

# The $\eta$ -Index: A Theory of Assessment in the Formal Sciences

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This article is an axiomatizing of the notion *ubiquitous accreditation* in the formal sciences. We endeavor to chart the theoretical pretext for a pan-alternate solution to the Carnegie problem by focusing solely on ipsative scoring of computable documents and criterion-based content dissemination. We commence by discarding the century-old Carnegie Unit<sup>1</sup>, credit hour, and grade-point averaging metrics, i.e., norm-referencing. Thereafter, we develop the  $\eta$ -index :  $[\eta_s, \eta_r]$  as a discrete interval over which to score and rank corpora, and we indicate how this schematic yields an assessment of indelible knowledge more so than ostensible recall. We conclude with a table diagramming the attributes of  $\eta$ -ranking.

## 1 Motivation

Given the advent of modern computing, we aim to construct a universal assessment mechanism that is fundamentally quantitative and unambiguous in scoring academic progression in the formal sciences (by which we mean mathematics, logic, linguistics, informatics, and theoretical physics). Absent of digital typesetting and file sharing, such a task appears overly punctilious – if not implausible. Today, it is indeed trivial and need only be expressed clearly so that it may begin to permeate through the wider culture. Without pretense, the uncensored motive in preparing this document is to effectuate that timely objective.

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<sup>1</sup>Silva, White, Toch (2015). *The Carnegie Unit: A Century-Old Standard in a Chang...*

## 2 The $\eta$ -Index

*Remark 1.* Let  $\phi$  denote the number of valid lines written in a corpus  $C_i$  with terminal width  $l$  given in *characters per line* (CPL). Let  $n$  denote the number of problems in a corpus  $C_j$  to which  $C_i$  refers. Let  $\omega$  represent the weight of  $C_i$  measured in bytes, and lastly, assume the interval  $\eta = [0, 2]$ .

**Definition 2.1.** The  $\eta$ -score of a corpus  $C_i$ , denoted  $\eta_s(C_i) = (\phi \cdot n)/\omega^2$ , is a measure of proficiency in  $C_j$  on the interval  $\eta$ .

*Remark 2.* Before we give an explicit definition of *proficiency*, we have to articulate a complete description of  $\eta$ 's boundary conditions. Immediately, we see that  $(\eta_s = 0) \leftrightarrow (\phi = 0 \vee n = 0)$  and that  $(\eta_s = 1) \leftrightarrow (\phi = n = \omega)$ . But, there is more to make out. Notice that  $\eta_s$  may approach 1 for several different reasons, and it turns out that each of them is illuminating in their own right. Notwithstanding, we are most interested in the case

1.  $(\eta_s \rightarrow 1^+) :: (n = k) \wedge [(\phi/\omega) \rightarrow 1^+]$ , where  $k \in \mathbb{N}$ ,  $\omega \leq \phi$ , and  $\phi \rightarrow n$ .

Moreover, we see that  $2 \leq \eta_s(C_i)$  as  $\phi \rightarrow -\infty$  with  $\phi \leq n$ . This case is particularly interesting because it reflects the author's degree of intent and ability in developing  $C_i$ . Expressive liberty is always a relevant factor in higher learning, but elegance and efficiency are superior traits in the formal sciences. Conversely, suppose  $\eta_s \rightarrow 0^+$ . One way this might occur is if  $\phi \leq n < \omega$ . It is appropriate to gauge the author, as  $(\omega - n) \rightarrow \infty$ , under prepared or even inept in the case where  $\omega$  is unduly large and there is no evidence of deliberate editorial labor.

**Definition 2.2** (Proficiency).  $\eta_s(C_i) \rightarrow 1^+$ .

**Table 1.**  $\eta$ -rank

[ $\eta_1$ ]				
Mathematics	Logic	Linguistics	Informatics	Physics
10[KP,KL qKB]	10[KP,KL qKB]	10[KP,KL qKB]	10[KP,KL qKB]	10[KP,KL qKB]
KP = $10^3$ pblm	KL = $10^3$ lin	qKB = 100KB	10o-xms	bac thesis
[ $\eta_2$ ]				
Mathematics	Logic	Linguistics	Informatics	Physics
15[KP,KL qKB]	15[KP,KL qKB]	15[KP,KL qKB]	15[KP,KL qKB]	15[KP,KL qKB]
[ $\eta_3$ ]				
Mathematics	Logic	Linguistics	Informatics	Physics
15[KP,KL qKB]	15[KP,KL qKB]	15[KP,KL qKB]	15[KP,KL qKB]	15[KP,KL qKB]
15o-xms	dct thesis			