

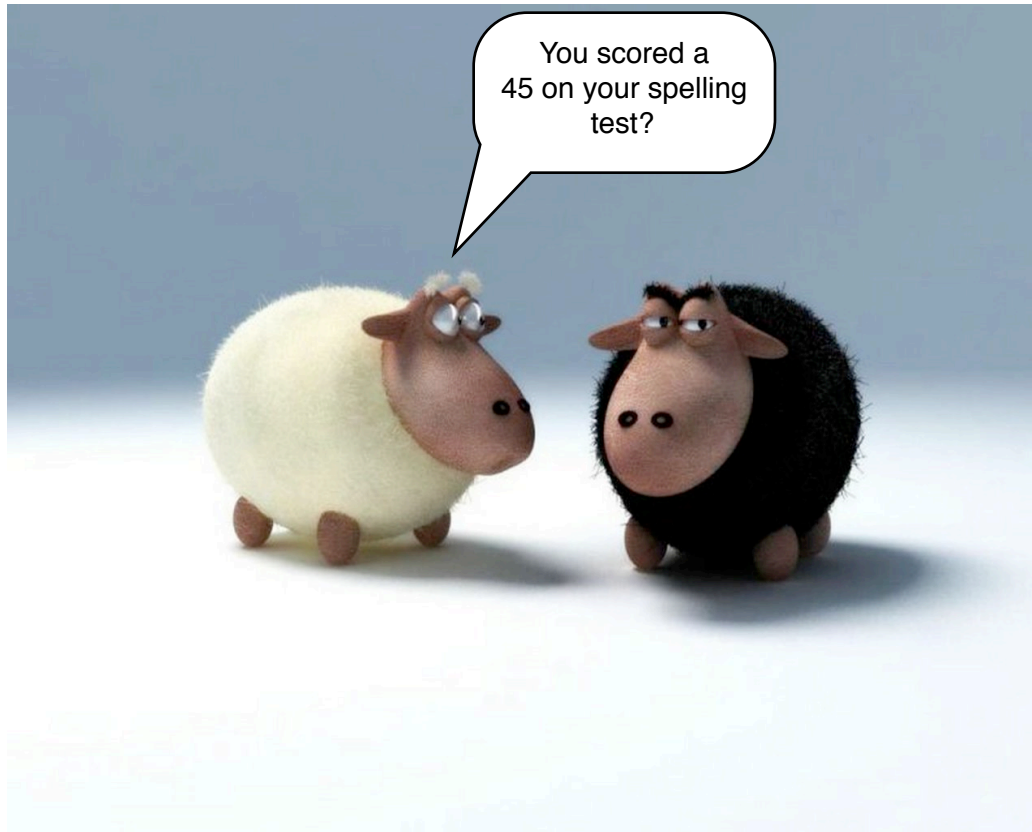
CH IV: INTERPRETING NORM REFERENCED SCORES



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What are Raw Scores?



Raw Scores are the number of points (marks) that you assigned to a student's performance assessment.

“Raw Scores tell a student what he or she got, but they say very little about the meaning of the score.”

REFERENCING FRAMEWORKS

A referencing framework is a structure used to compare a student's performance to something external from the assessment itself.

We will be discussing three such frameworks:

- a) Norm-Referencing Frameworks
- b) Criterion-Referencing Frameworks
- c) Standards-Referencing Frameworks

Norm-Referencing Frameworks

Norm-Referenced Frameworks interpret a student's assessment by comparing it to the performance of a well defined norm group.

KEY IDEA



The more defined the Norm group is, the more valid interpretations become.

Norm-Referenced Scores are derived scores, which make norm-referenced interpretations easier. Examples include Percentile Ranks, Linear Standard scores, Normalized Standard Scores and Grade Equivalent scores.

Criterion Referencing Frameworks

Criterion Referencing involves moving beyond norm referencing, particularly when planning instruction that is informed by good assessment.

KEY IDEA



Criterion-Referenced Frameworks are used to infer the kinds of performances that a student can do in a domain.

The more defined the domain of performances, the more valid the interpretations. Also, the more representative of the domain, the greater the validity.

Criterion-Referenced Scores

Criterion-Referenced scores do not have well developed, derived score systems like norm referenced assessments. Nevertheless, certain types of scores are often used with these assessments.

Some examples of Criterion-Referenced scores include:

Percentages

Speed of Performance

Quality ratings

Precision of Performance.

