



VALIDATION OF THE EXAMINATION FOR CERTIFIED LEGAL DOCUMENT PREPARERS

Arizona Supreme Court
Administrative Office of the Courts
Certification and Licensing Division
Board of Legal Document Preparers
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EXECUTIVE SUMMARY

This report describes the procedures and results of practice analysis, examination development, and cut score performed by HZ Assessments (HZA) that were used to develop a reliable and valid examination program for the Arizona Board of Legal Document Preparers.

The entire validation process incorporates the Standards for Educational and Psychological Testing (1999). Each aspect of the examination program is linked to the practice analysis. The results from the practice analysis establish the content-related validity of the certification examination program by identifying the important tasks performed and the requisite knowledge to perform the tasks safely and competently. The results of the practice analysis are the foundation for all aspects of the examination development process including item writing, item review, and test publication. Finally, the results of the practice analysis are linked to minimum competence criteria that are the basis of the cut score.

All documentation necessary to verify that the validation process has been implemented in accordance to professional standards is included in the report.

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SECTION 1: OVERVIEW

This report is structured into sections that address background of the Legal Document Preparer Program and the processes involved in practice analysis, content specifications, examination development, and cut score. Whenever possible, the appropriate standards are cited from the Standards for Educational and Psychological Testing (1999). There is a separate section that addresses recommendations for future validation of the examination program.

SECTION 2: BACKGROUND

HISTORY

Beginning July 1, 2005, all candidates for Standard Certification as a legal document preparer were required to successfully complete an examination covering the rules of the Supreme Court regarding legal document preparers. The examination requirements do not apply to entities applying for certification as a business.

AUTHORITY

Arizona Supreme Court (ASC) Rule 31 and Arizona Code of Judicial Administration (ACJA) § 7-208 establish the authority for administration of the Legal Document Preparer Program by the Arizona Supreme Court. The Court administers the program through the Certification and Licensing Division of the Administrative Office of the Courts.

DEFINITION

ACJA § 7-208 defines certified legal document preparers (CLDPs) as those individuals who prepare or provide legal documents without the supervision of an attorney, for an entity or individual who is engaging in self representation in any legal matter.

ASC Rule 31 and ACJA § 7-208 do not currently provide for any temporary or provisional certification as a legal document preparer. Only after meeting the eligibility requirements for Standard Certification, including successful completion of the examination, will the Board of Legal Document Preparers enter a certification determination.

QUALIFICATIONS

All candidates for Standard Certification must successfully complete the examination, submit a completed application for Standard Certification, including the application fee, and possess the education or experience as outlined in ACJA § 7-208.

ACJA § 7-208 states that the board *may* refuse to issue a certificate if the candidate:

- Does not meet the requirements for certification,
- Has not submitted the applicable documents and fees,

- Has committed fraud, dishonesty, corruption or material representation in applying for the certificate or on a certification examination in this state or any other,
- Has a record of a felony conviction or any other offense involving moral turpitude,
- Has been ordered for treatment pursuant to Arizona Revised Statutes (ARS) Title 36 or found to be incapacitated pursuant to ARS Title 14,
- Is subject to revocation or suspension of certification or has had any occupational or professional license denied, revoked or suspended,
- Has been found civilly liable in an action involving fraud, intentional misrepresentation, misappropriation, theft or conversion.

CONTENT VALIDATION STRATEGY

To ensure that the examination reflected the actual tasks performed by legal document preparers, a content validation strategy was employed to establish the link between the job competencies and the content of the examination. Therefore, the Program Coordinator and practicing CLDPs from diverse practice specialties were consulted to identify tasks and knowledge of the occupation in the practice analysis.

PSYCHOMETRIC STANDARDS

The Standards for Educational and Psychological Testing (1999) set forth by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education, hereafter called the Standards, serve as the standards for development of all aspects of a test, including test development, passing score, administration of tests, and reporting of results. The Standards are used by the measurement profession as the psychometric standards for validating of all examinations, including licensing and certification examinations.

SECTION 3: PRACTICE ANALYSIS

PURPOSE

The purpose of the practice analysis was to define current practice in terms of the actual tasks performed and the knowledge base used by certified legal document preparers (CLDPs) and to provide the foundation of the content specifications for the examination.

APPLICABLE STANDARDS

The most relevant standards that apply to practice (job) analysis for credentialing examinations are:

- Standard 14.8 *"Evidence of validity based on test content requires a thorough and explicit definition of the content domain of interest." (p 160)*

- Standard 14.10 *"When evidence of validity based on test content is presented, the rationale for defining and describing a specific job content domain in a particular way (e.g., in terms of tasks to be performed or knowledge, skills, ability and other personal characteristics) should be clearly stated." (p 160)*

- Standard 14.14 *"The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of content for credential-worthy performance in an occupation or profession. A rationale should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in an occupation and are consistent with the purpose for which the licensing or certification program was instituted." (p 161)*

METHODOLOGY

General approach

The methodology employed by HZA is analogous to researching the literature in preparation for conducting a research study in which references are searched for until no new references can be identified. Similarly, HZA continued data gathering in background research and conducting interviews for the practice analysis until no new tasks or knowledge are identified.

HZA conducted the practice analysis with the assumption that all tasks and knowledge within the scope of legal document preparation would be identified. It was the expectation that some tasks and knowledge would be eliminated because of low ratings that indicated they were not considered part of the job, had little consequence of error or were used infrequently.

In applying this research methodology, a large number of tasks and knowledge are generated. The level of specificity of the tasks and knowledge are controlled in that the conceptual "size" of the tasks and knowledge required about the same amount of work. For example, each task is a unit of work rather than individual steps in a procedure. The task must be a "stand alone" unit of work that does not depend on qualifiers, e.g., properly, correctly, or, upon the context of other tasks to be meaningful.

Subject matter experts, in consultation with HZA, derived the underlying knowledge by considering what organized bodies of knowledge are required to perform one or more tasks. For example, the task "Obtain information from client that provides content and context for desired legal documents" requires a knowledge base such as "Knowledge of effect of prior orders, actions, or judgments on the client's current request for legal document preparation services." Other bodies of knowledge could include standards, codes, methods, etc.

Rating scales

Rating scales are important to the outcome of the practice analysis so that the resultant data will reflect importance of tasks and knowledge along a continuum. The anchors on the rating scales, e. g., rarely, seldom, occasionally, often, very often, are constructed to ensure that there are equal intervals between anchors.

Equal intervals are essential to the application of mathematical operations such that there is a meaningful numeric "weight" assigned to that task. This is because the sum of the task ratings determines the weight of each content area of the examination. For example, the mean frequency of the ratings was calculated for the tasks. The sum of the weights for the tasks in a content area can be divided by the weights for all items to determine the percentage of items to be developed for a content area.

Two scales (one for tasks; one for knowledge/ability) were used (see Appendix A). Practitioners were asked to consider the relative frequency in which each task was performed over the past year. Practitioners were also asked to rate the relative importance of a knowledge or ability in their current job.

Non-response options ("Not Relevant") were provided in rating scales for both the tasks and knowledge/abilities so that respondents could indicate that the task or knowledge/ability did not apply to their job.

Background research

An important step in conducting a practice analysis is to gain a conceptual understanding of the profession to be evaluated. For this practice analysis, HZA conducted a thorough review of available documentation and relevant Arizona code and procedures. By reviewing these materials, HZA became familiar with terms and concepts of the profession, e.g., basic legal terminology, basic legal acronyms, processes and procedures for different types of legal documents, administrative responsibilities of certificate holders, etc.

PROCEDURES

Interviews with practitioners

Seventeen certified legal document preparers (CLDP) were interviewed in person or by telephone. During the interviews, the CLDPs were asked to identify major content areas of their practice and the job tasks performed in each content area. They were also asked to identify specific knowledge necessary to perform each job task safely and competently.

Transcription of tasks and knowledge

The information gathered from the interviews was transcribed and combined with information from background materials to develop a preliminary list of job tasks and knowledge statements with a consistent format and language.

