

## **Technical Report: June 2019 CKE 2**

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**Human Resources Professionals Association**

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## Executive Summary<sup>1</sup>

*Note that this technical report covers only the primary new form or forms administered during an administration, and not detailed results for all forms used (which may include previously used forms, scrambled forms, and other modifications to maintain exam and score integrity).*

The Comprehensive Knowledge Exam 2 (CKE 2) was administered to 258 candidates using computer-based testing at Prometric test centres June 24–July 9, 2019, inclusive. The examination comprised 250 four-option multiple choice items and had a 5-hour time limit.

As per the CKE 2 blueprint, the exam was scored using the 220–230 best-performing items (while adhering to the prescribed distribution across functional areas). The mean score for first-time candidates ( $n=202^2$ ) was 153.0 (66.5%), and for all candidates it was 147.1 (64.0%), out of 230 scored items. Reliability was strong at .94. The final set of scored items adhered to the blueprint parameters.

The pass mark was set using equating back to the March 2019 and June 2019 administrations, yielding an integer pass mark of 138. Equating was conducted to compensate for minor changes in exam form difficulty so that any given candidate has an equivalent hurdle regardless of when they write the CKE 2. This pass mark resulted in a pass rate for first-time candidates of 72.3% and a pass rate for all candidates of 64.0%.

This report, the analyses performed, and the processes followed are consistent with NCCA standards<sup>3</sup> and ISO 17024 standards.<sup>4</sup>

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<sup>1</sup> This technical report is an abbreviated version of the full report. Information has been excluded that if known to candidates could negatively affect the validity of future candidate test score interpretations. This includes item-level statistics, some information about the construction of test forms, and some specific details concerning equating.

<sup>2</sup> Excludes those who had failed an HRP A examination in the past, who were identified as being statistical outliers, or who had written an alternative test form.

<sup>3</sup> National Commission for Certifying Agencies (2014). *Standards for the accreditation of certification programs*. Washington, DC: Institute for Credentialing Excellence.

<sup>4</sup> International Organization for Standardization (2012). *ISO/IEC 17024:2012 Conformity assessment – General requirements for bodies operating certification of persons*. Geneva: International Organization for Standardization.

# Administration

## Form Setting

Using only validated test items, Wickett Measurement Systems prepared three 250-item test forms (using a combination of scored and experimental test items). Wickett constructed the final test forms according to the following parameters:

1. Including only items validated by the validation panel in the past 2 years
2. Fitting the total item count of 250
3. Excluding enemy items
4. Matching the blueprint target value (+/- 2%) for each functional area
5. Maximizing spread across competencies
6. Reducing item exposure
7. Selecting items with perceived psychometric effectiveness, using statistics from previous administrations as available

Wickett proofed the final forms for text errors and detection of potential enemy items. Items flagged as enemies were replaced.

The final form composition for the primary June 2019 CKE 2 forms is shown in Table 1. All functional areas are within 2 items of their targets, and therefore, the form reflects the blueprint (see Appendix A for the CKE 2 blueprint).

Note that at any administration, HRPAs also makes use of previously validated and administered test forms along with new test forms, in addition to employing other mechanisms to maintain the integrity of the exams and candidate scores.

Table 1: Test form as administered

	Functional Area	Actual Items	Target	Variance
10	Strategy	28	27–28	—
20	Professional Practice	28	27–28	—
30	Organizational Effectiveness	36	35	+1
40	Workforce Planning & Talent Management	33	35	-2
50	Labour & Employee Relations	23	22–23	—
60	Total Rewards	26	25	+1
70	Learning & Development	27	27–28	—
80	Health, Wellness & Safe Workplace	21	20	+1
90	HR Metrics, Reporting & Financial Management	28	30	-2
	<b>TOTAL</b>	<b>250</b>	<b>250</b>	<b>—</b>

## Testing Window

The examination was administered via computer-based testing at Prometric test sites primarily in Ontario. The testing window was June 24–July 9, 2019, inclusive, and 258 candidates wrote the exam.

Candidates had access to a basic-function calculator on screen. No other aids or resources were allowed.

# Analysis

## Data Cleaning and Integrity Checks

Prometric provided data in .xml format via a secure ftp site. Candidate files were provided as candidates completed the examination throughout the testing window. These files were extracted to Microsoft Excel for processing. They contained identifying information for each candidate, form information, start and stop times, answer string, key string, candidate total score, item comments if the candidate made any, and time spent per item.

The data files received were reconciled against the roster provided by Prometric to ensure that all .xml files had been received. Further, each candidate total score as computed by Prometric was reconciled with that computed by Wickett for the full set of 250 items to verify key accuracy. Comments on items were also reviewed to identify any specific item-level issues. No problems were encountered.

The average time taken by all candidates was assessed to detect potential examination timing concerns. The distribution is shown in Figure 1. The mean was 3 hours, 44 minutes (the same as in March 2019). The time limit on the CKE 2 was 5 hours, suggesting that time was not a factor in scores across candidates. (Note that 1 candidate exceeded the time limit; this candidate was granted additional time in advance of the administration as an accommodation and is not included in the mean time reported in this paragraph.)

Thirteen candidates (5%) took the full 5 hours, suggesting that those candidates may have wanted more time, and 3 candidates (1%) left at least 1 item blank, suggesting that those candidates timed out of the exam before being able to complete it. These metrics will continue to be monitored, but at present do not appear problematically high.

The correlation between scores and time spent writing the examination was negligible at a value of .02, suggesting no relation between time spent on items and performance.

Candidate scores were computed across the window to look for any evidence of item exposure. As shown in Figure 2, there was little variation across the window. The difference between scores for candidates writing in the first 3 days and those writing in the last 4 days was a decrease of 2.2 marks out of 250. This 0.9% change is not considered meaningful.

As a matter of interest, candidate volumes were also examined across the window; these are also shown in Figure 2. Though not psychometrically meaningful, there is a clear pattern for candidates to prefer to book at the end of the window rather than the start.

