

Technical Report: January 2022 CHRP ELE

HR | Human Resources
PA | Professionals Association

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Executive Summary¹

Note that this technical report covers only the primary new form or forms administered during an administration, and not detailed results for all forms used.

The CHRP Employment Law Exam (CHRP ELE) was administered to 140 candidates using computer-based testing via live remote proctoring January 5–14, 2022, inclusive. The examination comprised 110 three-option multiple choice items and had a 3½-hour time limit.

As per the CHRP ELE blueprint, the exam was scored using the 98–102 best-performing items (while adhering to the prescribed distribution across topics). The mean score for first-time candidates² ($n=135$) was 74.0 (72.6%), and for all candidates it was 73.8 (72.3%), out of 102 validated items for scoring. Reliability was acceptable at .81 (noting that there is range restriction with these candidates; disattenuated reliability is estimated at .84). The final set of scored items adhered to the blueprint parameters.

The pass mark was set using equating back to the January 2021, May 2021, and September 2021 administrations, yielding an integer pass mark of 57. Equating was conducted to compensate for minor changes in exam form difficulty so that any given candidate has an equivalent hurdle regardless of when they write the CHRP ELE. This pass mark resulted in a pass rate for first-time candidates of 95.6%; the pass rate for all candidates was also 95.7%.

This report, the analyses performed, and the processes followed are consistent with NCCA standards³ and ISO 17024 standards.⁴

¹ This technical report is an abbreviated version of the full report. Information has been excluded that if known to candidates could negatively affect the validity of future candidate test score interpretations. This includes item-level statistics, some information about the construction of test forms, and some specific details concerning equating.

² Excludes those who had failed an HRP A employment law examination in the past, who were identified as being statistical outliers, or who had written an alternative test form.

³ National Commission for Certifying Agencies (2021). *Standards for the accreditation of certification programs*. Washington, DC: Institute for Credentialing Excellence.

⁴ International Organization for Standardization (2012). *ISO/IEC 17024:2012 Conformity assessment – General requirements for bodies operating certification of persons*. Geneva: International Organization for Standardization.

Administration

Form Setting

Using only validated test items, Wickett Measurement Systems prepared one 110-item test form. Wickett constructed the final test form according to the following parameters:

1. Including only items validated by the validation panel in the past 2 years
2. Fitting the total item count of 110
3. Excluding enemy items
4. Matching the blueprint weights
5. Maximizing spread across subtopics as per the blueprint weights
6. Reducing item exposure
7. Selecting items with perceived psychometric effectiveness, using statistics from previous administrations as available

After selecting the 110 items for each form, Wickett split the forms in half to allow for the administration of the exam in two sections. Section 1 was allocated 55 items and Section 2 was allocated 55 items. With each form, the two sections were set to balance for:

- Proportion of independent items and case sets
- Number of words
- Item difficulty
- Item discrimination (adjusted point-biserial)
- Number of experimental items
- Adherence to blueprint
- Number of anchor items

The final form was reviewed for currency and enemy items by Kriss Stone and Patricia Verkley (CHRP Examination Validation Committee members) in a remote session held October 29 and November 2, 2021.

The final form composition for the January 2022 CHRP ELE is shown in Table 1 (domain weighting) and Table 2 (cognitive level weighting). The form reflected the examination blueprint (see Appendix for full CHRP ELE blueprint).

Note that at any administration, HRP A makes use of previously validated and administered test forms along with new test forms, in addition to employing other mechanisms to maintain the integrity of the exams and candidate scores.

Table 1: Domain fit at administration

Domain	Actual Items	Target Range	Target Items	Variance
A Employment Contracts and Terminations	50	46% ± 5%	46–56	—
B Employer Obligations	36	33% ± 4%	32–40	—
C Regulations and Legislation	24	21% ± 3%	20–26	—
TOTAL	110		110	—

Table 2: Cognitive level fit at administration

Cognitive Level	Actual Items	Target Range	Target Items	Variance
Knowledge	11	10% ± 3%	8–14	—
Application	64	60% ± 10%	55–77	—
Critical thinking	35	30% ± 10%	22–44	—
TOTAL	110		110	—

Testing Window

The examination was administered via computer-based testing using live remote proctoring and at Prometric test sites primarily in Ontario. The testing window was January 5–14, 2022, inclusive, and 140⁵ candidates wrote the exam.

Candidates were able to select either a test centre (assuming one was available reasonably close to them) or live remote proctoring from a location of their choosing. At this administration, 13 candidates wrote in a test centre. Standard security methods (as per Prometric protocols⁶) were employed for both methods. Candidates were allowed one 15-minute break after submitting section 1 and before beginning section 2. This break did not count against total time for the candidate.

Candidates had access to a basic-function calculator on screen and access via PDF to 10 pieces of searchable legislation (compiled into 2 documents):

Provincial

- AODA – *Accessibility for Ontarians with Disabilities Act, 2005*
- ESA – *Employment Standards Act, 2000*
- LRA – *Labour Relations Act, 1995*

⁵ Candidates writing an alternate form or with administration irregularities are not included in this count.

⁶ Information on procedures and security can be found at www.prometric.com/ProProctor and www.prometric.com/proproctorcandidate.

- OHRC – *Human Rights Code*
- OHSA – *Occupational Health and Safety Act*
- PEA – *Pay Equity Act*
- WSIA – *Workplace Safety and Insurance Act, 1997*

Federal

- CHRA – *Canadian Human Rights Act*
- CLC – *Canada Labour Code*
- PIPEDA – *Personal Information Protection and Electronic Documents Act*

The versions of the legislation were as accessed on October 21, 2021.

