

PSYCHOMETRIC CRITERIA FOR BECOMING A NASCLA ACCREDITED PROVIDER¹

A. Job Analysis and Test Specifications

1. Conduct and/or utilize a legally defensible and psychologically valid occupational analysis on which to base the examination. The occupational analysis must be national in scope. (4.03a) (4.05)
2. Develop and/or utilize tasks required to function competently at entry level in the development of knowledge, skills and abilities (KSAs) necessary for safe and effective practice. (4.04b) (4.06 partially)
3. Construct and/or utilize test specifications, including appropriate weighting of the specifications, on which to base the examination. Knowledge of building codes, ethics and relevant aspects of federal law may be incorporated into the examination, but cannot be the sole content. (4.01) (4.04c) (4.07)
4. Maintain the names, credentials and demographic information related to all persons involved in the development of the occupational analysis, KSAs, and/or test specifications. The individuals involved in the creation of the occupational analysis should have experience in the specific construction area for which the examination is intended, must be diverse in terms of standard demographic variables, and should include individuals with regulatory experience in the construction profession. (4.04n) (4.05)
5. Prepare a report summarizing the procedures used in conducting the occupational analysis. The report should include the identification of individuals involved in the preparation of the analysis, the method of obtaining data, decision-points for selecting the KSAs to be measured, a copy of the actual instrument, etc. (4.08)
6. Develop a time-line for re-evaluating the results and determining whether an additional occupational analysis will be required. Indicate the criteria that would be utilized to determine the need for a new analysis. (4.09)
7. Provide candidates and other interested parties with the final test specifications. (4.07)

B. Test Development

1. Develop a description of the scope and usage of the examination (4.04a)
2. Develop, if applicable, procedures and/or criteria for the development of alternate forms of an examination. (4.12)
3. Develop, if applicable, the algorithm for item selection and the number of items to be used in computer administered examinations. (4.12)
4. Maintain relevant demographic and statistical information relative to the individuals on which items were pilot-tested (if applicable). (4.04o)
5. Maintain demographic information relative to the candidate population used to obtain pre-test item statistics.
6. Map the items in the bank to the examination specifications. (4.04e)

¹ While this is a detailed set of criteria, it is not necessarily all inclusive.

7. Develop an item bank sufficiently large enough within each specification. Indicate the number of unduplicated items in the bank as well as the number of items within each specification. (4.04d) (4.04f)
8. Document the references used to confirm the accuracy of each item.
9. Perform a sensitivity (item bias) review and, when feasible, a DIF analysis. Indicate what actions are taken if bias is found. (4.04p)
10. Develop a schedule for review and enhancing the item bank. (4.04s)
11. Develop a procedure for ensuring that the content of the items remains current.
12. Develop a method/procedure for editing items that are prepared by subject matter experts.
13. Specify how sufficient robustness will be maintained in order to develop the necessary forms and/or computer-based item pools based upon the number of yearly administrations of the examination. (4.13b)
14. Establish procedures for selecting items so that all forms or pools include new items that are neither clones nor close variants of items in the previous form and that have not been used frequently during the previous year. (4.13c)
15. Establish procedures for determining the number of pre-test items to be included in an examination form.
16. Establish procedures for determining whether multiple forms of a written examination are needed during each administration.
17. Determine the basis on which items will be removed from the bank (e.g., overexposure, poor performance, suspected breach of security). (4.04s) (4.13d)
18. Establish an item exposure policy and procedure. (4.04u) (4.12)
19. Perform a readability analysis on items and/or forms of an examination. Document the desired level of readability based on the profession being examined. (4.04y) (4.13e)
20. Develop procedures to ensure that if an examination is administered in paper-and-pencil and computer linear formats that the results are equivalent. (4.03h)
21. Document the steps taken to ensure that any examination translated into a language other than that in which it was originally developed and validated, remains valid and that the translation is accurate. Include a description of and rationale for the translation method(s). Indicate the qualifications of the individual(s) involved in the translation of the examination. (4.14)
22. Maintain the names, credentials and demographic information related to all persons involved in the development of items as well as the review of such items (4.04n)
23. Maintain documentation of the steps taken during the development of an examination. (4.15)
24. Provide, on an annual or semiannual basis depending upon candidate volume, the following information:
 - Number of contractor examinations administered
 - Mean, median, standard deviation and range of scores per examination form
 - Reliability

