

1 **BSR/ICE 1100-201x, ICE 1100-201x - Standard for Assessment-Based Certificate**
2 **Programs (revision and redesignation of ANSI/NOCA 1100-2009)**

3
4 *The following is a normative part of the Standard*

5 **1 Scope**

6
7 This standard pertains to assessment-based certificate programs. An assessment-based certificate
8 program is a non-degree granting program that:

- 9
10 a) provides instruction and training to aid participants in acquiring specific knowledge, skills, and/or
11 competencies associated with intended learning outcomes;
12 b) evaluates participants' accomplishment of the intended learning outcomes; and
13 c) ~~awards issues~~ a certificate only to those participants who meet the performance, proficiency, or
14 passing standard for the assessment(s) (hence the term, "assessment-based certificate
15 program").
16

17 This standard is ~~NOT~~ not intended to cover classes, courses, programs, or events that award only a
18 certificate of attendance or participation; nor is it intended to apply to professional or personnel
19 certification programs.
20

21 As used within this Standard, the terms "program" or "certificate program" refer to an assessment-based
22 certificate program.
23

24
25 **2 Organizational Structure, Resources, and Responsibilities, and Resources to**
26 **Stakeholders**

27
28 ~~The certificate provider shall be structured so as to give stakeholders confidence in its~~
29 ~~competence and integrity and shall publish all essential information related to the assessment-~~
30 ~~based certificate program (hereinafter referred to as certificate program) to ensure that~~
31 ~~stakeholders understand its purpose, scope, and requirements. have the appropriate expertise,~~
32 ~~resources, and organizational structure to offer and maintain a program that meets or exceeds the~~
33 ~~requirements of this Standard.~~
34

35 Structure and Resources Responsibilities

36
37 **2.1** The certificate provider shall be a recognized legal entity or part of a legal entity.
38

39 ~~**2.2** The certificate provider shall have the financial resources necessary to carry out its operations~~
40 ~~capably and support an effective certificate program.~~
41 *Moved to 2.5*
42

43 **2.2** The certificate provider shall retain sole responsibility for defining the:
44 a) purpose and scope of the ~~certificate~~ program; and
45 b) prerequisites required to participate; and
46 c) criteria for successful completion of the program (e.g., ~~prerequisites, completion of the~~
47 education/training; meeting the performance, proficiency, or passing standard); ~~for successful~~
48 ~~completion of the certificate program.~~
49 *Previously 3.4*
50

51 Responsibilities to Stakeholders

52
53 ~~**2.3** The certificate provider shall define policies and procedures for the operation of the assessment-~~
54 ~~based certificate program and for the development and delivery of the education/training and~~

55 ~~assessment(s) that constitute(s) the certificate program. These policies and procedures shall~~
56 ~~specify the:~~
57 ~~a) qualifications required of all individuals involved in the development and delivery of the~~
58 ~~education/training and assessment(s);~~
59 ~~b) procedures used to develop and update the education/training;~~
60 ~~c) methods for delivering the education/training;~~
61 ~~d) procedures used to develop and update the assessment(s);~~
62 ~~e) methods for conducting the assessment(s);~~
63 ~~f) types of assessment used and procedures for evaluating or scoring participants' performance on~~
64 ~~the assessment(s); and~~
65 ~~g) type of feedback provided to participants.~~

66 *Moved to 3.1*

67
68 **2.3** ~~The decision to issue a certificate provider shall be made by the certificate provider have sole~~
69 ~~authority to issue a certificate based solely only on participant the information and achievement~~
70 ~~gathered by the certificate provider (i.e., application, education/training, assessment[s]).~~

71 *Previously 8.3*

72
73 **2.4** ~~The certificate provider shall publish:~~
74 ~~a) the purpose and scope of the certificate program;~~
75 ~~b) the target audience for the certificate program;~~
76 ~~c) prerequisites (if any);~~
77 ~~d) a description of the education/training provided and the intended learning outcomes;~~
78 ~~e) a brief description of the assessments, including an overview of how they are developed~~
79 ~~and validated, how participant performance on the assessment(s) is (are)~~
80 ~~evaluated/scored, the valid uses of the assessment results, and the percentage of~~
81 ~~participants who meet the performance, proficiency, or passing standard for the~~
82 ~~assessment;~~
83 ~~f) the qualifications of the facilitators/instructors and assessment developers;~~
84 ~~g) the requirements (if any) for renewing the certificate; and~~
85 ~~h) any changes in program requirements and the effective date of the changes.~~

86 *Moved to 3.2*

87
88 **2.4** ~~The certificate provider shall confine its program requirements to those matters specifically~~
89 ~~related to the purpose and scope of the certificate program.~~

90 *Previously 8.2*

91 Resources

92
93
94 **2.5** ~~The certificate provider shall publish and provide to certificate holders a statement explaining~~
95 ~~what inferences can properly be made regarding individuals who hold the certificate. These~~
96 ~~inferences shall be consistent with the stated purpose of the certificate and the assessment(s)~~
97 ~~and also other information the certificate provider makes public about the certificate and the~~
98 ~~assessment(s).~~

99 *Moved to 3.2(i)*

100
101 **2.5** ~~The certificate provider shall have the financial resources necessary to carry out its~~
102 ~~operations capably and to support an effective certificate program.~~

103 *Previously 2.2*

104
105 **2.6** ~~The certificate provider shall define policies and procedures for the resolution of complaints~~
106 ~~and/or appeals received from participants and other parties.~~

107 *Moved to 3.2(j)*

108
109 **2.6** ~~The certificate provider shall contract with or employ or contract a sufficient number of individuals~~
110 ~~people with the necessary for the operational management of the program. The required~~
111 ~~qualifications, credentials, skills, and competencies for such individuals and their responsibilities~~

112 relating to the program shall be specific and documented by the certificate provider, education,
113 training, technical knowledge, and experience to perform functions relating to the type,
114 range, and volume of work performed, under a responsible management.

115 *Previously 3.2*

116
117 ~~2.7~~ The certificate provider shall publish policies and procedures to be followed in the event that a
118 participant misrepresents his/her identity or eligibility status, gives or receives unauthorized
119 assistance on the assessment, or engages in other violations of established policies.

120 *Moved to 3.3*

121
122 2.7 The certificate provider shall use subject-matter experts (SMEs) and qualified individuals for in
123 the design, development, delivery, and maintenance of the certificate program content and
124 assessment(s). The required qualifications, credentials, skills, and/or competencies for these
125 individuals and their responsibilities relating to the program shall be specified defined and
126 documented by the certificate provider.

127 *Previously 3.3 and 7.4 incorporated in concept*

128
129 ~~2.8~~ The policies and procedures of the certificate provider and their implementation shall be fair and
130 equitable to participants and shall comply with all applicable regulations and statutory
131 requirements. The certificate provider shall not impede or inhibit access by participants, except as
132 provided for in this Standard.