Analysis

Data Cleaning and Integrity Checks

Prometric provided data in .xml format via a secure FTP site. Candidate files were provided as candidates completed the examination throughout the testing window. These files were extracted to Microsoft Excel for processing. They contained identifying information for each candidate, form information, start and stop times, answer string, key string, candidate total score, item comments if the candidate made any, and time spent per item.

The data files received were reconciled against the roster provided by Prometric to ensure that all .xml files had been received. Further, each candidate total score as computed by Prometric was reconciled with that computed by Wickett for the full set of 110 items to verify key accuracy. Comments on items were also reviewed to identify any specific item-level issues. No problems were encountered.

The average time taken by all candidates was assessed to detect potential examination timing concerns. The distribution is shown in Figure 1. The mean was 2 hours, 51 minutes (up 6 minutes from September 2021). The section 1 mean time was 1 hour, 27 minutes; the section 2 mean time was 1 hour 24 minutes. Ten candidates (7%) took the full 3½ hours, suggesting that those candidates may have wanted more time, and 5 candidates (4%) left at least one item blank, suggesting that those candidates timed out of the exam before being able to complete it. These metrics will continue to be monitored, but presently they do not appear problematically high. Note that because they have access to legislation, candidates may take more time than intended by researching more answers. This may generally skew time metrics higher.

The correlation between scores on the 110 items and time spent writing the examination was negligible at a value of .05, suggesting that time constraints were not generally related to candidate performance.

Candidate scores were computed across the window to look for any evidence of widespread item exposure. As shown in Figure 2, there was little variation across the window, and the difference between the first 3 days and the last 2 days was an decrease of 3.8 marks out of 110 (though there were few candidates overall so this analysis lacks power to identify a significant change).

As a matter of interest, candidate volumes were also examined across the window; these are also shown in Figure 2. As is usually observed, candidates are more likely to test at the end than at the beginning of the testing window.

Figure 1: Examination time distribution for all candidates

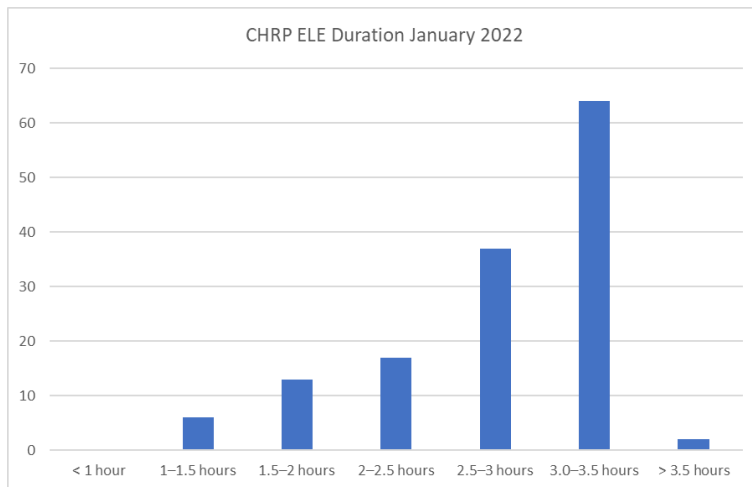
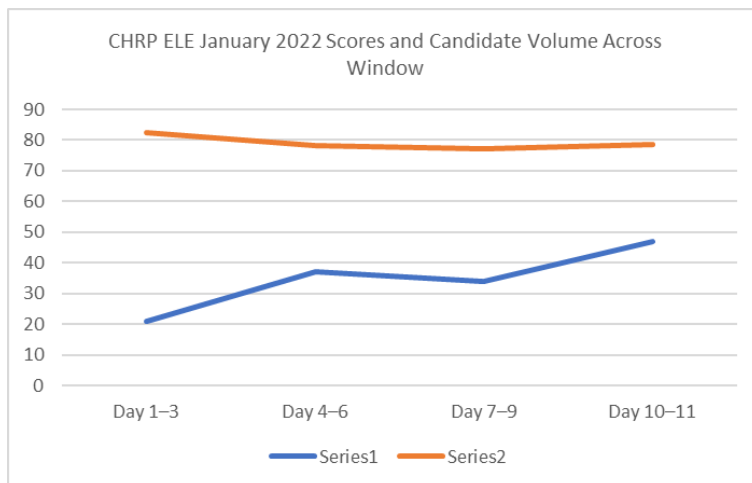


Figure 2: Candidate volume and score trends across testing window



After removing candidates who were administered a previously used test form (who were scored using the same decisions employed at the time that form was originally used), scores were calculated for all remaining candidates based on the full set of 110 items. No candidates were flagged for an abnormally low or high score (z value outside ± 3.0); 1 candidate at the -3.0 level was retained because their score was consistent with the historical range of this examination. Also, the 110 items were arbitrarily broken into 4 blocks of 25 items for each candidate plus 1 final block of 10 items; the 5 resulting subscores for each candidate were evaluated for outliers as well. For candidates with any subscore more than 3 standard deviations (SD) from their average z-score, the .xml file was examined closely for any issues. No instances were identified and so no candidates were removed from analysis. Candidates with abnormal response patterns (such as having 5 or more blanks) were removed. As a result of these factors, 0 candidates were removed from analyses.

Only 5 candidates were re-writing the exam, and so comparisons between first time and repeat writers are not meaningful. In keeping with standard procedures, these candidates were removed from subsequent analyses. The CHRP ELE analysis proceeded with 135 candidates.

Owing to the modest number of candidates, all subsequent analyses were interpreted with caution.

Post-Examination Survey

Candidates were provided access to the post-examination survey immediately after submitting their responses to the CHRP ELE; 137 candidates responded (response rate, 98%).