Then, the preliminary list was reviewed by focus groups of CLDPs. The wording in the task and knowledge/ability statements were refined by two focus groups until each task and knowledge were of the same conceptual "size", structured in a consistent format and phrased in consistent technically and conceptually accurate terms. The idea was that every task should be associated with at least one knowledge/ability and every knowledge/ability should be associated with at least one task. The task and knowledge statements were used as a basis of a survey questionnaire. The intent of the focus group review was to provide the depth and breadth in the tasks and knowledge such that they were sufficient to develop items for an examination.

Survey questionnaire

The survey questionnaire consisted of three parts. The first part asked practitioners to provide demographic information about themselves and their practice. The second part asked practitioners to rate the relative frequency of 33 tasks. The third part asked practitioners to rate the relative importance of 89 knowledge or ability statements.

Distribution and data collection

The survey questionnaire was available to all CLDPs via the Internet on a site maintained by Computer Assisted Testing Service, Inc. of Burlingame, California. Hard copies of the questionnaire were made available by mail upon request.

Practitioners who responded online were assigned identification numbers. The online version allowed respondents to log on multiple times until the questionnaire was completed. The respondent ratings were automatically saved in a database each time the respondent logged off the system. When respondents were satisfied with their ratings, they selected "Submit" and completed the questionnaire. Once the questionnaire was submitted to the server, no further ratings could be made.

The questionnaires returned by mail were entered into a database and were merged with the database from the questionnaires submitted online in preparation for statistical analysis.

RESULTS

Response rate

Of the 399 practitioners who were contacted for participation in the survey, 157 practitioners (39%) responded. Thirty-eight practitioners responded by mail and 119 responded online.

Reliability of ratings

All ratings from the questionnaire were evaluated with a standard index of reliability called coefficient alpha (α). Coefficient alpha is an estimate of internal consistency reliability of the respondents' ratings of job task and knowledge in the questionnaires. Coefficient alpha was highly significant ($\alpha < .01$) for task and knowledge/ability ratings (tasks: $r = .97$; knowledge/ability: $r = .98$).

Respondent demographics

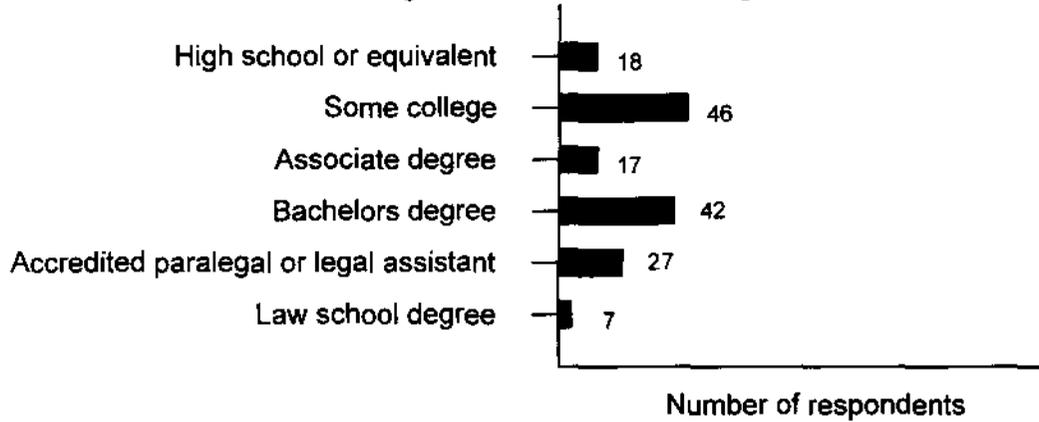
a) Currently practicing as a CLDP

One hundred fifty-three respondents indicated that they were currently practicing as a CLDP. Only 4 indicated that they were not currently practicing.

b) Educational background

The majority of the respondents had some college or held a bachelors degree. Only 7 respondents had a degree from law school.

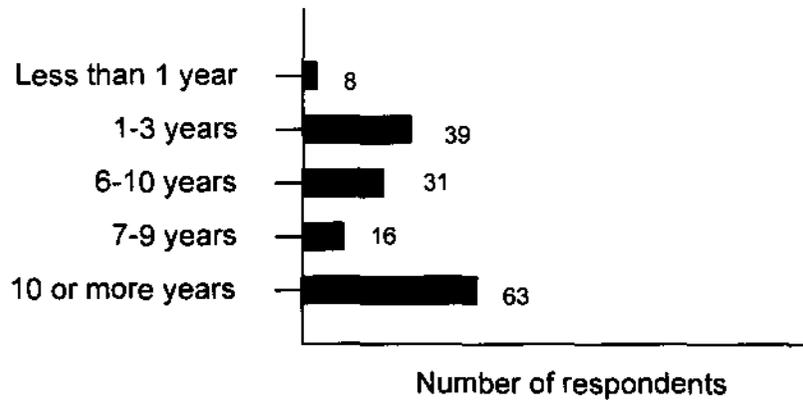
Figure 1 – Educational background



c) Years worked as a full- or part-time document preparer

The majority of respondents had several years of experience (1-3 years, 6-10 years, 10 or more years). Only 8 respondents had less than 1 year of experience.

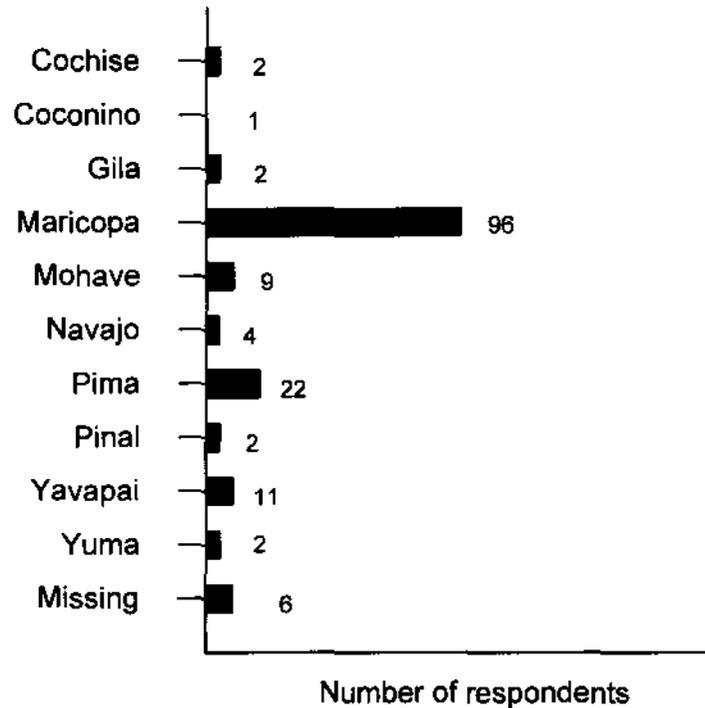
Figure 2 – Years as a document preparer



d) County where services provided to majority of clients

The majority of respondents provided services to clients in Maricopa County. Only 1 respondent provided services to clients in Coconino County.

