

Performance Indicator (Criteria for Success) – A description of an observable and measurable characteristic or change that represents achievement of an outcome. The standard by which student performance is evaluated. Criteria for assigning a score or the dimensions of proficiency in performance used to describe a student's response to a task or judging the results of student learning.

- Benchmarking (Peer-reference or Norm-referenced) – Compares student performance or score against their peers either established by use of its own program or from other institutions.
- Standards-based (Competency-based or Criterion-referenced) – Compares student performance or score against an established standard.
- Best-Practice (Best-in-class) – Compares your results against the best of your peers.
- Value-added (Growth or pre-post) – Compares results against student scores when they started or entered the program to the end of the program or course of study.
- Longitudinal – Compares student performance or scores against peers in prior years.

Scoring Rubric - A determined set of criteria that describes the characteristic(s) of a learning outcome and the level of achievement in each characteristic(s).

Reliability - the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials.

Validity - refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Validity has three components: relevance (direct measurement), accuracy (how precise are the measurements), and utility (how clear are the implications for improvement).

“Close the loop” or “Feedback loop” - Using assessment results for program change and improvement.

Triangulation - the use of a combination of assessment methods in a study.