Table 3 shows the content-related questions; there was a tendency to neutrality on these questions though several show moderately high positive ratings. Table 4 shows the responses to the general administration-related questions. Note that candidates were generally positive about the administration experience, though issues with easy access to the legislation and case texts were noted.

Table 3: Content-related post-examination survey questions*

	Question	SA	A	N	D	SD	Score	Agreement
1.	The time allotted for this examination was sufficient.	42	55	13	22	5	3.78	71%
2.	Information available prior to exam day provided me with adequate details about the content and format of the exam.	49	64	18	5	2	4.11	82%
3.	I feel I was adequately prepared to write this examination.	15	74	36	11	1	3.66	65%
4.	The questions in the examination were clearly written.	18	78	18	20	3	3.64	70%
5.	The terminology used in the examination was accurate.	29	89	13	5	0	4.04	87%
6.	The situations presented in the examination were realistic.	38	79	15	3	0	4.13	87%
7.	The questions in the examination reflected the Employment Law Examination blueprint.	29	73	26	7	0	3.92	76%
8.	The examination was a fair assessment of my ability.	11	74	35	12	4	3.56	63%

*Response categories: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Table 4: General administration-related post-examination survey questions*

Question		SA	A	N	D	SD	Score	Agreement
9.	I was able to book to write the examination at a time that was convenient for me.	50	66	5	14	1	4.10	85%
1.	I was well informed about the examination rules and regulations.	68	61	4	1	1	4.44	96%
1.	Proctors enforced the exam-day rules.	86	45	4	0	1	4.58	96%
1.	Proctors were professional and courteous.	78	50	7	1	0	4.51	94%
1.	The tutorial helped me understand how to complete the examination on the computer.	64	62	8	1	1	4.38	93%
1.	The legislation and case texts were easy to access during the examination	34	60	9	24	9	3.63	69%
1.	Navigation through the examination was easy and intuitive.	48	77	6	2	3	4.21	92%

*Response categories: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Candidates were asked where they wrote the examination, and based on their response the questions that followed differed (see Table 5).

Table 5: Testing location

Respos	Count	%
Test centr	13	9%
Own loon	124	91%

Candidates who indicated they tested in the own location (via live remote proctoring) responded to questions shown in Table 6 through Table 9. These candidates were positive on preferring their own location versus a test centre, and they were moderately positive about the experience and felt that HRP should continue to offer the option in the future. As expected, COVID-19 related concerns were a motivating factor for many in choosing live remote proctoring, along with preferring the convenience of not travelling.

Table 6: Preferred location (live remove proctoring candidates)

Respos	Count	%
I png my own location.	103	83%
I preferred ging to a test centre.	8	6%
I have n preference.	13	10%

Table 7: Reason for choosing own location (live remote proctoring candidates)

Response	Count	%
No test centres were open in my area.	22	18%
I preferred to avoid being around other people.	29	23%
I liked the convenience of not having to travel to a test centre.	51	41%
I felt like I would perform better in my own environment.	13	10%
Other (please specify)	9	7%

Table 8: Evaluation of testing experience (live remote proctoring candidates)

	Count	%
Very positive	36	29%
Positive	61	49%
Neutral	16	13%
Negative	8	6%
Very negative	3	2%

Table 9: Value in future candidates being able to test from their own location (live remote proctoring candidates)

Response	Count	%
Yes	122	99%
No	1	1%

Candidates who indicated they tested in a test centre responded as shown in Table 10 and Table 11. These candidates were positive about being able to write at a convenient location and were also supportive of HRPAC continuing to offer the option of writing using live remote proctoring in the future.

Table 10: Able to write at a convenient location (test centre candidates)

	Count	%
Strongly agree	4	31%
Agree	6	46%
Neither agree nor disagree	2	15%
Disagree	1	8%
Strongly disagree	0	0%

Table 11: Value in future candidates being able to test from their own location (test centre candidates)

Respos	Count	%
Yes	12	92%
No	1	8%

Open-ended questions were also posed to candidates asking for any additional comments in general and regarding test delivery method. Those comments were provided to HRP A for information and consideration.

Initial Analysis

The full CHRP ELE examination was 110 items, of which approximately 100 were to be scored. The remain 8–12 items were designated as experimental. However, because only 1 new form was administered, all items were potentially available for scoring and the focus of subsequent item analysis and key validation was on determining the best set of approximately 100 items that still reflected the examination blueprint.

The initial analysis summary statistics are presented in Table 12. The section statistics are shown in Table 13. Note that though candidates ended up finding section 2 to be slightly more challenging, they also spent less time in that section and so the greater difficulty did not systematically increase the time required for that section.

Table 12: Initial examination statistics

Index	CHRP ELE
Items	110
Total candidates	140
Candidates in analysis	135
Mean	78.9 (72%)
Standard deviation	9.7
Range	49–100 (45–91%)
Cronbach's alpha	.81
Disattenuated alpha	.85
Mean r_{pb}^*	.18

Table 13: Section item statistics

Index	Section 1	Section 2
Total items	55	55
Scorable items	55	55
Candidates in analysis	135	
Mean	40.3 (73.2%)	38.4 (69.8%)
Standard deviation	5.0	5.3
Range	26–51	23–51
Mean time (minutes)	87.4	83.8

Because there were only 13 candidates writing in test centres, a comparison with live remote proctoring candidates was not meaningful.

Though not reported here, several additional analyses were added with administration to investigate potential candidate misconduct. These results were reported confidentially to HRP.

