What Exactly Do You Want Me To Do? Analysis of a Criterion Referenced Assessment Project

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Executive Summary

At one Australian tertiary institution, a policy has been introduced to implement criterion referenced assessment (CRA) throughout the university. While this new policy is being promoted by the university’s teaching and learning support services and is to be implemented gradually throughout the university, one independent project funded at faculty level was undertaken to evaluate the effect of the new assessment policy on a final year unit. It was found that many of the purported advantages were not forthcoming. Moreover, some unexpected results were uncovered. This paper discusses the outcomes of the project for the students, for the academics, and for the institution.

Keywords: criterion referenced assessment, accountability, student outcomes

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