

**COMPARISON OF GENERAL CHARACTERISTICS OF NORM-REFERENCED,
CRITERION-REFERENCED AND DEVELOPMENTAL REFERENCED
ASSESSMENT/EVALUATION SYSTEMS**

Norm-Referenced	Criterion-Referenced	Developmental-Referenced
<ol style="list-style-type: none"> 1. The main function of norm-referenced evaluation is to establish the individual's relative position within a group. 2. Either general conceptual outcomes or precise objectives may be specified when planning norm-referenced evaluation. 3. The standard for mastery is not usually specified. 4. Test items for norm-referenced evaluation are constructed to enable discrimination of individuals' competence with respect to the material. 5. Variability of scores is desirable as an aid to discriminating among individuals. 6. The evaluation scores from norm-referenced evaluation are usually transposed to traditional grading systems (i.e. Percentages, A-B-C-D, etc.). 	<ol style="list-style-type: none"> 1. The main function of criterion-referenced evaluations is to assess whether the individual has achieved a specific knowledge or performance standard. 2. Performance objectives are specified as a basis for the evaluation. 3. The standard for mastery is stated (i.e. performance objective) for use in evaluation. 4. Test items for criterion-referenced evaluation are constructed to measure a predetermined level of proficiency for specified learning objectives. 5. Variability of scores is irrelevant; as the focus is on predefined competence. 6. The test results from criterion-referenced evaluation suggest the use of a binary system (i.e. satisfactory-unsatisfactory; pass-fail). However, test results are sometimes expressed as a grade or percentage with the criteria expressed as a certain standard (e.g. 70% for certification of a tradesperson.) 	<ol style="list-style-type: none"> 1. The main function of developmental-referenced testing is to assess an individual(s) learning or growth with reference to his or her previous performance. 2. Criteria have meaning to those involved in the process, but may vary with respect to other individuals or groups. 3. Targets are established for the individual or the group growth. 4. Test instruments are constructed to assess changes in performance. 5. Scores are related to individual(s) performance. These may vary over time. Comparisons of individuals are not generally promoted. 6. In developmental-referenced evaluation, the results of individual performance are not, typically, directly related to grades.