The following glossary is a highly selective annotated list of selective techniques, figures, and movements in assessment methodology. Given the dearth of glossarial material on the subject, particular attention is given to the specialized techniques of assessment. This list does not take place of key terms supplied by the authors, but is meant to supplement them.

**ABITUR.** The Abitur is the name of the final exams for young adults in Germany, Poland, and Finland. The tests are given at the end of secondary school. In most cases, the Abitur is required for entering German universities. Students begin preparing for the Abitur from grades 7-11.

**ACE.** The American Council on Education (ACE) is an organization, which was founded in 1918 and is devoted to the research of higher education. ACE is involved in the formulation of public policy and support of research in higher education. The council is composed of over 1,800 accredited colleges and universities as well as associations and corporations that are involved in higher education. ACE is responsible for developing the GED (*q.v.*). In addition, ACE maintains a standard of scores used by universities to evaluate students’ scores on exams such as the CLEP (*q.v.*) and DSST (*q.v.*).

**ACT.** The ACT is a non-profit organization centered in Iowa City, Iowa. The ACT began in 1959 as the American College Testing Program, Inc. It was designed to provide both colleges and students with better information about scores and performance. Historically, the ACT has had a large role in the assessment of the United States’ national scores. In 1996, the organization changed its name to ACT in response to its growth and changes. What had been known as the American College Testing Program expanded to provide education to K-16 and business and industry. It also became a worldwide organization, branch-
The ACT has a dual focus on education and workforce development. In education, the ACT creates assessment programs for education and researches how technology can improve assessment capabilities. The ACT also provides statistical and psychometric support for their clients and programs. In 2002, a new corporate structure was introduced, including the Education and Workforce Development. The Workforce Development Division is responsible for assessing the workplace to assist in decisions such as promotions and retentions. The Workforce Development Division is further divided into two branches: the Professional Development Services and the Workforce Delivery Services. The Professional Development Services is responsible for research, measurement, and evaluation, while the Workforce Delivery Services is responsible for marketing as well as sales support.

In 2005 ACT International, B.V. was created to extend ACT’s reach to global establishments. The ACT International has two subsidiaries: ACT Education Solutions, Limited and ACT Business Solutions, B.V. ACT Education Solutions, Limited is focusing on helping international students prepare for study at English-speaking universities. ACT Business Solutions, B.V. focuses on international services for employers, including such programs as English WorkKeys, which is used in assessing the English language skills of non-native speakers.

**ACCUPLACER.** ACCUPLACER is a placement test system in math and English that is used in colleges and universities in order to place students into appropriate classes for their skill levels. The English test is broken into a reading and writing component. The test is not timed and scoring indicates strong areas and weak areas rather than pass or fail. The placement system determines which class is appropriate for the given student based on the answers given. The English test is broken into 20 reading and 20 writing or sentence structure questions. The Math questions are given in sets until enough data is collected to appropriately place the student in a class.

**CAT.** Classroom Assessment Techniques are short and simple methods that can be used in most colleges and universities for the purposes of evaluation. In most cases, the techniques have extensive histories of research supporting their validity. CATs evaluate how a student learns by seeking out feedback. Assessing in this way allows the teacher to reevaluate his or her teaching method and make any needed changes. The approach is centered on the learner. It focuses on the improvement of learning above teaching. The approach tries to improve the course content and quality of student learning instead of trying to summarize the student’s achievements. Assessment is continual and done frequently. Instead of taking time for a test or formal evaluation, CATs can be a prompt evaluation suitable for daily use, allowing the teacher to address misconceptions quickly and as appropriate. CATs are designed to test course-related knowledge and skills. They also tests students’ attitudes, values, self-awareness, and reactions to instruction methods.