Figure 3 – County of practice



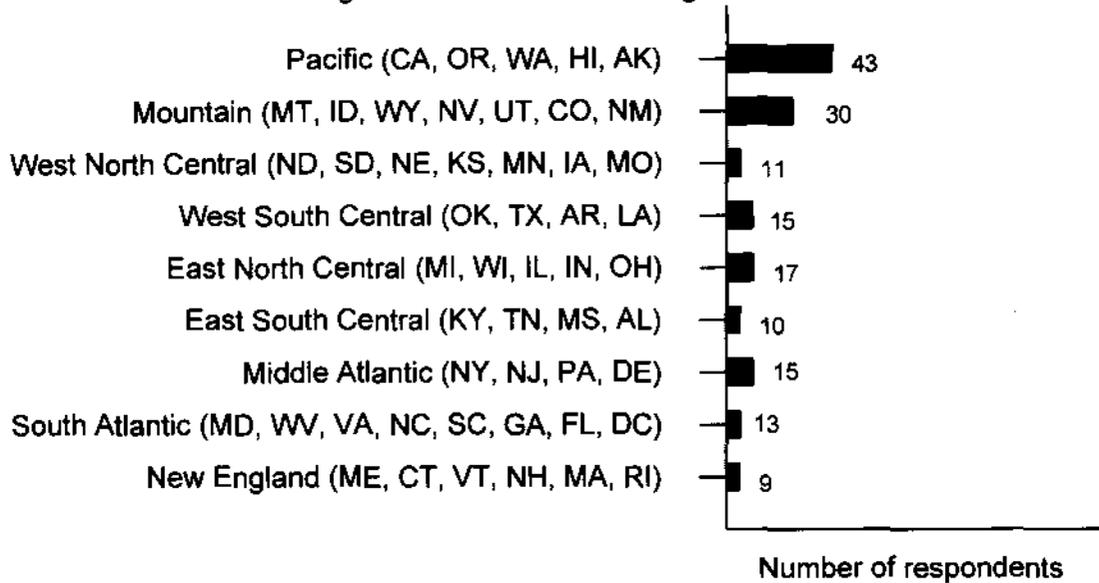
e) Clients in other states

The majority of respondents (109) practiced solely in Arizona. Only 48 respondents provided services to clients in other states.

f) Services provided to client outside of Arizona

Of the 48 respondents who provided services to clients outside of Arizona, their clients would most likely reside in Pacific coast states (California, Oregon, Washington, Hawaii, or Alaska) or Mountain states (Montana, Idaho, Wyoming, Nevada, Utah, Colorado, or New Mexico).

Figure 4 – Clients in other regions



g) Type of organization

There were comparable numbers of respondents who worked in a corporation (47), a sole proprietorship (38), a Limited Liability Corporation (36) or as a sole practitioner (33). Only 2 respondents worked in a partnership.

h) Provision of training for employees who wish to become CLDPs

Only 30 of the 157 respondents provided training for employees who wished to become legal document preparers.

i) Employment of CLDPs

Only 21 of the 157 respondents employed CLDPs.

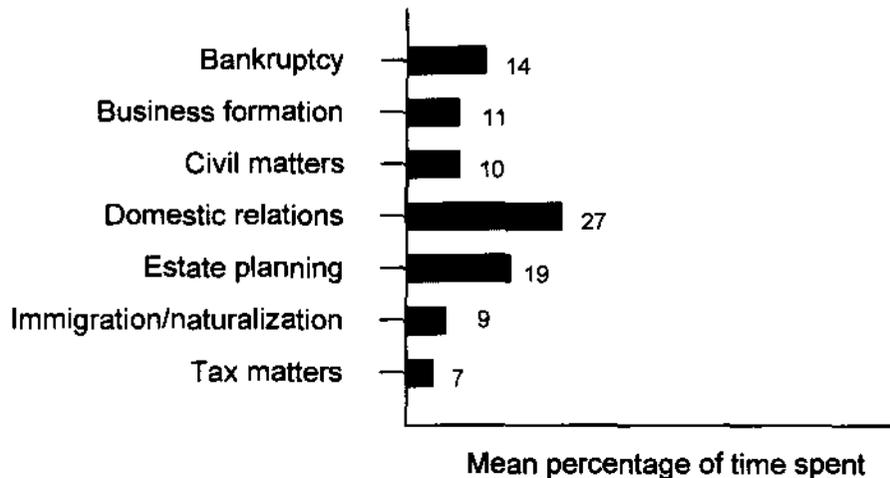
j) Number of CLDPs employed

Twenty of the 157 respondents employed 1-3 CLDPs. Three respondents employed 3 CLDPs.

k) Approximate percentage of time spent for specific types of documents.

Respondents indicated that the majority of their time was spent preparing documents for domestic relations and estate planning. Few respondents indicated that they spent time preparing business formation, civil matters, immigration/naturalization or tax documents.

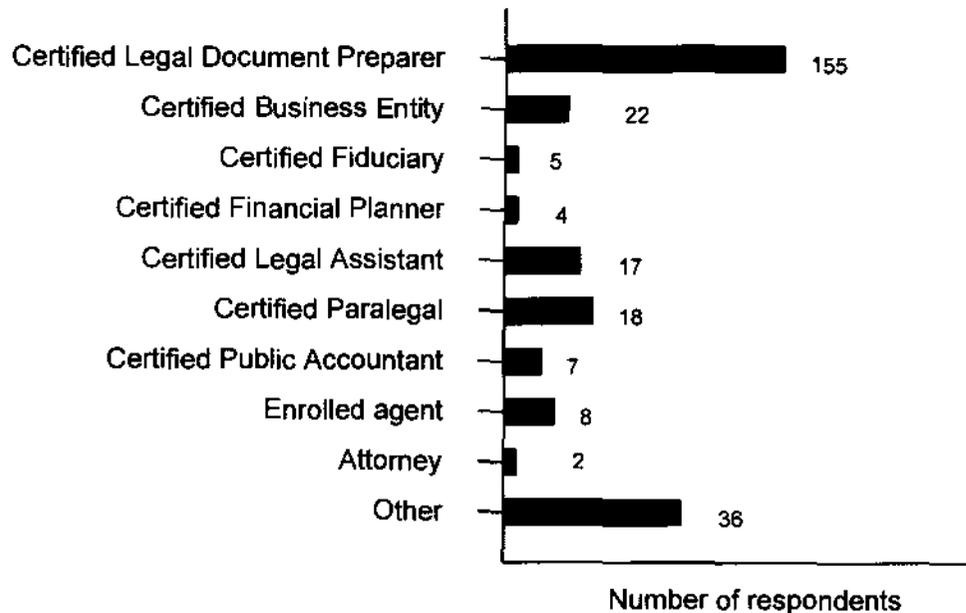
Figure 5 – Percentage time preparing specific types of documents



l) Certifications or recognitions held.

The majority of respondents maintained sole certification as a CLDP.

Figure 6 – Type of credentials held



SECTION 4: CONTENT SPECIFICATIONS

APPLICABLE STANDARDS

The most relevant standards that apply to specifications for credentialing examinations are:

Standard 3.3 *"The test specifications should be documented, along with their rationale and the process by which they were developed. The test specifications should define the content of the test, the proposed number of items, the item formats, the desired psychometric properties of the items and the item and section arrangement." (p 43)*

Standard 3.5 *"When appropriate, relevant experts external to the testing program should review the test specifications. The purpose of the review, the process by which the review is conducted, and the results of the review should be documented. (43-44)*

PROCESS

A focus group of CLDPs was convened to identify the tasks and knowledge/abilities that should be included in the content specifications. The group reviewed the mean frequency ratings for each of the tasks and mean importance ratings for the knowledge/ability statements and identified a cutoff point below which the statement was eliminated from the specifications. A detailed account of the mean ratings is presented in Appendix A.

Of the 33 tasks, the group agreed that all 33 tasks were essential to the practice of legal document preparation and should be included in the content specifications.

Of the 89 knowledge/abilities, the group reviewed the mean importance ratings for each statement and identified a cutoff of 1.60. That is, a knowledge/ability statement with a mean importance greater than or equal to 1.60 was determined to be critical to performing the tasks of a CLDP. There were 21 knowledge/abilities that the group agreed to eliminate from the content specifications. The topics of the knowledge/abilities recommended for elimination included such topics as immigration and naturalization proceedings, liens, intellectual property, tax matters, and real estate.

NARRATIVE DESCRIPTIONS OF CONTENT AREAS

Narrative descriptions of each content domain were developed to provide a broad perspective of each area in terms of a defining theme. The descriptions are presented below.