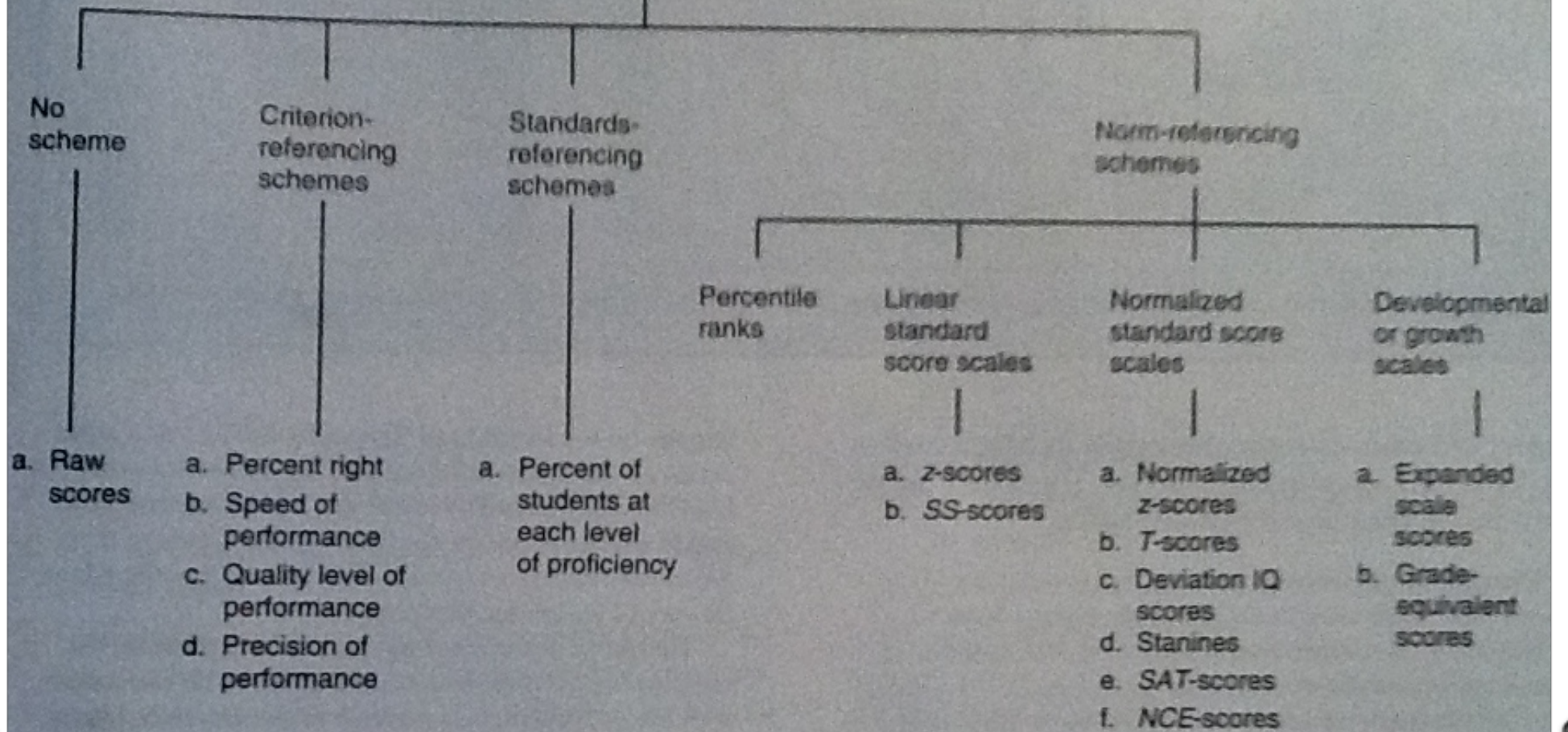
Standards-Referencing Frameworks

Standards Referenced Frameworks refer to the referencing of student scores against a range of defined scores, also known as standards-defined achievement levels, (Ex. Basic, Proficient, Advanced groups of the NCLB act).

Standards Referencing Frameworks are accomplished by a combination of criterion referencing and norm-referencing frameworks.

After the tests are aligned to the state standards, they are administered and referenced against each item on the test. Educators then use that information to determine the achievement level for the group.

Schemes and Scales for Reporting Performance



GENERAL GUIDELINES FOR SCORE INTERPRETATION

Review a student's profile of scores on a standardized test:

- a) to identify unusually high or low scores.
- b) with a questioning attitude as to why a student scores a particular score.
- c) expecting to confirm your observations about the student rather than encounter surprises.
- d) in light of other knowledge you have about your student's performance.

Be prepared to use norm-referenced scores and classroom performance to answer parent's questions.

QA

