DCU Crisis Assessment Arrangements
Glossary

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This glossary has been prepared to ensure a shared understanding across all faculties and units of key terms used in preparing for the DCU 2020 Semester Two Examination period. Most of these terms have multiple meanings in assessment practice, policy and literature.

For the crisis assessment period in DCU, these are the meanings that will apply

Assessment	An activity that gives rise to a mark, grade or classification that is uploaded and recorded by Registry.
Alternative assessment	Any replacement, in whatever format, for the final assessment normally used to assess student achievement in the module, but not possible in May 2020.
Continuous Assessment	An assessment task originally planned for students in the course of semester 2, going ahead as planned and due for submission on the date originally planned.
Alternative Continuous Assessment	An assessment task originally planned for students in the course of semester 2, which has had to have some minor modification to take account of the current circumstances.
Remote(ly)	At home or wherever students are undertaking their assessment work in May 2020
Assessment task	An assessment in which a task(s) is/are set and students asked to produce a piece of work (e.g. essay, report) remotely over an extended period of time and submit it to Loop or other specified platform by a specific deadline.
Remote oral assessment/interview	An assessor interviews a student in respect of a number of learning outcomes associated with an assessment in any form. This will generally be for a sample of students who will be contacted during the timeframe associated with the assessment concerned.
Oral assessment for languages	An assessor conducts a scheduled assessment of a students' competence in spoken language; students participate remotely.
Synchronous online examination	A designated timed period of student activity during which students complete a previously unseen task or answer a series of questions and submit. It generally lasts for 2-3 hours. Work may be input directly online or submitted when complete in an electronic file. The synchronous examination is scheduled for a specified time and students are doing no other assessment work at this time.
Synchronous extended online examination	A longer designated timed period of student activity in which students complete a task or answer a series of questions that may or may not be previously unseen. It generally lasts for 4-5 hours. It may include students

2	using resource material, or accessing external files or information. Work may be input directly online or submitted when complete in an electronic file. The synchronous extended examination is scheduled for a specified time and students are doing no other assessment work at this time.
Take-away examination	An exam in which questions or tasks are set and students asked to complete remotely and submit their responses within a specified timeframe – generally later the same day, or the following day. This may overlap with other assessment work – students may have other assessment work in that time, but scheduling will keep these overlaps manageable for students.
Pass/Fail assessment	Any assessment where there are only two possible results – pass or fail.
Success criteria	A description of the essential features or characteristics of a successful performance or piece of work
Pass criterion	The performance standard required to pass an assessment, usually expressed in the form of a percentage such as 40%, 65%, 80%, 100%. The pass criterion can also be based on checklists, rating scales or rubrics - these are usually used in pass/fail assessment.
Checklists/rating scales	Checklists are used to make yes/no or right/wrong decisions about the individual elements or characteristics (criteria) that are required to complete an assessment. Rating scales are like checklists but allow for more than dichotomous judgements e.g. always, sometimes, never. Using a checklist, a pass decision could be made on the basis of getting 3 of the 5 elements correct.
Rubrics	Rubrics combine criteria to create descriptions of different levels of student proficiency on an assessment, e.g. excellent, good, fair, weak. In this case, the 'fair' level may describe what is required to pass.