



ACAP Guidelines for Meeting Assessment Standards

To demonstrate compliance to the ICE 1100 Standard, and in particular Standard 7 on the Development, Conduct, and Evaluation of Assessments, an assessment must be conducted to measure the learner's attainment of the course learning objectives. This assessment must be developed, administered, and scored using generally accepted principles, and must align with the intended learning outcomes. The assessment instrument's performance must also be evaluated.

To assist certificate program administrators with meeting these objectives, the following guidance is provided. Though the criteria listed do not suggest any particular method for achieving intended results, they should be carefully considered when developing an appropriate assessment process and must be documented in the accreditation application to demonstrate compliance to the relevant standards. For each point below, documentation should identify the processes used and who was involved throughout the process.

1) A good assessment includes items that are representative of the content of the training program. The assessment should be able to serve as an indication of whether a training program's intended learning objectives have been accomplished.

- How did you determine the type of assessment to use? (e.g., multiple choice questions, performance items, or a combination of formats)
- How did you determine how many items should be allocated to assess knowledge and skills associated with each intended learning objective?
- How did you determine that the items are actually addressing content associated with each intended learning objective?
- How did you choose which items should be included as part of the final assessment?

2) A good assessment makes accurate and consistent decisions about which students have mastered the program's content and which students have not.

- How did you determine the passing score (cut score) for the assessment? What was involved in this process? (e.g., SMEs making judgments, etc.)
- How do you monitor the performance of the assessment as a whole? What types of statistics do you use (e.g., average scores, standard deviations, pass rates)?
- If using multiple versions or forms of an assessment, how do you ensure that all forms are measuring equivalent content?

- If using multiple forms of an assessment, how do you ensure that all forms are equivalent in their level of difficulty?

3) Well-written assessment items differentiate between students who have mastered the program's content and those who have not.

- How do you determine which items are effective at differentiating those students who have mastered the program's content from those who have not? Some ways of making this determination include looking at statistics such as percentage of candidates answering correctly, percentage of candidates selecting each wrong answer, correlation between answering an item correctly and overall assessment score, etc.
- Items may be ineffective for several reasons (e.g., no correct answer, multiple correct answers, content was not part of the course). If an item is identified as ineffective, how do you go about replacing it or otherwise addressing it?
- What is your mechanism for replacing ineffective items? Who is involved in this process?
- If your assessment includes performance items, what are the qualifications of those who evaluate candidate performance on these items? Who trains the evaluators?
- If your assessment includes performance items, how did you develop the scoring rubrics?
- How did you determine that the evaluators are scoring candidates (a) consistently over time and (b) consistently across different evaluators? (e.g., inter-rater reliability, calibration of raters/judges)