There are several CATs that can be employed by the teacher. A sample CAT is the One-Minute Paper. Students will write the most important item that was learned and that which was understood the least. The teacher uses the responses in order to re-evaluate the materials covered. Cross and Angelo (1993) show that in finding what the most significant information learned is, the student must first evaluate the information they recall, self-assessing and asking themselves how well they understand what they just studied. Another CAT, the Muddiest Point Question, begins by asking students to give the “muddiest” (i.e. the most unclear) point in the session so far. This CAT gives instructors a way to get feedback about areas where students are unclear. It lets them reflect on the ideas they are having difficulty with and
forces them to move beyond recall into analysis, synthesis, and evaluation.

**COLLEGE BOARD.** The College Board is a not-for-profit examination board in the United States. It was founded in 1900 as the College Entrance Examination Board (CEEB). Today, the College Board manages many different kinds of standardized tests. They particularly target students in their third or fourth year of high school who plan to advance to post-secondary education. The ACT (q.v.) is the most well-known College Board test. However, the College Board is also responsible for a number of other tests including the CLEP (q.v.), PSAT/NMSQT, and Advanced Placement Program.

**CLA.** The Collegiate Learning Assessment (CLA) is an assessment methodology based on the institutional level. It focuses on the institution rather than the student as the primary basis of its analysis in order to focus on how the institution as a whole contributes to the development of the student. It also focuses on the value added by colleges and universities through a set of two tests, one for those entering the university and another for seniors. Through this comparison, the CLA intends to show the effectiveness of the institution’s programs on the advancement of the students.

The CLA method is opposed to multiple choice style questions. Rather, it focuses on a set of four central areas, including critical thinking, analytical reasoning, written communication, and problem solving. To test these areas, the CLA combines two testing instruments. The first is the use of performance tasks. Students must complete a relevant activity such as a composing a memo with the use of a series of documents. The student is expected to evaluate these documents and use their ability to interpret and synthesize the information. Writing tasks are also used to evaluate how students use Standard English to evaluate evidence and articulate complex ideas with support and examples.

**CLEP.** The College Level Examination Program (CLEP) is a set of exams that are offered by the College Board (q.v.). The CLEP exams are used as an alternative means of obtaining undergraduate credits. Test-takers are given 90 minutes to complete each test. U.S. military service members and veterans of all branches are able to take the tests for free. The student can earn the equivalent credits of an introductory-level course for each test. Language tests such as Spanish and French, however, can earn up to 12 credits. Most of the questions on the exams are multiple-choice. Some questions are fill-in-the-blank and others may be questions on ordering. In addition, the English Composition exam may be taken with an optional essay section. The test scores are given on a scale of 20 to 80. Most schools will give a student credit for a score of 50 or higher, although the for-credit scores depend on the schools.

The exams currently offered in Business include: Financial Accounting, Introductory Business Law, Information Systems and Computer Applications, Principles of Management, and Principles of Marketing. In Composition and Literature, the following exams are offered: American Literature, Analyzing and Interpreting Literature, English Composition with or without Essay, English Literature, Freshman College Composition, Humanities. Three foreign languages are offered with two levels each: French Language Levels 1 and 2, German Language Levels 1 and 2, and Spanish Language Levels 1 and 2. In History and Social Sciences, the following are offered: American Government, Introduction to Educational Psychology, History of the United States I: Early Colonization to 1877, History of the United States II: 1865 to Present, Human Growth and Development, Principles of Macroeconomics, Principles of Microeconomics, Introductory Psychology, Social Sciences and History, Introductory Sociology, Western Civilization: Ancient Near East to 1648, and Western Civilization II: 1648 to Present. In Science and Mathematics, the
following are offered: Biology, Calculus, Chemistry, College Algebra, College Mathematics, Precalculus, and Natural Sciences.

**COMPASS.** COMPASS is a computerized assessment program developed by ACT (q.v.) that is used by postsecondary educators. COMPASS exams are generally given during orientation to freshmen. In some instances, the COMPASS test may be a prerequisite to enrollment in a program. The goals of COMPASS are to place students in appropriate courses, connect them to needed resources, and to quickly evaluate incoming students’ skill levels in Reading, Writing Essay, Math, and ESL. The tests are not timed and the results are immediate. After testing, a report lists classes to register for and the procedures for doing so. Rather than giving a grade, the COMPASS system identifies students’ strong and weak areas. It is concerned with efficiency and preparation for study tailored to the student.

