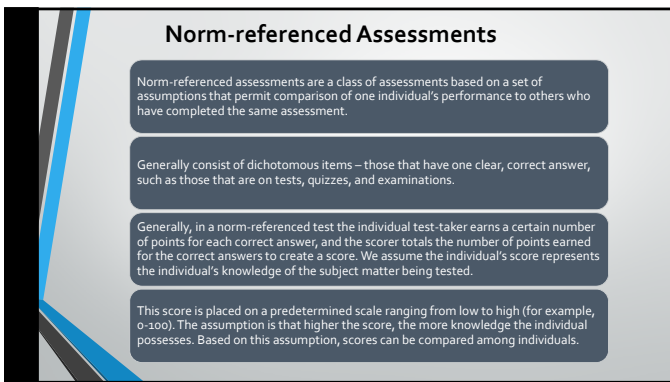


Module 2c: Assessment
Classifications and Scoring Models

Passport to Great Teaching
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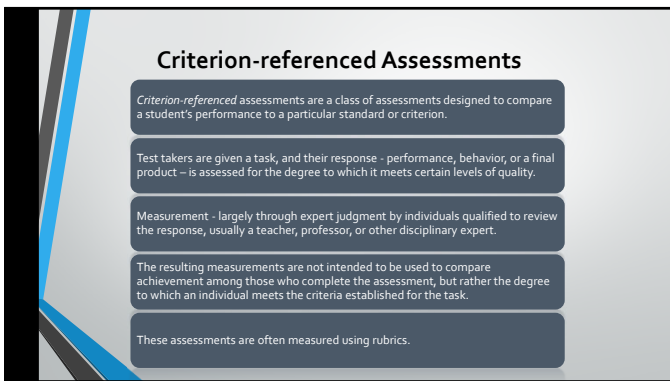
Norm-referenced Assessments

Norm-referenced assessments are a class of assessments based on a set of assumptions that permit comparison of one individual's performance to others who have completed the same assessment.

Generally consist of dichotomous items – those that have one clear, correct answer, such as those that are on tests, quizzes, and examinations.

Generally, in a norm-referenced test the individual test-taker earns a certain number of points for each correct answer, and the scorer totals the number of points earned for the correct answers to create a score. We assume the individual's score represents the individual's knowledge of the subject matter being tested.

This score is placed on a predetermined scale ranging from low to high (for example, 0-100). The assumption is that higher the score, the more knowledge the individual possesses. Based on this assumption, scores can be compared among individuals.



Criterion-referenced Assessments

Criterion-referenced assessments are a class of assessments designed to compare a student's performance to a particular standard or criterion.

Test takers are given a task, and their response - performance, behavior, or a final product – is assessed for the degree to which it meets certain levels of quality.

Measurement - largely through expert judgment by individuals qualified to review the response, usually a teacher, professor, or other disciplinary expert.

The resulting measurements are not intended to be used to compare achievement among those who complete the assessment, but rather the degree to which an individual meets the criteria established for the task.

These assessments are often measured using rubrics.

Four Basic Rubric Models for Criterion Referenced Assessments

- Bilevel, single criterion
- Multilevel, single criterion
- Bilevel, multiple criteria
- Multilevel, multiple criteria

Bilevel, Single Criterion

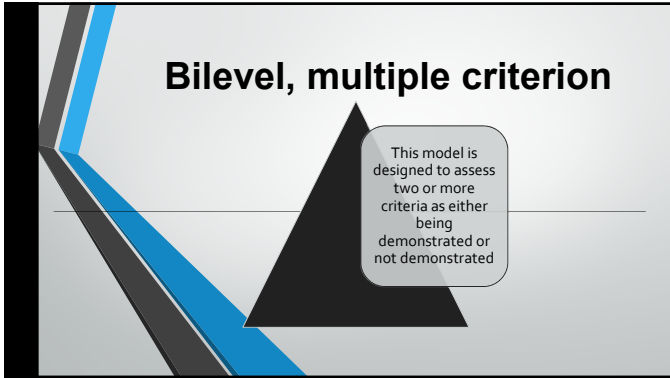
This is the easiest to implement and most practical for performance assessment situations. In this model, one criterion is assessed at two levels of achievement or performance: demonstrated or not demonstrated.

Multilevel, single criterion

In this model, the teacher first determines the criterion to be assessed, and then determines the various levels of performance that are expected and determine how this can be notated on the data collection form in the most sensible manner. This type of guide can also help the teacher record meaningful descriptive data.

Bilevel, multiple criterion

This model is designed to assess two or more criteria as either being demonstrated or not demonstrated



Multilevel, multiple criterion

In this model, two or more criteria are simultaneously judged at more than two levels of achievement.

There are two designs: analytic and holistic. This guide is effective for product assessments, particularly with complex creative and written tasks.



Pause to Think

Select one of the assessments you administer in your course. Describe it briefly, and answer the following questions.

- How would you classify this - norm-referenced or criterion-referenced? What characteristics of the assessment support your classification?
- What scoring approach best describes the one you use for this assessment – a predetermined scale, or one of the criterion-referenced models?

