

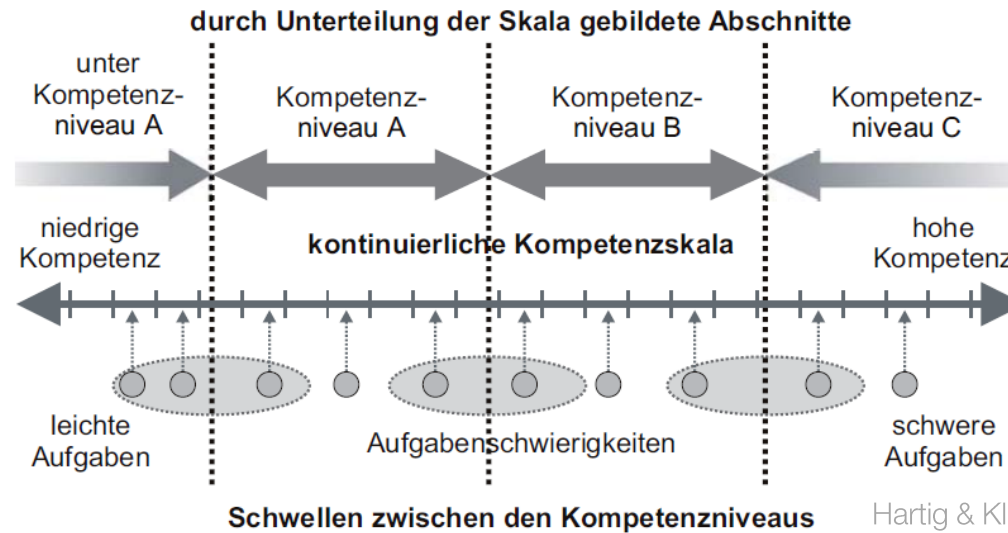
# Standard-Setting

Luger-Bazinger, Itzlinger-Bruneforth &  
Schreiner



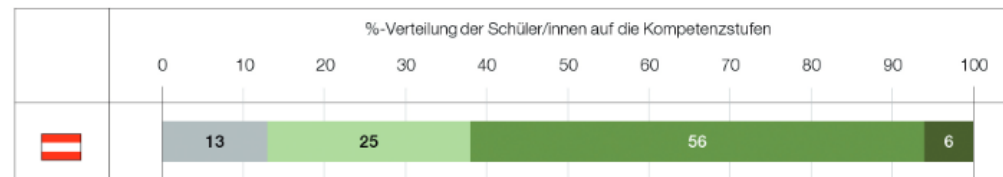
# A Standard-Setting, why?

- A continuous scale becomes discrete



Hartig & Klieme, 2006; Hartig, 2007

**Feedback to schools  
etc. is then easier to  
use**



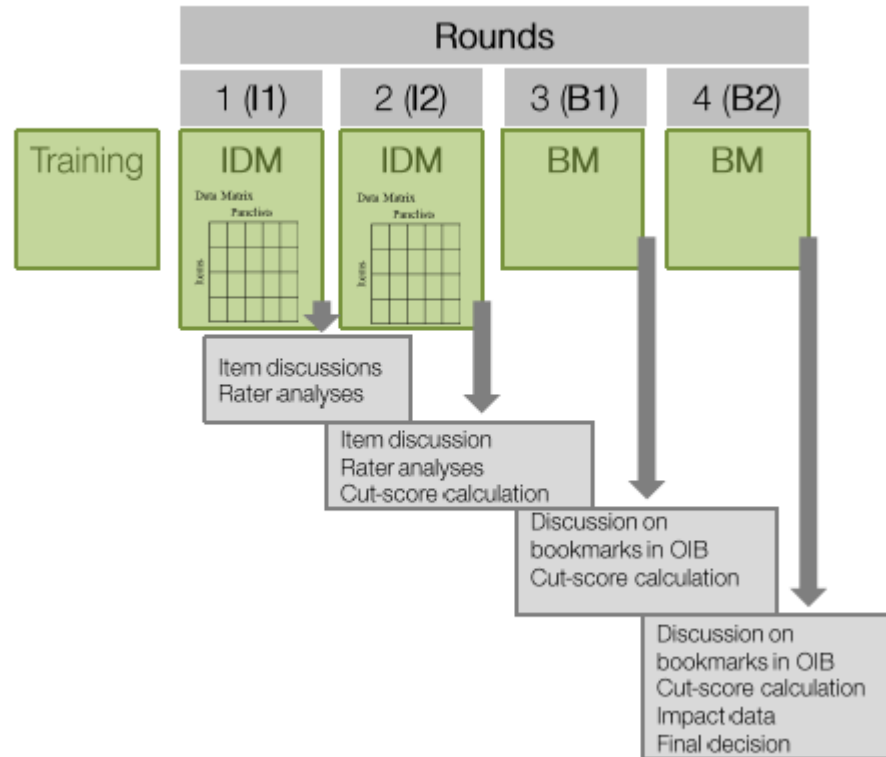
Kompetenzstufe: Bildungsstandards ...