**COMPASS/ESL.** The Compass/ESL test is for students whose first language is other than English. It covers grammar and reading comprehension, but excludes essay writing. The Compass/ESL test can substitute the COMPASS (q.v.) test for ESL students who want to be treated as non-native speakers. The test is not timed, however each section takes around 30 minutes. The COMPASS/ESL test is primarily used by technical and 2-year colleges to place students in postsecondary courses. They identify strengths and knowledge in the subject area.

**DANTES.** The Defense Activity for Non-Traditional Education Support (DANTES) is a Department of Defense (DoD) activity based in Saufley Field, Pensacola, Florida. It grew out of the decline of the United States Armed Forces Institute (USAIF) in 1974 due to budget cuts. In response, the DoD and Military Services proposed a streamlined organization, DANTES, which was establish July 31, 1974. DANTES supports the voluntary education programs of the Department of Defense. It also sponsors a wide range of examination programs to assist service members in meeting their educational goals. The DANTES Test Control Officer (TCO) is commonly the Education Services Officer (ESO), who is responsible for the test administration on military installations. DANTES is also responsible for the delivery of a wide variety of examinations including the GED, college admissions, credit-by examination, and certificate examinations.

**DSST.** The DANTES (q.v.) Subject Standardized Tests (DSST) is a program of 37 college subject examinations that are generally accepted as equivalents to undergraduate end-of-course tests. The ACE (q.v.) approves of the DSST and recommends that each test be equivalent to three semester hours. The tests are made available by Thomson Prometric (q.v.). DANTES funds the paper-based DSST tests for eligible service members and civilian examinees at DANTES Test Centers and national test centers.

In 2006, Thomson Prometric introduced an Internet-based version of the DSST tests. The iBT DSST scores are instant and the score is reported quickly to colleges and universities. All DSST test titles are available as iBT except the “Principles of Public Speaking” test, which will remain a paper-based exam. Many military installations contract with national test centers to provide free iBT DSST testing on-base to eligible military and civilian employees. There are also off-base on-campus testing centers, but a fee is required. DANTES will fund both the test fee and the administration of the test by the national test center.

**ECE.** Excelsior College Examinations, formerly named Regents College Examinations and ACT Proficiency Examination Program (ACT/PEP), are used to meet specific college degree requirements. The ECE exams are available in paper-and-pencil form through DANTES Test centers. Test fees for Military personnel may be covered by the government if eligible. The ECE Objective Tests are multiple-choice. The ECE extended responses are essays. Finally, the ECE Mixed format contains both multiple-choice and free response questions.
**GED.** The General Educational Development (GED) exam is a series of tests, developed by the ACE (q.v.), that allow a student to test out of high school in America and Canada. Only those individuals who have not earned a high school diploma may take the GED tests. The GED exam was created after World War II to help veterans return to civilian life. GED tests are available in multiple formats including Spanish, French, large print, audiocassette, and Braille. Test takers must score higher than 40 percent of graduating high school seniors nationwide to earn a GED. Reasons for seeking a GED may include immigration to the United States or Canada, home schooling, or leaving high school early. There had been a college-level GED, although it was discontinued.

**GMAT.** The Graduate Management Admission Test, or GMAT, is a standardized assessment exam created by the Graduate Management Admission Council (GMAC). The GMAT is used by business schools to qualify applicants for advanced study in business and management and predict academic performance. The test measures basic verbal, mathematical, and analytical writing skills. The tripartite test is composed of: the Analytical Writing Assessment, the Quantitative section, and the Verbal section. The Analytical Writing Assessment (AWA) consists of two separate tasks: Analysis of an Issue and Analysis of an Argument. The Quantitative Section contains 37 multiple-choice questions, which are further divided into Data Sufficiency and Problem Solving types. The Verbal section consists of 41 multiple questions. The questions are split into Reading Comprehension, Critical Reasoning, and Sentence Correction types.

