

Request for Information (RFI): Psychometrician Services for High-Stakes Bar Admission Exam

1. Introduction

The Canadian Centre for Professional Legal Education (CPLED) is seeking information from qualified psychometricians or psychometric service providers to support the analysis and validation of a high-stakes bar admission examination (“Capstone Evaluation”) in our Practice Readiness Education Program (PREP). The Capstone Evaluation is currently administered in Alberta, Saskatchewan, Manitoba, and Nova Scotia, with British Columbia expected to be added in Fall 2026. This Request for Information (RFI) is intended to gather information to inform a potential Request for Proposal (RFP).

2. Background

The Canadian Centre for Professional Legal Education delivers a fully online bar admission program with both educational and evaluative components across four Canadian provinces, with an additional jurisdiction onboarding in Fall 2026. The program is hosted on D2L and integrates tools such as Integrity Advocate (identification verification), Mentor City (a platform used to coordinate and administer oral assessments), and FeedbackFruits (feedback assessment platform). The Capstone Evaluation is a critical component of licensure and must meet the highest standards of fairness, reliability, and validity.

The Capstone Evaluation consists of a total of nine (9) assignments/stations across three (3) skill categories:

1. Oral skills (interviewing, negotiation, and oral advocacy)
2. Written skills (legal research, writing, and drafting)
3. Ethics, client relationship management, and practice management.

The Capstone is assessed through the following three tiers:

Tier 1: Trained lawyer-assessors apply the PREP Assessment Criteria customized for each type of assignment, assigning competence level on multiple criteria, and providing inline and rubric-specific feedback for each criterion.

Tier 2: Psychometric analysis and data processing.

Tier 3: CPLED management review of the psychometrician’s findings for final verification to ensure statistically defensible results.

For more information, please refer to Appendix A.

3. Objectives

We are seeking information on:

- Psychometric services for exam validation and analysis, including independent analysis of the existing examination blueprint and its alignment to the Western Canada Competency Profile, assessment objectives, and assessment construction

- Support for item writing, review, and statistical analysis
- Expertise in high-stakes, professional licensure exams
- Experience with online delivery and remote proctoring environments
- Familiarity with defensible standard setting methods (e.g., Angoff, Bookmark, Borderline/Logistic Regression) and related scoring quality-assurance practices (e.g., double marking to support reliability and fairness)

4. Scope of Work (Indicative)

Respondents are asked to provide information on their capabilities in the following areas:

- Competency mapping and exam design
- Standard setting facilitation
- Statistical and scoring analysis (e.g., item difficulty, discrimination, reliability)
- Equating and scaling
- Data transmission and management
- Reporting and defensibility documentation
- Fairness and bias analysis
- Construct and content validity assurance
- Review of current policy and procedures (in the current 3-tier results determination model)
- Addressing disputed results (e.g., appeals)
- Ongoing consultation and quality assurance
- Recommendations for additional services, tools, scope of work.

5. Response Requirements

Please include the following in your response:

- Company/individual profile and relevant experience(s)
- Contact details and means of communication
- Examples of similar work with high-stakes or licensure exams
- Methodologies and tools used
- Experience with online exam platforms and remote proctoring
- Estimated timelines and pricing models (if available)
- References from past clients (if applicable)
- Expected level of service (i.e., single point of contact, backups)
- Continuous/ad-hoc availability for inquiries outside of structured assessment dates
- Blackout dates (e.g., winter holidays, summer)

6. Submission Details

- Deadline for responses: **May 1, 2026**
- Submit to: **Liza Worthington** [liza.worthington@cpled.ca] and **Colleen Wagner** [colleen.wagner@cpled.ca]
- Format: PDF or Word document

7. Disclaimer

This RFI is issued solely for information and planning purposes and does not constitute a solicitation. Responses to this RFI will not be returned and do not commit Canadian Centre for Professional Legal Education to any future procurement.

Appendix A

Capstone Evaluation Process Summary

The [PREP Capstone Evaluation Policy](#) (Section 3.1) states:

“To pass the **Capstone Evaluation**, **Students** must demonstrate:

- a. Entry-level competence on each competency category as established by CPLLED, and
- b. Overall entry-level competence when the competency categories are considered together.”

The following summary describes how candidate success in the Capstone Evaluation is determined using a tiered process involving multiple layers of review and analysis of performance.

Tier 1: Evaluation by Trained Lawyer Assessors

In this tier, experienced lawyers trained as Assessors evaluate candidate submissions. Up to nine (9) Assessors evaluate each candidate’s assignments in each of the three skill categories:

- Legal Writing Skills
- Oral Skills
- Ethics, Practice Management, and Client Relationship Management

No individual Assessor determines whether a candidate is successful in the Capstone Evaluation.

Assessors complete their evaluations using rubrics based on CPLLED’s Competency Framework. These are the same rubrics used to assess assignments in the Virtual Law Firm.

If a candidate does not achieve an overall evaluation of Entry-Level Competence (EC) on a Capstone assignment, they still receive ‘credit’ for each criterion in the assignment based on their performance level.

While achieving EC is the aim for all candidates, it is not necessary to achieve EC on every criterion within an assignment to be successful.

Tier 2: Analysis and Standard Setting

In this tier, a professional in educational measurement (a psychometrician) analyzes and processes the evaluation data for each Capstone.

This involves:

- Translating the CPLLED competency scale results into numerical values.
- Ensuring that each assignment contributes equally to determining overall performance.
- Establishing appropriate and accurate passing scores.

The psychometrician conducts a statistical analysis to identify and mitigate Assessor inconsistencies within each assignment. This ensures the reliability and fairness of results. This analysis provides the information required to calculate the minimum standard for competency (passing level) in each of the three skill categories and the overall minimum score required to pass the Capstone Evaluation.

For example, the following table illustrates the numerical metrics for two candidates:

	Skill Categories			
	Oral Skills	Ethics, PM, CRM	Written Skills	Overall Evaluation
Candidate XXX1	255 (Fail)	400 (Pass)	485 (Pass)	380 (Fail)
Candidate XXX2	550 (Pass)	485 (Pass)	495 (Pass)	510 (Pass)
Passing Score Determined in Tier 2	395	395	395	500 (Pass)

Table 1.0 – Sample Capstone Summary Data

Tier 3: Final Verification

In this tier, CPLLED management reviews the psychometrician’s findings for final verification to ensure statistically defensible results.