133 *Moved to 3.4*

134
135 2.8 The certificate provider is responsible for monitoring, assessing, and assuring the quality
136 of all activities performed on its behalf in accordance with documented procedure. This
137 responsibility includes evaluation of activities performed by employees, committees, contractors,
138 and/or other individuals. The certificate provider shall conduct periodic ~~program~~ evaluations to
139 assess the program quality and effectiveness of its certificate program and to inform and
140 implement future improvements.

141 *Previously 3.1, 5.1, 5.3*

142 143 **3 Policies and Procedures ~~Conduct and Oversight of Certificate Program~~** 144 **Activities**

145
146 **The certificate provider is responsible for defining, documenting, and maintaining policies and**
147 **procedures that confirm to this Standard and that are made accessible to program participants**
148 **and other stakeholders, as required. all activities performed on its behalf and shall ensure these**
149 **activities are performed properly by qualified individuals.**

150
151 ~~3.1~~ The certificate provider is responsible for monitoring, assessing, and assuring the quality of all
152 activities performed on its behalf in accordance with documented procedure. This responsibility
153 includes activities performed by employees, committees, contractors, and/or other individuals.

154 *Moved to 2.8*

155
156 3.1 The certificate provider shall define policies and have a documented quality assurance
157 procedures in place for the operation of the program and for the development, delivery and
158 maintenance of the all administrative, educational/training, and assessment(s) that constitute(s)
159 the program. These policies and procedures processes. The quality assurance procedure shall
160 specify the:

161 a) qualifications required of all employees, committees, contractors, and/or individuals
162 involvement in the development, delivery, and ongoing maintenance of the education/training and
163 assessment(s); quality criteria for operational procedures and the products and services offered
164 by the certificate provider;

165 b) procedures used to develop and maintain the education/training; ensure that the quality criteria
166 are met;

- c) methods used to deliver the education/training; procedures for identifying products, services, and/or processes that do not conform to quality criteria;
- d) procedures used to develop and maintain assessment(s); for correcting identified deficiencies;
- e) methods used to conduct assessment(s); procedures for evaluating the effectiveness of corrective actions; and
- f) types of assessment(s) and procedures used to evaluate or score participants' performance on the assessment(s); title of the person responsible for managing the quality assurance procedure.
- g) types of feedback provided to participants; and
- h) documented quality assurance procedures, to include processes to correct identified deficiencies.

Previously 5.1

- ~~3.2 The certificate provider shall employ or contract a sufficient number of people with the necessary education, training, technical knowledge, and experience to perform functions relating to the type, range, and volume of work performed, under a responsible management.~~

Moved to 2.6

- 3.2 The certificate provider shall make publicly available ~~publish~~:

- a) the purpose and scope of the ~~certificate~~ program;
- b) the target audience for the ~~certificate~~ program;
- c) eligibility requirements and prerequisites (if any);
- d) a description of the education/training provided and the intended learning outcomes;
- e) a brief description of the assessment(s), including an overview of how they are developed and validated; how a participant's performance on the assessment(s) is ~~(are)~~ evaluated/scored; the valid uses of the assessment(s) results; and the percentage of participants who meet the performance, proficiency, and/or passing standard for the assessment(s) on an annual basis;
- f) the qualifications of the facilitators/instructors and SMEs involved in content development; assessment developers;
- g) the rationale for certificate expiration date and the specific time period for which the certificate is valid (if applicable); requirements (if any) for renewing the certificate; and
- h) any changes in program requirements and the effective date of the changes;
- i) a statement explaining what inferences can properly be made regarding individuals who hold the certificate. These inferences shall be consistent with the stated purpose of the certificate and the assessment(s) and any other information the certificate provider makes public about the certificate and the assessment(s). The certificate provider shall not claim, state, or imply that the program is a professional certification; and
- j) policies and procedures for the resolution of complaints or appeals received from participants of other parties.

Previously 2.4, 2.5 specifically addressed in (i), 2.6 specifically addressed in (j)

- ~~3.3 The certificate provider shall use subject matter experts and qualified individuals in the development, delivery, and maintenance of the certificate program. The required qualifications, credentials, skills, and/or competencies for these individuals shall be defined and documented by the certificate provider.~~

Moved to 2.7

- 3.3 The certificate provider shall establish ~~publish~~ policies and procedures and make publicly available policies to be followed in the event that a participant:
- a) misrepresents his/her identity or eligibility status;
 - b) gives or receives unauthorized assistance on the assessment(s);
 - c) claims, states, or implies that the certificate is a professional certification or that its purpose and scope are beyond that specified by the certificate provider; or
 - d) engages in other violations of established policies.

Previously 2.7

- 223 ~~3.4 The certificate provider shall retain sole responsibility for defining the:~~
224 ~~a) purpose and scope of the certificate program; and~~
225 ~~b) criteria (e.g., prerequisites, performance, proficiency, or passing standard) for successful~~
226 ~~completion of the certificate program.~~

227 **Moved to 2.2**

- 228
229 ~~3.4 The policies and procedures of the certificate provider, including and their implementation, shall~~
230 ~~be fair and equitable to participants in compliance with applicable legal requirements, and shall~~
231 ~~comply with all applicable regulations and statutory requirements. The certificate provider shall~~
232 ~~not deny, impede or inhibit access to participants who meet the eligibility criteria, by participants,~~
233 ~~except as provided for in this Standard.~~

234 **Previously 2.8**

235 236 **4. Management of Program Records, Documents, and Materials**

237
238 **The certificate provider shall maintain orderly and accurate records, documents, and/or other**
239 **materials and manage them in a responsible manner.**

240 Record and/or Document System

- 241
242
243 **4.1** The certificate provider shall delineate the process for identifying the title(s) of the individuals
244 person(s) responsible for maintaining and disposing of program records, documents, and/or
245 materials.
246
247 **4.2** The certificate provider shall maintain a record system that is appropriate to the scope and stakes
248 of its program ~~its particular circumstances~~ and in compliance with legal requirements, ~~relevant~~
249 ~~regulations~~. The records, documents, and/or other materials maintained shall include:
250
251 a) a listing of all individuals who are currently participating in but have not yet successfully
252 completed the education/training and/or assessment(s) program, including their status
253 and the requirements met to date;
254 b) a listing of all participants who have been issued ~~awarded~~ a certificate; and the date that
255 the certificate was issued, and (if applicable) for how long the certificate is valid ~~awarded~~;
256 c) the individual performance of participants on the assessment(s) and the related
257 performance, proficiency, or passing standard for the assessment(s); and
258 d) the effectiveness of the assessments ~~{(e.g., information describing key measurement~~
259 ~~characteristics [e.g., such as difficulty, and reliability], as appropriate to the~~ assessment
260 type and nature) ~~of the assessment(s)}~~.
261
262 **4.3** The certificate provider shall have procedures in place for reviewing, approving, updating, and
263 ensuring the accuracy and currency of records, documents, and/or other materials.
264
265 **4.4** The certificate provider shall identify, manage, and dispose of records, documents, and/or other
266 materials in a manner that shall be identified, managed, and disposed of in such a way as to
267 ensures the integrity of the certificate program and the confidentiality of its the information, as
268 appropriate. The records, documents, and/or other materials shall be kept for a reasonable period
269 of time, as stated in program policy; ~~and/or~~ as required by relevant bodies; ~~or~~ as required by
270 contractual, legal, or other obligations.