Figure 1: Examination time distribution for all candidates

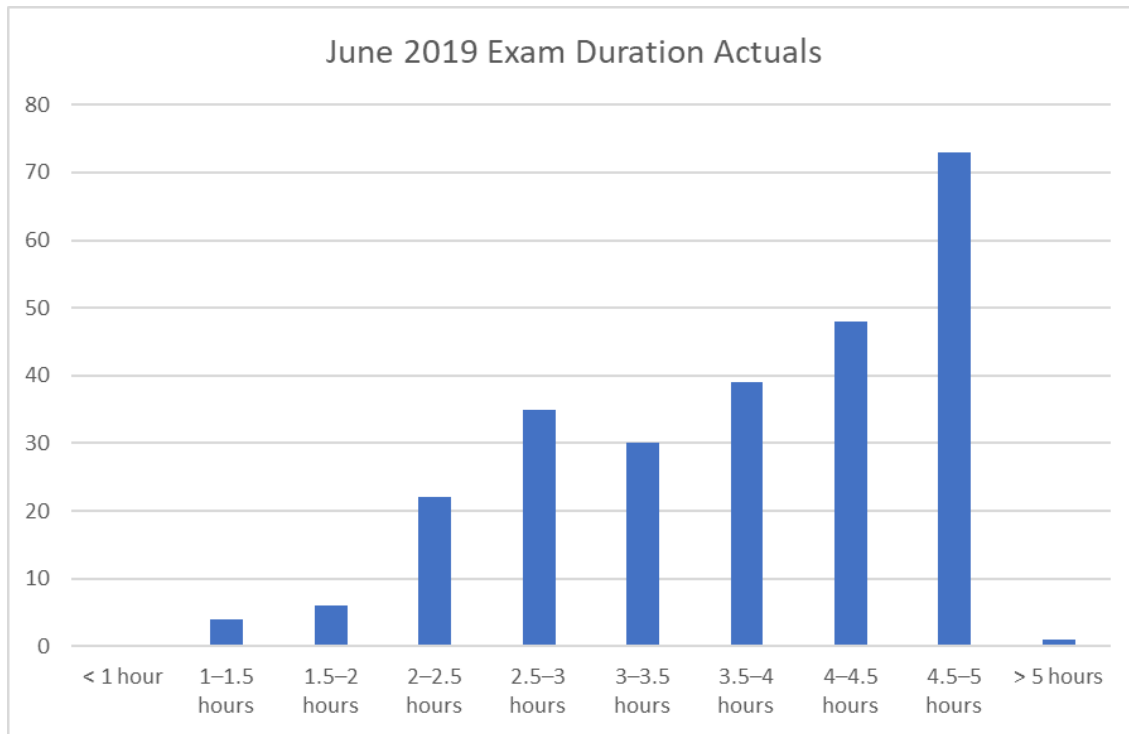
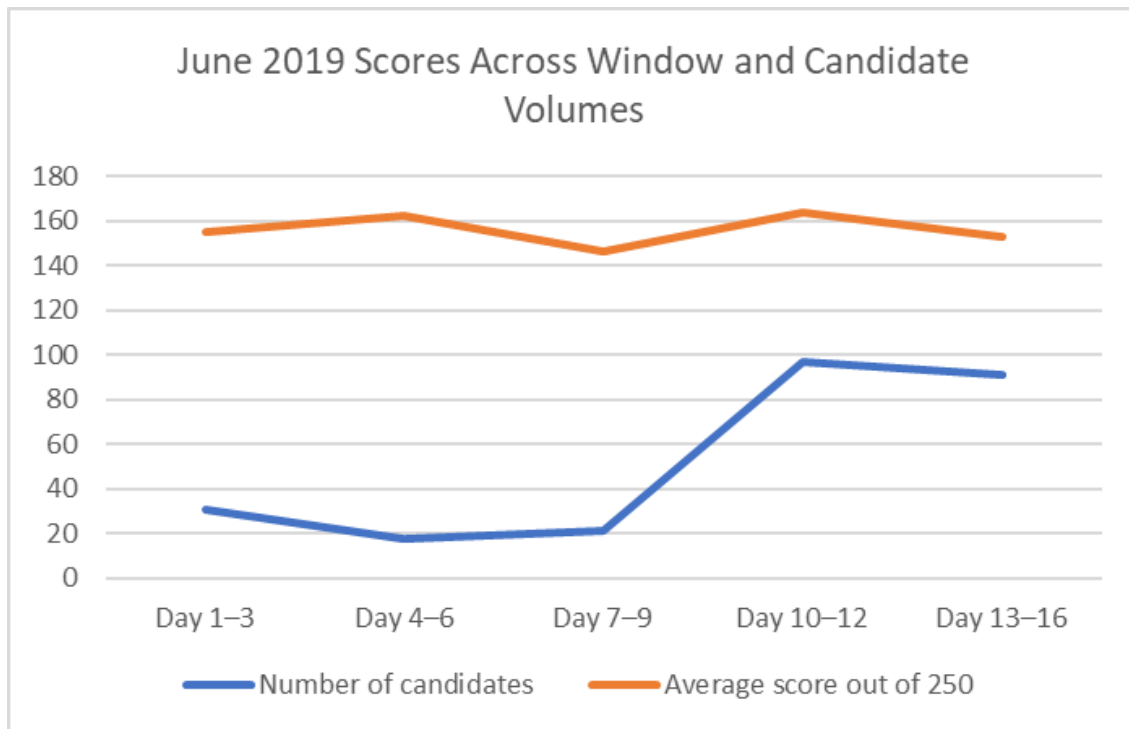


Figure 2: Candidate volume and score trends across testing window





After removing candidates who were administered a previously used test form (who were scored using the same decisions employed at the time that form was originally used), scores were calculated for all remaining candidates based on the full set of 250 items. One candidate was flagged for an abnormally low or high score ( $z$  value outside  $\pm 3.0$ ). Also, the 250 items were arbitrarily broken into 10 blocks of 25 items for each candidate; the 10 resulting subscores for each candidate were evaluated for outliers as well. For candidates with any subscore more than 3 standard deviations (SD) from their average  $z$ -score, the .xml file was examined closely for any issues. All outliers were removed from initial analyses; candidates with abnormal response patterns were also removed. Candidates who left more than 5 blanks were also removed from analysis. To be conservative, candidates who had been granted a testing accommodation were also removed from the main analysis (simply because their testing conditions were not the same as the main group of candidates, even though each accommodation was granted on the premise that it would make the testing experience equivalent in terms of opportunity to demonstrate competence). As a result of all of these factors, 7 candidates were removed from analysis.

