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Interpretation of the subject's performance

Roghayeh Entezar Saadat

r.e.saadat.24@gmail.com

Introduction

At first glance, you might think that the interpretation of student performance should be a simple matter. You test, rank, and see what the student has done. However, understanding the knowledge-based performance can be a very difficult task. In fact, understanding any function for humanity, machines, or organizations is one of the most difficult challenges of life.

Interpretation with Normal Reference and Reference Standard

Methods for interpreting student performance are divided into two broad categories. The first category of interpretation is with the normative reference. In this way, we understand the performance of the student by comparing his performance with the performance of other students in the same test or task.

The second is a broad category of methods for interpreting the student's interpretation of the standard reference. This kind of interpretation involves judging the level of performance without regard to the performance of other students.

Before we conclude these preliminary points about the interpretation with the normative and normative reference, we mention two important differences. One, many sources of terminology use standard norms and benchmarks for testing themselves. So you will read about the test with Normal Reference (in the abbreviated form NRT) and the CRT test. This contradiction is inappropriate and potentially misleading. The self test itself is not the norm or benchmark. This is a way of interpreting performance. You can not take a look at the test and say whether it is a NRT or CRT test. The easiest way to illustrate this point is with regard to the fact that we can use both a normative reference interpretation and an interpreter with a benchmark reference for testing.

When people refer to the NRT, they mean that the usual way to interpret performance in this test is by a set of norms. When people refer to the CRT, they mean that the interpretation of the reference criterion is a normal method of interpreting the performance in this test (and there is usually no norm for that test). Does this mean finding an error? No The distinction between the nature of the self test and the method of interpreting the performance in the test is important.

This leads us to the second point. The use of both normative reference and standard reference for understanding student performance in a fully feasible and often desirable test. Sometimes the use of both is not possible. However, when doing so, our understanding of student performance usually increases.

Raw rank

The most obvious result of another test or evaluation is the raw rank. Therefore, before considering the interpretation of this piece of information, we have to pause a bit and think about the rank of yourself.

Raw ranks are presented in a variety of ways. The raw rank can be the number of correct answers given to an achievement test. The raw rank can be the number of questions answered in a particular direction on the list of interests - for example, yes or agree. The raw rank can be the sum of the encoded numeric responses in a series of attitudinal items. For example, an attitude rating can have 10 items. Each item is responding to a 5-point request, which is in the very opposite (1) to highly agree (5). The raw rank is the sum of the numerical responses in 10 items.

Correct guessing

Ranking procedures For some tests, apply a "Renewed" or "Regulated" rank. The most popular of these settings is the guesswork correction. This setting is applied to some performance and achievement tests that uses a multi-choice template. The theory is that in a multi-choice test, one can obtain several correct answers by blind-guessing.

Guess correction assumes that a person randomly guesses among available options. Of course, sometimes a person can remove some of the wrong options, then guesses the remaining options.

Types of Norms (Softness)

This section discusses the types of norms or normative ratings that are commonly used with educational tests. There are three main categories of norms: ratings, standard ratings, and growth norms. In this section, describe each type of norm, and then summarize the strengths and weaknesses of each one. For many tests, there are several types of norms, and there is only one type. Most of these types of norms are systematically related to each other. So it can be converted from one type of norm to another, although this does not work for all types of norms.

Weaknesses and strengths by percentage points

Interesting categories have a few percentages. First, the concept is a simple one-percent category. It is easy to understand. It can be immediately taught to a person who does not have any statistical training. Calculating percentage classes is also simple for the normal group. For these reasons, percentages are widely used.

Percentage classes have two major forms. One, the percentist mistakenly misses the percentage rating with the correct percentages used with many class tests. According to the time tradition, the percentage rating system is 90% A. 60% fall and so on. Therefore, a 72% rating, which is above average performance, may be confused with a function that is tedious.

The second type of percentage point is the degree of inequality of units in different places. Particularly percentage points are usually in the middle of batch distribution and are spread in two infinite distributions. First of all, this seems to be the technical point. But there are practical implications. Standard ratings

Standard ratings are another type of norm commonly used in educational tests. Standard ratings replace the family of norms.

To convert one