Standard classical test theory analysis was conducted to identify the following:

1. Item difficulty (percent obtaining correct result, p)

2. Item discrimination (corrected point-biserials, r_{pb}^*)
3. Distractor quality (based primarily on distractor discrimination)

Wickett compiled these statistics, along with any comments made by candidates concerning flagged items, to identify items that may have been keyed incorrectly or that were performing poorly. Most emphasis was placed on the corrected point-biserials as evidence of item quality, after removing items with difficulty values at the extremes. Items were generally ranked from worst performing to best performing accordingly.

Key Validation

Key validation was conducted via web meeting on January 19, 2022, using members of the CHRP Examination Validation Committee (EVC). The group (Table 14) was first reminded of the methods used for key validation and was oriented to the main statistics used to evaluate the quality of the CHRP ELE.

Table 14: CHRP Examination Validation Committee – Key validation

Member	Credential	Years of Relevant Experience	Start on EVC	Industry
✓ Sunday Ajao	CHRL	15–20	2017	Banking/Finance
Nancy Brandon	CHRL	20–25	2021	Power and Utilities
✓ Roxanne Chartrand	CHRL	20–29	2018	Insurance
✓ Claire Chester	CHRL	10–15	2017	Long term care facility
✓ Patrizia Finucan	CHRL	10–15	2021	Education
Tanya Gopaul	CHRL	10–15	2017	Banking
Annette Lawrence	CHRL	5–10	2021	Non-profit
Suman Seth	CHRL	15–19	2018	Public sector/education
Kriss Stone	CHRL	10–15	2017	
✓ Michelle Sultan	CHRL	10–15	2021	Education
Ileean Tait	CHRL	15–20	2017	Environmental
Patricia Verkley	CHRL	10–15	2019	Not-for-profit
Karen Weiler	CHRL	20–29	2017	Software/ Communications

✓ Participated in the session.

The group was informed that test reliability, as measured by Cronbach's alpha, was .81 based on the set of 110 potentially scored items and that this was at the generally accepted threshold

of .80. The group was advised that restriction of range was considered the most likely basis for the lower value and were provided with the disattenuated value of .85 as an estimate of the true reliability of these test scores. They were also informed that part of the goal of the key validation review was to bring this value up if possible.

The group was walked through the flagged items one at a time, with the recommendation that the worst-performing items be removed from scoring, but were given less direction on those with borderline statistics. Where available, candidates' comments about the items were also shown. Further, historic data on items was used to help in making decisions such that items with strong statistics on past administrations were more likely to be retained for scoring. The group made decisions based on content and the data through discussion; they removed 8 items that they felt were inappropriate to retain for scoring. Panel members' comments about specific items were recorded for future item revision activities.

Not all remaining items were strong-performing, and several items were retained that were very easy or very hard or that had a low corrected point-biserial. Most were moderate to strong items, however. The final alpha for the set of 102 scored items was .81 (disattenuated alpha was .84). The difficulties ranged from 34.8% to 97.8%, with a mean of 72.6%. The r_{pb}^* values ranged from $-.04$ to $.47$, with a mean of $.18$. Note that with a small sample of candidates, negative point-biserial values are not necessarily a sign of a problematic item, and items that have performed well in the past were more likely to be retained even if showing a poor point-biserial in this candidate sample.

Table 15 shows the scored CHRP ELE's final fit to the domain weighting. Table 16 shows the same for cognitive level, and Table 17 shows the same for item type. The exam fit on all dimensions.

The group approved the final set of items for use in scoring the January 2022 CHRP ELE candidates.

Table 15: Domain fit for final scored items

Domain	Actual Items	Target Range	Target Items	Variance
A Employment Contracts and Terminations	47	46% ± 5%	42–52	—
B Employer Obligations	34	33% ± 4%	30–37	—
C Regulations and Legislation	21	21% ± 3%	19–24	—
TOTAL	102		102	

Table 16: Cognitive level fit for final scored items

Cognitive Level	Actual Items	Target Range	Target Items	Variance
Knowledge	11	10% ± 3%	8–13	—
Application	60	60% ± 10%	51–71	—
Critical thinking	31	30% ± 10%	21–40	—
TOTAL	102		102	

Table 17: Item type fit for final scored items

Item Type	Actual Items	Target Range	Target Items	Variance
Independent	26	25% ± 3%	23–28	—
Case	76	75% ± 3%	74–79	—
TOTAL	102		102	—

Establishing the Pass Mark: Equating

Equating, as per Kolen and Brennan (2014)⁷ and Livingston and Kim (2009),⁸ was used to establish the pass mark for the January 2022 CHRP ELE. The goal of this process was to set a pass mark that would be equivalent to that set for previous administrations; that is, to set a pass mark that would give each candidate the same probability of passing regardless of which form they took.

The passing standard for the CHRP ELE was last set after the January 2018 offering of the CHRP ELE using the Modified Angoff and Bookmark methods. Specific information on the standard-setting session is provided in the Technical Report issued for the January 2018 administration.

Three equating procedures were conducted back to different administrations (January 2021, May 2021, and September 2021). The intention following these equating runs was to average them to arrive at a final pass mark for the January 2022 CHRP ELE.

Equating Back to the January 2021 Administration

Linear equating (Tucker) was the chosen method for setting the pass mark and it was conducted once key validation was complete. Linear equating is the primary method considered with more than 100 candidates; equipercenile equating would have been considered with more

⁷ Kolen, M.J., & Brennan, R.L. (2014). *Test equating, scaling, and linking*. New York, NY: Springer.

⁸ Livingston, S.A., & Kim, S. (2009). The circle-arc method for equating in small samples. *Journal of Educational Measurement*, 46, 330-343.

than 1,000 candidates. With candidate samples of fewer than 100, mean or circle arc equating is most prudent. Because the January 2021 administration did have fewer than 100 candidates, all results were considered in this analysis.