- | | |
|--------------------------------------|--|
| I. Legal terminology | Understand meaning and applicability of general legal terms such as terms used in estate planning, probate, domestic relations, bankruptcy, business formation, tax matters, immigration and naturalization, and civil matters, etc. |
| II. Client communication | Provide general factual information regarding legal rights, procedures or options. |
| III. Administrative responsibilities | Applies Administrative Orders, Arizona Code of Judicial Administration Section 7-208 and Rules of Court pertaining to professional responsibilities of certificate holders. |
| IV. Data gathering | Obtain required information necessary and relevant to prepare legal documents. |
| V. Document preparation | Complete, file, submit, or record legal documents according to codes, laws, rules, court orders, and policies. |
| VI. Ethical issues | Resolve ethical dilemmas according to Arizona Code of Judicial Administration Section 7-208, laws, rules, or court orders. |
| VII. Professional responsibilities | Comply with Arizona Code of Judicial Administration Section 7-208, laws, rules, or court orders to maintain professional conduct and protection of the public |

CONTENT AREA WEIGHTS

The relative weights of the content areas in the specifications were calculated by summing the mean frequency values of the tasks in each area, and then dividing by the overall sum of the frequency values. For example, if the sum of mean task frequency values for legal terminology is 7.34, the weight of the content area (7%) is calculated by dividing the sum of the task frequency values (7.34) by the overall sum of the frequency values (109.71).

CONTENT SPECIFICATIONS

Below is a summary of the areas covered in the content specifications. Details of the content specifications are presented on the following pages.

Content Area	Weight (%)
I. Legal terminology	7
II. Client communication	9
III. Administrative responsibilities	7
IV. Data gathering	10
V. Document preparation	20
VI. Ethical issues	8
VII. Professional responsibilities	39

CONTENT SPECIFICATIONS FOR CERTIFIED LEGAL DOCUMENT PREPARERS EXAMINATION

CONTENT AREA 1: LEGAL TERMINOLOGY (7%) – Understand meaning and applicability of general legal terms such as terms used in estate planning, probate, domestic relations, bankruptcy, business formation, tax matters, immigration and naturalization, and civil matters, etc.

Tasks	Knowledge/Ability
T1. Apply understanding of meanings of general legal terms used within the context of legal document preparation. T2. Apply understanding of applicability of general legal terms used within the context of legal document preparation.	K1. Knowledge of basic legal terminology related to estate planning. K2. Knowledge of basic legal terminology related to probate. K3. Knowledge of basic legal terminology related to domestic relations matters. K4. Knowledge of basic legal terminology related to bankruptcy. K5. Knowledge of basic legal terminology related to business formation. K6. Knowledge of basic legal terminology related to tax matters. K7. Knowledge of basic legal terminology related to civil matters. K8. Knowledge of basic legal terminology related to real estate. K9. Knowledge of general legal terminology. K10. Knowledge of basic legal acronyms.

CONTENT AREA 2: CLIENT COMMUNICATION (9%) – Provide general factual information regarding legal rights, procedures or options.

Tasks	Knowledge/Ability
<p>T3. Assist client to identify available legal documents, procedures, and options to achieve client's objective.</p> <p>T4. Explain general legal terms to client in context of codes, regulations, laws, rules or court orders relevant to legal document preparation in a non-technical manner.</p> <p>T5. Explain general factual information regarding administration of legal processes and procedures.</p>	<p>K11. Knowledge of different categories of legal documents.</p> <p>K12. Ability to explain general factual information regarding legal terms, processes and procedures to the general public.</p> <p>K13. Knowledge of situations that constitute the unauthorized practice of law.</p> <p>K14. Ability to present general factual information about estate planning.</p> <p>K15. Ability to present general factual information about probate.</p> <p>K16. Ability to present general factual information about domestic relations matters.</p> <p>K17. Ability to present general factual information about bankruptcy.</p> <p>K18. Ability to present general factual information about business formations.</p> <p>K19. Ability to present general factual information about civil matters.</p> <p>K20. Knowledge of general factual information regarding legal rights, procedures, or options pertaining to estate planning documents.</p> <p>K21. Knowledge of general factual information regarding legal rights, procedures, or options pertaining to probate.</p> <p>K22. Knowledge of general factual information regarding legal rights, procedures, or options pertaining to domestic relations documents.</p> <p>K23. Knowledge of general factual information regarding legal rights, procedures, or options pertaining to bankruptcy documents.</p> <p>K24. Knowledge of general factual information regarding legal rights, procedures, or options pertaining to business formations.</p> <p>K25. Knowledge of general factual information regarding legal rights, procedures, or options pertaining to civil matters.</p> <p>K26. Knowledge of general factual information regarding legal rights, procedures, or options pertaining to real estate documents.</p> <p>K27. Knowledge of processes and procedures for estate planning documents.</p> <p>K28. Knowledge of processes and procedures for documents related to probate.</p> <p>K29. Knowledge of processes and procedures for filing, recording or submitting legal documents.</p>

CONTENT AREA 3: ADMINISTRATIVE RESPONSIBILITIES (7%) – Applies Administrative Orders, Arizona Code of Judicial Administration Section 7-208 and Rules of Court pertaining to professional responsibilities of certificate holders.

Tasks	Knowledge/Ability
<p>T6. Notify Legal Document Preparer Program of changes in business status or employment, and changes in name or address.</p> <p>T7. Notify Legal Document Preparer Program of change of Designated Business Principal of the certified legal document business entity.</p> <p>T8. Provide training and supervision to employees, identified as "trainees," who wish to acquire the experience necessary for certification as legal document preparers.</p> <p>T9. Provide supervision to staff and to persons engaged or employed as legal document preparers by the certified legal document business entity.</p> <p>T10. Provide required documentation to renew certification.</p>	<p>K30. Knowledge of requirements pertaining to supervision of trainees and certified legal document preparers.</p> <p>K31. Knowledge of requirements pertaining to services that can be performed by trainees and certified legal document preparers.</p> <p>K32. Knowledge of requirements pertaining to supervision of staff and persons engaged or employed as legal document preparers by the certified legal document business entity.</p> <p>K33. Knowledge of requirements pertaining to certification renewal.</p> <p>K34. Knowledge of requirements pertaining to changes in Designated Business Principal, business status, employment, name or address.</p>

CONTENT AREA 4: DATA GATHERING (10%) – Obtain required information necessary and relevant to prepare legal documents.

Tasks	Knowledge/Ability
T11. Obtain information from client that provides content and context for desired legal documents.	K35. Knowledge of effect of prior orders, actions, or judgments on the client's current request for legal document preparation services.
T12. Obtain information, records, and documents from relevant sources to validate, substantiate, and complete client information.	K36. Knowledge of authority and limitations of certified legal document preparers.
T13. Review relevant codes, laws, rules, court orders, and policies related to legal document preparation.	K37. Knowledge of situations that require referral to outside professionals.
	K38. Knowledge of information required for estate planning documents.
	K39. Knowledge of information required for domestic relations documents.
	K40. Knowledge of information required for bankruptcy documents.
	K41. Knowledge of information required for business formations.
	K42. Knowledge of information required for civil matters.
	K43. Knowledge of information required for probate documents.
	K44. Knowledge of methods for obtaining information, records and documents from relevant sources.

CONTENT AREA 5: DOCUMENT PREPARATION (20%) – Complete, file, submit, or record legal documents according to codes, laws, rules, court orders, and policies.

Tasks	Knowledge/Ability
T14. Prepare legal documents according to formats required for desired legal action.	K45. Knowledge of requirements and procedural issues for preparing estate planning documents.
T15. Prepare legal documents in accordance with established timeframes.	K46. Knowledge of requirements and procedural issues for preparing domestic relations documents.
T16. File, submit or record legal documents with appropriate entities.	K47. Knowledge of requirements and procedural issues for preparing bankruptcy documents.
T17. Present completed legal documents to client in a timely manner.	K48. Knowledge of requirements and procedural issues for preparing business formation documents.
T18. Arrange for timely service of process of legal documents as required.	K49. Knowledge of requirements and procedural issues for preparing documents pertaining to civil matters.
T19. Provide information to client regarding procedures for scheduling hearings.	K50. Knowledge of effect of estate tax exclusion amounts on estate planning documents.
	K51. Knowledge of requirements and procedures pertaining to preparation and process of probate documents.
	K52. Knowledge of jurisdictional levels of court.
	K53. Knowledge of Arizona Rules of Court relevant to provision of legal document preparation services.
	K54. Knowledge of statutory requirements relevant to provision of legal document preparation services.

CONTENT AREA 6: ETHICAL ISSUES (8%) – Resolve ethical dilemmas according to Arizona Code of Judicial Administration Section 7-208, laws, rules, or court orders.

