

What is criterion-based assessment?

Frequently Asked Questions

Purpose

To explain the principles of criterion-based assessment in all TASC-accredited courses. It supports teachers to understand how learning is measured, how standards are applied, and how assessment judgements are made consistently across classes and providers.

Commonly asked questions

• What is criterion-based assessment?

Criterion-based assessment is the system used in all TASC courses to evaluate learner achievement by measuring student work directly against defined standards. Each course has a set of criteria and standard elements that describe what students must know and be able to do.

• What are criteria and standard elements?

Criteria describe the key knowledge, and skills learners must demonstrate. They are directly linked to the learning outcomes and are of equal value when calculating an overall award.

Elements are the components that make up each criterion.

Standards are the descriptors from A to C that describe the progression of skills or knowledge for that element. Students show evidence of achievement in assessment tasks rated against the standards.

• How does criterion-based assessment work in practice?

Teachers:

- assess each task against the relevant criteria and standard elements
- provide students with a rating (A, B, C, t or z) for each criterion assessed
- give feedback against the standard to describe what is strong and what needs improvement
- use a range of assessment types and tasks across the year to allow students to demonstrate knowledge and skills, and to

gather sufficient evidence to determine a final rating

- determine and record final internal ratings for each assessed criterion. Final ratings reflect endpoint achievement as balanced across the year of learning.

• How are ratings used to determine overall awards?

At the end of the course delivery:

- TASC reviews the final internal ratings (Preliminary, Level 1 and 2 courses)
- TASC then combines these final internal ratings with the external ratings (for Level 3 and 4 courses) for each criterion
- these ratings determine the overall award (EA, HA, CA, SA, PA).

• Why does TASC use criterion-based assessment?

Criterion-based assessment:

- ensures student achievement is measured against clearly defined standards rather than relative to cohort performance
- promotes fairness, transparency and educational integrity by allowing all students to demonstrate what they know and can do against published criteria and standards
- supports consistency of judgement across schools
- enables valid moderation
- ensures that results reflect achievement of course outcomes.

Where to get more information

The [TASC course documents](#) for the specific criteria and standard elements in each course.

Your TLO can contact us through TRACS. This is the preferred way to raise issues with TASC, so we have a record of the issue and agreed outcomes with you.