All candidates in the analysis (i.e., no repeat candidates or outliers) were used in the equating process. Delta-plot analysis was used to identify anchor items showing substantial deviations (generally, although not exclusively, greater than 3 *SD* units) from expected difficulty values, with an emphasis on establishing an anchor set with difficulty equivalent to that of the full form that adhered to the blueprint. Further, items with very high or low difficulty values and those with low corrected point-biserials were also flagged for potential removal from the anchor set. The goal was a strong midi-test (i.e., moderate range of difficulty, moderate to high discrimination, fit to blueprint) of sufficient length to estimate candidate ability.

The selected set of anchor items had a mean difficulty of 0.72 and a mean corrected point-biserial of .20.

Table 24 shows the fit of the set of anchor items to the blueprint, as percentages. The actual counts are aligned with the targets and reflect the scope and weighting across the full exam.

Table 18: Anchor item fit to blueprint – To January 2021

	Area	Actual	Target
A	Employment Contracts and Terminations	48%	46%
B	Employer Obligations	33%	33%
C	Regulations and Legislation	18%	21%

The mean, Tucker, Levine observed-score, and circle arc methods were computed to ascertain concordance of solutions. Given the sample sizes and similarities of test parameters, Tucker was considered the primary method, but there were also arguments for Levine observed-score method because of differences in variance. Note that because the January administration had fewer than 100 candidates, the mean and circle arc methods were also considered.

Table 25 shows some of the parameters used to derive the equating estimates, along with other parameters describing the test forms. Of note is that on the anchor items, the sample taking the January 2022 CHRP ELE scored slightly lower than the sample taking the January 2021 CHRP ELE (72.2% vs. 73.1%, respectively; $t(208)=0.56$, *ns*). Because the January 2022 CHRP ELE candidates were of slightly lower ability (based on the anchors, non-significance notwithstanding), they should have a slightly lower pass rate (however, the tails of the distribution will be more erratic with small samples).

The equating analysis shows this result to an extent (Table 26). All methods show a pass mark of 57–62, with the large fluctuations due to substantial variance differences (likely partly attributable to the small number of candidates for January 2021). Given the sample sizes involved, Tucker or Levine observed would be the primary methods under consideration though

a case could be made for the mean and circle arc methods because of the smaller sample in January. Tucker was selected from this analysis based on precedent.

Table 19: Equating parameter table – To January 2021

		Jan. 2021	Jan. 2022
	N	75	135
	Scored items	102	102
Mean score	Total	73.8%	72.6%
	Anchors	73.1%	72.2%

Table 20: Equating outcome table – To January 2021

Method	Pas Mark		Pass Rate	
	Precise	Integer	All	First Time
Equatedn. 2021	58.24	59	95.5%	98.7%
Tucker	56.59	57	95.7%	95.6%
Levine observed	61.61	62	94.3%	94.1%
Mean	57.50	58	95.7%	95.6%
Circle Ar1	57.67	58	95.7%	95.6%
Circle Ar2	57.66	58	95.7%	95.6%

Equating Back to the May 2021 Administration

Linear equating (Tucker) was the chosen method for setting the pass mark and it was conducted once key validation was complete. Linear equating is the primary method considered with more than 100 candidates; equipercentile equating would have been considered with more than 1,000 candidates. With candidate samples of fewer than 100, mean or circle arc equating is most prudent.

All candidates in the analysis (i.e., no repeat candidates or outliers) were used in the equating process. Delta-plot analysis was used to identify anchor items showing substantial deviations (generally, although not exclusively, greater than 3 *SD* units) from expected difficulty values, with an emphasis on establishing an anchor set with difficulty equivalent to that of the full form that adhered to the blueprint. Further, items with very high or low difficulty values and those with low corrected point-biserials were also flagged for potential removal from the anchor set. The goal was a strong midi-test (i.e., moderate range of difficulty, moderate to high discrimination, fit to blueprint) of sufficient length to estimate candidate ability.

The selected set of anchor items had a mean difficulty of 0.71 and a mean corrected point-biserial of .19.

Table 21 shows the fit of the set of anchor items to the blueprint, as percentages. The actual counts are reasonably aligned with the targets and reflect the scope and approximate weighting across the full exam.

Table 21: Anchor item fit to blueprint – To May 2021

	Area	Actual	Target
A	Employment Contracts and Terminations	47%	46%
B	Employer Obligations	37%	33%
C	Regulations and Legislation	17%	21%

The mean, Tucker, Levine observed-score, and circle arc methods were computed to ascertain concordance of solutions. Given the sample sizes and similarities of test parameters, Tucker was considered the primary method.

Table 22 shows some of the parameters used to derive the equating estimates, along with other parameters describing the test forms. Of note is that on the anchor items, the sample taking the January 2022 CHRP ELE scored slightly lower than the sample taking the May 2021 CHRP ELE (71.1% vs. 71.7%, respectively; $t(335)=0.54$, *ns*). Because the January 2022 CHRP ELE candidates were of slightly lower ability (based on the anchors), they should have a slightly lower pass rate.

The equating analysis showed this result for the most part (Table 23). The methods showed an integer pass mark of 55–59. Given the sample sizes involved, Tucker would be the primary method under consideration and the equated value of 54.9 was carried forward in the analysis.