The questions of the Quantitative and Verbal sections are multiple-choice and computer generated. Questions are dynamically selected as one takes the test, adjusting to one’s ability level, thus creating a unique test for the applicant. One question is displayed at a time and the test-taker cannot skip, return to, or change previous responses. From each multiple-choice section, there is a large pool of potential questions ranging from a low to high level of difficulty. Answering the first question correctly will cause the computer to give a subsequently harder question. Answering a question incorrectly will cause the next question to be easier. The process continues until the section is completed, when the computer finds the assessment in that subject area.

The score is determined by the number of questions answered, whether the answers were correct or incorrect, and the difficulty level of each question. The questions are weighted by difficulty and statistical properties rather than position. Every test contains trial questions that are not counted in scoring the test. However, there is no indication of their status and must be treated as regular questions. The test includes a tutorial for those with less computer skills that covers the use of a mouse, entering responses, moving to the next question, use of a word processor, and accessing the Help function.

**GRE.** The Graduate Record Examination (GRE) is a standardized test for admissions in many graduate school programs in English-speaking countries. It was created and is administered by the ETS. The GRE focuses on math, vocabulary, and analytical writing. It is most often taken in computerized form, although paper exams are offered in areas lacking computer requirements. The GRE takes around 3 hours to complete. Three sections of the test are graded while one experimental section is not included in the score.

The three sections of the exam are analytic writing, verbal, and quantitative. An additional non-scored optional research section can also appear at the end of the test. The analytic writing section consists of two different essays that are allowed 30 and 45 minutes. The section is graded on a scale of 0-6 in half-point increments. The essays are written on the computer with a word processor designed by ETS that only allows for basic functions and excludes a spell-checker and
other features. Each essay is scored by at least two readers. If the scores are within one point, the average is taken. If they are differing by more than a point, a third reader examines it.

The verbal section tests vocabulary and consists of multiple-choice questions on analogies, antonyms, sentence completions, and reading comprehension. The section consists of 30 questions and 30 minutes are allotted for completion. It is scored on a scale of 200-800 in 10 point increments. The quantitative section consists of multiple-choice questions on high-school level math. There are 28 questions, with a 45 minute time limit. The section is scored on a scale of 200-800 in 10 point increments. The experimental section may be a verbal or quantitative section that allows ETS to determine the quality of new questions. There is no way to distinguish the experimental section from the actual section. Thus, both must be completed, although the experimental section does not count towards the final score. The final research section is clearly identified as experimental. It is entirely optional and the test taker’s participation in the section does not affect his or her score.

The computer-based test uses dynamic scoring on the multiple-choice sections to adjust the difficulty of the exam depending on the correctness of the previous answer given. Thus, there is no ability to go back and change previous answers and an answer must be given in order to proceed. The first question is measured at an “average level” that half the GRE takers answer correctly. If correct, the test will become more difficult. If incorrect, the test becomes easier until a correct answer is achieved. The score for each question is weighted by its level of difficulty and the first few questions are the most important in finding the range of ability while the subsequent questions fine tune the range. Thus, the first five or so questions are the most important for test takers to focus on in determining the range of their final score. While ETS has announced the intention to move away from the computer-adaptive scoring model, plans to do so have been postponed.

**HARCOURT.** Harcourt Education was a publisher that served pre-Kindergarten to Grade 12 school, assessment and trade publishing markets in the US and primary and secondary school markets internationally. It was founded in 1921 and headquartered in San Antonio, Texas. The assessment branch developed tests and resources for educational, psychological, speech and occupational therapy assessment, as well as human resource selection and hiring. The tests created include the WISC, WAIS WPPSI, Raven’s Progressive Matrices, and Versant. On May 4th, 2007, Pearson announced that it had agreed to acquire Harcourt Assessment and Harcourt Education International from Reed Elsevier.

