



# Registered Radiologist Assistant (R.R.A.®) 2014 Examination Statistics

## INTRODUCTION

This report summarizes the results of the 2014 Registered Radiologist Assistant (R.R.A.®) examinations developed and administered by the ARRT. The purpose of the R.R.A. examination is to assess the knowledge and cognitive skills underlying the intelligent performance of the clinical activities and imaging procedures required of the radiologist assistant. The examinations administered in 2014 were assembled according to the job analysis, entry-level clinical activities (ELCA), and content specifications that were effective beginning in January 2011.

The exam consists of a selected response section and a constructed response section given over a 6-hour period. The selected response component is primarily composed of traditional multiple-choice questions. Candidates identify the correct answer from

the choices listed. The goal of the selected response component is to evaluate breadth of knowledge and cognitive skills. The constructed response component consists of patient cases followed by essay questions. Candidates then construct their answer, instead of choosing from a list. The constructed response questions evaluate depth of knowledge and clinical reasoning skills. These two assessment formats are further described below.

**Selected Response.** The selected response (SR) component consists of 200 scored plus 20 pilot questions. Candidates are allowed up to 3.5 hours to complete the 220 questions. The following table lists the major topics covered. Detailed content specifications are available at [www.arrt.org](http://www.arrt.org).

<b>Table 1. Content Categories for Selected Response Sections</b>	<b>No. of Items</b>
A. Patient Communication, Assessment, and Management	45
B. Drugs and Contrast Materials	30
C. Anatomy, Physiology, and Pathophysiology	55
D. Radiologic Procedures	40
E. Radiation Safety, Radiation Biology, and Fluoroscopic Operation	15
F. Medical-Legal, Professional, and Governmental Standards	<u>15</u>
	200

Most selected response items are standard multiple-choice questions that require just one best answer. However, this format also includes *select multiples*, *sorted lists*, and *hot spots*. A select multiple is a question followed by a list of four to eight response options, and candidates select all that are correct. The sorted list format presents a list of four to six options, and candidates are required to place the options in correct sequence by using the mouse to “drag-and-drop” them so that they are in proper order. A hot spot is a question accompanied by a medical image or other graphic that requires candidates to use the mouse to identify a location or region on the exhibit.

**Constructed Response.** This component consists of two case studies, each followed by four to six essay questions. Candidates are given up to two and a half hours to complete the cases. Each case opens with a brief scenario describing a patient in need of radiology-related services. The scenario may indicate the presenting complaint, patient history, results of diagnostic tests, suspected diagnosis, and previous treatments. The questions can address a variety of topics related to the case, such as explaining how to perform a procedure; discussing contraindications; reviewing images and suggesting preliminary observations; identifying whether additional diagnostic studies might be necessary; describing anatomy; or explaining follow-up care to a particular patient. In addition to the essay questions, most cases also include a few selected response questions.

Cases included on any form of the R.R.A. exam are sampled from the domain of the twelve mandatory procedures that students are expected to have successfully completed during the course of their clinical preceptorship. The twelve procedures are listed in Table 2. A sample case study is available at [www.rrt.org](http://www.rrt.org).

**Table 2. Content for Case-Based Essays**

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- A. Esophageal Study
  - B. Swallowing Function Study
  - C. Upper GI Study
  - D. Small Bowel Study
  - E. Enema with Barium, Air, or Water Soluble Contrast
  - F. Nasoenteric/Enteric and Oroenteric/Enteric Tube Placement
  - G. Cystography
  - H. Arthrogram (Radiography, CT, and MRI)
  - I. Lumbar Puncture
  - J. Paracentesis
  - K. Thoracentesis
  - L. PICC Placement
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## INTERPRETING SCORES

**Total Scaled Score.** The ARRT uses scaled scores to report exam results. A total scaled score can range from 1 to 99, and a total scaled score of 75 is required to pass an examination.

Scaled scores are desirable because they take into account the difficulty of a particular exam compared to earlier versions. Raw scores (i.e., number correct or percent correct) have limited use because they cannot be compared from one version of an exam to the next. This lack of comparability exists because one version of an exam might be slightly easier or slightly more difficult than a previous version. Scaled scores take into account any differences in difficulty between two or more versions of an exam. A scaled score of 75 represents the same level of exam performance, regardless of which version an examinee takes.

