

BRIEF INSTRUCTIONS FOR MODIFIED ANGOFF
For setting standards MCQs

1. Have mixed group of judges – aware of level & course outcomes. 4-6 judges for Y1/2. 5-10 judges for Y4-6.
2. Meet to discuss the purpose of the test and what happens if student fails.
3. Describe the 'borderline / minimally competent student'.
4. Consider difficulty & importance of each question.
5. Judges independently estimate fraction of 'borderline / minimally competent students' who will answer each question correctly. Trial a few. First round of estimates might be completed electronically.
6. Meet to discuss major discrepancies (if range > 0.2), review real performance data if available e.g. item analysis.
7. Judges independently re-estimate fraction of 'borderline students' who will answer each question correctly.
8. Average judges' estimates for questions and total for whole paper.
9. After the exam, module organiser looks at item analysis as a reality check.
10. Seek advice if concerns about the pass score. May consider using Hofstee or Cohen method to modify standard.

Reference

Ben-David, M.F., 2000. AMEE Guide No. 18: Standard setting in student assessment. *Medical Teacher*, 22, pp.120–130.

HSCameron,
August 2016