



American Council on Education (ACE) College Credit Recommendation Service (CREDIT[®])

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CREDIT: A Brief History

- ❑ Military Evaluations since 1945
- ❑ CREDIT® Established in 1974
- ❑ 700 Organizations
- ❑ 33,000 Courses and Exams



Evaluation Process

- Eligibility Criteria
- Materials Reviewed
- Faculty Selection
- Psychometric Evaluation
- Consensus Based Approach



ACE CREDIT Faculty

- ❑ Experience – 5 years teaching experience
- ❑ Institutional Accreditation – CHEA recognized institution
- ❑ Subject Matter Expertise – Teaching courses in related content.



Role of Faculty

- Content – Student and Instructor Materials
- Scope – Depth and Breadth of Material
- Rigor – Individual Learner Demonstration of Knowledge
- Bloom's Taxonomy
- Post-Secondary Standards



The Psychometric Side: A little technical information

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Topics to be covered

What is Standard Setting?

What are “scaled scores” and how are they to be interpreted?

How are scores from different test forms made comparable?

What is Standard Setting?

It is a process by which the “Standard” (or passing score or cut score) is set; setting the standard; “standard setting”

How is this different from what is done with classroom tests?

- Higher stakes (score on this test has more impact than the results from one classroom test or quiz)
- Need to use a methodology that meets psychometric standards (Standards for Educational and Psychological Testing, 2014; AERA, APA, NCME)

Methodology for Standard Setting

Norm-referenced approach: give test to a representative sample of students and determine the average score of “C-level students” (not favored as it isn’t tied to content of the exam and is dependent on sample)

Criterion-referenced approach: panelists are recruited and trained to provide estimates of how C-Level students would likely perform on the test questions (considered technically sound if carried out appropriately)

Why Isn't 70% correct an appropriate standard for these examinations?

70% (or any other percentage) is considered arbitrary

- 70% of what??
- If the examination has easy questions, this is a low standard
- If the examination has hard questions, this is a very high standard

What are “scaled scores” and how are they interpreted?

Raw (number right) scores on the examinations are hard to interpret; don't know how many questions, how hard are the questions, how students performed on the test overall

By converting the raw scores to scale scores, interpretation is enhanced.

- Some common scaled scores: IQ, SAT, ACT

What is the conversion from raw to scaled scores?

Raw scores are converted using a mathematical formula so that they all have the same mean and variation (standard deviation)

If you know the mean and standard deviation, you can interpret the relative performance of the student's score

There is often a raw score to scaled score conversion table available (in a technical manual)

How are scores from different test forms made comparable?

Statistical methodology called “equating” is used; there are many methods, depending on the type of test

Basically, a link is established between the test forms

- Sometimes there are common items across the test forms; these common items form the link between the forms

Equating of test forms

The statistical process adjusts the overall test performance based for the performance on the common items and how the examinee did on the non-common items to establish equivalent scores across all the test forms.

These equivalent scores are then converted to scaled scores; the scores are considered to have the same meaning regardless of which test form the examinee took

How does this information affect your task today?

As faculty in the classes being discussed, your task is to consider if performance on the relevant CLEP or DSST test might warrant credit for your course.

Most important considerations are how well the content of the test reflects the content of the course and the level of expectation for your students

Considerations that might not affect your tasks today

These tests are developed using sound test development practices that reflect that state of the art.

The basic process used to set the cut scores (standard setting) is technically sound and meets current technical standards.

The methodology for creating scaled scores is technically appropriate.