Scaled scores are sometimes mistaken for percent correct scores. This confusion probably arises because both scaled scores and percentages have a similar range of values. A scaled score of 75 does not mean that someone correctly answered 75% of the test questions.

**Section and Essay Scores.** Performance on each section of the exam is also reported using scaled scores. Pass-fail decisions are not based on section scores; the scaling of section scores is intended to help candidates evaluate their performance on different parts of the test.

Section scores can range from 1 to 9.9, and are reported in one-tenth point intervals (e.g., 8.1, 8.6).



Section scores are intentionally placed on a narrower scale because they are often based on a small number of test questions. Therefore, section scores are not as reliable as the total scaled score, and should be interpreted with some caution.

**Passing Score.** A scaled score of 75 is required to pass all ARRT exams. This pass-fail point, called the “cut score”, is established by ARRT’s Board of Trustees and the R.R.A. Examination Committee through a process called standard setting. During the standard setting process, the Board and Committee receive input from a panel representing a broad constituency of R.R.A.s, educators, and radiologists. The cut score represents the standard of performance required to obtain certification and registration. Those who meet or exceed the standard pass the exam.

One may ask how many questions need to be answered correctly to achieve a scaled score of 75. The answer depends on the difficulty of the particular form that was taken. For most R.R.A test forms, a scaled score of 75 corresponds to about 65% to 70% correct for the selected response portion, and about 60% to 70% correct for the case-based essay component. Again, it is important to note that the cut score will vary slightly based on the difficulty of a particular test form. For example, if a June test form is 2 points more difficult than the previous January test form, then the *raw* passing score for the June exam would be two-points lower. However, the *scaled* passing score would remain at 75. Test form difficulty is monitored through a process known as statistical equating. Readers interested in a more detailed explanation of ARRT’s equating and scaling procedures are encouraged to request a copy of the brochure, *Settle the Score*.

**Scoring Case-Based Essays.** Each essay question is worth 3 to 6 points depending on the complexity of the question, as well as the length and detail expected in the response. For example, a question that asks a candidate to *list* four types of imaging studies that could be used to evaluate a suspected pathology might be worth 3 points, while a question that asks the candidate to list four types of imaging studies *and explain* the diagnostic utility of each would be worth 6 points. Candidates are informed of the point value of each question during exam administration. Regardless of the exact number of points on the essay, the total score is always computed such that the essays

account for 25% of the total, while the selected response sections account for 75% of the total.

Essays are graded by the Essay Evaluation Committee (EEC). The ARRT recognizes that essay scoring has an element of subjectivity. This potential limitation is addressed through: (a) the use of detailed scoring rubrics<sup>1</sup> specific to each case and question; (b) orienting evaluators by holding a practice scoring session prior to actual grading; (c) having each essay graded by three evaluators; (d) maintaining anonymity; (e) arranging essay responses such that evaluators grade all responses to a particular question before scoring the responses to the next question; (f) randomizing responses so that no single candidate is always graded first, last, or in the middle; (g) discussing essays for which initial scores exhibit disagreement; (h) providing evaluators feedback regarding their ratings.

Having each essay graded by three individuals, in combination with the scoring process outlined above, helps to ensure the reliability and validity of essay scores.<sup>2</sup>

## EXAMINATION RESULTS

**Overall Performance Statistics.** A total of 53 R.R.A examinations were administered during 2014. Of the 2014 administrations, 33 were first-time candidates. 21 of the 33 candidates passed, for a first-time pass rate of 63.6% for the year.

Summary statistics for each section of the exam are given in Table 3 (on the next page). Section E was among the most difficult sections, with a mean scaled score of 7.3. The easiest section was Section H. Given that section H consists of such a small number of items, not much can be inferred from that mean section score. The next easiest section was Section B (Drugs and Contrast Materials).

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<sup>1</sup>A scoring rubric is a detailed set of scoring guidelines. The rubric for each question occupies about a full page. The first part of the rubric delineates the information that the response to each question should or could contain. The second part presents rules for assigning scores to the information present in a response.

<sup>2</sup>Additional analyses indicate that essay evaluators (graders) exhibit high levels of agreement for the scores they assign as an outcome from this comprehensive scoring process. The median interrater correlations for the 2014 exam administrations ranged from 0.74 to 0.81.