271 Confidentiality and Security of Records, Documents, Data and/or Other Materials

- 272
273
274 **4.5** The certificate provider and/or its contractors shall maintain all personal and financial information
275 pertaining to participants (e.g., date of birth, social security number, credit card number,
276 assessment(s) results) ~~shall be maintained~~ in a secure manner that is secure and, at a minimum,
277 complies with ~~by the certificate provider and/or its contractors, as required by~~ applicable laws.

278
279 **4.6** The certificate provider and/or its contractors shall maintain all learning and All assessment(s)
280 materials, data, and results in a secure manner shall be maintained and handled in a secure
281 manner by the certificate provider and/or its contractors throughout their useful life. Measures
282 shall be in place to ensure the ongoing confidentiality, integrity, availability, and resilience of the
283 processing systems used to store such materials, data and results. The certificate provider shall
284 have policies and procedures in place to notify stakeholders promptly in the event of a data
285 breach.

286
287
288 **4.7** The certificate provider shall state what program and/or participant information must be treated as
289 confidential and the conditions under which such information may be disclosed to parties other
290 than the organization or individual from whom the information was obtained. Participants shall be
291 informed of all conditions for information disclosure ~~these conditions~~ prior to entering the
292 ~~certificate~~ program. Confidentiality shall be maintained in accordance with documented guidelines
293 and applicable laws by all individuals working for or on behalf of the certificate provider, ~~;~~
294 ~~including external bodies or individuals acting on its behalf.~~

295 **5 Quality Assurance and Program Evaluation Development, Delivery, and** 296 **Maintenance of Education/Training**

297
298
299 ~~The certificate provider shall set quality standards for the certificate program and shall evaluate~~
300 ~~the program using these standards.~~

301
302 The certificate provider shall ensure that the education/training is designed, developed and
303 delivered, and evaluated by qualified individuals in a manner that is appropriate and that the
304 content, design, and delivery are suited to the intended learning outcomes, and consistent with
305 generally accepted instructional design principles, and based on a needs analysis.

306 *Previously Standard 6*

307 308 Needs Analysis Quality Assurance

309
310 **5.1** ~~—~~ The certificate provider shall have a documented quality assurance procedure in place for all
311 administrative, educational/training, and assessment processes. The quality assurance procedure
312 shall specify the:

- 313
- 314 a) ~~—~~ quality criteria for operational procedures and the products and services offered by the
 - 315 certificate provider;
 - 316 b) ~~—~~ procedures used to ensure that the quality criteria are met;
 - 317 c) ~~—~~ procedures for identifying products, services, and/or processes that do not conform to
 - 318 quality criteria;
 - 319 d) ~~—~~ procedures for correcting identified deficiencies;
 - 320 e) ~~—~~ procedures for evaluating the effectiveness of corrective actions; and
 - 321 f) ~~—~~ title of the person responsible for managing the quality assurance procedure.

322 *Moved to 2.8 and 3.1*

323
324 **5.1** The certificate provider shall have a process for conducting a structured needs analysis that
325 guides the development of learning outcomes and learning design.

326 *Previously 6.6 (incorporated in concept)*

327 328 Program Evaluation

329
330 **5.2** ~~—~~ All components of the certificate program shall be reviewed periodically (at least annually) by
331 subject matter experts and other qualified individuals to ensure that the:

- 332
- 333 a) ~~—~~ content of the education/training and assessment(s) is current and accurate;

- b) ~~design and delivery of the education/training are consistent with generally accepted instructional design principles and appropriate for the intended learning outcomes; and~~
- c) ~~development of the assessment(s) and the evaluation/scoring of participant performance on the assessment(s) are consistent with generally accepted measurement principles and appropriate for assessing accomplishment of the intended learning outcomes.~~

Moved to 5.7 and 6.14 (incorporated in concept)

5.2 The procedure used to conduct the needs analysis shall be consistent with the stated purpose and scope of the program. The procedure should include qualified participants and stakeholders knowledgeable about the intention, use, purpose, scope, and stakes of the certificate program.

Previously 6.6 (incorporated in concept)

5.3 ~~The certificate provider shall conduct periodic program evaluations to assess program quality and effectiveness and implement future improvements. At a minimum, program evaluations shall include the evaluation of the:~~

- a) ~~participants' performance and their accomplishment of the intended learning outcomes by the certificate provider;~~
- b) ~~facilitators/instructors by participants and the certificate provider;~~
- c) ~~certificate program [content, design, delivery method, assessment(s)] by facilitators/instructors and certificate providers; and~~
- d) ~~certificate program [content, design, delivery method, assessment(s)] by participants.~~

~~Evaluation of the certificate program by other stakeholders also may be included.~~

Moved 2.8

5.3 The educational/training content, intended learning outcomes, and assessment(s) shall be based on the needs analysis of stakeholders.

Previously 6.6 (incorporated in concept)

Design

5.4 The certificate provider shall ensure that the intended learning outcomes, content, delivery, and assessment(s) methods align of the education/training shall be consistent with the needs analysis and the program's purpose and scope and intended use of the certificate program and the intended learning outcomes.

Previously 6.4

5.5 ~~The design of the education/training shall employ be consistent with generally accepted instructional design methods that are relevant to the content, audience, and delivery method. principles and appropriate for the intended learning outcomes.~~

Previously 6.8

Development

5.6 The creation and/or selection of educational/training content and materials shall effectively address the needs analysis.

5.7 The certificate provider shall ensure that the education/training is developed by qualified individuals, which may include SMEs, and follows instructional design principles.

Previously 5.2 (incorporated in concept)

Implementation

5.8 ~~The certificate provider shall deliver ensure that the education/training is developed, delivered, and reviewed by subject matter experts and qualified individuals. The certificate provider shall document and ensure that facilitators/instructors possess the qualifications and skills to deliver the~~

391 ~~education/training as designed. The delivery shall enable participants to accomplish the intended~~
392 ~~learning outcomes and shall be consistent with the purpose and scope of the program.~~

393 ~~*Previously 6.1, 6.2, 6.10*~~

394
395 **5.9** ~~For instructor-led courses, the certificate provider shall ensure that the education/training is~~
396 ~~delivered by qualified facilitators/instructors using materials appropriate for delivering the~~
397 ~~education/training as designed.~~

398
399 Evaluation

400
401 **5.10** ~~The content of the education/training shall be reviewed periodically (at least annually) by SMEs~~
402 ~~and qualified individuals to ensure that it remains current and accurate. The intended learning~~
403 ~~outcomes and content of the education/training shall be modified as needed to ensure that any~~
404 ~~changes in purpose, scope, or content are incorporated. The certificate provider shall specify the~~
405 ~~procedures to be used for updating the content as well as the circumstances under which~~
406 ~~updating should occur.~~