■ nicht erreicht (unter Stufe 1)    ■ teilweise erreicht (Stufe 1)    ■ erreicht (Stufe 2)    ■ übertroffen (Stufe 3)

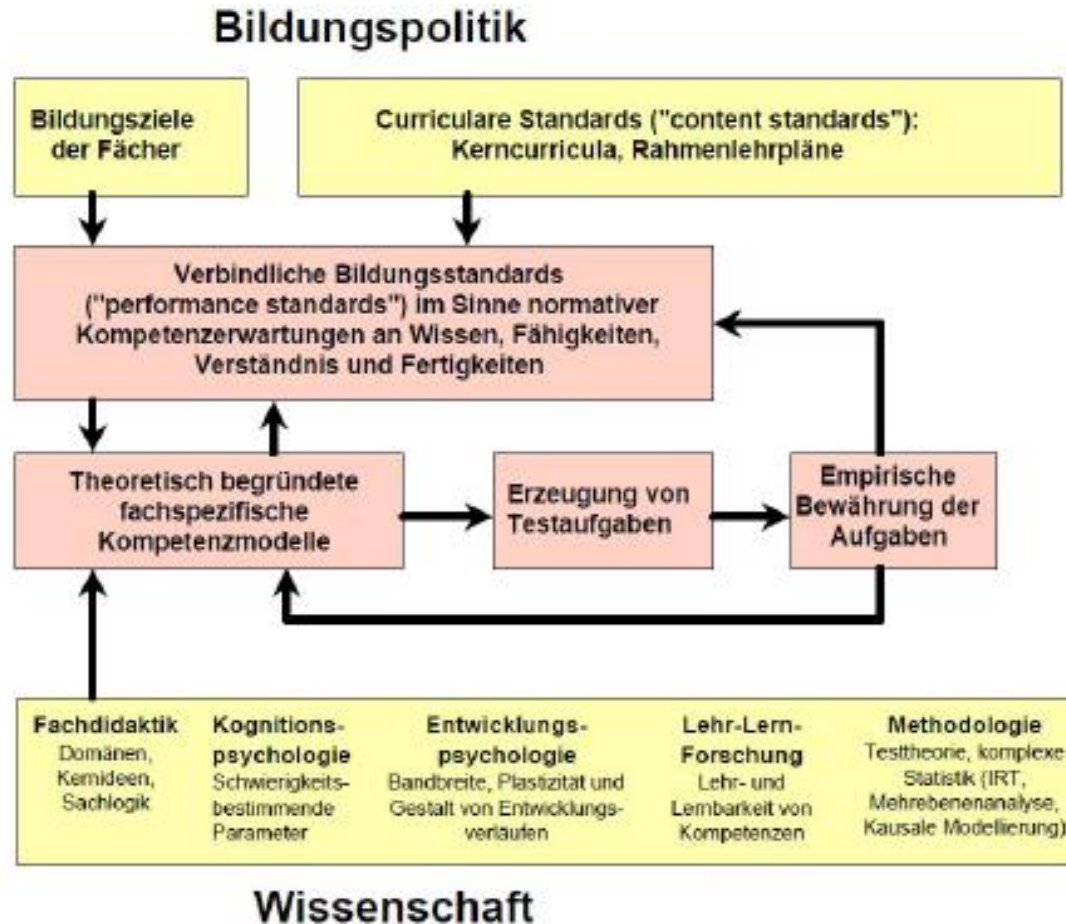
# A Standard-Setting, how?

- Item-descriptor-matching and bookmark method

Expert panels in workshop meetings



# A Standard-Setting, and then?



Helmke & Hosenfeld, 2006