Synonymous evaluation by peers.

Progressive evaluation

Evaluation mode characterized by providing information, during the process, on the progress of learning.

R

Rating

Indicator that is specified in a number and that refers to percentage, rate, ratio, etc.

Rating scale

Evaluation instrument in which the degree or frequency of compliance with a series of attributes is assessed. It is accompanied by a scale consisting of graduated values. It is also known as an estimation scale.

Rating system

Weighting and scoring procedure by which a number or adjective is given to the evaluated object.

Requirement

Appearance, condition or manifestation necessary and mandatory that a product or action must fulfill.

S

Scale

Element or part of an evaluation instrument. Graduation used to assess / measure each of the attributes of the instrument. It is used in valuation scales and assessment rubrics.

Self-assessment

Participatory mode of evaluation that involves a process by which a subject (student, teacher, tutor, etc.) performs an analysis and assessment of their own actions or productions.

Self-regulation

Process in which the student appropriates his learning process through the construction of the same, the use of strategies and initiatives, in a pro-active way, and characterized by self-reflection, self-control and self-monitoring. It allows the student to improve the process and the transfer in different contexts to which the learning takes place.

Semantic differential

Evaluation instrument consisting of two adjectives, concepts or dichotomous actions separated by a series of graduated values, with the central being zero. The evaluator issues a score according to the proximity to one of the bipolar poles.

Standard

1. Standard, rule, model or benchmark to assess a product, action, program or service. They indicate the minimum and maximum level of quality needed.
2. Indicator that defines and specifies the range or quality level required.

Strategic learning

Type of learning in which the student uses organized, intentional, effective and efficient processes, strategies and experiences to respond to the requirements necessary to carry out a task or an action. It is characterized by focusing on transferable strategies that promote autonomous learning throughout life, decision-making, self-awareness of training needs and self-regulation of the learning process itself.

Subdimension

Element or part of an evaluation instrument. Aspects or facets that make up a dimension and that group attributes of the evaluation instrument.

Summative evaluation

Modality of evaluation in relation to its purpose focused on determining the level of final achievement in the subject or program.

V

Values

Element or part of an evaluation instrument. Each one of the scores or estimates that are made on each attribute of the evaluation instrument. In some valuation scales and rubrics, value ranges are used, that is, a graduation to value / measure each of the attributes of the instrument.