

Table 1. Definitions of Commonly Used Forms of Assessments

Criterion vs. Norm-Referenced Tests	
<p><i>Criterion-referenced tests (CRT)</i></p> <p>Designed to measure how well students acquire, learn, and accomplish the knowledge and skills set forth in a specific curriculum or unit of instruction. Student’s performance is interpreted by comparing it with a pre-specified standard or specific content and/or skills.</p> <p><i>Examples:</i> Georgia Criterion-Referenced Competency Test (CRCT) Georgia High School Graduation Test (GHSGT) National Assessment of Educational Progress (NAEP)</p>	<p><i>Norm-referenced tests (NRT)</i></p> <p>Designed to measure a student's score against the scores of a group of people who have already taken the same exam, called the "norming group." Student’s performance is interpreted in relation to a state, regional, or national population of other students.</p> <p><i>Examples:</i> Iowa Test of Basic Skills (ITBS) IQ Tests</p>
Summative vs. Formative Assessments	
<p><i>Summative Assessments</i></p> <p>Measure what students know, at a particular point in time, relative to content standards. Often used as part of the grading process or some other accountability measure.</p> <p><i>Examples:</i> End-of-course tests Chapter tests State assessments or benchmarks (CRCT, GHSGT, NAEP, ITBS)</p>	<p><i>Formative Assessments</i></p> <p>Used as part of the instructional process to provide feedback about student understanding. Formative assessments, when used properly, help the teacher make adjustments and include students in the evaluation process. Students are not typically held accountable “in grade book fashion” as these assessments are for practice.</p> <p><i>Examples:</i> Observation Questioning strategies Self and peer evaluations Assignments (when not graded for proficiency)</p>
<p>Source: A+ Education Foundation. “Accountability, Assessments and Standards.” Alabama Education Policy Primer: A Guide to Understanding K-12 Schools; Georgia Department of Education Office of Standards, Instruction and Assessment. Retrieved from http://www.gadoe.org; Garrison, C. and Ehringhaus, M. “Formative and Summative Assessments in the Classroom.” National Middle School Association, 2007.</p>	