407 ~~*Previously 6.7*~~

408
409 **5.11** ~~The design and delivery of the education/training should be evaluated periodically (at least~~
410 ~~annually) by SMEs and qualified individuals. Modifications made shall be based on collected~~
411 ~~data/feedback to ensure that any modified as needed to ensure that it~~
412 ~~incorporates changes in the purpose, scope, or content of the certificate program are~~
413 ~~incorporated and that the and reflects current, generally accepted instructional design principles~~
414 ~~are reflected.~~

415 ~~*Previously 6.9*~~

416
417 **5.12** ~~The certificate provider and program participants shall evaluate and document and ensure that~~
418 ~~facilitators/instructors possess the qualifications and skills to deliver the education/training as~~
419 ~~designed. The certificate provider shall provide feedback on the performance of~~
420 ~~facilitators/instructors with feedback on their performance.~~

421 ~~*Previously 6.2 and 6.3*~~

422 423 **6 ~~Delivery, and Maintenance of Education/Training Development, Conduct, and~~** 424 **Evaluation of Assessments**

425
426 ~~The certificate provider shall ensure that the education/training is developed and delivered by~~
427 ~~qualified individuals and that the content, design, and delivery are suited to the intended learning~~
428 ~~outcomes and consistent with generally accepted instructional design principles.~~

429 ~~*Moved to Standard 5*~~

430
431 ~~The certificate provider shall conduct an summative assessment(s) of participants'~~
432 ~~accomplishment of the intended learning outcomes and shall ensure that the procedures used to~~
433 ~~develop and conduct the assessment(s) and to evaluate/score participants' performance are~~
434 ~~consistent with accepted measurement principles and the intended use of the certificate.~~

435 ~~*Previously Standard 7*~~

436
437
438 Validation of the Content of the Assessment(s) Personnel

439
440 ~~**6.1** The certificate provider shall ensure that the education/training is developed, delivered, and~~
441 ~~reviewed by subject matter experts and qualified individuals.~~

442 ~~*Moved to 5.8*~~

443
444 **6.1** ~~The certificate provider shall employ a procedure to demonstrate that the assessment(s) is valid~~
445 ~~for its intended purpose, and shall choose a validation methodology that is appropriate for the~~

446 stakes of the program and assessment(s). At a minimum, this procedure shall include
447 documentation of the linkage between the assessment and the intended learning outcomes (e.g.,
448 a table listing the knowledge, skills, and/or competencies needed for participants to achieve the
449 intended learning outcomes and identifying how the specified knowledge, skills, and/or
450 competencies are covered by the assessment). A job or /practice analysis that is appropriate for
451 the scope of the shall be conducted for high-stakes certificate programs shall be conducted for
452 high-stakes programs. when their scope is sufficiently broad to support such a study.

453 *Previously 7.5*

454
455 ~~6.2~~ ~~— The certificate provider shall document and ensure that facilitators/instructors possess the~~
456 ~~qualifications and skills to deliver the education/training as designed.~~

457 *Moved to 5.8*

458
459 **6.2** The certificate provider shall employ a methodology to link the assessment(s) to the intended
460 learning outcomes. The intended learning outcomes—or the knowledge, skills, and/or
461 competencies needed for participants to achieve the intended learning outcomes—must be
462 represented in appropriate proportions on the assessment(s) (i.e., the number of assessment
463 items or points allotted to each intended learning outcome shall be proportional to the depth,
464 breadth, and complexity of each intended learning outcome). Documentation may include a table
465 or document listing the knowledge, skills, and/or competencies needed for participants to achieve
466 the intended learning outcomes and identifying how the specified knowledge, skills, and/or
467 competencies are covered by the assessment(s).

468 *Previously 7.5*

469
470 ~~6.3~~ ~~— The certificate provider shall provide facilitators/instructors with feedback on their performance.~~

471 *Moved to 5.12*

472
473 **6.3** The type of assessment(s), including item types, shall be appropriate for measuring participants'
474 accomplishment of the intended learning outcomes and consistent with the stated purpose of the
475 program.

476 Content

477
478
479 ~~6.4~~ ~~— The content of the education/training shall be consistent with the purpose and scope of the~~
480 ~~certificate program and the intended learning outcomes.~~

481 *Moved to 5.4*

482
483 **6.4** The content of the assessment(s) shall be appropriate for measuring participants'
484 accomplishment of the intended learning outcomes and consistent with the published purpose of
485 the program.

486
487 ~~6.5~~ ~~— The intended learning outcomes, content and design of the education/training, delivery method,~~
488 ~~and assessment(s) shall all be in alignment [i.e., the content, design, and delivery of the~~
489 ~~education/training shall be appropriate for accomplishing the intended learning outcomes, and the~~
490 ~~assessment(s) shall be appropriate for assessing participants' accomplishment of the intended~~
491 ~~learning outcomes].~~

492 *Eliminated due to redundancies. Concepts reflected in 5.4.*

493
494 **6.5** The certificate provider shall ensure that the content of the assessment(s) is reviewed and
495 updated revised as necessary to reflect any changes in the scope, or purpose, or content of the
496 program (e.g., changes in the intended learning outcomes, changes in the education/training).

497 *Previously 7.6*

498 Conducting the Assessment(s)

499
500

501 ~~6.6~~ The intended learning outcomes and the knowledge, skills, and competencies to be addressed in
502 the education/training shall be determined systematically based on an analysis of the needs of
503 the:

- 504
505 a) ~~participants;~~
506 b) ~~industry (as appropriate);~~
507 c) ~~consumers (as appropriate); and~~
508 d) ~~other identified stakeholders (as appropriate).~~
509

510 The procedure used to conduct this analysis shall be consistent with the published purpose of the
511 program. The procedure for selecting content for the education/training shall include an analysis
512 of participant and stakeholder needs appropriate to the purpose, scope, and stakes of the
513 certificate program.

514 *Moved to 5.1, 5.2, 5.3 (incorporated in concept)*
515

- 516 ~~6.6~~ The method for conducting the certificate provider shall specify how the assessment(s) shall be
517 consistent with the stakes of the program and its stated purpose. ~~conducted.~~ The certificate
518 provider ~~These specifications~~ shall ensure comparability in the environments in which the
519 assessment(s) occurs. Documentation shall address the: ~~and permit participants to exert their~~
520 ~~best effort.~~ Specifications shall address the:
521 a) conditions of the environments in which the assessment(s) take(s) place (e.g., type of setting),
522 ;
523 b) method(s) of conducting the assessment(s) (e.g., face to face, computer, paper and pencil),
524 ;
525 c) qualifications required of individuals conducting the assessment(s) (e.g., facilitators/instructors,
526 proctors, raters);
527 c) materials and equipment needed to conduct the assessment(s),
528 ;
529 d) instructions to participants,
530 ;
531 e) time allotted for conducting the assessment(s),
532 ; and
533 f) level of security required to be consistent with the intended purpose of the certificate.

530 *Previously 7.7*
531

532 Evaluation and Scoring of Participant Performance 533

534 ~~6.7~~ The content of the education/training shall be reviewed periodically (at least annually) to ensure
535 that it remains current and accurate. The certificate provider shall specify the procedures to be
536 used for updating the content as well as the circumstances under which updating should occur.