Tasks	Knowledge/Ability
T20. Recognize situations that may give appearance of or involve impropriety.	K55. Knowledge of factors to consider in determining actual or perceived conflicts of interest.
T21. Recognize situations that may give appearance of or involve a conflict of interest.	K56. Knowledge of factors to consider in determining actual or perceived impropriety.
T22. Disclose situations that may give appearance of or involve a conflict of interest.	K57. Knowledge of factors to consider in determining misrepresentation or fraud in client communications, advertising, and marketing. K58. Knowledge of obligation to disclose relationships that are actual or perceived conflicts of interest.

CONTENT AREA 7: PROFESSIONAL RESPONSIBILITIES (39%) – Comply with Arizona Code of Judicial Administration Section 7-208, laws, rules, or court orders to maintain professional conduct and protection of the public.

Tasks	Knowledge/Ability
T23. Act in a manner that promotes public confidence in the integrity and impartiality of the legal and judicial system.	K59. Knowledge of standards of ethical and professional conduct.
T24. Maintain ethical and professional conduct that ensures protection of the public.	K60. Knowledge of distinction between confidentiality and "privilege" involving client communications.
T25. Maintain client confidentiality.	K61. Knowledge of required disclosures and limitations regarding communications with the public.
T26. Represent qualifications, skills or abilities in an accurate and truthful manner.	K62. Knowledge of obligations regarding fees as a basis for compensation for document services.
T27. Advertise or represent services provided accurately and truthfully.	K63. Knowledge of Code of Conduct pertaining to acceptance of gifts, incentives, rewards, or anything of value as a condition of performance of services.
T28. Establish and disclose fees for document preparation services.	K64. Knowledge of Code of Conduct pertaining to payment of commissions to secure professional assignments.
T29. Recognize situations outside scope of own qualifications, skills or abilities.	K65. Knowledge of Arizona Code of Judicial Administration Section 7-208 pertaining to denial of certification, complaints and disciplinary actions.
T30. Recognize potential impropriety involving acceptance of gifts, incentives, or rewards as a condition of performance of services.	K66. Knowledge of Arizona Code of Judicial Administration Section 7-208 pertaining to rights of certificate holders and applicants for certification.
T31. Recognize situations that involve payment of commissions in order to secure professional assignments.	K67. Knowledge of Arizona Code of Judicial Administration Section 7-208 pertaining to responsibilities of certificate holders and applicants for certification.
T32. Recognize situations that constitute grounds for discipline.	K68. Knowledge of the purpose of professional regulation pertaining to legal document preparers.
T33. Recognize rights and responsibilities involving due process protection available to applicants for certification and certificate holders under Arizona Code of Judicial Administration Section 7-208.	

SECTION 6: EXAMINATION DEVELOPMENT

APPLICABLE STANDARDS

Several standards apply to the validation of examinations:

- Standard 3.7 *“The procedures used to develop, review, and try out items, and to select items from the item pool should be documented.” (p. 44)*
- Standard 3.11 *“Test developers should document the extent to which the content domain of a test represents the defined domain and test specifications.” (p. 45)*
- Standard 14.14 *“The content domain to be covered...should be defined clearly and justified in terms of the importance of the content for credential-worthy performance in an occupation or profession. A rationale should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in an occupation and are consistent with the purpose for which the licensing or certification program was instituted.... In tests used for licensure, skills that may be important to success but are not directly related to the purpose of licensure, e.g., protecting the public, should not be included.” (p. 161)*

EXAMINATION SECURITY

While all qualified CLDPs participated in the practice analysis, it should be noted that CLDPs were not included in the focus group for examination development because Arizona Code of Judicial Administration § 7-208 required all persons who were certificate holders to take the examination. Other practitioners who were familiar with the legal document preparation field including the Program Coordinator, Program staff, and legal counsel from the Arizona Bar Association developed the questions. CLDPs could be involved in future examination development.

STRATEGY

The Board convened three focus groups of persons to create questions (items) for the examination and select items for the examination. By doing so, the content of the items was created and reviewed in a controlled setting, where participants could exchange feedback from other participants regarding the technical content of items.

PROCEDURES

Item development

Participants were provided a formal orientation in the principles of good item construction, opportunities to familiarize themselves with the content specifications, and opportunities to work with fellow participants to create the items. For each item, considerable emphasis was placed on specifying the linkage of item content to the content specifications and providing a citation from an authoritative reference source. Therefore, each item was linked to a specific task and knowledge from the specifications and to a page or section of an authoritative reference source. There were numerous opportunities for individual assistance with item development as well as opportunities for review by other participants.

Item review

Formal orientation was provided to benefit persons who were previously involved in item development and persons who were new to the process. Participants worked individually or in pairs to provide initial review of the items and then reviewed the items as a group. Items were evaluated for clarity, technical accuracy, readability, and applicability to actual job situations.

Test publication

Participants were given a formal orientation to the publication process. In the orientation, they were given an overview of the process. Then, they were asked to consider several factors in selecting items for two forms of the examination: the percentage of items designated for each area in the content specifications, depth and breadth of content coverage in each area, and similarity/dissimilarity of item content. Of the items selected, they were asked to designate a small number of items as anchor items, or items common to the two forms of the examination.

The process for selecting items was as follows. The participants considered the content of items, content area by content area and then made their selections, e.g., all items for legal terminology, then, items for client communication, items for administrative responsibilities, and so on. After each set of items was selected, participants mutually agreed upon the selection of the items that met the percentages of items prescribed by the content specifications.

Great care was taken to create parallel and equivalent forms such that participants were instructed to alternate their selections for each form as they proceeded through each content area. The results of the selection process were two parallel and equivalent forms of the examination consisting of 18 items as anchor items and 82 unique items.

SECTION 7: ESTABLISHMENT OF CUT SCORE

MEANING OF A CUT SCORE

A criterion-referenced passing score, or cut score, is the score that reflects minimum standards of competent practice for new certificate holders. The cut score is based upon the difficulty of the items in the examination, not the scores of candidates who sat for the examination.

UNDERLYING PREMISE

The underlying premise of cut score ratings is minimum competence criteria required for safe, competent practice. The criteria define minimum competence in terms of critical, job-related work behaviors and take into account the education and experience that candidates would bring to the examination, e.g., level of education, extent of required professional experience, coursework requirements, etc.

APPLICABLE STANDARDS

The most relevant standards applicable to passing scores are:

- | | |
|----------------|--|
| Standard 3.4 | <i>"The procedures used to interpret test score, and, when appropriate the normative or standardization samples or the criterion used should be documented." (p. 43)</i> |
| Standard 14.17 | <i>"The level of performance required for passing a credentialing test should depend on the knowledge and skills necessary for acceptable performance in the occupation or profession and should not be adjusted to regulate the number or proportion of persons passing the test." (p. 162)</i> |

PROCEDURES

A modified Angoff procedure (Angoff, 1971), was used to establish the cut score ratings. In this procedure, a focus group of persons familiar with the duties of certificate holders served as judges to rate the difficulty of individual items on an examination.

The ratings are based upon the question, "What percentage of minimally competent candidates would answer this item correctly?" There is emphasis on "would" versus "should" because minimum competence standards are based on what would actually happen rather than what a certificate holder should be doing. The ratings for each item ranged from 25% (guessing) to 95% (very easy).

The major steps were:

- a) Reviewing the purpose of the examination so that participants understood that the purpose of the examination was to identify candidates who possessed the minimum competence to practice without harming the public health, safety, or welfare.
- b) Reviewing the meaning of the cut score so that participants understand that the cut score means that, yes or no, candidates possess a certain level of competence.
- c) Reviewing minimum qualifications for taking the examination to gain an understanding of what training and experience that new certificate holders bring to the examination.
- d) Reviewing the content specifications for the examination to understand the breadth and depth of the content covered in the items.
- e) Developing minimum acceptable competence criteria so that participants had a common understanding of the behaviors that could be exhibited by minimally competent candidates. Examples of critical work behaviors in the minimum competence criteria are presented in the following section.
- f) Taking and self-scoring the examinations to assist participants in understanding the difficulty of the items under test-like conditions.
- g) Providing an orientation to the rating process so that participants were basing their ratings on the minimum competence criteria. First, participants were asked to make independent ratings for a few items and provide their rationales for their ratings to the group. Then, participants were asked to consider the rationales of others in the group and make final ratings.
- h) Proceeding with the rating process for blocks of items until ratings were obtained for all items in both forms of the examination.