Candidates who had failed a previous HRP A examination (CKE, CKE 1, or CKE 2) scored lower than did those who had not (54.1% and 65.1%, respectively, on the full exam of 250 items). This difference was meaningful and significant ( $t(99)=7.71, p<.001$ ). In keeping with standard procedures, these candidates were removed from subsequent analyses. The CKE 2 analysis proceeded with 202 candidates.

Owing to the modest number of candidates, all subsequent analyses were interpreted with caution.

## Post-Examination Survey

Candidates were provided with access to the post-examination survey immediately after submitting their responses to the CKE 2; 253 responses were obtained from candidates (response rate, 98.1%).

Table 2 shows the responses to the administration-related questions. Note that candidates were generally very positive about the administration experience. Table 3 shows the content-related questions; there was a tendency to more neutrality on these questions. The rating for perceived fairness (Question 14) warrants monitoring as it continues to be low.

Candidates were asked to express their opinion regarding whether completing the examination on a computer affected their performance. Table 4 shows that most candidates felt it made no difference, and where a preference was expressed it was for using a computer.

An open-ended question was also posed to candidates asking for any additional comments. Those comments were provided to HRP A for information and consideration. Nothing in the comments or survey data raised concerns about item analysis or scoring.

Table 2: Administration-related post-examination survey questions\*

	Question	SA	A	N	D	SD	Score	Agreement
1.	I was able to book a seat to write the examination at a time that was convenient for me.	97	95	21	25	15	3.9	76%
2.	I was well informed about what documents to bring to the exam location.	152	85	9	3	1	4.5	95%
3.	Proctors enforced the exam-day rules and the security procedures at the test centre were what I expected.	161	72	10	4	1	4.6	94%
4.	Proctors were professional and courteous.	152	83	6	5	2	4.5	95%
5.	The tutorial helped me understand how to complete the examination on the computer.	145	92	8	1	1	4.5	96%
6.	Navigation through the examination was easy and intuitive.	136	98	10	2	1	4.5	95%

\*Response categories: SA = strongly agree; A = agree; N = neutral; D = disagree; SD = strongly disagree.

Table 3: Content-related post-examination survey questions\*

	Question	SA	A	N	D	SD	Score	Agreement
7.	The time allotted for this examination was sufficient.	121	103	12	6	3	4.4	91%
8.	Information available prior to exam day provided me with adequate details about the content and format of the exam.	43	95	44	37	24	3.4	57%
9.	I feel I was adequately prepared to write this examination.	12	91	81	45	16	3.2	42%
10.	The questions in the examination were clearly written.	18	119	60	43	6	3.4	56%
11.	The terminology used in the examination was accurate.	19	136	65	23	3	3.6	63%
12.	The situations presented in the examination were realistic.	26	147	56	12	4	3.7	71%
13.	The questions in the examination reflected the examination blueprint.	18	94	91	34	5	3.4	46%
14.	The examination was a fair assessment of my ability.	15	77	80	51	21	3.1	38%

\*Response categories: SA = strongly agree; A = agree; N = neutral; D = disagree; SD = strongly disagree.

Table 4: Preference regarding computer-based testing versus pencil-and-paper

Question	Count	%
I feel that completing the examination on a computer improved my performance.	59	24%
I feel that completing the examination on a computer decreased my performance.	35	14%
I feel that completing the examination on a computer had no effect on my performance.	150	61%

## Initial Analysis

The full CKE 2 examination was 250 items, of which approximately 225 were to be scored. The other 20–30 items were designated as experimental. Across the 3 new forms, 235 items were available for scoring on each, after removing items designated as experimental.

The initial analysis summary statistics for the new form are presented in Table 5.

Table 5: Initial examination statistics

Index	CKE 2
Eligible items	235
Total candidates	258
Candidates in analysis	202
Mean score	154.5 (65.7%)
Score range	78–211 (33.2–89.8%)
Cronbach's alpha	.94
Mean $r_{pb}^*$	.24

Standard classical test theory analysis was conducted to identify the following:

1. Item difficulty (percent obtaining correct result,  $p$ )
2. Item discrimination (corrected point-biserials,  $r_{pb}^*$ )
3. Distractor quality (based primarily on distractor discrimination)

Wickett compiled these statistics, along with any comments made by candidates concerning specific items, to identify items that may have been keyed incorrectly or that were performing poorly. Most emphasis was placed on the corrected point-biserials as evidence of item quality, after removing excessively easy and excessively difficult items. Items were ranked from worst performing to best performing accordingly.

## Key Validation

Key validation was conducted via web meeting on March 28, 2019, using members of the CHRL Examination Validation Committee (EVC). The EVC (Table 6) was reminded of basic item and test analysis methods and was oriented to the main statistics used to evaluate the quality of the CKE 2. Note that fewer members were available than targeted, but that the discussion on each flagged item was robust.

Table 6: CHRL Examination Validation Committee members – Key validation

Member	Credential	Years of Relevant Experience	Joined EVC	Industry
Jennifer Borges	CHRL	10–14	2017	Manufacturing
✓ Annette Dhanasar	CHRL	15–19	2017	Technology
Debbie Hynes	CHRL	10–14	2017	Government & public agencies
Christine Kelsey	CHRL	5–9	2017	Entertainment
Jennifer King	CHRL	20–29	2017	Business & professional services
✓ Nancy Richard	CHRL	15–19	2017	Regulation/public sector
✓ Kristin Rivait	CHRL	15–19	2017	Healthcare
Lisa Scian	CHRL	15–19	2017	Information & communication technology
Laurie Torno	CHRL	20–29	2018	Post-secondary education

✓ Participated in the session.

The group was informed that test reliability, as measured by Cronbach's alpha, was .939 based on the set of 235 potentially scored items and that this was above the generally accepted threshold of .80.

The group was walked through the flagged items one at a time, with the recommendation that the worst-performing items be removed from scoring, but the group was given less direction on items with borderline statistics. Where available, candidates' comments about the items were also shown. The group made decisions based on content and the data through discussion; they removed 5 items that they felt were inappropriate to retain for scoring. Past item data were also used where available, and the group was directed to consider these data as an addition to statistics from the June administration. Panel members' comments about specific items were recorded for future item revision activities.