**ITBS.** The Iowa Test of Basic Skills (ITBS) is a set of standardized tests given each year to school students in the United States beginning in Kindergarten and progressing until 8th grade. In 9th grade, students are examined using the ITED (q.v.) program. The ITBS was designed by the University of Iowa’s College of Education to develop a series of nationally accepted standardized achievement tests. The test covers English language use, math and problem solving, social studies, science, geography and map use, and source use. The ITBS is used in the school of the state of Iowa as well as wide-use in other regions of the United States.

**ITED.** The Iowa Tests of Education Development (ITED) are a set of standardized tests given to high school students for many students in the United States, from grades 9-12. The tests were created by the University of Iowa’s College of Education in 1942 as a part of a program to develop nationally accepted standardized achievement tests. The tests are designed to compare a student’s ability in several educational fields, such as vocabulary, reading and writing, mathematics, computation, social studies, science and analysis. It is used in many regions of the United States outside of Iowa.

**LINDQUIST, EVERETT FRANKLIN.** Everett Franklin Lindquist (1901-1978) was a
A professor of education at the University of Iowa who significantly contributed to educational testing. He developed a set of tests in 1929 that evolved into the ITBS (q.v.) and ITED (q.v.). In 1959, he introduced the ACT (q.v.), which is now administered by the College Board (q.v.). He was also on the committee that developed the GED (q.v.), which emerged during World War II. Due to the ITBS tests, Lindquist and his colleagues developed an optical mark sense-scoring machine to replace the IBM 805 machine, which allowed for the use of #2 pencils.

**LSAT.** The Law School Admission Test (LSAT) is used in the United States and Canada to assess verbal and reasoning skills of potential law school students prior to admission to a law school. It is administered by the Law School Admission Council (LSAC). The LSAT is administered four times annually, around February, June, October/September, and December. The test has five 35-minute multiple-choice sections. One section is not scored. There is also a 35-minute writing sample. The test has two logical reasoning sections. Each question begins with a paragraph stating an argument or a set of facts. There is then a prompt to choose another argument with parallel reasoning, to identify a statement to weaken or strengthen the argument, or to find the argument’s assumption, errors or logical omissions, or an alternate conclusion. The questions are generally arranged in order of difficulty, with the more difficult being towards the end. The reading comprehension section of the test consists of four passages of 400-500 words. One is related to law, another to arts and humanities, and another to physical sciences, and the last to social sciences. Each passage is followed by 5-8 questions.

**MAPP.** Measurement of Academic Proficiency and Progress (MAPP) was created by ETS (q.v.) and tests general education skills in an integrated fashion. It assesses four core skill areas: critical thinking, reading, writing, and mathematics, in a single test. Colleges and universities use MAPP to measure the effectiveness of their programs. It assesses a student’s core academic skills and compares the performance of over 380 institutions. This is done so institutions can demonstrate a program’s effectiveness for accreditation and funding purposes. Colleges and universities can also conduct longitudinal studies with the MAPP test data to determine how much their students are learning and how to improve learning outcomes. Testing is done at one’s convenience, either remotely via computer or onsite. There are a variety of testing format options, including a standard 2-hour test form, an abbreviated (40-minute) test form, a paper-and-pencil or online delivery, as well as a proctored or nonproctored administration.

**MAT.** The Miller Analogies Test (MAT) is an assessment test for graduate school programs. It tests mental ability through the solution of problems stated as analogies. It bases its method psychological research on human intelligence and reasoning that found emphasizing the use of analogies in measuring verbal comprehension and analytical thinking. The analogies use content from various subjects in order to show analytic ability and thus identify candidates beyond the memorization level. The test is 60 minutes in length.

**MCAT.** The Medical College Admission Test (MCAT) is an exam developed by the Association of American Medical Colleges (AAMC) for the medical school admissions process. The exam tests conceptual knowledge in biology, general and organic chemistry, and physics, as well as writing skills, critical thinking, and problem solving capability. The total time of the test is 5 hours and 20 minutes. It consists of three multiple-choice sections and a writing assessment. The multiple-choice sections are on physical sciences, verbal reasoning, and biological sciences.