- Number and percentage of candidates passing by form and overall
- Item statistics for items used during the time period
- Number of first-time and repeat candidates taking the examination
- Pass/Fail information for first-timers and repeat candidates
- Item exposure data
- Data pertaining to any detected security breaches. (4.17)

C. Cut Score Determination

1. Document the method used to establish the cut score (4.04j)
2. Maintain the names, credentials and demographic information related to all persons involved in the establishment of the cut score. (4.04n)
3. Maintain documentation of the steps taken during the development of a cut score. (4.15)
4. Document any revisions made to the cut score following the initial determination.
5. Establish procedures for determining the number of items to be used for equating purposes. (4.13c)
6. Document how the relative equivalence of the cut score is maintained across administrations and/or forms (4.11)

D. Test Administration

1. Develop an information brochure to be distributed to candidates and/or a web site available to candidates prior to the examination administration that clearly outlines the requirements of the examination (e.g., specifications, registration procedures, time allocated for the exam, handscoring, review/appeal) and expectations of candidates (e.g., no cheating, identification requirements, confidentiality of exam) (6.01d)
2. Develop sample items/exam to assist candidates prepare for the examination.
3. Develop instructions and/or training on how to use a computer if the exam will be administered in such a fashion.
4. Develop procedures to be followed when examinations are printed and stored. Include information as to the destruction of materials following the administration of an examination.
5. Document the algorithms for the selection of items, test information function, the point of ending an examination and other relevant aspects relative to non-linear computer-delivered examinations. (4.04i) (4.04x)
6. Document procedures for administering examinations in a standard manner in order to assure that all candidates are provided with an equal opportunity to perform according to their level of competency. Such procedures should include, but not be limited to: (5.01)
 - Qualifications of test administrators and proctors (no conflict of interest)
 - Training provided test administrators and proctors
 - Instructions for candidates

- Criteria for facilities, including adherence to the Americans with Disabilities Act (5.10)
 - Criteria for providing accommodations to candidates with a recognized disability (5.02)
 - Criteria to ensure that only authorized candidates are able to see the content of the examination and only during the allocated time (5.03)
7. Develop a detailed administrator's manual that outlines the responsibilities of administrators and proctors. Such a manual would include, but not be limited to:
- Inspection of the intended site to ensure conformance with requirements
 - Standard instructions
 - Security
 - Timing
 - Contacts and phone numbers
 - Training and supervision of proctors (5.08)
 - Adherence to all procedures and instructions in the administration manual
 - Maintaining security of test materials before, during and after the exam
 - Procedures for handling any breaches of security
 - Procedures to be followed in an emergency situation (e.g., loss of power, fire in facility, necessity for delays due to weather)
 - Handling of examinations before and after the administration
 - Confidentiality of candidate information
 - Steps to be taken should a candidate be suspected of cheating
 - Observation of candidates at all times (5.08)
 - Necessary number of proctors to maintain security (for paper-and-pencil examinations there shall be no fewer than two individuals in a room and a subsequent ratio of no less than 1 proctor for every 30 candidates) (5.09)
 - Procedures for identifying candidates (4.04t)
 - Secure access to phone line for transmitting information
 - Other duties that may be required for a safe and secure administration (5.07)
8. Develop a detailed manual with the requirements at each examination site including, but not limited to:
- Conformity with all local fire safety and occupancy codes
 - Accessibility
 - Adequate spacing between candidates and/or methods to block candidates from viewing another's responses
 - Adequate acoustics, including audio system as necessary
 - Adequate lighting in order for candidates to easily view the material
 - Adequate ventilation and heating/air conditioning
 - Computer equipment, where applicable, that is easily useable by candidates of all levels of computer literacy

