

## Book Review

### Setting Performance Standards: Concepts, Methods, and Perspectives

Edited by Gregory J. Cizek

Mahwah, NJ: Lawrence Erlbaum, 2001, 300pp.

ISBN 0-8058-3674-8

Most readers of *Applied Psychological Measurement (APM)* and its sib-publications in education research would have noticed an upsurge of interest during the past two decades or so in topics surrounding the determination of a passing or cut-score or, more broadly, of the practice of standard setting. The impressive work brought together in this volume explains why. At the core of standard setting is the simple question of how to separate in a defensible way one specifiable kind of object from another, given that these objects exhibit a relevant attribute to varying degrees. So broad is this need that it is no wonder that standard setting has been around for a long time, and it is seen in countless essential societal functions, serving a broad spectrum of credentialing purposes necessary to ensure safe products, competent critical and professional services, and equitable allocation of valued resources. But, as it is always the case, the devil is in the details.

For readers of *APM* who may be more familiar with the educational and psychological applications of standard setting, there is ample space devoted to the problems of setting performance standards in various assessment contexts. In current standards-based public education reform, after agreeing on a set of content standards, setting reasonable and defensible performance standards is the one other step that infuses practical or policy relevance for various ranges of performance on a test. In the process, an otherwise "routine" process of estimating a cut-score is made a lot more intriguing due to a mix of technical demands and policy pressures.

#### Organization and Contents

The volume is organized in three parts, reflecting a very sensible ordering of its goals. Part I lays out the essential arguments for the need to set standards in educational assessment, offering a synopsis of its progress over the past 50 years. The introductory chapter by the editor (Cizek, chapter 1) gives a very succinct statement of the fact that, because standard setting is so vital to so many essential societal processes, the pursuit of its science is necessary. Zieky (chapter 2) provides a review, as only a pioneer in the field can, detailing how in the past 20 years alone the field has changed dramatically as it has staved off challenges to its goals, methods, and procedures. Zieky's refrain, that the core problem for setting a performance standard has remained unchanged, is taken up and much expanded by Kane (chapter 3), who argues very effectively for the role of assembling a multitude of external empirical checks on the impact of any cut-score to detect gross flaws and unintended consequences in the standards that are set. Hambleton (chapter 4) illustrates with an

# Setting Performance Standards Concepts Methods And Perspectives

**S. Morton McPhail**



## **Setting Performance Standards Concepts Methods And Perspectives:**

**Setting Performance Standards** Gregory J. Cizek, 2001-03-01 This volume brings together current concrete information regarding the newest standard setting methods. The need for standard setting spans a range of context from elementary school to the professions, education, commercial applications, government, private organizations. **Setting Performance Standards** Gregory J. Cizek, 2001 This book provides the most up-to-date and definite source of information currently available on setting performance standards. Chapters are grouped by common themes and provide diverse readers, educators, researchers, and policymakers ready access to the specific aspects of standard setting that interest them. Part I presents perspectives on the nature and role of standard setting, focusing primarily on theoretical concerns. Part II provides practical details on various methods of standard setting and addresses such problems as how to identify and train participants in the standard setting process. Part III covers the lingering dilemmas in standard setting that perplex theorists and practitioners. By design, this book reflects the key aspects that dominate standard setting today and which are likely to do so in the coming years. Overall, it provides practitioners, scholars, and policymakers with the tools and perspectives that might fruitfully be applied to the challenges of standard setting today and to the unknown challenges that lie ahead. *Setting Performance Standards* Gregory J. Cizek, 2012-03-22 Setting standards of performance is a ubiquitous task in education, licensure, certification, and credentialing. It is found in elementary schooling, the professions, commercial applications, and governmental and private organizations. It is one of the most complex, controversial, and vexing issues facing specialists and policy makers today. This second edition solidifies *Setting Performance Standards* as the only book providing a comprehensive profile of both the issues and the how-to methods that define this thorny field. Four chapters have been removed, 11 chapters have been added, 2 chapters have major revisions, and all chapters have been updated. Comprehensive Part I provides a conceptual overview of standard setting and its overarching issues. Part II provides practical how-to information on the newest standard setting methods. Part III provides information and advice on persistent and potential challenges in standard setting. Practical Part II, the heart of the book, reviews 16 of the newest standard setting methods far more than any other book. Expertise. Most of the well-known authors from the 1st edition return, with authors of equal stature contributing new chapters. **Standard Setting** Gregory J. Cizek, Michael B. Bunch, 2007 *Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests* is a well-timed text given the legislated requirement of performance standards in our K-12 educational system, as well as the continued need in the process of credentialing professionals. This book would be useful to individuals retained to produce or coordinate standard setting activities. **PSYCCRITIQUES** In *Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests*, authors Gregory J. Cizek and Michael B. Bunch provide the only go-to reference on how to set standards on tests in education, licensure, and certification. This book is comprehensive in scope, practical in nature, and definitive in terms of cataloguing the essential conceptual and procedural fundamentals of setting performance

