• typically involve: identifying/describing qualitative criteria for evaluating performance or product of performance, developing method for applying criteria
• Floor effect: test too easy, can’t see a lot of variability
• ceiling effect: test too hard, no one can get to top, unknown true range
• age equivalent: score on test same as average score on age level, doesn’t mean individual is performing at level of specified age - only average score
• grade equivalent: score on test same as average score on grade level