
Digital Module 14: Planning and Conducting Standard Setting

Michael B. Bunch, Measurement Incorporated

Module Overview

In this digital ITEMS module, Dr. Michael Bunch provides an in-depth, step-by-step look at how standard setting is done. It does not focus on any specific procedure or methodology (e.g., modified Angoff, bookmark, body of work) but on the practical tasks that must be completed for any standard setting activity. Dr. Bunch carries the participant through every stage of the standard setting process, from developing a plan, through preparations for standard setting, conducting standard setting, and all the follow-up activities that must occur after standard setting in order to obtain approval of cut scores and translate those cut scores into score reports. The digital module includes a 120-page manual, various ancillary files (e.g., PowerPoint slides, Excel workbooks, sample documents and forms), links to datasets from the book *Standard Setting* (Cizek & Bunch, 2007), links to final reports from four recent large-scale standard setting events, quiz questions with formative feedback, and a glossary.

Key words: achievement level descriptor, certification and licensure, cut score, feedback, interquartile range, performance level descriptor, score reporting, standard setting, panelist, vertical articulation

Prerequisite Knowledge

This ITEMS module assumes an introductory understanding of the concept of standard setting and some familiarity with one or more standard setting procedures. It is intended for those responsible for securing standard setting services, those responsible for providing those services, and those responsible for overseeing and evaluating the conduct of standard setting. This module and others are available for free in the ITEMS portal.

Learning Objectives

Upon completion of this ITEMS module, learners should be able to:

- Write a standard setting plan
 - Create forms to be used in standard setting
 - Identify all the stakeholders and participants in standard setting
 - Identify all the tasks to be completed prior to standard setting
 - Identify all the steps in training standard setting panelists
 - Describe in some detail the work flow of a standard setting activity
 - Identify management tasks associated with standard setting
 - Identify all the steps in getting cut scores approved
 - Identify the tasks to be completed between standard setting and score reporting
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Module Structure

The digital module is divided into the following sections, which can be reviewed sequentially or independently [*approximate completion times in parentheses*].

- Module Introduction [5 Minutes]
- Section 1: Overview [15 Minutes]
- Section 2: Before [50 minutes]
- Section 3: During [60 minutes]
- Section 4: After [35 minutes]
- Section 5: Quizzes [20 Minutes]

In the portal site, you can also find a video version of the core content as well as a handout with all core slides along with other materials.

Module Components

This ITEMS module includes the following components, which are delivered within a web-delivered unified design shell that is compatible across platforms (i.e., laptops, desktops, tablets, cell phones) and was created with modern course development software (*Articulate 360*):

- integrated content slides with voice-over and animations
- data-based exercises
- interactive quiz questions
- glossary of key terms
- supplementary digital resources

Additional materials may be added over time so check back periodically!

Instructor

Michael B. Bunch, Ph.D., *Senior Vice President at Measurement Incorporated, Durham North Carolina*



Mike joined Measurement Incorporated (MI) as director of test development in 1982. Prior to that time, he was a research psychologist at ACT (1976-78) and senior professional at NTS Research (1978-82). At MI he was soon promoted to vice president for research and development and later to senior vice president. He currently serves on MI's board of directors and continues to direct MI's psychometric team. While still employed by MI, Mike taught graduate courses in statistics and research methods at North Carolina Central University for six years and a mini-course on standard setting through the University of Maryland. He has presented several half-day and full-day training sessions on standard setting at NCME and other national and international organizations. In addition, he co-authored of *Standard Setting* with Gregory J. Cizek (2007) as well as various other articles and book chapters on standard setting. He has planned and carried out some of the largest and most complex standard setting events ever conceived.

Instructional Design Team

Michelle Vanchu-Orosco, Data, Research, & Evaluation Specialist



Michelle graduated from the University of Denver with a Ph.D. in Research Methods and Statistics where her dissertation focused on a meta-analysis of testing accommodations for students with disabilities. She also graduated from the University of British Columbia with an M.A. in Measurement, Evaluation, and Research Methods. She has a varied background, working as a research consultant on projects ranging from educational assessment to quality of life survey methods for a *Self-governing Indigenous Government* in British Columbia, Canada. She has over 10 years of research, quantitative and qualitative data, and statistical analysis experience at R.A. Malatest & Associates, Simon Fraser University, Boulder Valley School District office, and the University of Colorado at Boulder. During her tenure as a graduate student she was a fellow at both the American Council on Education and Educational Testing Service.

André A. Rupp, Mindful Measurement



André is the co-author and co-editor of two award-winning interdisciplinary books entitled *Diagnostic Measurement: Theory, Methods, and Applications* (2010) and *The Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications* (2016) and has just published the *Handbook of Automated Scoring: Theory into Practice* (2020). His research synthesis- and framework-oriented work has appeared in a wide variety of prestigious peer-reviewed journals. Among other things, he is passionate about improving processes for interdisciplinary collaborations during the development and implementation of scoring solutions for digitally-delivered assessments. Consequently, he is very excited to serve as the associate editor / lead instructional designer of the ITEMS portal for NCME whose mission is to provide free digital resources to support self-directed learning and professional development.

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