The Physical Sciences section focuses on general chemistry and physics, while the Biological Sciences section evaluates the areas of biology and organic chemistry. Both contain 13 stand-alone questions and 7 sets of 4-7 questions based on passages. The Verbal Reasoning section
evaluates the test taker’s ability to understand, evaluate, and apply information and arguments in prose style through 7 passages that are approximately 600 words in length. The passages each have 5-7 questions and are drawn from the humanities, social sciences, and natural sciences. The Writing Sample section consists of two 30-minute essays written as an expository that does not assess subject-matter knowledge.

**NBPTS.** The National Board of Professional Teaching Standard Exam (NBPTS) is a series of written exercises. It is used to measure how much a teacher knows and understands the subjects that they teach. The NBPTS requires performance-based assessments in addition to written exercises. The performance-based assessments include teaching portfolios, student work samples, videotapes, and classroom observations. The NBPTS was founded in 1987 to create a voluntary system to assess and certify teachers who meet their standards.

**NELSON-DENNY.** The Nelson-Denny reading test is a survey test that is used to assess student achievement and progress in vocabulary, comprehension, and reading rate. James I. Brown, Vivian Vick Fishco, and Gerald S. Hanna created it in 1993. Under standard administration the timing is 35 minutes, while extended-time administration is 56 minutes. The test is meant to aid in placement of high school and college students. Its vocabulary is focused on those used in classrooms today and its comprehension passages are drawn from widely used, current high school and college texts. The test is designed to carefully avoid racial and gender bias.

**PCAT.** The Pharmacy College Admission Test (PCAT) is a standardized test for prospective pharmacy students. It is administered by Harcourt Assessment, Inc. It has six sections, including Verbal Ability, Quantitative Ability, Biology, Chemistry, Reading Comprehension, and Writing. It takes around four hours to complete. There is no penalty for incorrect answers and calculators are not allowed.

**PRAXIS.** The Praxis Series of exams are produced by the ETS (q.v.) and test teacher candidates for state teaching licensing certification programs. The Praxis I tests measure basic academic skills and the Praxis II measures general or subject-specific knowledge and teaching skills.

The Praxis I: Pre-Professional Skills Tests (PPST) measure basic skills in mathematics, reading, and writing. Each of the four parts of the test is generally around two hours long, which includes the time for tutorials and background information collected. The Reading and Mathematics tests are 46 questions long and 75 minutes are allowed. The Writing test is 44 multiple-choice questions with 38 minutes to answer and an essay section with 30 minutes to answer. Individual scores are given for the Mathematics, Reading, and Writing sessions. A special tool is available that allows one to “bookmark” answers in order to proceed and review later on a review screen. The paper test consists of 40 multiple-choice questions in 60 minutes. The Writing test is 38 multiple-choice questions and one essay question with two 30-minute sections of testing time. The score is based on the number of questions answered correctly, with no penalty for incorrect questions. The test can be taken on paper or via computer. Colleges use the Praxis I in order to evaluate potential students for their teacher education programs early in the college career. The computer-based tests can be taken through the Prometric (q.v.) Testing Centers or at certain colleges and universities. The ETS lists computer-based testing area availability.

Praxis II: Subject Assessments are tests that are required as part of the licensing and certification process of many states for those interested in teaching grades K-12. The Praxis II tests are specific to the subject area the educator will teach in. The duration of PRAXIS II tests may be one, two, or four hours in length. All of the tests are paper-based and consist of three parts: Subject Assessments, Principles of Learning and Teaching (PLT) Tests, and Teaching Foundations Tests. Each part features constructed-response and multiple-
choice test items. The Subject Assessments part measures subject-specific teachings skills. The PLT Tests measure general pedagogical knowledge at four grade levels: Early Childhood, K-6, 5-9, and 7-12. Teaching Foundations Tests assess pedagogy in five areas: multi-subject (elementary), English, Language Arts, Mathematics, Science and Social Science.

**Prometric.** Prometric is a US company in the test administration industry. Formerly owned by the Thomson Corporation, Prometric is currently wholly owned. The Thomson Corporation announced the sale of Prometric in the fall of 2006 and ETS (q.v.) announced plans to acquire it, although the plans were canceled on October 15, 2007.