Not all remaining items were strong-performing, and several items were retained that were very easy or very hard or that had a low corrected point-biserial in this sample of candidates. Most

were moderate to strong items, however. The final alpha for the set of 230 scored items was .940. The difficulties ranged from 26.7% to 96.0%, with a mean of 66.5%. The  $r_{pb}^*$  values ranged from .01 to .46 with a mean of .25.

Table 7 presents the scored CKE 2's final fit to the examination blueprint. In all cases, the final number of scored items in a functional area fit within the established range.

The group endorsed the final set of items for use in scoring the June 2019 CKE 2 candidates who took this form.

Table 7: Final scored examination fit to blueprint

Functional Area	Actual	Min.	Target	Max.	Blueprint Range
<b>10 Strategy</b>	26	21	25	29	11% ± 2%
<b>20 Professional Practice</b>	24	21	25	29	11% ± 2%
<b>30 Organizational Effectiveness</b>	32	28	32	36	14% ± 2%
<b>40 Workforce Planning &amp; Talent Management</b>	31	28	32	36	14% ± 2%
<b>50 Labour &amp; Employee Relations</b>	22	17	21	25	9% ± 2%
<b>60 Total Rewards</b>	23	19	23	27	10% ± 2%
<b>70 Learning &amp; Development</b>	25	21	25	29	11% ± 2%
<b>80 Health, Wellness &amp; Safe Workplace</b>	20	14	18	23	8% ± 2%
<b>90 HR Metrics, Reporting &amp; Financial Management</b>	27	23	28	32	12% ± 2%
<b>Total</b>	<b>230</b>				

## Establishing the Pass Mark: Equating

Equating, as per Kolen and Brennan (2014),<sup>5</sup> was used to establish the pass mark for the June 2019 CKE 2. The goal of this process was to set a pass mark for the June 2019 CKE 2 that would be equivalent to that set for previous CKE 2 administrations; that is, to set a pass mark that would give each candidate the same probability of passing regardless of which form they took.

The passing standard for the CKE 2 was originally set after the November 2015 offering of the CKE 2 using the Modified Angoff method. General details on that method can be found in Appendix B. Specific information on the standard setting session is provided in the technical report issued for the November 2015 administration.

<sup>5</sup> Kolen, M.J., & Brennan, R.L. (2014). *Test equating, scaling, and linking*. New York, NY: Springer.

To pass the CKE 2, a candidate must meet or surpass the overall test pass mark and meet or surpass the threshold set for each of the 9 functional areas. These thresholds are set independently and are described in turn.

Two equating procedures were conducted back to different administrations (March 2019 and June 2018). The intention following these equating runs was to average them to arrive at a final pass mark for the June 2019 CKE 2. These administrations were chosen because they were the most recent administration and the administration corresponding to the same administration month the previous year.

### **Equating Back to the March 2019 Administration**

Linear equating was the chosen method for setting the pass mark. Linear equating is preferred with more than 100 candidates, and equipercentile equating is preferred with more than 1,000 candidates. With candidate samples of fewer than 100, mean or circle arc<sup>6</sup> equating is most prudent.

All candidates in the analysis (i.e., no repeat candidates or outliers) were used in the equating process. Delta plot analysis was used to identify anchor items showing substantial deviations (generally, although not exclusively, greater than 3 SD units) from expected difficulty values, with an emphasis on establishing an anchor set with difficulty equivalent to that of the full form (and equivalent within each functional area) that adhered to the blueprint. Items with an increase or decrease of 10% in terms of difficulty were also removed as anchors. Further, items with very high or low difficulty values and those with low corrected point-biserials were also flagged for potential removal from the anchor set. The goal was a strong midi-test (i.e., moderate range of difficulty, moderate to high discrimination, fit to blueprint) of sufficient length to estimate candidate ability.

The selected set of anchor items had a mean difficulty of 0.67 and a mean corrected point-biserial of .26 (for June 2019 candidates).

Table 8 shows the fit of the set of anchor items to the blueprint, as percentages. The actual counts are well-aligned with targets and reflect the scope and approximate weighting across the full exam.

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<sup>6</sup> Kim, S., & Livingston, S.A. (2010). Comparisons among small sample equating methods in a common-item design. *Journal of Educational Measurement*, 47, 286-298.

Table 8: Anchor item fit to blueprint – To March 2019

Area*	Actual	Target
10	11%	11%
20	10%	11%
30	13%	14%
40	13%	14%
50	10%	9%
60	11%	10%
70	11%	11%
80	9%	8%
90	12%	12%

\*See Table 7 for the full name of each functional area.

The mean, Tucker, Levine observed-score, and circle arc methods were computed to ascertain concordance of solutions. Given the sample sizes and similarities of test parameters, Tucker equating was considered the preferred method.

Table 9 shows some of the parameters used to derive the equating estimates, along with other parameters describing the test forms. Of note is that on the anchor items, the population taking the June 2019 CKE 2 scored marginally lower than the population taking the March 2019 CKE 2 (67.3% vs. 67.8%, respectively;  $t(379)=0.36$ , *ns*). Because the June 2019 CKE 2 candidates scored marginally lower (based on the anchors), they would likely have a modestly lower pass rate than was seen in March, non-significance notwithstanding.

The equating analysis bears this out (Table 10). All methods indicate a pass mark of 137 or 138. The pass rate based on this equating run is, as expected, marginally lower than what was seen in March 2019, though they round up to the same integer value. The Tucker equating value of 137.298 was extracted from this analysis for use in setting the final pass mark.

Table 9: Equating parameter table – Total pass mark, to March 2019

		Mar. 2019	June 2019
N		255	179
Scored items		179	202
Mean score	Total	67.2%	66.5%
	Anchors	67.8%	67.3%

Table 10: Equating outcome table – Total pass mark, to October 2018

Method	Pass Mark		Pass Rate	
	Precise	Integer	All	First-time
<b>Equating Mar. 2019</b>	<b>137.708</b>	<b>138</b>	<b>65.8%</b>	<b>76.5%</b>
Tucker	137.298	138	64.0%	72.3%
Levine observed	137.532	138	64.0%	72.3%
Circle arc 1	137.003	138	64.0%	72.3%
Circle arc 2	137.002	138	64.0%	72.3%
Mean	136.997	137	65.9%	73.8%

### Equating Back to the June 2018 Administration

Linear equating was the chosen method for setting the pass mark, given the sample sizes involved.