537 *Moved to 5.10*
538

- 539 ~~6.7~~ The certificate provider shall identify a performance, proficiency, or passing standard for the
540 assessment(s) ~~that which~~ participants must achieve in order to be ~~issued awarded~~ the certificate.
541 The ~~method used~~ certificate provider shall use a generally accepted method for setting the
542 performance, proficiency, or passing standard ~~shall be consistent with the stakes and stated~~
543 ~~purpose of the certificate.~~ This method shall ~~demonstrate that the:~~ a) link the performance,
544 proficiency, or passing standard ~~reflects to~~ the expected performance of a participant who has
545 achieved the intended learning outcomes,
546 ; and
547 b) be consistent with the nature and intended use of the assessment. Documentation should
548 identify the number of participants, provide a rationale for the method, and describe any other
549 resources considered.

549 *Previously 7.8*
550

551 Design 552

553 ~~6.8~~ The design of the education/training shall be consistent with generally accepted instructional
554 design principles and appropriate for the intended learning outcomes.

555 *Moved to 5.5*
556

- 557 **6.8** The certificate provider shall document the rules, methods, and/or rubrics for evaluating and/or
558 scoring participants' performance on all types of assessment(s), whether they are both
559 objectively or and subjectively evaluated or /scored assessments.
560 *Previously 7.9*
561
- ~~562 **6.9** The design of the education/training should be modified as needed to ensure that it incorporates~~
563 ~~changes in the purpose, scope, or content of the certificate program and reflects current,~~
564 ~~generally accepted instructional design principles.~~
565 *Moved 5.11*
566
- 6.9** For subjectively ~~evaluated~~/scored assessment(s) (e.g., essays, work products, portfolios,
568 demonstrations, presentations), the certificate provider shall:
569 a) supply raters with rating or scoring scales, performance evaluation checklists, rubrics, and/or
570 other appropriate guidelines to be used to evaluate participant performance;
571 b) train raters in the use of the rating or scoring scales, performance evaluation checklists,
572 rubrics, and/or other appropriate guidelines;
573 c) establish procedure(s) by which raters can be calibrated periodically (if multiple raters are
574 used);
575 d) conduct and report analyses of the consistency and/or agreement in the raters'
576 evaluation/scoring as appropriate for the type of assessment(s) and its intended use; and
577 e) establish procedure(s) by which significant differences in scoring among between raters can be
578 discussed and/or remedied (if applicable).
579 *Previously 7.10*

580 Delivery Method

- 581
582
- ~~583 **6.10** The certificate provider shall specify the methods for delivery of the education/training (e.g.,~~
584 ~~classroom, online synchronous, online asynchronous). These methods shall enable~~
585 ~~accomplishment of the intended learning outcomes and be consistent with the purpose and scope~~
586 ~~of the certificate program.~~
587 *Moved to 5.8*
588
- 6.10** The certificate provider shall ensure the comparability of different forms (versions) of the ~~same~~
589 assessment(s) with respect to content coverage and overall difficulty (i.e., e.g., the questions on
590 ~~two~~ comparable versions of an written examination assessment(s) should cover the same
591 knowledge areas and have be of the same overall difficulty).
592 *Previously 7.11*

593 Reporting and Interpretation of Assessment(s) Results-Delivery Method

- 594
595
596
- 6.11** The certificate provider shall report the results of the summative assessment(s) to course
598 participants in a manner consistent format that is appropriate for to the type of assessment(s) and
599 consistent with the published purpose and stakes of the assessment(s). At a minimum,
600 participants shall be informed as to whether they have passed or failed the assessment(s).
601 ~~accomplished the intended learning outcomes.~~ If a report of participants' relative strengths and
602 weaknesses related to accomplishment of the intended learning outcomes (i.e., individually or in
603 subgroups) is also may be provided for remediation purposes, the certificate provider must either
604 be able to demonstrate evidence of subscore reliability or provide participants with interpretive
605 guidance around the limitation of subscores.
606 *Previously 7.12*
607
- 6.12** The certificate provider shall provide supply participants and stakeholders with guidance on
609 interpreting and using the results of the assessment(s), including what inferences can
610 appropriately be drawn from the results.
611 *Previously 7.14*
612

613 Evaluation of the Effectiveness of the Assessment(s)

614
615 **6.13** The certificate provider shall prepare reports of assessment(s) results in aggregate form,
616 summarizing the overall results of the performance of an entire class or period of time (e.g., one
617 year) results based on the performance of an entire class) to support program evaluation and
618 address other stakeholder interests. At a minimum, the reporting shall include:
619 a) the total number of participants who completed the program,
620 b) the summary statistics for the assessment(s) (e.g., score mean, standard deviation, minimum,
621 and maximum),
622 c) the percentage of participants who passed the assessment(s), and
623 d) the minimum score required to pass the assessment(s).

624 *Previously 7.13*

625
626 **6.14** The certificate provider shall evaluate ~~assess the effectiveness of~~ the assessment(s) on a regular
627 basis (at least annually) to ensure ongoing utility for measuring participants' accomplishment of
628 the intended learning outcomes. This evaluation shall include information related to the procedure
629 may include the collection of data pertaining to the:

630
631 a) overall difficulty of individual items or components of the assessment(s) (e.g., the percentage
632 of participants who answer an item correctly or who perform a task successfully). achieve a
633 satisfactory performance on a hands-on demonstration) or of individual items or components of
634 an assessment (e.g., the percentage of participants who answer a multiple-choice question
635 correctly); and
636 b) measurement precision of the assessment(s), that is, the degree to which the results obtained
637 are free from measurement error (e.g., a measure of inter-rater agreement on the assessment of
638 a product produced by a participant).

639 *Previously 7.15*

641 **7 Development, Conduct, and Evaluation of Assessments Issuance, Verification, and** 642 **Use of Certificates**

643
644 ~~The certificate provider shall conduct an assessment of participants' accomplishment of the~~
645 ~~intended learning outcomes and shall ensure that the procedures used to develop and conduct~~
646 ~~the assessment(s) and to evaluate/score participants' performance are consistent with accepted~~
647 ~~measurement principles and the intended use of the certificate.~~

648 *Moved to Standard 6*

649
650 A certificate is issued upon completion of the education/training and successful performance on
651 the assessment(s). A certificate shall be issued only in accordance with documented
652 requirements and procedures, and Certificate holders shall be informed of the proper uses of the
653 certificate.

654 *Previously Standard 8*

655 Issuance of Certificates

656
657
658 ~~7.1 The certificate provider shall conduct one or more assessments of participants' accomplishment~~
659 ~~of the intended learning outcomes and the effectiveness of the education/training.~~

660 *Eliminated due to redundancies. Concepts reflected in 6.1 and 6.2.*

661
662 **7.1** The certificate provider shall identify the requirements and procedures for issuing ~~granting~~ the
663 certificate. These requirements must specify that the certificate provider shall not specify
664 acronyms or letters in reference to the certificate for use after participants' names.

