

## Relevant Definitions for the Conceptual Framework

These definitions are extracted from the full NCATE [glossary](#).

**Accuracy in Assessment.** The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the **assessments should be aligned with the standards and/or learning proficiencies** that they are designed to measure.

**Assessment Data.** Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates **meet specific learning proficiencies, outcomes, or standards**.

**Avoidance of Bias in Assessment.** The assurance that the unit has addressed any **contextual distractions and/or problems with key assessment instruments** that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult.

**Conceptual Framework:** An **underlying structure** in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

**Consistency in Assessment.** The assurance that key assessments produce **dependable results** or results that would remain constant on repeated trials. Institutions can document consistency through providing training for raters that promote similar scoring patterns, using multiple raters, conducting simple studies of inter-rater reliability, and/or comparing results to other internal or external assessments that measure comparable knowledge, skills, and/or professional dispositions.

**Fairness in Assessment.** The assurance that candidates have been **exposed to the knowledge, skills, and dispositions** that are being evaluated in key assessments and understand **what is expected of them** to complete the assessments. To this end, instructions and timing of the assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of programs.

**Key Program assessments.** The six to eight required assessments used by a program to demonstrate candidate mastery of the professional standards.

**Proficiencies.** Required knowledge, skills, and professional dispositions identified in the professional, state, or institutional standards.

**Transition Point.** Key points in a program when a unit **assesses candidate knowledge, skills, and professional dispositions** to determine if candidates are ready to proceed to the next stage in a program

**Unit Operations.** Activities undertaken by the unit pertaining to **governance, planning, budget, personnel, facilities, services and procedures** such as advising and admission, and resources that support the unit's mission in preparing candidates.