All candidates in the analysis (i.e., no repeat candidates or outliers) were used in the equating process. Delta plot analysis was used to identify anchor items showing substantial deviations (generally, although not exclusively, greater than 3 SD units) from expected difficulty values, with an emphasis on establishing an anchor set with difficulty equivalent to that of the full form (and equivalent within each functional area) that adhered to the blueprint. Items with an increase or decrease of 10% in terms of difficulty were also removed as anchors. Further, items with very high or low difficulty values and those with low corrected point-biserials were also flagged for potential removal from the anchor set. The goal was a strong midi-test (i.e., moderate range of difficulty, moderate to high discrimination, fit to blueprint) of sufficient length to estimate candidate ability.

The selected set of anchor items had a mean difficulty of 0.65 and a mean corrected point-biserial of .25 (for June 2019 candidates).

Table 11 shows the fit of the set of anchor items to the blueprint, as percentages. The actual counts are well-aligned with targets and reflect the scope and approximate weighting across the full exam.



Table 11: Anchor item fit to blueprint – To June 2018

Area*	Actual	Target
10	11%	11%
20	10%	11%
30	13%	14%
40	14%	14%
50	10%	9%
60	11%	10%
70	11%	11%
80	10%	8%
90	11%	12%

\*See Table 7 for the full name of each functional area.

The mean, Tucker, Levine observed-score, and circle arc methods were computed to ascertain concordance of solutions. Given the sample sizes and similarities of test parameters, Tucker equating was considered the preferred method.

Table 12 shows some of the parameters used to derive the equating estimates, along with other parameters describing the test forms. Of note is that on the anchor items, the population taking the June 2019 CKE 2 scored lower than the population taking the June 2018 CKE 2 (65.5% vs. 67.2%, respectively;  $t(433)=1.48$ , *ns*). Because the June 2019 CKE 2 candidates scored lower (based on the anchors), they would likely have a lower pass rate than was seen in June 2018.

The equating analysis bears this out (Table 13). All equating methods indicate a pass mark of 138. The pass rate based on this equating run is lower than in June 2018, as expected.

The Tucker equating value of 137.178 was extracted from this analysis for use in setting the final pass mark.

Table 12: Equating parameter table – Total pass mark, to June 2018

		June 2018	June 2019
N		233	202
Scored items		229	230
Mean score	Total	66.4%	66.5%
	Anchors	67.2%	65.5%

Table 13: Equating outcome table – Total pass mark, to June 2018

Method	Pass Mark		Pass Rate	
	Precise	Integer	All	First-time
<b>Equating June 2018</b>	<b>132.849</b>	<b>133</b>	<b>72.7%</b>	<b>77.7%</b>
Tucker	137.178	138	64.0%	72.3%
Levine observed	137.429	138	64.0%	72.3%
Circle arc 1	137.326	138	64.0%	72.3%
Circle arc 2	137.295	138	64.0%	72.3%
Mean	137.221	138	64.0%	72.3%

### Combined Results at Total Score Level

Table 14 shows the pass mark values across the 2 equating runs. The value highlighted in green is the one that would be selected based on population parameters at each equating run. The weighted average (by number of anchor items and number of candidates) of the identified values, 137.2341, was the recommended pass mark for the June 2019 CKE 2. Note that the weighted average of each method is almost the same, providing strong support for the final recommended value.

Using the established convention for this testing program, the weighted average value was rounded up to a cut score of 138. The resulting pass rate of 72.3% for first-time candidates is somewhat lower than seen in June 2018 and March 2019, as would be expected by the lower average ability of the June 2019 candidates and the greater variance in test scores (see Table 15). The pass rate for all candidates was 64.0%.

Table 14: Equating outcome table – Combined results, total pass mark

	June 18	Mar. 19
Tucker	137.2	137.3
Levine observed	137.4	137.5
Circle arc 1	137.3	137.0
Circle arc 2	137.3	137.0
Mean	137.2	137.0

Table 15: Historical pass rates – Total pass mark

	All	First-time
Mar. 17	59.4%	72.9%
June 17	70.0%	75.9%
Oct. 17	69.3%	75.7%
Mar. 18	64.1%	72.7%
June 18	72.7%	77.7%
Oct. 18	73.4%	78.8%
Mar. 19	65.8%	76.5%
June 19	<b>64.0%</b>	<b>72.3%</b>

### Functional Area Minimum Thresholds

The original functional area minimum thresholds were established in November 2015 to identify candidates who scored egregiously low on any individual functional area (see Appendix C for a conference presentation regarding this method). Since that time, equating has been employed to produce equivalent thresholds on subsequent administrations.

Tucker equating was employed for each functional area when equating back to June 2018 and March 2019 as this was the method selected for the total test score equating in those equating runs. The decisions outlined above to finalize anchor selection for the total test score equating were made so that they would also be appropriate to equating at the functional area level.

Table 16 shows alignment between anchor performance and full exam functional area score. The goal of close alignment was sufficiently achieved.

The resulting thresholds across each equating run are shown in Table 17.

Table 18 shows the outcomes and other relevant information related to equating of functional area thresholds. Note that 1 candidate failed the exam based solely on having missed the threshold for a functional area.

Table 19 shows the outcomes for each decision criterion. About 50% of the failing candidates failed at both the total score level and the functional area level; the remainder failed based only on the total score pass mark.

Table 16: Alignment between difficulty of anchors and full exam

Area*	June 2018 Anchors	Mar. 2019 Anchors	Full Exam
10	66%	70%	67%
20	65%	74%	70%
30	67%	70%	67%
40	64%	67%	67%
50	64%	63%	63%
60	66%	68%	70%
70	64%	64%	64%
80	69%	66%	67%
90	63%	65%	64%

\*See Table 7 for the full name of each functional area.