**PTA.** Primary Trait Analysis is an assessment technique to establish grading criteria that was developed by Barbara Walvoord and Virginia Andersen in their book *Effective Grading: A Tool for Learning and Assessment.* It defines grading as a complex process, one which involves evaluation, communication, motivation, and organization. PTA uses a scoring rubric or portfolio for student performance evaluation that is specific to the assignment. The highly explicit criteria developed on the scale lets students know what they are to learn and seeks to motivate them.

PTA begins by identifying the factors that count for scoring and builds a scale based on them. The student’s performance is evaluated against these assignment-specific criteria. An example given by Andersen was in an upper-level biology course. The assignment was to design and implement a scientific experiment that compared two products and presented the results in a scientific report format. Using PTA, Andersen chose ten traits she wanted to measure. She then built a 2-5 point scale for each trait and described the performance at each level. One can use a five-point to two-point (pass or fail) scale. To create the scale, Andersen based her judgments off her old student papers, asking what factors she wanted to measure. The traits are those factors that count towards grading the student’s work, expressed as nouns or noun phrases. Traits can be derived through describing why a paper is an A paper or explaining to a colleague why a certain paper was a B paper. Walvoord and Andersen stress the importance of time-efficiency in grading papers and projects and offer a number of strategies to help reduce the duration of grading without reducing the quality. For instance, they insist that one only gives the final draft a grade, circling the PTA scale item that is relevant. One also uses self-checklists for students and peer response with the guidelines given. In addition, comments are to be given on the computer, with handouts online for common problems, utilizing technology in grading.

**SALG.** The Student Assessment of their Learning Gains (SALG) is a web-based tool created by Elaine Seymour in 1997 to measure how effectively a course contributed to student learning. Seymour was co-evaluator for two National Science Foundation-funded chemistry consortia (ChemLinks and ModularCHEM) that developed and tested modular curricular and pedagogy for undergraduate chemistry courses. In 2007, Stephen Carroll, Elaine Seymour, and Tim Weston revised it to reflect goals and methods in a broad array of courses beyond chemistry.

The SALG asks students to report their own learning and the degree that specific courses have contributed to their learning. It includes five overarching questions and sub-items. The first question asks “How much did the following aspects of the course help you in your learning?” The sub-items may include: class and lab activities, assessments and particular learning methods. The second question asks, “As a result of your work in this class, what gains did you make in your understanding of each of the following?” Sub-items for this question can include the concepts that an instructor considers important. The third question asks, “As a result of your work in this class, what gains did you make in the following skills?” The sub-items for this question would
be a list of skills such as ability to find trends in data. The fourth question asks, “As a result of your work in this class, what gains did you make in the following?” An example of a sub-item here is the increase in enthusiasm for the course. Finally, the fifth question asks, “As a result of your work in this class, what gains did you make in integrating the following?” These sub-items would relate to how students integrated information.

**SAT.** The SAT Reasoning Test is a standardized test used primarily in the United States for college admissions. It was first introduced in 1901. In 1994, its name was changed from the Scholastic Achievement Test to simply SAT due to negative connotations associated with ‘achievement’. In 2005, it was again renamed the SAT Reasoning Test. The SAT is primarily assessing analytical and problem-solving skills. It is typically taken by high school juniors and seniors. It is administered by the College Board Corporation (*q.v.*) and developed and scored by the ETS (*q.v.*). The SAT has historically been more widely used in colleges along the coasts, while the ACT (*q.v.*) is more popular in the Midwest and South of the United States for the same purpose. SAT tests take around 4 hours.

The SAT consists of three main segments: Mathematics, Critical Reading, and Writing. Each section is scored in multiples of 10 on a scale of 200-800 and are added together to give the final score. There are three main parts of each of the three main segments and 10 sub-sections, including an additional experimental section in any of the three used to normalize future questions, which does not count towards the final score.