EXAMPLES OF MINIMUM COMPETENCE CRITERIA¹

- Applies legal terminology for correct sequence of a legal process
- Applies basic legal acronyms, e. g., OOP, OSC, 341 hearing
- Can walk a consumer through the basic information to understand the procedure
- Provides guidelines without legal opinion, strategies, recommendations, expressing legal opinions or remedies
- Provide written notice that the LDP is not licensed to practice law
- Sets up professional boundaries with consumers
- Remains neutral with regard to referrals or other legal avenues
- Responds with an itemization schedule of fees and rates upon request

¹ The Program Coordinator and the focus group of Certified Legal Document Preparers found the discussion regarding Minimum Competence Criteria to be valuable in clarifying their thoughts regarding minimum standards of practice.

- Provide information regarding deadlines and responses in legal processes and procedures
- Keeps abreast of changes in the laws and codes
- Notifies the LDP program by the deadline
- Provides active and direct supervision to trainees
- Knows minimum requirements for renewal
- Has a Q/A form to give to each consumer regarding pertinent information
- Has a complete set of records required by court rule or statute to prepare the document
- Understands the effect of prior orders, actions or judgments
- Knows resources on where to gather information
- Knows relevant professionals or entities to contact to obtain information about the consumer
- Has basic knowledge of pleadings and legal documents
- Knows where to find rules that mandate pleading structure
- Knows appropriate entities or jurisdictions where to file legal document
- Meets timeframes for pleadings and presentation to the consumer
- Calendars follow-through of document preparation process
- Explains to the consumer as to what the timeframes are
- Files motions or decrees with supplemental documents
- Discloses conflicts of interests to consumer immediately
- Recognizes potential conflicts of interest and conflicts of interest
- Maintain a decorum and atmosphere of confidence, e.g., does not talk on the phone or in public
- Includes factually based information in advertisements
- Refers to code when there are code related issues

CALCULATION OF CUT SCORE

HZA calculated the cut score by averaging the ratings across items in each form of the examination. The recommended cut score for Form 209 and Form 211 was 67 out of a possible 100 points.

SECTION 8: CANDIDATE STUDY GUIDE

PURPOSE OF THE MANUAL

A candidate study guide was made available to the candidates prior to the examination. The purpose of the candidate study guide was to provide information including policies and procedures for the examination.

APPLICABLE STANDARDS

Several standards apply to the candidate study guide:

- Standard 3.20 *The instructions presented to test takers should contain sufficient detail so that test takers can respond to a task in the manner that the test developer intended. When appropriate, sample materials, practice or sample questions, criteria for scoring, and a representative item identified with each major area in the test's classification or domain should be provided to the test takers prior to the administration of the test...* (p. 47)
- Standard 8.2 *"Where appropriate, test takers should be provided, in advance, as much information about the test, the testing process, the intended test use, test scoring criteria, testing policy, and confidentiality protection as is consistent with obtaining valid responses."* (p. 86)
- Standard 8.13 *"In educational testing programs and in licensing and certification applications, test takers are entitled to fair consideration and reasonable process, as appropriate to the particular circumstances, in resolving disputes about testing. Test takers are entitled to be informed of any available means of recourse."* (p. 89)
- Standard 14.14 *"The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of the content for credential-worthy performance in an occupation or profession. A rationale should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in an occupation and are consistent with the purpose for which the licensing or certification program was instituted."* (p. 181)

ORGANIZATION AND CONTENT

The study guide includes the following topics:

- Candidate eligibility
- Re-examination
- Special accommodations
- Question formats
- Passing score
- Major topics to be tested
- Sample questions
- Candidate registration
- Prohibited materials
- Check-out procedures
- Examination security
- Notification of results
- Review of examination (for applicants who did not pass)
- Re-examination policies
- Relevant code sections
- Sample questions

RELEVANT CODE SECTIONS

The following code sections from the Arizona Code of Judicial Administration (ACJA), Arizona Revised Statutes (ARS), Arizona Supreme Court (ASC) Rule 31, and Arizona Rules of Civil Procedure (ARCP) were included as reference material in the study guide. These code sections served as the basis for the test questions.

Code Section	Description
ACJA § 7-208 (A)	Definitions
ACJA § 7-208 (C)	Purpose
ACJA § 7-208 (D)	Administration
ACJA § 7-208 (E)	Certification
ACJA § 7-208 (F)	Roles and responsibilities of certificate holders
ACJA § 7-208 (G)	Renewal of certification
ACJA § 7-208 (H)	Complaints, investigation, hearings and disciplinary action
ACJA § 7-208, Appendix A	Code of Conduct
ASC Rule 31	Practice of law, unauthorized practice of law, exceptions
ARS § 10-202	Articles of incorporation and certificate of disclosure
ARS § 12-601	Application
ARS § 12-1809	Injunction against harassment
ARS § 13-1602 (A) ARS § 13-1602 (B)	Order of protection
ARS § 14-2501	Who may make a will

Code Section	Description
ARS § 14-3701	Time accrual and duties and powers
ARS § 14-5501 (A) and (B)	Durable power of attorney
ARS § 22-201	Jurisdiction of civil actions
ARS § 22-261	Judgments which may be appealed
ARS § 22-303 (A)	Change of venue
ARS § 22-371 (A)	Right of appeal, procedure for taking appeal
ARS § 25-311 (A)	Jurisdiction, form of petition, award of decree
ARS § 25-312	Dissolution of marriage, findings necessary
ARS § 25-313 (#)	Decree of legal separation
ARS § 25-325 (C)	Decree, finality, restoration of maiden name
ARS § 25-329	Waiting period
ARS § 25-501 (A)	Duties of support, exemption
ARS § 29-631	Formation
ARS § 33-402	Forms for conveyances, quit claim, conveyance, warranty, mortgage
ARS § 33-405	Beneficiary deeds, recording, definitions
ARS § 42-4001(13)	Definitions
ARS § 44-1236 (A)	Certificate of name required
ARS § 46-454 (A)	Duty to report abuse, neglect and exploitation of incapacitated or vulnerable adults
ARCP § 4(d)	Process, by whom served
ARCP § 4(i)	Summons; time limit for service
ARCP § 4.1 (n)	Service of process within Arizona
ARCP § 6 (a)	Computation
ARCP § 10 (a)	Caption; names of parties
ARCP § 10 (d)	Method of preparation and filing
ARCP § 55 (b)(1)(ii)	Judgment by default
Rule 123 (a)	Public access to the judicial records of the State of Arizona
Rule 123 (f)(3)(C)	Public access to the judicial records of the State of Arizona
11 U. S. Bankruptcy court, District of Arizona General Order 89, Section 110(k)	Bankruptcy petition preparers
11 U. S. Code Section 110	Penalty for persons who negligently or fraudulently prepare bankruptcy petitions

SECTION 9: ADMINISTRATIVE MANUAL

PURPOSE OF THE MANUAL

An administrative manual was made available to the Board prior to the examination. The purpose of the administrative manual was to provide information regarding all aspects of test administration.

APPLICABLE STANDARDS

The most relevant standards that apply to administrative manuals are:

Standard 3.19 *"The directions for test administration should be presented with sufficient clarity and emphasis so that it is possible for others to replicate adequately the administration conditions under which the data on reliability, validity, and, where appropriate, norms were obtained." (p. 47)*

The comment following the standard states that it is essential that test administrators received detailed instructions on test administration guidelines and procedures.