**Table 3. 2014 Examination Statistics  
First-Time Candidates (N = 33)**

Section	Scaled Score			
	Mean	SD	Min	Max
A. Patient Assess	7.8	0.8	6.3	9.4
B. Drugs/Contrast	8.0	0.9	6.0	9.4
C. A, P & P	7.6	1.0	5.2	9.1
D. Radiol Procs	7.7	1.0	4.6	9.1
E. Rad Safety	7.3	1.1	5.2	9.4
F. Prof & Legal	7.5	1.1	5.2	9.9
G. Case Essay	7.7	1.0	5.5	9.4
H. Case Non-Essay*	8.9	1.6	4.7	9.9
<b>Total Score</b>	<b>77.2</b>	<b>7.6</b>	<b>59</b>	<b>90</b>

\* Each case also includes a few selected response questions which are scored separately from the essay questions.

**School Performance.** The 33 first-time candidates for 2014 represented nine R.R.A. educational programs. The number of graduates from each program varied, with the programs having 1, 1, 3, 3, 4, 4, 5, 6, or 6 total graduates. For the seven programs with more than two candidates, mean scaled scores ranged from 70.0 to 83.0, and program pass rates for first-time candidates ranged from 33% to 100%. The number of candidates and programs at this point in time is so small that these data cannot be described in further detail. As time progresses, and as the programs grow in size and number, more in-depth analyses may be provided.

**Score Trends.** The ARRT routinely monitors exam statistics over time for all of its certification and registration programs. The R.R.A. program has been in existence since October 2005; Table 4 displays results by year since 2008, and totals for all candidates since 2005. The results show that the mean scaled score has been quite consistent over the years presented.

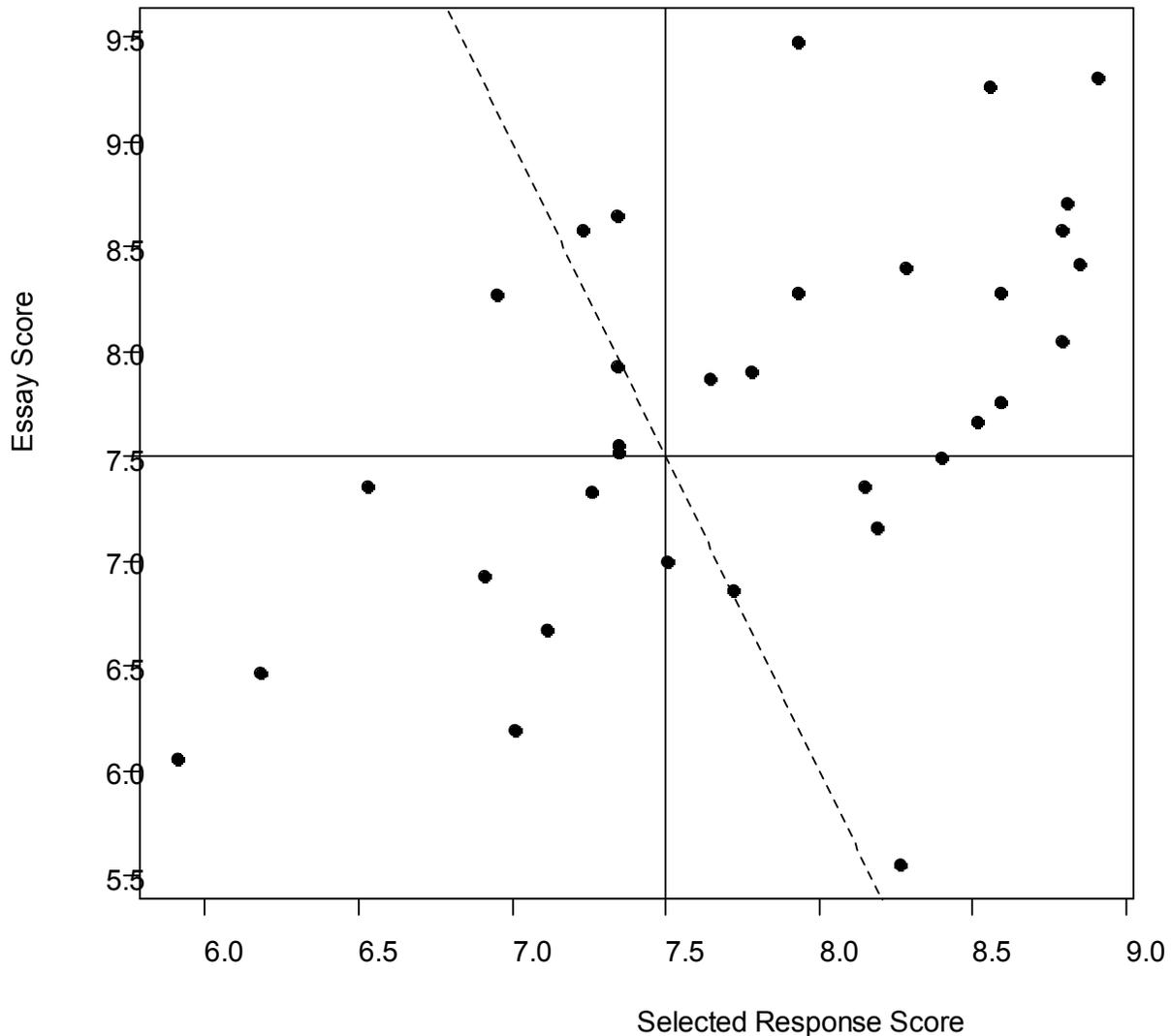
**Table 4.  
2008 - 2014 Summary Statistics  
for First-Time, Repeat, and All Candidates**

