



EVALUATING THE IMPACT OF AN INTENTIONAL ITEM RELEASE

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Validation framework

▲ Operational

- Content
- Response processes
- Internal structure
- Relations to other variables
- Consequences

▲ Policy

▲ Innovation

Context of Item Release Policy

- ▲ Written examination as part of credentialing decision-making process
- ▲ Response to candidate attempts to reconstruct the examination (2009)
- ▲ Release of approximately 7,000 items (stimulus, stem, response options, not key)
- ▲ Fairness of access to materials

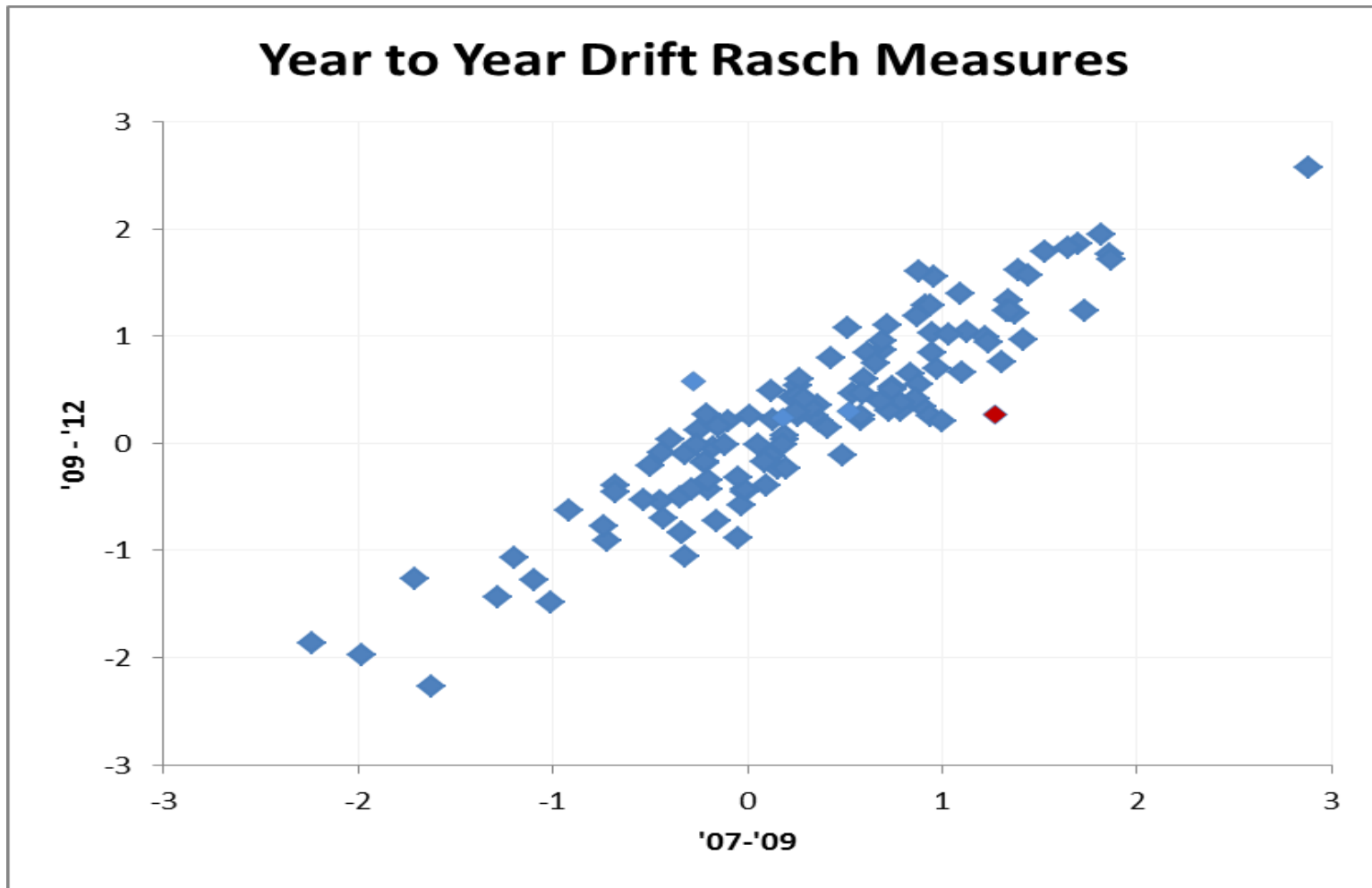
Research Question & Design

- ▲ *What is the impact of this policy on the program?*
- ▲ Quantitative elements
 - Item level drift
 - Stability of form characteristics
- ▲ Qualitative elements
 - Focus groups of stakeholders
 - Multiple factors (e.g., curriculum, perception)

Quantitative Analysis

- ▲ Item level drift analysis
 - All pairwise comparisons
 - Most recent use before and after policy implementation
- ▲ Form level analysis for 3 years before and after policy implementation
 - Psychometric characteristics
 - Pass rates

Results – Item Drift Analysis



Results – Form Analysis & Pass Rates

	Form 2007	Form 2008	Form 2009	Form 2010	Form 2011	Form 2012
Theta at cut score	0.78	0.77	1.01*	1.02	1.12	1.09
Livingston-Lewis Decision Consistency	97.2%	97.5%	94.8%	96.8%	96.6%	96.2%
Coefficient alpha	0.90	0.90	0.92	0.92	0.90	0.88
Pass rate	95.6%	96.7%	90.2%	94.9%	94.9%	95.3%

Qualitative Inquiry

- ▲ Areas of exploration
 - Changes to curriculum and instruction
 - Student motivation and behavior
 - Teacher motivation and behavior
 - Changes in student performance
 - External perception of performance

Method and Analysis

- ▲ Focus groups
 - Stakeholder representation
 - Experienced, recent, educator, French, English
- ▲ Structured questionnaire with suggested probes for stakeholder groups
- ▲ Thematic analysis
 - 2 facilitators for each focus group; 1 common
 - Independent analysis followed by consensus

Some Results

- ▲ Curriculum and instruction
 - No impact on curriculum; limited on instruction
 - Some impact on classroom assessment
- ▲ Student motivation and behavior
 - Supplemental preparation
 - Requested changes (e.g., removing retired items, organizing by subdomain)
- ▲ External perception
 - “They released items?”

Limitations & Future Research

▲ Limitations

- Limited administration
- Large item bank
- Small sample size (candidates and items)

▲ Future research

- Framework for considerations of programs considering releasing bank
- Communication strategies for interpretation and use of released items

Conclusions

▲ Empirical

- Form level characteristics appeared to drift after first year, but individual item drift was limited
- Revisit the passing score?

▲ Qualitative

- Limited impact on other system elements
- Positive, intended consequences

▲ Additional monitoring is needed



QUESTIONS?

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