665 *Previously 8.1*

666
667 ~~7.2 The assessment(s) shall be appropriate for measuring participants' accomplishment of the~~
668 ~~intended learning outcomes and consistent with the published purpose of the certificate.~~

669 *Eliminated due to redundancies. Concepts reflected in 6.3*

670
671 **7.2** The certificate may take the form of a letter, card, digital badge, or other medium, and must be
672 signed or authorized by a designated representative of the certificate provider or a designated
673 representative of the certificate provider.

674 *Previously 8.4*

675
676 ~~**7.3** The certificate provider shall adhere to generally accepted measurement principles in the~~
677 ~~development of the assessment(s) and the evaluation/scoring of participants' performance.~~
678 *Eliminated due to redundancies. Concepts reflected in 6.1*

679
680 **7.3** The certificate document shall contain the following information:

- 681 a) name of the certificate holder;
682 b) name of the certificate provider;
683 c) scope of the accomplishment, certificate (and title of certificate, if appropriate); and
684 d) title of the certificate (if appropriate),
685 e) date on which the certificate was issued, and awarded.
686 f) date of expiration of the certificate (if applicable).

687
688 An expiration date for the certificate may be used but is not mandatory; if an expiration date is
689 used, it must be noted on the certificate.

690 *Previously 8.5*

691
692
693 ~~**7.4** Individuals who develop or conduct the assessment(s) or who evaluate/score participants'~~
694 ~~performance shall have the required knowledge and skills for their role.~~

695 *Moved to 2.7 (incorporated in concept)*

696
697 **7.4** The certificate provider shall have a verification confirmation procedure in place by which the
698 status of certificate holders can be confirmed verified by employers and other stakeholders.

699 *Previously 8.6*

700
701 Validation of the Assessment(s)

702
703 ~~**7.5** The certificate provider shall employ a procedure to demonstrate that the assessment is valid for~~
704 ~~its intended purpose. At a minimum, this procedure shall include documentation of the linkage~~
705 ~~between the assessment and the intended learning outcomes (e.g., a table listing the knowledge,~~
706 ~~skills, and/or competencies needed for participants to achieve the intended learning outcomes~~
707 ~~and identifying how the specified knowledge, skills, and/or competencies are covered by the~~
708 ~~assessment). A job/practice analysis shall be conducted for high-stakes certificate programs~~
709 ~~when their scope is sufficiently broad to support such a study.~~

710 *Moved to 6.1*

711
712 **7.5** The certificate provider shall have a policy stating that it maintains the right to recall or nullify the
713 certificate document in the event any certificate holders has have violated program requirements
714 or policies. The certificate provider shall maintain sole ownership of the certificate document in
715 whichever format or medium it may take.

716 *Previously 8.8*

717
718 Use of Certificates

719
720 ~~**7.6** The certificate provider shall ensure that the assessment is revised as necessary to reflect~~
721 ~~changes in the scope or purpose of the program (e.g., changes in the intended learning~~
722 ~~outcomes, changes in the education/training).~~

723 *Moved to 6.5*

724

725 **7.6** The certificate provider shall ~~specify how publish and provide to certificate holders~~ may and may
726 not refer to a statement defining the appropriate ways in which to reference the certificate. This
727 responsibility includes making publicly available a statement ~~shall specify that certificate holders:~~

- 728
729 a) may state that they hold a “certificate in”;
730 b) shall not state say that they are “certified in ...”; and
731 c) shall not use acronyms or letters after their names in to reference to the certificate they hold.

732 *Previously 8.10*

733
734 Conducting the Assessment(s)

735
736 **7.7** The certificate provider shall ~~specify how the assessment(s) shall be conducted.~~ These
737 specifications shall ensure comparability in the environments in which the assessment occurs and
738 permit participants to exert their best effort. Specifications shall address the:

- 739
740 a) conditions of the environments in which the assessment(s) take(s) place (e.g., type of setting);
741 b) method(s) of conducting the assessment(s) (e.g., face to face, computer, paper and pencil);
742 c) qualifications required of individuals conducting the assessment(s) (e.g., facilitators/instructors,
743 proctors, raters);
744 d) materials and equipment needed to conduct the assessment(s);
745 e) instructions to participants;
746 f) time allotted for conducting the assessment(s); and
747 g) level of security required to be consistent with the intended purpose of the certificate.

748 *Moved to 6.6*

749
750 Evaluation/Scoring of Participant Performances

751
752 **7.8** ~~The certificate provider shall identify a performance, proficiency, or passing standard for the~~
753 ~~assessment(s) which participants must achieve in order to be awarded the certificate. The~~
754 ~~certificate provider shall use a generally accepted method for setting the performance,~~
755 ~~proficiency, or passing standard. This method shall:~~

- 756
757 a) ~~link the performance, proficiency, or passing standard to the expected performance of a~~
758 ~~participant who has achieved the intended learning outcomes; and~~
759 b) ~~be consistent with the nature and intended use of the assessment.~~

760 *Moved to 6.7*

761
762 **7.9** The certificate provider shall document the rules, methods, and/or rubrics for evaluating and/or
763 scoring participant performance on all types of assessment (both objectively and subjectively
764 evaluated/scored assessments).

765 *Moved to 6.8*

766
767 **7.10** ~~For subjectively evaluated/scored assessment(s) (e.g., essays, work products, portfolios,~~
768 ~~demonstrations, presentations), the certificate provider shall:~~

- 769
770 a) ~~supply raters with rating or scoring scales, performance evaluation checklists, rubrics, and/or~~
771 ~~other appropriate guidelines to be used to evaluate participant performance;~~
772 b) ~~train raters in the use of the rating or scoring scales, performance evaluation checklists,~~
773 ~~rubrics, and/or other appropriate guidelines;~~
774 c) ~~establish procedure(s) by which raters can be calibrated periodically (if multiple raters are~~
775 ~~used);~~
776 d) ~~conduct analyses of the consistency and/or agreement in the raters' evaluation/scoring as~~
777 ~~appropriate for the type of assessment and its intended use; and~~
778 e) ~~establish procedure(s) by which significant differences between raters can be discussed and/or~~
779 ~~remedied (if applicable).~~

780 *Moved to 6.9*

781
782 ~~7.11—The certificate provider shall ensure the comparability of different forms (versions) of the same~~
783 ~~assessment with respect to content coverage and overall difficulty (e.g., the questions on two~~
784 ~~comparable versions of a written examination should cover the same knowledge areas and be of~~
785 ~~the same overall difficulty).~~
786 ~~*Moved to 6.10*~~

787
788 Reporting and Interpretation of Assessment Results
789

790 ~~7.12—The certificate provider shall report the results of the assessment(s) to participants in a consistent~~
791 ~~format that is appropriate to the type of assessment. At a minimum, participants shall be informed~~
792 ~~as to whether they have accomplished the intended learning outcomes. A report of participants'~~
793 ~~relative strengths and weaknesses also may be provided.~~
794 ~~*Moved to 6.11*~~