Standard 3.21 *"If the test developer indicates that the conditions of administration are permitted to vary from one test taker or group to another, permissible variation in conditions for administration should be identified and the rationale for permitting the different conditions should be documented." (p. 47)*

ORGANIZATION AND CONTENT

The administrative manual addresses the following topics:

- Factors that can influence test scores
- Questions to ask when developing policies and procedures for test administration
- Concept of standardization
- Selecting the testing site
- Scheduling
- Proctor training
- Test security
- Time limits
- Instructions
- Guessing

- Documentation of irregularities or misconduct
- Printing of materials
- Shipment of materials
- Examination assistants
- Contingency plans
- Written instructions for onsite administration
- Registration of candidates at testing site
- Seating arrangements
- Candidate misconduct and documentation of misconduct
- Recommended candidate-proctor ratios
- Readers and markers

SECTION 10: POST TEST ANALYSIS

APPLICABLE STANDARDS

Standard 2.1 *“For each total score, subscore, or combination of scores that is to be interpreted, estimates of relevant reliabilities and standard errors of measurement or test information functions should be reported.” (p. 31)*

Standard 2.4 *“Each method of quantifying the precision or consistency of scores should be described clearly and expressed in terms of statistics appropriate to the method.” (p. 32)*

ITEM ANALYSIS

HZA conducted item analyses for two forms of the examination (period ending August 31, 2005) that were administered as a computer based test. Analyses were based on 166 candidates who took Form 209 and 166 candidates who took Form 211.

PROCESS

HZA obtained a data stream of candidate responses from the organization (Computer Assisted Testing Service, Incorporated) that delivered the tests to various sites throughout Arizona. The items were evaluated in terms of descriptive statistics, difficulty indices (proportion correct), and discrimination indices (point biserial correlation coefficient).

ANALYSIS OF RESULTS

Both forms of the examination performed exceptionally well for newly constructed examinations. The reliability of the two forms of examinations is very good. There was slight variability in the statistics between the two forms, which is a normal outcome in new examination programs. There were a number of easy items on each form; however, the mean point biserial coefficient indicates that the most of the items are discriminating between the high and low scoring candidates. When new forms are constructed, the results of the item analyses can be used to enhance the selection of items that are equally difficult.



SECTION 11: RECOMMENDATIONS

1. Place greater reliance on focus groups or standing committees of Certified Legal Document Preparers external to the examination program to develop and review items, publish the examination, and establish the cut score. Focus groups are particularly valuable in providing insights into item content and ensure that the items are developed at the appropriate level of difficulty.
2. Include CLDPs in the focus groups to develop and review items, publish the examination, and establish the cut score so that on-demand testing can continue.
3. Continue to increase the size of the item pool. A larger pool of items will allow the creation of multiple, independent forms of the examination.

SECTION 12: REFERENCES

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). Standards for Educational and Psychological Testing. Washington, DC: Author.
- Angoff, W. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike (Ed.), Educational measurement (2nd ed., pp. 508-600). Washington, DC: American Council of Education.
- Chinn, R. N., & Hertz, N. R. (2002). Alternative approaches to standard setting for licensing and certification examinations. Applied Measurement in Education, 15, 1-14.
- Hertz, N. R., & Chinn, R. N. (2005). Practical guidelines for constructing examinations. Folsom, CA: HZ Assessments.
- Hertz, N. R., & Chinn, R. N. (2002, April). The role of deliberation style in standard setting for licensing and certification examinations. Paper presented at the National Council on Measurement in Education, New Orleans, LA.
- Hurtz, G., & Hertz, N. R. (1999). How many raters should be used for establishing cutoff scores with the Angoff method? A generalizability study. Educational and Psychological Measurement, 59(6), 885-897.



Appendix A – Rating scales

For Tasks:

Relevance

Mark "0" in the "Not Relevant" column for tasks that are not relevant to your job. Do not complete the Frequency ratings for the tasks that you mark "0".

Frequency

For each task, consider the frequency in which you performed this task over the past year, and make your judgments relative to all other tasks you perform.

- 1 - RARELY – This task is one of the least frequently performed tasks in my job.
- 2 - SELDOM – This task is performed infrequently relative to other tasks that I perform in my job.
- 3 - OCCASIONALLY – This task is performed somewhat frequently and is about average relative to all other tasks that I perform in my job.
- 4 - OFTEN - This task is performed more frequently than most other tasks in my job.
- 5 - VERY OFTEN – This task is performed almost constantly and is one of the most frequently performed tasks in my job.

For Knowledge:

Relevance

Mark "0" in the "Not Relevant" column for knowledge or ability that are not relevant to your job. Do not complete the Importance ratings for the knowledge or ability that you mark "0".

Importance

Consider how important the knowledge or ability is to performance in your current job.

- 1 - OF MINOR IMPORTANCE - This knowledge or ability is of minor or incidental importance for job performance; it is useful for some minor part of the job.
- 2 - FAIRLY IMPORTANT - This knowledge or ability is fairly important relative to other knowledge or abilities; however, it does not have the priority of most other knowledge or abilities of my job.
- 3 - MODERATELY IMPORTANT - This knowledge or ability is moderately important for job performance in some relatively major part of my job.
- 4 - VERY IMPORTANT - This knowledge or ability is very important for job performance in a significant part of my job.
- 5 - CRITICALLY IMPORTANT - This knowledge or ability is critically important for job performance.



Appendix B – Task ratings

Item	Task	Mean Frequency
CONTENT AREA 1: LEGAL TERMINOLOGY		
1.	Apply understanding of meanings of general legal terms used within the context of legal document preparation.	3.66
2.	Apply understanding of applicability of general legal terms used within the context of legal document preparation.	3.68
CONTENT AREA 2: CLIENT COMMUNICATION		
3.	Assist client to identify available legal documents, procedures, and options to achieve client's objective.	3.66
4.	Explain general legal terms to client in context of codes, regulations, laws, rules or court orders relevant to legal document preparation in a non-technical manner.	3.11
5.	Explain general factual information regarding administration of legal processes and procedures.	3.25
CONTENT AREA 3: ADMINISTRATIVE RESPONSIBILITIES		
6.	Notify Legal Document Preparer Program of changes in business status or employment, and changes in name or address.	1.77
7.	Notify Legal Document Preparer Program of change of Designated Business Principal of the certified legal document business entity.	1.48
8.	Provide training and supervision to employees, identified as "trainees," who wish to acquire the experience necessary for certification as legal document preparers.	.79
9.	Provide supervision to staff and to persons engaged or employed as legal document preparers by the certified legal document business entity.	.88
10.	Provide required documentation to renew certification.	2.92
CONTENT AREA 4: DATA GATHERING		
11.	Obtain information from client that provides content and context for desired legal documents.	4.21
12.	Obtain information, records, and documents from relevant sources to validate, substantiate, and complete client information.	3.57
13.	Review relevant codes, laws, rules, court orders, and policies related to legal document preparation.	3.45
CONTENT AREA 5: DOCUMENT PREPARATION		
14.	Prepare legal documents according to formats required for desired legal action.	4.15
15.	Prepare legal documents in accordance with established timeframes.	4.17
16.	File, submit or record legal documents with appropriate entities.	3.54
17.	Present completed legal documents to client in a timely manner.	4.36
18.	Arrange for timely service of process of legal documents as required.	3.22
19.	Provide information to client regarding procedures for scheduling hearings.	2.55
CONTENT AREA 6: ETHICAL ISSUES		
20.	Recognize situations that may give appearance of or involve impropriety.	3.03
21.	Recognize situations that may give appearance of or involve a conflict of interest.	2.90
22.	Disclose situations that may give appearance of or involve a conflict of interest.	2.83

Item	Task	Mean Frequency
CONTENT AREA 7: PROFESSIONAL RESPONSIBILITIES		
23.	Act in a manner that promotes public confidence in the integrity and impartiality of the legal and judicial system.	4.38
24.	Maintain ethical and professional conduct that ensures protection of the public.	4.59
25.	Maintain client confidentiality.	4.63
26.	Represent qualifications, skills or abilities in an accurate and truthful manner.	4.62
27.	Advertise or represent services provided accurately and truthfully.	4.37
28.	Establish and disclose fees for document preparation services.	4.38
29.	Recognize situations outside scope of own qualifications, skills or abilities.	4.19
30.	Recognize potential impropriety involving acceptance of gifts, incentives, or rewards as a condition of performance of services.	3.38
31.	Recognize situations that involve payment of commissions in order to secure professional assignments.	2.20
32.	Recognize situations that constitute grounds for discipline.	2.92
33.	Recognize rights and responsibilities involving due process protection available to applicants for certification and certificate holders under Arizona Code of Judicial Administration Section 7-208.	2.87