standards Key Features Offers a detailed description of procedures In a practical straightforward and virtually jargon free style this book begins with important foundational and conceptual information about standard setting followed by step by step procedures for all currently used methods including Angoff Item Mapping Analytic Judgment etc In addition a full chapter is devoted to future issues and research in standard setting Enables readers to design implement and evaluate a standard setting study Using this book readers will be able to select an appropriate standard setting method schedule and plan implementation identify and train qualified standard setting participants conduct the standard setting meeting calculate one or more cut scores and evaluate the success of the procedure they have implemented Allows readers to adapt written materials to their situation Examples are provided in widely available formats such as Excel SPSS pdf and Word files so readers do not have to purchase specialized software or learn to use unfamiliar packages The book includes downloadable forms sample correspondence checklists data sets and analytical software for performing calculations required for various standard setting procedures Intended Audience This is an excellent supplementary textbook for graduate courses such as Applied Measurement in Education Psychometric Theory Advanced Educational Measurement Special Topics in Measurement and Evaluation Seminar in Educational and Psychological Measurement in the departments of Educational Psychology Measurement and Evaluation Psychology and others

Evaluation of the Achievement Levels for Mathematics and Reading on the National Assessment of Educational Progress National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Committee on the Evaluation of NAEP Achievement Levels for Mathematics and Reading, 2017-04-12 Since 1969 the National Assessment of Educational Progress NAEP has been providing policymakers educators and the public with reports on academic performance and progress of the nation's students The assessment is given periodically in a variety of subjects mathematics reading writing science the arts civics economics geography U S history and technology and engineering literacy NAEP is given to representative samples of students across the U S to assess the educational progress of the nation as a whole Since 1992 NAEP results have been reported in relation to three achievement levels basic proficient and advanced However the use of achievement levels has provoked controversy and disagreement and evaluators have identified numerous concerns This publication evaluates the NAEP student achievement levels in reading and mathematics in grades 4 8 and 12 to determine whether the achievement levels are reasonable reliable valid and informative to the public and recommends ways that the setting and use of achievement levels can be improved

Understanding Medical Education Tim Swanwick, Kirsty Forrest, Bridget C. O'Brien, 2018-10-02 Created in partnership with the Association for the Study of Medical Education ASME this completely revised and updated new edition of Understanding Medical Education synthesizes the latest knowledge evidence and best practice across the continuum of medical education Written and edited by an international team this latest edition continues to cover a wide range of subject matter within five broad areas Foundations

Teaching and Learning Assessment and Selection Research and Evaluation and Faculty and Learners as well as featuring a wealth of new material including new chapters on the science of learning knowledge synthesis and learner support and well being The third edition of Understanding Medical Education Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice Meets the needs of all newcomers to medical education whether undergraduate or postgraduate including those studying at certificate diploma or masters level Offers a global perspective on medical education from leading experts from across the world Providing practical guidance and exploring medical education in all its diversity Understanding Medical Education continues to be an essential resource for both established educators and all those new to the field      Educational Measurement Robert L. Brennan,2023-10-03

Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and certification testing and legal and ethical issues      Educational Measurement Craig S. Wells,Molly Faulkner-Bond,2016-02-26

This book introduces and explores major topics in contemporary educational measurement criterion referenced testing item response theory IRT computer based testing cross lingual and cross cultural assessment and accountability testing Psychometric experts describe forward looking measurement practices and provide a contextualized understanding of how and why they were developed how they can be used and where they may go in the future In addition to presenting key concepts and formulas the volume covers established and emerging applications and discusses recurrent challenges that require additional research A helpful glossary of abbreviations is included The book is grounded in the work of Ronald K Hambleton      *Handbook on Measurement, Assessment, and Evaluation in Higher Education* Charles Secolsky,D. Brian Denison,2017-07-31 In this valuable resource

well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application

*Measuring Literacy* National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Committee on Performance Levels for Adult Literacy, 2006-01-13 The National Assessment of Adult Literacy NAAL is a household survey conducted periodically by the Department of Education that evaluates the literacy skills of a sample of adults in the United States ages 16 and older NAAL results are used to characterize adults literacy skills and to inform policy and programmatic decisions The Committee on Performance Levels for Adult Literacy was convened at the Department's request for assistance in determining a means for booking assessment results that would be useful and understandable for NAAL's many varied audiences Through a process detailed in the book the committee determined that five performance level categories should be used to characterize adults literacy skills nonliterate in English below basic literacy basic literacy intermediate literacy and advanced literacy This book documents the process the committee used to determine these performance categories estimates the percentages of adults whose literacy skills fall into each category recommends ways to communicate about adults literacy skills based on NAAL and makes suggestions for ways to improve future assessments of adult literacy