- Computer equipment, where applicable, that provides an adequate visual and auditory system for candidates
 - Seating arrangements enabling proctors to observe candidates at all times (5.10) (5.11)
 - Handling of computer interruptions and/or problems with transmission of information
9. Develop procedures for the administration of the examination to candidates who require accommodations including the selection of readers, translators, signers, etc. Maintain documentation of all support personnel, including signed non-disclosure statements. (5.04)
 10. Maintain documentation of all test administrator's and proctor's non-disclosure agreements (5.07)
 11. Develop and publish a policy of non-discrimination of candidates on the basis of age, sex, race, religion, ethnic origin, disabilities, marital status, etc.. (6.01)
 12. Develop retake procedures in order to advise states. (4.04v)
 13. Develop a protocol for investigating and addressing problems presented by users (states and candidates) of the examination program. The procedure should include the manner in which to investigate item concerns, administration issues, treatment of candidates, and other matters that could result in a potential legal defensibility of the examination. The protocol should include a time frame for reporting the results and actions to be taken. (6.02)

E. Examination Scoring and Score Reporting

1. Develop procedures for handling candidates' results that provide for effective processing, reporting and archiving of candidate information and scores. (4.03d)
2. Maintain data on decision consistency and reliability of results. (4.04k)
3. Establish a procedure for deleting or multi-keying flawed items in an examination (4.04z)
4. Indicate the method used to calculate item statistics (classical or IRT). (4.04q)
5. Maintain items statistics for each administration of an item (4.04g)
6. Maintain, when feasible, summary statistics including reliability for each administration of an examination. (4.04m)
7. Document the equating method used as well as the results of such (4.04r)
8. Develop and implement due process policies and procedures for candidates (4.04aa)
9. Establish scoring procedures that are reliable, fair and accurate. (5.12)
10. Establish and document the method used for conversion of raw scores to scaled scores. (5.12)
11. Establish quality control procedures to verify the accuracy of the scores prior to being submitted to candidates. (5.13)
12. Maintain confidentiality of candidates' results. Develop procedures pertaining to the release of scores to third-parties. (5.14)
13. Develop score release forms that are easily understood by candidates and that provide diagnostic information for failing candidates.

14. Obtain approval from states for the release of scores to NASCLA. (5.14)
15. Develop a reasonable time-frame in which to notify candidates and clients of results. Inform candidates of this time-frame. (5.15) (6.01e)
16. Develop procedures to be followed should a situation arise in which the results will be delayed. Inform client and candidates of this delay and the approximate date that results will be released. (5.15)

F. Security

1. Develop and adhere to a policy that ensures that staff, item writers, administrators, etc do not teach the content of the examination. Personnel developing educational or training materials shall not have access to any aspect of the item bank or a final examination. (3.03)
2. Develop and implement thorough procedures for the security of the item bank, scores, transportation of exams (electronic or via mail), and final examinations. (4.03c) (5.06)
3. Implement procedures to ensure that candidates do not leave an examination site with an examination booklet, copied items, and/or pages of an examination. (5.02d)
4. Develop methodology for conducting analyses to detect security breaches. Procedures should include the frequency with which these analyses are conducted as well as the action(s) to be taken if a breach is detected. (4.04w) (4.16)
5. Develop procedures that will reduce the feasibility of candidates anticipating items and/or forms that might be administered. (4.12)
6. Develop procedures for notifying individual states and NASCLA should a security breach occur. (4.16)
7. Develop procedures that would be followed should an examination form be lost or stolen. Indicate in the procedure the need to develop additional items in order to ensure that the compromised items are not used in subsequent administrations.

G. Staffing

1. Staff must possess the knowledge and skills necessary to carry out the requirements of the NASCLA examination program. If staff is unavailable, non-staff consultants and professionals should be utilized. (3.01b)
2. The examination provider and staff shall not engage in any activity that may impair the validity of the examination program. (3.04)

H. NASCLA Reports

1. Each examination provider shall transmit a copy of all candidates' information to NASCLA in a timely manner. The information to be provided include, but is not necessarily limited to:
 - Full legal name of the candidate

- Candidate's date of birth
- Candidate's permanent address
- Candidate's current address
- NASCLA National Contractor Classification Scope
- Form of the examination
- Date of the examination
- Test results
- Candidate identification number
- Digital full-face photograph (6.03)