Table 22: Equating parameter table – To May 2021

		May 2021	Jan. 2022
N		202	135
Scored items		102	102
Mean score	Total	73.5%	72.6%
	Anchors	71.7%	71.1%

Table 23: Equating outcome table – To May 2021

Method	Pass Mark		Pass Rate	
	Precise	Integer	All	First Time
Equated May 2021	58.53	59	98.0%	98.0%
Tucker	54.88	55	97.1%	97.0%
Levine observed	55.97	56	96.4%	96.3%
Mean	58.01	59	95.7%	95.6%
Circle Arc 1	58.15	59	95.7%	95.6%
Circle Arc 2	58.15	59	95.7%	95.6%

Equating Back to the September 2021 Administration

Linear equating (Tucker) was the chosen method for setting the pass mark and it was conducted once key validation was complete. Linear equating is the primary method considered with more than 100 candidates; equipercentile equating would have been considered with more than 1,000 candidates. With candidate samples of fewer than 100, mean or circle arc equating is most prudent.

All candidates in the analysis (i.e., no repeat candidates or outliers) were used in the equating process. Delta-plot analysis was used to identify anchor items showing substantial deviations (generally, although not exclusively, greater than 3 *SD* units) from expected difficulty values, with an emphasis on establishing an anchor set with difficulty equivalent to that of the full form that adhered to the blueprint. Further, items with very high or low difficulty values and those with low corrected point-biserials were also flagged for potential removal from the anchor set. The goal was a strong midi-test (i.e., moderate range of difficulty, moderate to high discrimination, fit to blueprint) of sufficient length to estimate candidate ability.

The selected set of anchor items had a mean difficulty of 0.73 and a mean corrected point-biserial of .21.

Table 24 shows the fit of the set of anchor items to the blueprint, as percentages. The actual counts are aligned with the targets and reflect the scope and weighting across the full exam.

Table 24: Anchor item fit to blueprint – To October 2020

	Area	Actual	Target
A	Employment Contracts and Terminations	48%	46%
B	Employer Obligations	29%	33%
C	Regulations and Legislation	23%	21%

The mean, Tucker, Levine observed-score, and circle arc methods were computed to ascertain concordance of solutions. Given the sample sizes and similarities of test parameters, Tucker was considered the primary method.

Table 25 shows some of the parameters used to derive the equating estimates, along with other parameters describing the test forms. Of note is that on the anchor items, the sample taking the January 2022 CHRP ELE scored essentially the same as the sample taking the September 2021 CHRP ELE (72.6% vs. 72.4%, respectively; $t(305)=0.15$, *ns*). Because the January 2022 CHRP ELE candidates were of about the same ability (based on the anchors), they should have approximately the same pass rate (though the tails of the distribution will be more erratic with small samples).

The equating analysis shows this result (Table 26). All methods show a pass mark of 56–57. Given the sample sizes and comparability of anchor parameters, Tucker would be the primary methods under consideration.

Table 25: Equating parameter table – To September 2021

		Sep. 2021	Jan. 2022
N		172	135
Scored items		102	102
Mean score	Total	72.9%	72.6%
	Anchors	72.4%	72.6%

Table 26: Equating outcome table – To September 2021

Method	Pass Mark		Pass Rate	
	Precise	Integer	All	First Time
Equated Sep. 2021	57.32	58	96.0%	96.5%
Tucker	55.68	56	96.4%	96.3%
Levine observed	55.39	56	96.4%	96.3%
Mean	56.84	57	95.7%	95.6%
Circle Arc 1	56.85	57	95.7%	95.6%
Circle Arc 2	56.85	57	95.7%	95.6%

Combined Results

Table 27 shows the pass mark values across the equating runs. The value highlighted in green is the one that would be selected based on sample parameters at each equating run. For the September and May 2021 analyses, the Tucker value was the most suitable choice, but for the January 2021 analysis any of three values could be supported.

In the end, the goal is to identify the best representation of what the pass mark should be based on the available information. In this situation, the weighted average of the Tucker values is showing as 2 points below all of the other methods. Given the relatively small sample in January 2022, and the very small sample in January 2021, a strong case can be made for adding weight to the mean and circle arc methods. To strike a balance between the Tucker results and mean/circle arc methods, the simple average of 55.6 from the Tucker weighted average and the 57.6 from the circle arc 1 weighted average was calculated at 56.6 and became the recommended pass mark. This approach serves to reduce the heavy influence of variance differences between administrations.

Using the established convention for this testing program, the averaged pass mark would be rounded up to a cut score of 57. The resulting pass rate for first-time candidates (95.6%) is about the same as in recent administrations (though marginally lower), which is in line with expectations from the equating runs. The pass rate for all candidates was 95.7%. See Table 28 for historical pass rates.

The final pass mark value, and the process used to derive it, was presented to the CHRP EVC (Table 29) via teleconference on January 21, 2022. No concerns were raised regarding the pass mark or pass rate. The panel formally approved the pass mark (which was presented along with the consequent pass rate data) for recommendation to HRP. The HRP Registrar accepted the recommended pass mark and so the pass mark was formally established.