Table 17: Equating outcome table – Combined results, functional area thresholds

		10	20	30	40	50	60	70	80	90
To Mar. 19	Tucker	10.55	9.71	11.59	11.37	7.22	9.95	9.22	6.66	8.57
To June 18	Tucker	10.33	8.73	11.10	10.39	6.98	9.43	9.26	6.92	8.79
Average		10.43	9.19	11.33	10.84	7.09	9.68	9.24	6.80	8.68
Integer		11	10	12	11	8	10	10	7	9

Table 18: Equating summary table – Functional area thresholds

Area*	Cut <sup>i</sup>	Integer <sup>ii</sup>	Items	Cut as %	Previous Cut % <sup>iii</sup>	Alpha <sup>iv</sup>	Mean	Unique Fails <sup>v</sup>
10	<b>10.43</b>	11	26	40%	39%	.70	17.4	<b>0</b>
20	<b>9.19</b>	10	24	38%	41%	.61	16.8	<b>0</b>
30	<b>11.33</b>	12	32	35%	39%	.75	21.5	<b>0</b>
40	<b>10.84</b>	11	31	35%	35%	.66	20.7	<b>0</b>
50	<b>7.09</b>	8	22	32%	38%	.61	13.8	<b>0</b>
60	<b>9.68</b>	10	23	42%	40%	.58	16.1	<b>0</b>
70	<b>9.24</b>	10	25	37%	40%	.64	15.9	<b>1</b>
80	<b>6.80</b>	7	20	34%	34%	.53	13.4	<b>0</b>
90	<b>8.68</b>	9	27	32%	34%	.67	17.3	<b>0</b>

\*See Table 7 for the full name of each functional area.

<sup>i</sup>Threshold set through equating.

<sup>ii</sup>Rounded-up value of cut score as used for making candidate decisions.

<sup>iii</sup>Threshold set on previous administration.

<sup>iv</sup>Cronbach's alpha for functional area.

<sup>v</sup>Number of candidates failing based on not meeting the functional area threshold who would have passed at the total score level.

Table 19: Passing decisions – Total pass mark and functional areas

Fails	Both measures	48	18.6%
	Total score only	45	17.4%
	Functional area score only	1	0.4%
Passes	Neither	164	63.6%

### Pass Mark Approval

The total score pass mark, the thresholds for all functional areas, and the process used to derive them were presented to the CHRL EVC (Table 20) via teleconference on July 18, 2019. The committee approved the process and cut scores (which were presented along with the consequent pass rate) for recommendation to HRP. The HRP Registrar accepted the recommendation from the committee on the same call, and the total and functional area cut scores were formally established.

Table 20: CHRL Examination Validation Committee members – Pass mark approval

Member	Credential	Years of Relevant Experience	Joined EVC	Industry
Jennifer Borges	CHRL	10–14	2017	Manufacturing
✓ Annette Dhanasar	CHRL	15–19	2017	Technology
✓ Debbie Hynes	CHRL	10–14	2017	Government & public agencies
✓ Christine Kelsey	CHRL	5–9	2017	Entertainment
Jennifer King	CHRL	20–29	2017	Business & professional services
Nancy Richard	CHRL	15–19	2017	Regulation/public sector
Kristin Rivait	CHRL	15–19	2017	Healthcare
Lisa Scian	CHRL	15–19	2017	Information & communication technology
✓ Laurie Torno	CHRL	20–29	2018	Post-secondary education

✓ Participated in the session.

## Scoring

To finalize the scoring, repeat and outlier candidates who were not included in the item and form analysis were reinserted into the dataset. Scores for each of the 9 functional areas were also computed for each candidate. An Excel file with the final candidate results was provided to HRP.

Table 21 provides the means and standard deviations for the functional areas and for the total score, using all candidates who took the new June 2019 CKE 2 forms. Table 22 provides the correlations between all functional areas. Caution should be exercised in interpreting differences between correlations. Variation can be explained largely by the number of items making up each functional area score. That is, functional areas with fewer items on the exam have lower correlations with the other functional areas. Figure 3 shows the distribution of scores for all candidates, along with the pass mark.

Table 21: Total and functional area scores for all candidates

	Functional Area	Percentage	Mean	SD*
10	Strategy	64%	16.7	4.1
20	Professional Practice	68%	16.2	3.4
30	Organizational Effectiveness	64%	20.6	4.9
40	Workforce Planning & Talent Management	64%	19.8	4.3
50	Labour & Employee Relations	61%	13.3	3.3
60	Total Rewards	68%	15.6	3.1
70	Learning & Development	61%	15.3	3.9
80	Health, Wellness & Safe Workplace	65%	12.9	3.1
90	HR Metrics, Reporting & Financial Management	62%	16.6	4.1
<b>Total score</b>		<b>64.0%</b>	<b>147.1</b>	<b>27.9</b>

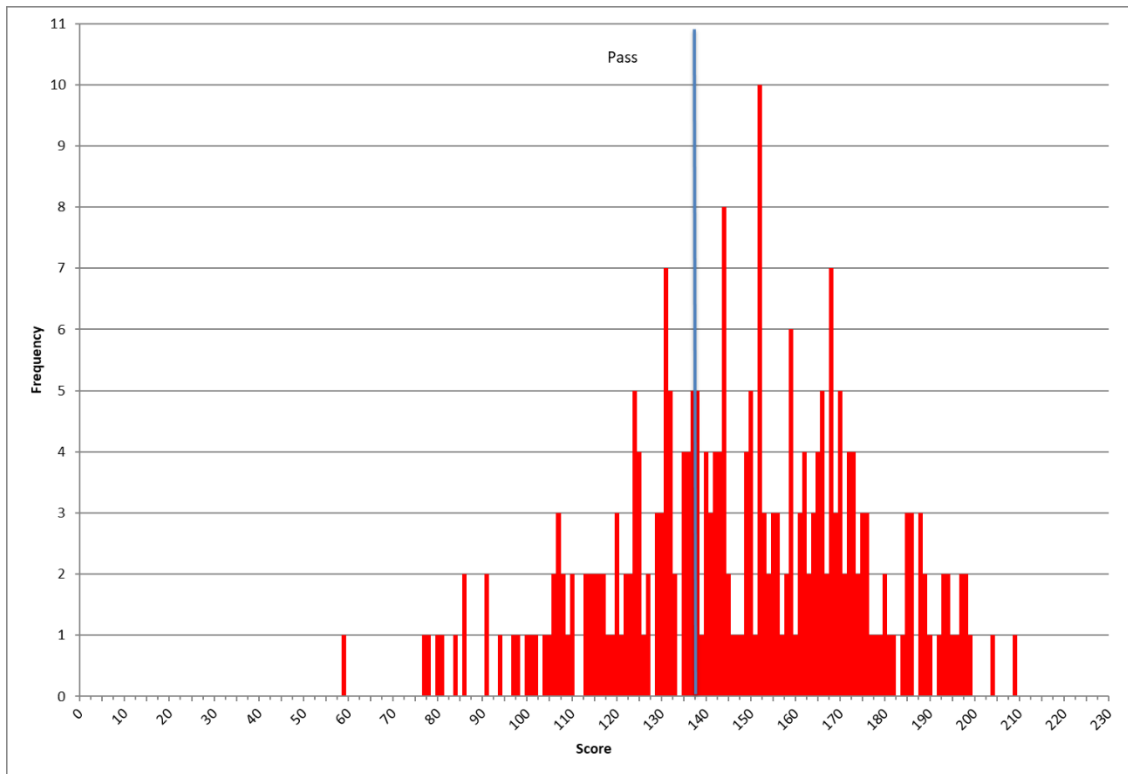
\*SD = standard deviation.