795
796 ~~7.13—The certificate provider shall prepare reports of assessment results in aggregate form (e.g.,~~
797 ~~results based on the performance of an entire class) to support program evaluation and address~~
798 ~~other stakeholder interests.~~
799 ~~*Moved to 6.13*~~

800
801 ~~7.14—The certificate provider shall supply participants and stakeholders with guidance on interpreting~~
802 ~~and using the results of the assessment(s), including what inferences can appropriately be drawn~~
803 ~~from the results.~~
804 ~~*Moved to 6.12*~~

805
806 Evaluation of the Effectiveness of the Assessment(s)
807

808 ~~7.15—The certificate provider shall assess the effectiveness of the assessment(s) on a regular basis to~~
809 ~~ensure ongoing utility for measuring participants' accomplishment of the intended learning~~
810 ~~outcomes. This procedure may include the collection of data pertaining to the:~~
811
812 ~~a) overall difficulty of the assessment(s) (e.g., the percentage of participants who achieve a~~
813 ~~satisfactory performance on a hands-on demonstration) or of individual items or components~~
814 ~~of an assessment (e.g., the percentage of participants who answer a multiple-choice question~~
815 ~~correctly); and~~
816 ~~b) measurement precision of the assessment(s), that is, the degree to which the results obtained~~
817 ~~are free from measurement error (e.g., a measure of inter-rater agreement on the assessment~~
818 ~~of a product produced by a participant).~~

819 ~~*Moved to 6.14*~~

820
821 **8—Issuance and Use of Certificates**
822

823 ~~**A certificate shall be issued only in accordance with documented requirements and procedures,**~~
824 ~~**and certificate holders shall be informed of the proper uses of the certificate.**~~

825 ~~*Moved to Standard 7*~~

826
827 Issuance of Certificate
828

829 ~~8.1—The certificate provider shall identify the requirements and procedures for granting the certificate.~~
830 ~~*Moved to 7.1*~~

831
832 ~~8.2—The certificate provider shall confine its requirements to those matters specifically related to the~~
833 ~~purpose and scope of the certificate program.~~
834 ~~*Moved to 2.3*~~

835

836 ~~8.3~~ — The decision to issue a certificate shall be made by the certificate provider based solely on the
837 information gathered by the certificate provider (i.e., application, education/training, assessment).
838 *Moved to 2.3*

840 ~~8.4~~ — The certificate may take the form of a letter, card, or other medium, signed or authorized by a
841 designated representative of the certificate provider.
842 *Moved to 7.2*

844 ~~8.5~~ — The certificate document shall contain the following information:

- 846 a) — name of the certificate holder;
- 847 b) — name of the certificate provider;
- 848 c) — scope of the certificate (and title of certificate, if appropriate); and
- 849 d) — date on which the certificate was awarded.

850 *Moved to 7.3*

852 ~~8.6~~ — The certificate provider shall have a confirmation procedure in place by which the status of
853 certificate holders can be verified.

854 *Moved to 7.4*

856 ~~8.7~~ — A certificate holder is generally not required to engage in activities to maintain the certificate;
857 however, in some cases, providers may require additional education/training and/or
858 assessment(s) for this purpose. When certificate maintenance is required, the maintenance
859 procedure shall be fair and reasonable, and the requirements shall be confined to those matters
860 specifically related to the purpose and scope of the certificate program.

861 *Moved to 7.4(e) Maintenance and renewal section removed.*

863 ~~8.8~~ — The certificate provider shall have a policy stating that it maintains the right to recall or nullify the
864 certificate document in the event certificate holders have violated program requirements or
865 policies. The certificate provider shall maintain sole ownership of the certificate document.

866 *Moved to 7.5*

867 Use of the Certificate

870 ~~8.9~~ — The certificate provider shall not award an acronym or letters to certificate holders for use after
871 their names upon completion of the certificate program.

872 *Moved to 7.1 (incorporated in concept)*

874 ~~8.10~~ — The certificate provider shall publish and provide to certificate holders a statement defining the
875 appropriate ways in which to reference the certificate. This statement shall specify that certificate
876 holders:

- 877 a) may state that they hold a “Certificate in”
- 878 b) shall not say that they are “Certified in”
- 879 c) shall not use acronyms or letters after their names to reference the certificate they hold.

881 *Moved to 7.6*

882 ~~8.11~~ — The certificate provider shall publish and provide to certificate holders a statement defining the
883 purpose and scope of the certificate. This statement shall specify that certificate holders shall not
884 make:

- 885 a) claims or imply that the certificate is a professional certification or that its purpose and scope
886 are beyond that specified by the certificate provider; or
- 887 b) any other statement regarding the certificate which the certificate provider may consider
888 misleading or unauthorized.

890 *Moved to 3.3*

891

Annex 1: Terms and Definitions

(This Annex is Normative and Part of the Standard)

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appeal

A request by a participant or certificate holder for reconsideration of any a decision made by the certificate provider related to her/his status as a certificate holder.

assessment

An instrument or protocol designed to measure the knowledge, skill, and/or competencies associated with the accomplishment of the intended learning outcomes. Assessments may be written, oral, practical or observational and may be used prior to, during, and at the end of education/training.

assessment-based certificate

A non-degree granting program that provides instruction and training to aid participants in acquiring knowledge, skill, and/or competencies associated with intended learning outcomes; evaluates participants' accomplishment of the intended learning outcomes; and awards a certificate only to those participants who meet the performance, proficiency, or passing standard for the assessment(s).

certificate holder

An individual who has successfully completed an assessment-based certificate program and been awarded a certificate.

certificate of attendance (certificate of participation)

Certificates of attendance or participation are provided to individuals (participants) who have attended or participated in a class, course, or other education/training program or event. The certificate awarded at the completion of the program or event signifies that the participant was present and in some cases that the participant actively participated in the program or event.

certificate maintenance

A system of requirements and procedures with which certificate holders must comply in order to keep a certificate.

certificate provider

An entity that conducts or sponsors education/training and an end-of-program assessment for the purpose of awarding a certificate.

certification

A voluntary process by which a non-governmental body grants time-limited recognition and use of a credential to individuals who have demonstrated that they have met predetermined and standardized criteria for required knowledge, skills, or competencies. To retain the credential, certificants must meet requirements for renewal. The credential awarded by the certifier denotes that the participant possesses particular knowledge, skills, or competencies. Also known as professional or personnel certification.

complaint

A request (other than an appeal) by any organization or individual to a certificate provider, for corrective action relating to the activities of that provider or to those of any of its customers.

criterion-reference

An approach to establishing the performance, proficiency, or passing standard for an assessment in which subject matter experts first define how participants who have accomplished the intended learning outcomes would be expected to perform (e.g., the proficiency category they would achieve, the number of points they would earn) and then set a required level of performance on the assessment which is consistent with this definition.

documentation

948 The collection and preservation of evidence that requirements have been met. Documentation is
949 necessary for many aspects of assessment-based certificate programs (e.g., prerequisites, qualifications
950 of subject matter experts, measurement quality of assessments).
951