Table 27: Equating outcome table – Combined results

	Sep21	May21	Jan21	Weighted Average
Tucker	55.7	54.9	56.6	55.6
Levine observed	55.4	56.0	61.6	57.2
Mean	56.8	58.0	57.5	57.5
Circle arc 1	56.9	58.2	57.7	57.6
Circle arc 2	56.8	58.1	57.7	57.6

Table 28: Historical pass rates

	Pass rate	
	All	First-time
Jan. 19	97.0%	98.3%
May 19	95.9%	96.8%
Sep. 19	89.2%	95.9%
Jan. 20	92.0%	94.3%
Aug. 20	96.0%	96.6%
Oct. 20	95.3%	96.1%
Jan. 21	95.5%	98.7%
May. 21	98.0%	98.0%
Sep. 21	96.0%	96.5%
Jan. 22	95.7%	95.6%

Table 29: CHRP Examination Validation Committee – Pass mark approval

Member	Credentia	Years of Relevant Experience	Start on EVC	Industry
✓ Sunday Ajao	CHRL	15–20	2017	Banking/Finance
✓ Nancy Brando	CHRL	20–25	2021	Power and Utilities
Roxanne Chartrnd	CHRL	20–29	2018	Insurance
✓ Claire Chester	CHRL	10–15	2017	Long term care facility
Patrizia Finucan	CHRL	10–15	2021	Education
Tanya Gopaul	CHRL	10–15	2017	Banking
✓ Annette Lawrance	CHRL	5–10	2021	Non-profit
Suman Seth	CHRL	15–19	2018	Public sector/education
Kriss Stone	CHRL	10–15	2017	
✓ Michelle Suln	CHRL	10–15	2021	Education
Ielean Tait	CHRL	15–20	2017	Environmental
Patricia Verkley	CHRL	10–15	2019	Not-for-profit
Karen Weiler	CHRL	20–29	2017	Software/ Communications

✓ Participated in the session.

Scoring

To finalize the scoring, candidates who were not included in the item and form analyses were reinserted into the dataset. Scores for each of the 3 domain areas were also computed for each candidate. An Excel file with the final candidate results was provided to HRP.

Table 30 provides the means and standard deviations for the domains and for the total score, using all candidates who took the January 2022 CHRP ELE. Table 31 provides the correlations between each domain. Figure 3 shows the distribution of scores for all candidates, along with the pass mark.

Table 30: Total and domain scores for all candidates

Domain	Percentage	Mean	SD*
A Employment Contracts and Terminations	71%	33.6	5.0
B Employer Obligations	73%	25.0	3.3
C Regulations and Legislation	73%	15.3	2.7
Total score	72.3%	73.8	9.3

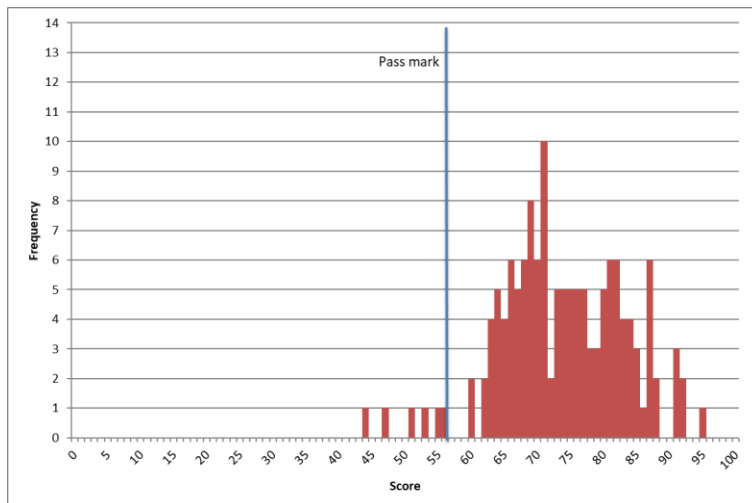
*SD = Standard deviation.

Table 31: Correlations between functional area scores for all candidates

Domain*	A	B	C
A		.53	.63
B			.49
C			

*See Table 30 for the full name of each functional area.

Figure 3: Score distribution for all candidates



Key Examination Metrics

Table 32 shows the key examination metrics for candidates included in the main analysis; that is, only first-time candidates, with outliers removed. Past metrics are provided for reference.

Table 32: Key examination metrics – Candidates included in analysis only

Index	January 2022	September 2021	May 2021	January 2021	October 2020
Scored items	102	102	102	102	102
Candidates	135	172	202	75	181
Mean	74.01 (72.6%)	74.35 (72.9%)	74.94 (73.5%)	75.31 (73.8%)	74.36 (72.9%)
Median	74 (72.5%)	75 (73.5%)	76 (74.5%)	76 (74.5%)	74 (72.5%)
Skewness	-0.311	-0.459	-0.340	-0.112	-0.329
Kurtosis	0.306	-0.217	-0.314	0.548	-0.325
Range	44–95 (43.1– 93.1%)	49–94 (48.0– 92.2%)	51–91 (50.0– 89.2%)	58–93 (56.9– 91.2%)	47–90 (46.1– 88.2%)
Standard deviation	9.39	8.95	7.63	6.73	8.44
Cronbach's alpha	.81	.79	.72	.64	.76
Mean r_{pb}^*	.18	.17	.14	.11	.16
SEM ⁱ	4.11	4.12	4.01	4.04	4.12
SEM at the pass mark	4.68	4.69	4.56	4.61	4.67
Decision consistency (uncorrected) ⁱⁱ	.96	.94	.95	.97	.94
Perceived fairness ⁱⁱⁱ	63%	58%	55%	58%	68%
Pass mark	56.587	57.320	58.527	58.238	58.238
Effective pass mark	57	58	59	59	59
Pass rate	95.6%	96.5%	98.0%	98.7%	96.1%

ⁱSEM = standard error of measurement.

ⁱⁱSubkoviak method.

ⁱⁱⁱBased on responses to the post-examination survey for all candidates.

Related Development Activities

Since the last administration of the CHRP ELE in September 2021, no new development activities have taken place.

Appendix

Blueprint

CHRP Employment Law Examination Blueprint

Human Resources Professionals Association

Version 2.1

Approved by CHRP Exam Validation Committee April 10, 2018

Approved by HRPA Registrar April 11, 2018

Effective September 2018 administration

Credential

Passing the CHRP Employment Law Examination is a requirement for certification of CHRP candidates.