Table 22: Correlations between functional area scores for all candidates

Area*	10	20	30	40	50	60	70	80	90
10		.65	.73	.69	.57	.60	.64	.53	.72
20			.68	.66	.59	.57	.64	.62	.67
30				.70	.60	.61	.67	.57	.68
40					.56	.57	.64	.58	.67
50						.53	.52	.54	.51
60							.58	.47	.57
70								.57	.66
80									.57
90									

\*See Table 21 for the full name of each functional area.

Figure 3: Score distribution for all candidates





## Key Examination Metrics

Table 23 shows the key examination metrics for candidates included in the main analysis; that is, only first-time candidates, with outliers removed. Past metrics are provided for reference.

Note that as of June 2018 the number of scored items was free to vary from 220 to 230 based on the number of experimental items and the work of the CHRL EVC during key validation.

Table 23: Key examination metrics – Candidates included in analysis only

Index	June 2019	March 2019	October 2018	June 2018	March 2018
Scored items	230	230	229	229	225
Candidates	202	179	255	233	143
Mean	153.0 (66.5%)	154.6 (67.2%)	151.6 (66.2%)	152.2 (66.4%)	150.7 (67.0%)
Median	155 (67.2%)	158 (68.7%)	152 (66.4%)	155 (67.7%)	152 (67.6%)
Skewness	-0.452	-0.458	-0.257	-0.399	-0.132
Kurtosis <sup>i</sup>	0.063	-0.135	-0.466	-0.424	-0.555
Range	77–209 (33.5– 90.9%)	84–203 (36.5– 88.3%)	83–199 (36.2– 86.9%)	81–202 (35.4– 88.2%)	88–204 (39.1– 90.7%)
Standard deviation	26.34	23.39	24.28	25.22	24.53
Cronbach's alpha	.94	.92	.93	.93	.93
Mean $r_{pb}$ <sup>*</sup>	.25	.22	.23	.24	.23
SEM <sup>ii</sup>	6.46	6.50	6.46	6.48	6.43
SEM at the pass mark	6.92	6.95	6.92	6.96	6.89
Decision consistency (uncorrected) <sup>iii</sup>	.90	.92	.91	.93	.89
Perceived fairness <sup>iv</sup>	38%	29%	28%	30%	27%
Pass mark	137.234	137.708	132.914	132.849	134.772
Effective pass mark	138	138	133	133	135
Pass rate	72.3%	76.5%	78.8%	77.7%	72.7%

<sup>i</sup>Excess

<sup>ii</sup>SEM = standard error of measurement.

<sup>iii</sup>Subkoviak method.

<sup>iv</sup>Based on responses to the post-examination survey. Value here may differ from that presented in main body of report because this value includes only candidates in the analysis.

## **Related Development Activities**

Since the last administration of the CKE 2 in March 2019, there have been no exam development activities.

# Appendix A

## Blueprint

### Comprehensive Knowledge Examination 2

Human Resources Professionals Association

Version 2.0

Approved by CHRL Exam Validation Committee March 13, 2018

Approved by HRP A Registrar March 14, 2018

Effective June 2018 administration

### Credentials

Passing the Comprehensive Knowledge Examination 2 (CKE 2) is a requirement for certification for CHRL candidates. The examination reflects the *HRPA Professional HR Competency Framework* (2014).

### Purpose

The CKE 2 assesses whether a candidate has the level of discipline-specific knowledge necessary to practise human resources management at the CHRL level in a manner that is consistent with the protection of the public interest. Knowledge related exclusively to employment and workplace legislation is assessed on the CHRL Employment Law Examination.

The CHRL credential requires candidates to demonstrate competence across all 9 functional areas, and the CKE 2 operationalizes this by requiring demonstration of proficiency at both the total score level and on each functional area. Very low performance on any functional area (as defined through standard setting with a confidence threshold adjustment at the 95% level) is taken as evidence of not demonstrating the required level of competence to earn the CHRL.

### Structure

The structural variables provide high-level guidance as to what the examination will be like.

Table 24: CKE 2 Blueprint structural variables

Item types	Independent 4-option multiple choice
Length	250 items in total
	20–30 experimental items
Duration	Up to 5 hours
Delivery mode	Computer-based testing in proctored test centres
Frequency	3 windows per year

## Content Weighting

The functional area weights were set in 2014 through a national survey and modified slightly in 2018 to remove weighting for competencies most appropriately tested on the CHRL Employment Law Examination. Within each functional area, items are distributed roughly evenly across the related competencies.

Table 25: Functional area weights on the CKE 2

Functional Area		Weight	Range
10	Strategy	11%	+/- 2%
20	Professional Practice	11%	+/- 2%
30	Organizational Effectiveness	14%	+/- 2%
40	Workforce Planning & Talent Management	14%	+/- 2%
50	Labour & Employee Relations	9%	+/- 2%
60	Total Rewards	10%	+/- 2%
70	Learning & Development	11%	+/- 2%
80	Health, Wellness & Safe Workplace	8%	+/- 2%
90	Human Resources Metrics, Reporting & Financial Management	12%	+/- 2%

Table 26: Competencies not eligible on the CKE 2

FA	Comp
20	C035
	C036
	C037
50	C117
60	C139
80	C177
	C179
90	C204
	C205

*Minor amendments made October 22, 2018, by CHRL EVC, with approval of the Registrar.*

# Appendix B

## MODIFIED ANGOFF METHOD

**WHAT IT IS** → The Modified Angoff method of setting cut scores is the most popular method used with high-stakes examinations. With this method, experts evaluate each item on a test for difficulty and judge how likely it is that someone who is borderline in performance will get each item correct. Borderline candidates have, by definition, just enough competence to be considered competent (e.g., to pass the test). Any candidate showing the same or a higher level of performance as a borderline candidate is thus a “passing” candidate, and any candidate showing performance below the level of a borderline candidate is a “failing” candidate. The method has been successfully defended in court as being a fair method of setting cut scores that are used to make high-stakes decisions about candidates.