The Mathematics segment is 70 minutes long and broken into 3 sections. There are two 25-minute sections and one 20-minute section. One of the 25-minute sections consists of 20 multiple-choice questions. The other has 8 multiple-choice questions and 10 grid questions. The final 20-minute section consists of 16 multiple-choice questions. The Critical Reading segment is also broken into 3 sections. Critical Reading normally begins with 5-8 questions on sentence completion that focus on vocabulary and organization skills. The student must select the word that best completes a given sentence. However, the majority of the questions is made up of reading passages that require short answers. The Writing section includes multiple-choice questions of error identification, sentence improvement, and paragraph improvement, as well as a short essay that is 25 minutes long. The essay is written in response to a broad or philosophical prompt with two trained readers who grade on a scale of 1 to 6. Zero is reserved for papers with major problems such as being blank or off-topic, not in English, considered illegible, or not written in a no. 2 pencil. The scores are summed for a score of between 2 and 12. If the two readers scores differ by more than a point, a senior third reader decides.

**TOEFL.** The TOEFL or Test of English as a Foreign Language is a test for those who wish to teach English to non-native English speakers. It is administered worldwide by the ETS (*q.v.*). It began in 1964 to evaluate the ability to use and understand Standard American English at the college level. The test is four hours long and contains four sections. The Internet-Based test (iBT) was introduced in 2005, largely replacing both the computer-based (CBT) and paper-based tests (PBT).

The test consists of four sections: Reading, Listening, Speaking and Writing. The Reading section consists of a set of questions concerning 3-5 long passages dealing with academic topics. The Listening section consists of six long passages and questions about the passage. The passages are of two student conversations and four academic lectures. In the Speaking section, there are six tasks. Two are independent tasks in which the student must answer questions about an aspect of academic life. There are four integrated tasks. In two of the integrated reading, listening, and speaking tasks, the students must read a passage, listen to a passage, and speak about how the ideas of the two passages are related. In two integrated
listening and speaking tasks, students must listen to long passages and summarize and give opinions on the passages. The information is expected to be conveyed clearly and ideas are expected to be explained. Opinions must be defended clearly, coherently, and accurately. The Writing section consists of an integrated task and an independent task. In the integrated task, the students must read an academic passage, listen to an academic passage, and write about the relation between the two. In the independent task, the students must write a personal essay. The Reading consists of 3 passages of 39 questions with 60 minutes. The Listening consists of 6 passages with 34 questions and 50 minutes. The Speaking consists of 6 tasks and 6 questions with 20 minutes. The Writing consists of 2 tasks and 6 questions with 55 minutes. Each section of the test will include extra, uncounted material to try out for future tests. It is scored on a scale of 0-120 points. Each of the four sections receives a scaled score from 0-30. The scaled scores are added together to determine the overall score. Speaking is given a score of 0-4 and writing 0-5. These are converted to a scale of 0-30.

The Computer-Based Test (CBT) was abolished on September 30, 2006. The Listening and Structure sections were computer-adaptive, so that the difficulty level of each response depended on the correctness of the previous response. In areas where iBT is not feasible, the PBT is given. The PBT are essentially the same as the CBT. It consists of 30-40 minutes of Listening in 3 parts. The first section consists of 30 questions about short conversations. The second section has 8 questions about longer conversations. The last section asks 12 questions on lectures or talks. The Structure and Written Expression section has 15 exercises for completing sentences correctly and 25 exercises of identifying errors to be done in 25 minutes. The Reading Comprehension area has 50 questions on reading passages to be done in 55 minutes. Finally, the Writing section has an essay of around 250-300 words to be done in 30 minutes. The PBT score ranges between 310 and 677. Listening is given from 31-68, Structure 31-68, Reading 31-67, and Writing is not a part of the final score but a separate one from 0-6.

**TOEIC.** The Test of English for International Communication (TOEIC) is a global standard for measuring English language skills for business.

**WLOE.** The World Languages Other than English test is given by NBPTS (q.v.). The test is part of the certification process for teachers who would like to teach languages other than English for certification.

### REFERENCES