Purpose

The CHRP ELE assesses whether a candidate has the ability to make effective decisions when presented with HR situations where comprehension of laws and regulations is centrally relevant, at the CHRP level, in Ontario.

Structure

The structural variables provide high level guidance as to what the examination will look like. These appear in Table 33.

Table 33: CHRP Employment Law Examination Blueprint Structural Variables

Item types	75% Case-based 3-option multiple choice (15-20 single scenarios tied to 4-6 test items each)
	25% Independent 3-option multiple choice
Length	110 total items
	8–12 experimental items
Duration	Up to 3½ hours
Delivery mode	Computer based testing in proctored test centres
Frequency	3 windows per year

Content Weighting

The topic weights were set through a survey of employment lawyers on the most typical situations where employment-related issues are escalated to legal proceedings.

Categories are:

- A. Employment Contracts
- B. Employer Obligations
- C. Regulations and Legislation

Within each Category, the Topics are:

- A. Employment Contracts
 - A1 Termination
 - A2 Contracts
 - A3 Employee Benefits and Perquisites
- B. Employer Obligations
 - B1 Duty to Accommodate
 - B2 Misconduct in the Workplace
 - B3 Common Law
 - B4 Sale of Business
- C. Regulations and Legislation
 - C1 Employment Standards Act
 - C2 Occupational Health and Safety Act
 - C3 Jurisdiction
 - C4 Pay Equity Act
 - C5 Canada Labour Code

The full blueprinted list of Categories, Topics and Subtopics, along with their weighting, appears in Table 34.

Table 34: CHRP Employment Law Examination Blueprint Content Weights

Category Weight	Top Weight	Topic	Subtopic Weight
46%		A. Employment Contracts and Terminations	
	28%	A1. Termination	
		A1.1 Termination with or without cause	8%
		A1.2 Termination pay, termination notice, and pay in lieu of notice	6%
		A1.3 Continuation of benefits to employee after termination	5%
		A1.4 Severance pay entitlements	5%
		A1.5 What type of income is considered part of terminated employee's salary	2%
		A1.6 Whether or not it is legal to lay off an employee	1%
		A1.7 When and how to lay off an employee	1%
	11%	A2. Contracts	
		A2.1 Contracts and employment agreements	9%
		A2.2 Collective bargaining contracts	2%
	7%	A3. Employee Benefits and Perquisites	
		A3.1 Vacation time, vacation pay and bonuses	5%
		A3.2 Overtime exemptions	2%
33%		B. Employer Obligations	
	16%	B1. Duty to Accommodate	
		B1.1 Mental health or physical disabilities	9%
		B1.2 Discriminatory grounds (such as family status, age, marital status, etc.)	5%
		B1.3 The duty to accommodate until undue hardship (the threshold)	2%
	9%	B2. Misconduct in the Workplace	
		B2.1 Dealing with harassment and violence in the workplace	5%
		B2.2 HR professional approach to dealing with discipline	2%
		B2.3 Workplace investigations	2%
	6%	B3. Common Law	
		B3.1 Including consideration of Common Law principles	5%
		B3.2 Employers' obligations under Common Law	1%
	2%	B4. Sale of Business	
		B4.1 The effects of the sale of the business	2%
21%		C. Regulations and Legislation	
	10%	C1. Employment Standards Act	
		C1.1 How to properly interpret the <i>Employment Standards Act, 2000</i>	5%
		C1.2 Probation period under <i>Employment Standards Act, 2000</i>	2%
		C1.3 Different leaves permitted under the <i>Employment Standards Act, 2000</i>	2%
		C1.4 Employers' obligations under <i>Employment Standards Act, 2000</i>	1%

4%	C2. Occupational Health and Safety Act	
	C2.1 Making policies that are compliant with the <i>Occupational Health and Safety Act, 1990</i>	2%
	C2.2 Ministry of Labour's rights under the <i>Occupational Health and Safety Act, 1990</i>	2%
4%	C3. Jurisdiction	
	C3.1 The difference between federal and provincial legislations	2%
	C3.2 Determining governing legislation when the organization is interprovincial	2%
2%	C4. Pay Equity Act	
	C4.1 Application of <i>Pay Equity Act, 1990</i>	2%
1%	C5. Canada Labour Code	
	C5.1 Employers' obligations under <i>Canada Labour Code, 1985</i>	1%

Note: Reasonable ranges around the Topic weights are employed.

Cognitive Level

The cognitive level weights are based on Bloom's taxonomy. The purpose of this weighting is generally to ensure that an examination does not unintentionally over-focus on specific types of items, and to provide candidates with a range of items (in approximate proportion) that reflects the cognitive operations they must apply on the job. The weights appear in Table 35.

Table 35: CHRP Employment Law Examination Blueprint Cognitive Level Weights

Level	Weight	Range
Knowledge	10%	+/- 3%
Application	60%	+/- 10%
Critical Thinking	30%	+/- 10%

Miscellaneous Guidance

Guidance is not considered binding on the examination, but is used in item development and form development to help create balanced forms.

1. Where scenarios or test items include a workplace, the workplace allocation will be as follows:
 - a. For profit enterprise, 60% (+/- 10%)
 - b. Government, 20% (+/- 5%)
 - c. Not-for-profit, 20% (+/- 5%)
2. 20% (+/- 10%) of workplaces mentioned in scenarios and test items will be unionized.
3. 10% (+/- 5%) of employers mentioned in scenarios and test items will have physical locations in more than one Canadian province.
4. 10% (+/- 5%) of employers mentioned in scenarios and test items will have physical locations both inside and outside of Canada.