**HOW IT'S DONE** → The Modified Angoff method typically requires 5 to 15 experts in the field and is facilitated by a psychometrician. There are many variations of the Modified Angoff method used in practice, but generally the process begins with detailed training on how to apply ratings, followed by development of a description of the borderline candidate. Once training is complete (including a calibration exercise to make sure all raters have fully grasped the method), ratings are applied individually by each rater and compiled by the psychometrician. Discrepancies across raters are identified and flagged for discussion. Raters then have an opportunity to discuss their ratings and to rerate any items if the new information is considered cause to do so. In some cases, the psychometrician will introduce data from previous administrations of the item to further refine judgments. Once all items have been rated, an average Angoff rating for the exam is calculated by simply taking the average of all item ratings. The result is the cut score for the exam as a whole.

**WHY IT'S USED** → The benefit of the Modified Angoff method is that the resulting cut scores set an objective hurdle for candidates. Candidates who demonstrate performance above the borderline level (as systematically established by experts) are considered to have sufficient competence, and those below that level are considered to have insufficient competence. The proportion of candidates deemed below or above the cut score is not arbitrary and depends only on the actual ability of those candidates. For examinations resulting in pass/fail decisions, the implication of this is that all candidates would pass if they all showed better than the minimal accepted level of competence (i.e., above the borderline), or they would all fail if they all showed less than the minimal accepted level of competence. What is important is whether each candidate scores above or below the cut score, with that cut score being set based on the actual difficulty of the test and the expected performance of candidates showing the lowest level of acceptable performance. Because of this, the Modified Angoff method fairly assesses individual candidates on their own merits.

### References

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- Plake, B.S., & Cizek, G.J. (2012). Variations on a theme: The modified Angoff, extended Angoff, and yes/no standard setting methods. In G.J. Cizek (Ed.), *Setting performance standards* (pp. 181–199). New York, NY: Routledge.
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# Appendix C



Human Resources  
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Association



## Requiring candidates to pass all sub-tests on a certification exam (aka, non-compensatory scoring of certification exams)

**Claude Balthazard**, Vice-President, Regulatory Affairs and Registrar, Human Resources Professionals Association

**John Wickett**, Lead consultant and Principal, Wickett Measurement Systems Inc.

<b>The challenge</b>	Directive to require candidates to achieve thresholds in nine functional areas, in addition to an overall threshold, before a pass result will be granted. A candidate who passes overall, but who fails just one of nine functional areas, will fail and must retake the entire test.
<b>The facts</b>	<ol style="list-style-type: none"> <li>1. Brand new high-stakes certification exam.</li> <li>2. Exam with 225 scored four-option multiple-choice items.</li> <li>3. Each functional area has 18 to 31 items, depending on blueprint weight.</li> </ol>
<b>The issues</b>	<ol style="list-style-type: none"> <li>1. Pass/fail decisions will need to be made based on subscores with as few as 18 items.</li> <li>2. Decisions need to be defensible and candidate appeal must be anticipated.</li> </ol>
<b>What we did</b>	<ol style="list-style-type: none"> <li>1. Standard two-round Modified Angoff with eight judges conducted after initial administration.</li> <li>2. Overall pass mark established using mean of all Angoffed values, with no adjustments. Pass mark was 138.5 out of 225, yielding a pass rate of 68.8%.</li> <li>3. To calculate threshold for each functional area:             <ol style="list-style-type: none"> <li>a. Calculate the conditional standard error of measurement around the mean Angoff value for the functional area using the Lord method.<sup>1</sup></li> <li>b. Multiply the CSEM by 2.417 to provide 95% one-tailed confidence across all nine comparisons.<sup>2</sup> This is equivalent to 99.22% confidence for each independent comparison.</li> <li>c. Subtract the resulting value from the mean Angoff value for the functional area.</li> <li>d. Use the rounded-up integer of this resulting value as the cut score for that functional area.</li> </ol> </li> <li>4. Based on only the functional area thresholds, nine additional candidates failed the exam. Thresholds ranged from 30% to 50% across functional areas, well below the mean performances (ranging from 57% to 73%).</li> </ol>
<b>What this accomplished</b>	<ol style="list-style-type: none"> <li>1. Candidates cannot pass the examination if they are <i>substantially</i> unknowledgeable in any one area. The format forces candidates to be generalists to at least some extent and not rely on strengths in a few areas.</li> <li>2. Candidates who know their stuff across the board, with no areas of extreme weakness, will pass . . . exactly in line with the goals of the program.</li> </ol>
<b>Considerations for others</b>	<ol style="list-style-type: none"> <li>1. Consider explicitly how pass/fail decisions will be prioritized.             <ol style="list-style-type: none"> <li>a. In this case, for the overall score, a balance was struck where errors on either side of the pass mark were balanced.</li> <li>b. For the functional area thresholds, however, the priority was placed on <i>not</i> failing someone based on any one function area unless we were more than 95% sure.</li> </ol> </li> <li>2. The functional areas all had lower reliabilities (.44 to .71) than the overall score (.92), but this was accounted for by the CSEM adjustment. So while it is true that making decisions solely on subscores with so few items would be problematic, doing so in conjunction with an appropriate overall score pass mark may help achieve program goals.</li> </ol>

<sup>1</sup> Feldt, L.S., Steffen, M. & Gupta, N.C. (1985). A comparison of five methods for estimating the standard error of measurement at specific score levels. *Applied Psychological Measurement*, 9, 251-361.

<sup>2</sup> Gupta, S.S. (1963). Probability integrals of multivariate normal and multivariate t. *The Annals of Mathematical Statistics*, 34, 792-828.