

Measurement-ese	Descriptions
Standardized	d. Assessment and scoring procedures are uniform—students take the test at the same time in the same way so that results can be compared across test takers.
Content standards	j. Statements of what we want students to know and be able to do.
Performance standards	h. Statements that relate level of performance on an assessment to various levels of proficiency.
Norm-referenced test	g. Student performance is compared to other students to identify relative standing. c. Questions on the assessment are selected to cover important content. e. Questions on the assessment are selected to “spread” students out on a continuum of achievement so that relative standing can be determined.
Criterion-referenced test	i. Student performance is compared to a desired level of performance on the content. c. Questions on the assessment are selected to cover important content.
Standards-based assessment	i. Student performance is compared to a desired level of performance on the content. c. Questions on the assessment are selected to cover important content. f. Questions on the assessment are selected to match state or local content standards.
Raw score	k. Total number of points scored on an assessment. v. Scores go from 0 to total possible.
Percent correct score	o. Number of points scored divided by number possible. x. Scores go from 0 to 100. r. A criterion-referenced score.
Percentile score	l. The percent of students scoring at or below a given score. s. A norm-referenced score. z. Scores go from 1 to 99.
Grade equivalent score	n. Average score obtained by students in various grade levels. t. Scores go from K.0 to 12.9. s. A norm-referenced score.
Stanine score	q. Broad indicator of student standing in relationship to other students. y. Scores go from 1 to 9. s. A norm-referenced score.
Mastery scores	m. A statement of levels of proficiency on an assessment. w. Scores go from “way below competence” to “advanced competence” or similar terminology. r. A criterion-referenced score.
No matches	b. Only applies to selected response assessments; does not apply to performance assessments. p. Same as a “normal curve equivalent.” u. Scores go from 0 to 1.

* *Measurement-ese* = jargon used by those whose profession is to measure educational achievement.