Year	Group	N	Mean	% Pass
2008	First	49	79.3	75.5%
	Repeat	8	73.3	37.5%
	Total	57	78.5	70.2%
2009	First	47	80.6	78.7%
	Repeat	13	74.1	46.2%
	Total	60	79.2	71.7%
2010	First	60	81.2	90.0%
	Repeat	14	71.7	21.4%
	Total	74	79.4	77.0%
2011	First	79	78.8	75.9%
	Repeat	14	72.3	28.6%
	Total	93	77.8	68.8%
2012	First	23	78.8	73.9%
	Repeat	7	74.1	28.6%
	Total	30	77.7	63.3%
2013	First	32	79.3	78.1%
	Repeat	18	72.6	38.9%
	Total	50	76.9	64.0%
2014	First	33	77.2	63.6%
	Repeat	20	72.7	30.0%
	Total	53	75.5	50.9%
<b>TOTAL</b>	First	389	79.3	77.9%
<b>2005-2014</b>	Repeat	107	73.1	35.5%
	Total	497	78.0	68.6%

**Case-Based Essays.** The ARRT closely monitors the essay component of the exam. Although scores on case-based essay questions are combined with scores on the selected response component to obtain final scores, it is still useful to inspect scores on both sections to determine if they are related. The scatterplot in Figure 1 (on the next page) displays the joint distribution of scores on the selected response and the essay components of the 2014 exam.



**Figure 1. Scatterplot of 2014 First-Time Essay Scores on Selected Response Scores.**



Each point in Figure 1 represents a candidate's score on both parts of the exam. The diagonal dotted line represents the overall scaled score passing point of 75 resulting from differing combinations of scores on the two parts of the exam.

The general trend is that candidates scoring well on one component tend to score well on the other, and vice versa. The correlation ( $r$ ) between the two sets of scores is 0.53; the correlation after removing the single outlier near the bottom right of the graph is 0.63. If the scores were perfectly correlated (fell on a straight line,  $r = 1.0$ ), then the essays would be contributing no additional information beyond what is provided by the selected response component. In contrast, one would have to question the validity of the essay section if the two sets of scores were completely unrelated (appeared more like a circle,  $r = 0.0$ ). The pattern depicted in the graph is reassuring. It indicates that while the two components have some things in common, each still contributes unique information to the measurement of candidate proficiency.

Correlation coefficients are especially susceptible to the type of statistical error associated with small sample sizes. Therefore, the data in this chart, and the corresponding  $r$  value, should be interpreted with considerable caution.

## SCORE RELIABILITY

Reliability refers to the consistency or dependability of the measurements or scores obtained for some entity. Just as physical measurements (e.g., blood pressure readings) can be different for an individual on two occasions, so can a candidate's score on an examination. Reliability describes the extent to which a candidate's score approximates his or her true score. Coefficient alpha is the most common way to quantify a test's reliability. The converse of reliability is measurement error. The standard error of measurement (SEM) indicates the amount that a person's score is expected to differ on repeated measurements. Both coefficient alpha and the SEM are reported here.