**The Human Resources Program-Evaluation Handbook** Jack E. Edwards, John C. Scott, Nambury S. Raju, 2003-07-22 The Human Resources Program Evaluation Handbook is the first book to present state of the art procedures for evaluating and improving human resources programs Editors Jack E Edwards John C Scott and Nambury S Raju provide a user friendly yet scientifically rigorous how to guide to organizational program evaluation Integrating perspectives from a variety of human resources and organizational behavior programs a wide array of contributing professors consultants and governmental personnel successfully link scientific information to practical application Designed for academics and graduate students in industrial organizational psychology human resources management and business the handbook is also an essential resource for human resources professionals consultants and policy makers

*The Collegiate Learning Assessment* Chaitra M. Hardison, Anna-Marie Vilamovska, 2009-09-14 The Collegiate Learning Assessment CLA is a measure of how much students critical thinking improves after attending college or university This report illustrates how institutions can set their own standards on the CLA using a method that is appropriate for the CLA's unique characteristics

**Alternative Validation Strategies** S. Morton McPhail, 2007-03-15 Alternative Validation Strategies is a groundbreaking compendium of the most current research and practical guidelines for time and cost saving alternatives to the traditional test validation strategies

associated with selection processes The state of the science strategies outlined in this valuable resource will help employers to evaluate the inferences drawn from their selection procedures while offering practices that meet stringent legal and regulatory requirements Teacher Involvement in High-Stakes Language Testing Daniel Xerri,Patricia Vella Briffa,2018-04-27 This book advocates that teachers should play an active role in high stakes language testing and that more weight should be given to teacher judgement This is likely to increase the formative potential of high stakes tests and provide teachers with a sense of ownership The implication is that the knowledge and skills they develop by being involved in these tests will feed into their own classroom practices The book also considers the arguments against teacher involvement e g the contention that teacher involvement might entrench the practice of teaching to the test or that teachers should not be actively involved in high stakes language testing because their judgement is insufficiently reliable Using contributions from a wide range of international educational contexts the book proposes that a lack of reliability in teacher judgement is best addressed by means of training and not by barring educators from participating in high stakes language testing It also argues that their involvement in testing helps teachers to bolster confidence in their own judgement and develop their assessment literacy Moreover teacher involvement empowers them to play a role in reforming high stakes language testing so that it is more equitable and more likely to enhance classroom practices High stakes language tests that adopt such an inclusive approach facilitate more effective learning on the part of teachers which ultimately benefits all their students

**The History of Educational Measurement** Brian E. Clauser,Michael B. Bunch,2021-07-07 The History of Educational Measurement collects essays on the most important topics in educational testing measurement and psychometrics Authored by the field s top scholars this book offers unique historical viewpoints from origins to modern applications of formal testing programs and mental measurement theories Topics as varied as large scale testing validity item response theory federal involvement and notable assessment controversies complete a survey of the field s greatest challenges and most important achievements Graduate students researchers industry professionals and other stakeholders will find this volume relevant for years to come Handbook of Ethics in Quantitative Methodology A. T. Panter,Sonya K. Sterba,2011-03-01 This comprehensive Handbook is the first to provide a practical interdisciplinary review of ethical issues as they relate to quantitative methodology including how to present evidence for reliability and validity what comprises an adequate tested population and what constitutes scientific knowledge for eliminating biases The book uses an ethical framework that emphasizes the human cost of quantitative decision making to help researchers understand the specific implications of their choices The order of the Handbook chapters parallels the chronology of the research process determining the research design and data collection data analysis and communicating findings Each chapter Explores the ethics of a particular topic Identifies prevailing methodological issues Reviews strategies and approaches for handling such issues and their ethical implications Provides one or more case examples Outlines plausible approaches to the issue including best practice solutions

