Worksheet 1
Angoff Standard Setting Worksheet

The "Borderline Student"

Think of a few students you've known who were just marginally competent. These students are not clearly incompetent – they are just at the edge, just at the border between competent and incompetent.
- On about half the days or observations he/she seems to be capable, half the time he/she does not.
- Taking an exam, he/she has about a 50-50 chance of passing on any given day.

What behaviors characterize a borderline or marginal student? Think of one or two of these students, and write a few sentences describing their behavior.

A. What distinguishes this student from a solidly passing student?

B. What distinguishes this student from a clearly failing student?

Angoff Standard Setting Exercise (Eclampsia)

Item #	Item Content	What is the probability that a borderline student will accomplish this item?	Percent of all students who actually accomplished this item (N=18; supplied for exercise)
1.	Call for assistance		1.00
2.	Designate team leader, checklist reader, *and* primary RN		0.67
3.	Ensure side rails up		0.94
4.	Protect airway and improve oxygenation by placing maternal pulse oximetry, providing supplemental oxygen (100% nonrebreather), position in Lateral decubitis position, make bag-mask ventilation available, make suction available		0.28
5.	Monitor fetal continuously		0.67
6.	Place IV *and* draw preeclampsia labs		0.50
7.	Ensure medications appropriate given patient history		0.71
8.	Administer magnesium sulfate		0.71
9.	Administer antihypertensive therapy if appropriate		0.60
10.	Develop delivery plan		0.36
Raw Cut score = total number of items a borderline student will do = sum of item probabilities		Total =	

Angoff Group Summary Worksheet   Group #_____

Judge #	Judge's raw cut score
1.	
2.	
3.	
4.	
5.	
6.	

Average raw cut score across judges (sum of raw cut scores divided by number of judges)	Average raw cut score A = _____
Angoff Cut Score (Percent) = **(A / total # items in exam) * 100 =** **(A/10)*100**	**Angoff Cut Score = _____ %**

Standard Setting Feedback Questionnaire for Judges (Simulated Eclampsia assessment)

1. How clear was the purpose of the test?	Very clear	Clear	Not clear
2. How clear are the characteristics of a borderline examinee?	Very clear	Clear	Not clear
3. How clear was the rating task to be performed?	Very clear	Clear	Not clear
4. How difficult was it to provide ratings?	Very difficult	Difficult	Not difficult
5. Was sufficient time provided for the rating task?	Too much time	Just the right amount of time	Not enough time
6. Do you think the final passing scores are appropriate for the examinees?	Too high	Just right	Too low
7. How confident are you in appropriateness of the cut scores?	Very confident	Confident	Not confident

Comments (Please write reasoning in space provided below. This will be shared with other judges during discussion):

Standard Setting Sample – Eclampsia Case, Partial items (for exercise)

Checklist item	How important is this item to the successful outcome of the clinical case?	What is the probability that a Borderline student would accomplish this item?	Actual performance of students (N=18) (supplied for exercise)
1. Call for assistance	( ) Not important / Remove item ( ) Somewhat important ( ) Important ( ) Essential		**Yes** 100% 18
2. Designate team leader, checklist reader, *and* primary RN	( ) Not important / Remove item ( ) Somewhat important ( ) Important ( ) Essential		**Yes** 67% 12
3. Ensure side rails up	( ) Not important / Remove item ( ) Somewhat important ( ) Important ( ) Essential		**Yes** 94% 17
4. Protect airway and improve oxygenation by placing maternal pulse oximetry, providing supplemental oxygen (100% nonrebreather), position in Lateral decubitis position, make bag-mask ventilation available, make suction available	( ) Not important / Remove item ( ) Somewhat important ( ) Important ( ) Essential		**Yes** 28% 5
5. Monitor fetal continuously	( ) Not important / Remove item ( ) Somewhat important ( ) Important ( ) Essential		**Yes** 67% 12