Test scores on examinations are ultimately used to make certification and registration decisions. Therefore, it makes sense to evaluate test scores in terms of the dependability of those decisions. This report also documents the level of consistency for the pass-fail decisions made on the basis of scores on the R.R.A. exam.

Calculating reliability indices for a multiple-choice test is fairly straightforward, while calculating them for an essay exam is somewhat more involved. Determining the reliability for scores obtained by combining scores on the two types of exams adds additional complexity. All of these calculations require sample sizes in the 100s in order to get good, stable estimates of reliability. Because reliability coefficients computed on the R.R.A exam are based on substantially smaller samples, the coefficients may not be very stable. However, it is still useful to compute these values in an effort to detect any significant problems with the test scores.

**Reliability and SEM.** Table 5 indicates the reliability coefficients associated with each part of the exam. These values are based on first-time examinees for the January exam (N=16), the June exam (N=10), and the September exam (N=7). Cronbach's alpha for each entire exam was calculated, factoring in the added weighting for the essay items (25% of the exam points). As indicated in Table 5, the level of reliability for the combined score – the score upon which pass-fail decisions are based – is high.

It is also instructive to evaluate the reliability coefficients for the individual components (i.e., selected response, essay). The reliabilities for just the selected response component are in the acceptable range for a test that is used to make pass-fail decisions.

That is, if the R.R.A. exam did not include a case-based essay component, the scores would still possess adequate reliability.

**Table 5. Reliability Coefficients**

Exam Component	Jan 2014	June 2014	September 2014
Selected Response	0.94	0.91	0.88
Essay	0.80	0.74	0.81
Combined	0.95	0.90	0.86

The reliabilities for the case-based essay component are lower than the selected response component, as expected. The primary reason is that the case-based essay component consists of far fewer questions, and a major component of exam score reliability is determined by the number of questions on an exam. The level of reliability for the case-based essay component suggests that pass-fail decisions not be made on the basis of the case-based essay scores alone. This is a primary reason that ARRT combines the case-based essay and selected response scores into a single total score.

The conventional standard error of measurement (SEM) is estimated by the formula:

$$SEM = \sigma_c \sqrt{1 - r_{cc}}$$

where  $\sigma_c$  is the standard deviation of the combined scores. For the January, June, and September 2014 test administrations, the standard deviations of the scaled scores were 8.90, 6.91, and 5.79 (recall that scaled scores range from 1 to 99, with 75 defined as passing). The corresponding SEMs for the three R.R.A. exam administration dates were 2.03, 2.15, and 2.20.

**Decision Consistency.** Decision consistency quantifies the agreement of classification decisions (certified and registered vs. not certified and registered) based on repeated test administrations. Since it is not practical to have all candidates take the



test on multiple occasions, methods have been developed to estimate decision consistency using data from a single test administration. In this report, a method developed by Subkoviak (1976) was used to estimate two threshold loss indices,  $p_0$  and kappa ( $k$ ).

The  $p_0$  index measures the overall consistency of pass-fail classifications. It is the proportion of individuals consistently classified (certified and registered or not certified and registered) on repeated measurements. The index is sensitive to the cut-off score, test length, and score variability. Kappa is the proportion of individuals consistently classified beyond that expected by chance. It is calculated by:

$$k = \frac{P_0 - P_c}{1 - P_c},$$

where  $p_0$  is the overall consistency of classifications, and  $p_c$  is the proportion of consistent classifications that would be expected by chance.

**Table 6. Consistency Indices for 2014**

<b>Consistency Index</b>	<b>Jan 2014</b>	<b>June 2014</b>	<b>Sept. 2014</b>
$p_0$	0.89	0.90	0.74
$p_c$	0.53	0.58	0.51
$k$	0.77	0.76	0.48

The table indicates that candidates would be consistently classified as certified and registered or not certified and registered 89%, 90%, and 74% of the time in a theoretical two test repeated situation. Given the very small numbers of examinees taking the R.R.A. examination and the mixed item format these values would seem to be reasonable. All summary statistics for the R.R.A. examination, however, should be interpreted cautiously given the small volume of exam candidates taking the exams.

## Concluding Comments

The numbers of candidates for this year's report continue to argue for a very cautious interpretation of the data presented herein. As the R.R.A. certification and registration program continues to evolve, it is hoped that future reports will be based upon exam administration sample sizes that are larger as would be required to complete and document more extensive analyses of the exam data.