952 **facilitator/instructor**
953 A knowledgeable individual or other qualified person who articulates the intended learning outcomes and
954 enables accomplishment of the intended learning outcomes of the certificate program.
955

956 **formative assessment**
957 An assessment that is employed as part of and during the delivery of education/training in order to inform
958 participants and facilitators/instructors about their progress in accomplishing the intended learning
959 outcomes.
960

961 ~~**high-stakes assessment-based certificate program**~~
962 ~~See stakes. An assessment-based certificate program that is promoted by the certificate provider as~~
963 ~~being appropriate for regulatory purposes or for decision making related to hiring, promotion, and other~~
964 ~~key employment-related outcomes, such as hospital privileging for physicians.~~
965

966 **inference**
967 The conclusion that one draws on the basis of available evidence (e.g., certificate holders are
968 knowledgeable about a specified topic, the results of an assessment represent the level of skill a person
969 possesses).
970

971 **instructional design principles**
972 Rules, standards, and practices pertaining to the design, delivery, and evaluation of education/training
973 that facilitates accomplishment of intended learning outcomes related to defined knowledge, skill,
974 competencies, and other constructs. Generally accepted instructional design principles are defined in
975 professional literature and standards.
976

977 **intended learning outcome**
978 A statement that identifies what a learner is expected to know, understand, or do as a result of completing
979 an assessment-based certificate program successfully.
980

981 **interrater agreement**
982 Any of several calculations that describe the degree to which there is concurrence between or among the
983 individuals responsible for evaluating/scoring participant performance on subjectively evaluated/scored
984 assessments.
985

986 **interrater reliability**
987 Any of several calculations that describe the consistency in evaluations/scores based on the
988 observation(s) of raters during the evaluation/scoring of subjectively evaluated/scored assessments.
989

990 **item**
991 Questions and/or tasks in examinations to which candidates must respond or perform.
992

993 **job analysis**
994 Any of several methods used singly or in combination to identify the performance domains and
995 associated tasks, knowledge, and/or skills relating to the purpose of the credential and providing the
996 foundation for program validation. Also known as task or practice analysis, job task analysis, or role
997 delineation study.
998

999 **measurement principles**
1000 Rules, standards, and practices pertaining to assessing knowledge, skill, competencies, and/or other
1001 constructs in a manner that supports the inferences to be made. Generally accepted measurement
1002 principles are defined in professional literature and standards (e.g., *Standards for Educational and*
1003 *Psychological Testing*).

1004
1005 **needs analysis**
1006 A method by which one determines the requirements for the program, including needs or expectations of
1007 learners and other stakeholders, prior to a learning experience, event, or program.
1008
1009 **objectively scored assessment**
1010 A type of scoring rule in which responses to questions or problems on an assessment are deemed as
1011 correct or incorrect using a pre-established answer key.
1012
1013 **participant**
1014 An individual who is enrolled as a learner, student, trainee, etc., in an assessment-based certificate
1015 program.
1016
1017 **performance, proficiency, or passing standard**
1018 A specific level of performance, proficiency category, or score which must be achieved by a participant to
1019 successfully complete an assessment. Performance, proficiency, or passing standards are established
1020 using methods that are defined in generally accepted measurement principles.
1021
1022 **program evaluation**
1023 A process through which a variety of data are collected and analyzed for the purpose of determining the
1024 effectiveness of an assessment-based certificate program.
1025
1026 **publicly available**
1027 Easily available and accessible, with or without request, to all relevant stakeholders.
1028
1029 **quality assurance process**
1030 An ongoing activity that informs the individuals responsible for managing an assessment-based certificate
1031 program whether a process or activity meets expectations or predefined quality standards. Quality
1032 assurance activities are executed on all development processes to help maintain an expected level of
1033 effectiveness.
1034
1035 **quality standards**
1036 Criteria addressing the design, development, delivery, and evaluation of assessment-based certificate
1037 programs to ensure that the program components are suited for their purpose and function correctly.
1038
1039 **rater**
1040 A subject matter expert who has been trained in the use of rubrics and rules to evaluate/score the
1041 response of participants on one or more subjectively evaluated questions, problems, demonstrations,
1042 work products, etc.
1043
1044 **reliability**
1045 The degree to which the results of an assessment are free of measurement error.
1046
1047 **rubric**
1048 The criteria (often called scoring rules) used to guide the evaluation or rating of responses and the
1049 emphasis each component has in determining participants' proficiency, with the desired result that
1050 responses will be determined as correct, proficient, or successful and weighted in a standardized manner.
1051 Scoring rules are part of the implementation of a standardized scoring scale.
1052
1053 **scope of certificate**
1054 The inferences about participants' knowledge, skill, and/or competencies that can be justified based on
1055 the education/training provided and their performance on the assessment.
1056
1057 **scoring rules**
1058 The criteria (often called a rubric) used to guide the evaluation or rating of responses and the emphasis
1059 each component has in determining participants' proficiency, with the desired result that responses will be

1060 determined as correct, proficient, or successful and weighted in a standardized manner. Scoring rules are
1061 part of the implementation of a standardized scoring scale.

1062

1063 **stakeholders**

1064 The various groups with an interest in the quality, governance, and operation of a certificate program,
1065 such as the public, participants, certificate holders, employers, customers, clients, and third party payers.

1066

1067 **stakes**

1068 The degree to which inferences and/or other decisions have significant consequences for the
1069 stakeholders in an assessment-based certificate program. **High stakes** are associated with substantial
1070 potential for adverse consequences for the public, clients, patients, etc. Programs may also be high
1071 stakes when participants' careers hinge on their success in accomplishing the intended learning
1072 outcomes of an assessment-based certificate program.

1073

1074 **standardized scoring scale**

1075 A clearly defined system for assigning numerical value, proficiency category, etc., to responses on an
1076 assessment in order to achieve a structure that places all evaluations/scores on the same distribution and
1077 permits comparison among evaluations/scores.

1078

1079 **subject matter expert (SME)**

1080 An individual who, by virtue of position, education, training, and/or experience, is expected to have
1081 greater-than-normal expertise or insight relative to a particular technical or operational discipline, system,
1082 or process, and who has been selected or appointed to participate in the development, verification,
1083 validation, delivery or evaluation of a course of education/training or an assessment.

1084

1085 **subjectively evaluated/scored assessment**

1086 A type of evaluation/scoring system in which responses to questions, problems, demonstrations, work
1087 products, etc., on an assessment are deemed as correct or incorrect, acceptable or not acceptable, etc.
1088 using pre-established rubrics or scoring rules that involve subject matter expertise.

1089

1090 **summative assessment**

1091 An assessment that is employed as an end-of-program measure of participants' accomplishment of
1092 intended learning outcomes in an assessment-based certificate program.

1093

1094 **validity**

1095 The degree to which accumulated evidence supports specific interpretations of all components of
1096 an assessment-based certificate program (e.g., prerequisites, assessment).

1097

1098 **validation**

1099 The accumulation of evidence to support the argument that the results of an assessment are useful for
1100 intended inferences.