Part 1 presents ethical frameworks that cross cut design analysis and modeling in the behavioral sciences Part 2 focuses on ideas for disseminating ethical training in statistics courses Part 3 considers the ethical aspects of selecting measurement instruments and sample size planning and explores issues related to high stakes testing the defensibility of experimental vs quasi experimental research designs and ethics in program evaluation Decision points that shape a researchers approach to data analysis are examined in Part 4 when and why analysts need to account for how the sample was selected how to evaluate tradeoffs of hypothesis testing vs estimation and how to handle missing data Ethical issues that arise when using techniques such as factor analysis or multilevel modeling and when making causal inferences are also explored The book concludes with ethical aspects of reporting meta analyses of cross disciplinary statistical reform and of the publication process This Handbook appeals to researchers and practitioners in psychology human development family studies health education sociology social work political science and business marketing This book is also a valuable supplement for quantitative methods courses required of all graduate students in these fields

*Test Development and Validation* Gary Skaggs, 2022-01-04 Test Development and Validation by Gary Skaggs summarizes the latest test theories frameworks for test development and validation and guidance for developing tests in straightforward language in one core text Students looking for clear concise explanations of measurement validity and test development within a real world context and with numerous examples will find this book to be an excellent learning resource Author Gary Skaggs takes years of experience teaching test development to graduate students across social and behavioral sciences and consulting on a wide variety of government and institutional research projects to offer students a thorough jargon free and highly applied book to help propel their own research and careers Part I of the book The Big Picture sets the stage for test development placing it within the larger context and history of measurement emphasizing measurement concepts and their evolution over time Part II Test Development covers the technical details of instrument and test development in logical order Validation Part III links the conceptual bases provided in Part I with the technical process provided in Part II to conclude the book For those students wanting to go further software suggestions are referenced in the technical chapters while Further Reading sections offer the original sources for more details Exercises and Activities at the end of each chapter provide students a variety of ways to apply their knowledge from conceptual questions to brief project ideas to data analysis problems

**The Future of Test-Based Educational Accountability** Katherine Ryan, Lorrie Shepard, 2010-03-17 In recent decades testing has become a much more visible and high stakes accountability mechanism that is now seen as a powerful tool that can be used to drive school improvement The purpose of this book is to identify and analyze the key issues associated with test based educational accountability and to chart the future of educational accountability research Chapter contributions are intended to be forward looking rather than a compendium of what has happened in the past The book provides an accessible discussion of issues such as validity test equating growth modeling fairness for special populations causal inferences and misuses of



accountability data      **Best Practices in Quantitative Methods** Jason W. Osborne, 2008 The contributors to Best Practices in Quantitative Methods envision quantitative methods in the 21st century identify the best practices and where possible demonstrate the superiority of their recommendations empirically Editor Jason W Osborne designed this book with the goal of providing readers with the most effective evidence based modern quantitative methods and quantitative data analysis across the social and behavioral sciences The text is divided into five main sections covering select best practices in Measurement Research Design Basics of Data Analysis Quantitative Methods and Advanced Quantitative Methods Each chapter contains a current and expansive review of the literature a case for best practices in terms of method outcomes inferences etc and broad ranging examples along with any empirical evidence to show why certain techniques are better Key Features Describes important implicit knowledge to readers The chapters in this volume explain the important details of seemingly mundane aspects of quantitative research making them accessible to readers and demonstrating why it is important to pay attention to these details Compares and contrasts analytic techniques The book examines instances where there are multiple options for doing things and make recommendations as to what is the best choice or choices as what is best often depends on the circumstances Offers new procedures to update and explicate traditional techniques The featured scholars present and explain new options for data analysis discussing the advantages and disadvantages of the new procedures in depth describing how to perform them and demonstrating their use Intended Audience Representing the vanguard of research methods for the 21st century this book is an invaluable resource for graduate students and researchers who want a comprehensive authoritative resource for practical and sound advice from leading experts in quantitative methods      **Handbook of Test Development** Suzanne Lane, Mark R. Raymond, Thomas M. Haladyna, 2015-10-08 The second edition of the Handbook of Test Development provides graduate students and professionals with an up to date research oriented guide to the latest developments in the field Including thirty two chapters by well known scholars and practitioners it is divided into five sections covering the foundations of test development content definition item development test design and form assembly and the processes of test administration documentation and evaluation Keenly aware of developments in the field since the publication of the first edition including changes in technology the evolution of psychometric theory and the increased demands for effective tests via educational policy the editors of this edition include new chapters on assessing noncognitive skills measuring growth and learning progressions automated item generation and test assembly and computerized scoring of constructed responses The volume also includes expanded coverage of performance testing validity fairness and numerous other topics Edited by Suzanne Lane Mark R Raymond and Thomas M Haladyna The Handbook of Test Development 2nd edition is based on the revised Standards for Educational and Psychological Testing and is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving

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