

QUICK
REFERENCE
GUIDE

Criterion-referenced vs. Norm-referenced Assessment



Criterion-referenced assessment



Norm-referenced assessment

Simple definition

Measures a student's performance based on **mastery of a specific set of skills**. It measures what the student knows and doesn't know at the time of assessment. The student's performance is **NOT** compared to other students' performance on the same assessment.

Measures a student's performance in **comparison to the performance of same-age students on the same assessment**. Normative scoring is based on a **bell curve**, meaning only half of those tested can score above the 50th percentile.

Real-world examples



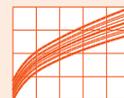
Driving Tests:

Driving tests are designed to **determine if a driver has mastered the skills required to drive on the road safely. Driving tests do not rank drivers against other drivers.** All drivers can get 100% if they master the skills required (and we hope they do)!



End-of-unit exams in school:

These exams are designed to determine whether students have mastered the material presented in a specific unit. Each student's performance is measured based on the material presented (**what the student knows and what the student doesn't know**). Again, all students can get 100% if they have fully mastered the material.



Pediatric Growth Charts:

Growth charts are commonly used by pediatricians to **track a child's growth as compared to the growth of other children of the same age**. Growth charts compare a child's height, weight, and body mass index to the height, weight, and body mass index of same-age and same-gender children.



The SAT:

A classic example of a norm-referenced test, the SAT is designed to determine one high school student's abilities **as compared to the abilities of other high school students**.

CONTINUED ON FOLLOWING PAGE



Criterion-referenced assessment



Norm-referenced assessment

Uses in Special Education

- Pinpointing a student's present level of performance (PLOP)
- Writing goals and objectives for an IEP
- Planning individualized instruction
- Monitoring incremental progress

- Initially identifying students who may be eligible for special services
- Supporting ongoing eligibility for special services
- Benchmarking or pretesting and post testing

BRIGANCE IED III



The **BRIGANCE® Inventory of Early Development III (IED III)** has more than a 100 assessments that cover a broad sampling of students' skills and behaviors in key academic and developmental domains.

Age ranges are determined by **developmental age**, meaning the IED III **can be used with any student**—regardless of chronological age—who functions at a level from birth through the *developmental* age of seven.



The **BRIGANCE® Inventory of Early Development III Standardized (IED III Standardized)** covers key academic and developmental domains, includes 55 norm-referenced assessments, and has been updated based on the latest standardization and validation research.

Age ranges are determined by **chronological age**, meaning the IED III Standardized **cannot generate valid scores for anyone older than 7 years**—regardless of his/her developmental level.

BRIGANCE CIBS II



The **BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II)** consists of two volumes (Reading/ELA and Mathematics) that offer nearly 400 criterion-referenced assessments and grade-level placement tests.

The CIBS II can be used with students in grades K–9.



The **BRIGANCE® Comprehensive Inventory of Basic Skills II Standardized (CIBS II Standardized)** consists of 45 valid and reliable readiness, reading/ELA, and mathematics norm-referenced assessments.

The CIBS II Standardized generates valid and reliable scores for students ages 5–12.

Show of growth in students' skills

Using the **critierion-referenced assessments for ongoing assessment** throughout the academic year allows a comparison of a student's current skill mastery to his/her skill mastery at previous points in the year. Because the skill sequences are broken down into gradual steps along the skill continuum, **progress can be measured in very small increments.**

Using the **norm-referenced assessments to benchmark or to pretest and post test** is useful for seeing gains a student has made over the duration of a full academic year. But because performance is represented in normative scores, **gains shown are relative to those of same-age peers.**