Appendix C – Knowledge/ability ratings

Item	Knowledge or Ability	Importance	Below cutoff
CONTENT AREA 1: LEGAL TERMINOLOGY			
1.	Knowledge of basic legal terminology related to estate planning.	2.20	
2.	Knowledge of basic legal terminology related to probate.	1.97	
3.	Knowledge of basic legal terminology related to domestic relations matters.	2.54	
4.	Knowledge of basic legal terminology related to bankruptcy.	1.73	
5.	Knowledge of basic legal terminology related to business formation.	2.22	
6.	Knowledge of basic legal terminology related to tax matters.	1.61	
7.	Knowledge of basic legal terminology related to immigration and naturalization proceedings.	.87	X
8.	Knowledge of basic legal terminology related to civil matters.	1.95	
9.	Knowledge of basic legal terminology related to liens.	1.27	X
10.	Knowledge of basic legal terminology related to real estate.	1.82	
11.	Knowledge of basic legal terminology related to intellectual property.	.85	X
12.	Knowledge of general legal terminology.	3.47	
13.	Knowledge of basic legal acronyms.	2.89	
CONTENT AREA 2: CLIENT COMMUNICATION			
14.	Knowledge of different categories of legal documents.	3.47	
15.	Ability to explain general factual information regarding legal terms, processes and procedures to the general public.	3.64	
16.	Knowledge of situations that constitute the unauthorized practice of law.	4.21	
17.	Ability to present general factual information about estate planning.	2.20	
18.	Ability to present general factual information about probate.	2.05	
19.	Ability to present general factual information about domestic relations matters.	2.57	
20.	Ability to present general factual information about bankruptcy.	1.72	
21.	Ability to present general factual information about business formations.	2.10	
22.	Ability to present general factual information about tax matters.	1.38	X
23.	Ability to present general factual information about immigration and naturalization.	.85	X
24.	Ability to present general factual information about real estate.	1.56	X
25.	Ability to present general factual information about intellectual property.	.69	X
26.	Ability to present general factual information about liens.	1.24	X
27.	Ability to present general factual information about civil matters.	1.83	
28.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to estate planning documents.	2.13	
29.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to probate.	1.96	

Item	Knowledge or Ability	Importance	Below cutoff
30.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to domestic relations documents.	2.55	
31.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to bankruptcy documents.	1.66	
32.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to business formations.	2.09	
33.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to tax matters.	1.41	X
34.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to immigration and naturalization documents.	.84	X
35.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to civil matters.	1.78	
36.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to liens.	1.25	X
37.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to intellectual property.	.68	X
38.	Knowledge of general factual information regarding legal rights, procedures, or options pertaining to real estate documents.	1.62	
39.	Knowledge of processes and procedures for estate planning documents.	2.08	
40.	Knowledge of processes and procedures for documents related to probate.	1.94	
41.	Knowledge of processes and procedures for filing, recording or submitting legal documents.	3.92	
CONTENT AREA 3: ADMINISTRATIVE RESPONSIBILITIES			
42.	Knowledge of requirements pertaining to supervision of trainees and certified legal document preparers.	1.99	
43.	Knowledge of requirements pertaining to services that can be performed by trainees and certified legal document preparers.	2.99	
44.	Knowledge of requirements pertaining to supervision of staff and persons engaged or employed as legal document preparers by the certified legal document business entity.	1.94	
45.	Knowledge of requirements pertaining to certification renewal.	4.26	
46.	Knowledge of requirements pertaining to changes in Designated Business Principal, business status, employment, name or address.	3.45	
CONTENT AREA 4: DATA GATHERING			
47.	Knowledge of effect of prior orders, actions, or judgments on the client's current request for legal document preparation services.	3.37	
48.	Knowledge of authority and limitations of certified legal document preparers.	4.26	
49.	Knowledge of situations that require referral to outside professionals.	4.26	
50.	Knowledge of information required for estate planning documents.	2.31	

Item	Knowledge or Ability	Importance	Below cutoff
51.	Knowledge of information required for domestic relations documents.	2.64	
52.	Knowledge of information required for bankruptcy documents.	1.68	
53.	Knowledge of information required for business formations.	2.15	
54.	Knowledge of information required for tax matters.	1.41	X
55.	Knowledge of information required for immigration and naturalization proceedings.	.88	X
56.	Knowledge of information required for civil matters.	1.82	
57.	Knowledge of information required for liens.	1.13	X
58.	Knowledge of information required for real estate documents.	1.41	X
59.	Knowledge of information required for probate documents.	1.89	
60.	Knowledge of information required for intellectual property.	.68	X
61.	Knowledge of methods for obtaining information, records and documents from relevant sources.	3.80	
CONTENT AREA 5: DOCUMENT PREPARATION			
62.	Knowledge of requirements and procedural issues for preparing estate planning documents.	2.15	
63.	Knowledge of requirements and procedural issues for preparing domestic relations documents.	2.57	
64.	Knowledge of requirements and procedural issues for preparing bankruptcy documents.	1.61	
65.	Knowledge of requirements and procedural issues for preparing business formation documents.	2.06	
66.	Knowledge of requirements and procedural issues for preparing tax matters.	1.27	X
67.	Knowledge of requirements and procedural issues for preparing immigration and naturalization documents.	.82	X
68.	Knowledge of requirements and procedural issues for preparing documents pertaining to civil matters.	1.75	
69.	Knowledge of requirements and procedural issues for preparing documents pertaining to liens.	1.06	X
70.	Knowledge of requirements and procedural issues for preparing documents pertaining to intellectual property.	.57	X
71.	Knowledge of effect of estate tax exclusion amounts on estate planning documents.	1.81	
72.	Knowledge of requirements and procedures pertaining to preparation and process of probate documents.	1.89	
73.	Knowledge of jurisdictional levels of court.	2.79	
74.	Knowledge of Arizona Rules of Court relevant to provision of legal document preparation services.	3.80	
75.	Knowledge of statutory requirements relevant to provision of legal document preparation services.	3.93	
CONTENT AREA 6: ETHICAL ISSUES			
76.	Knowledge of factors to consider in determining actual or perceived conflicts of interest.	3.66	
77.	Knowledge of factors to consider in determining actual or perceived impropriety.	3.66	

Item	Knowledge or Ability	Importance	Below cutoff
78.	Knowledge of factors to consider in determining misrepresentation or fraud in client communications, advertising, and marketing.	3.79	
79.	Knowledge of obligation to disclose relationships that are actual or perceived conflicts of interest.	3.67	
CONTENT AREA 7: PROFESSIONAL RESPONSIBILITIES			
80.	Knowledge of standards of ethical and professional conduct.	4.38	
81.	Knowledge of distinction between confidentiality and "privilege" involving client communications.	4.11	
82.	Knowledge of required disclosures and limitations regarding communications with the public.	3.89	
83.	Knowledge of obligations regarding fees as a basis for compensation for document services.	4.07	
84.	Knowledge of Code of Conduct pertaining to acceptance of gifts, incentives, rewards, or anything of value as a condition of performance of services.	3.68	
85.	Knowledge of Code of Conduct pertaining to payment of commissions to secure professional assignments.	3.24	
86.	Knowledge of Arizona Code of Judicial Administration Section 7-208 pertaining to denial of certification, complaints and disciplinary actions.	3.80	
87.	Knowledge of Arizona Code of Judicial Administration Section 7-208 pertaining to rights of certificate holders and applicants for certification.	4.01	
88.	Knowledge of Arizona Code of Judicial Administration Section 7-208 pertaining to responsibilities of certificate holders and applicants for certification.	4.15	
89.	Knowledge of the purpose of professional regulation pertaining to legal document preparers.	4.11	