



Indiana State Board of Education – Presentation on Test Development and the Multi-State Standard Setting Process

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ETS Background

- **Mission:** To Advance Quality and Equity in Education Worldwide
- Non-profit organization, founded in 1947; combined ACE, Carnegie Foundation and College Entrance Examination Board
- National Teacher Exam (NTE), one of the founding assessments
- Praxis Series created in 1993
- ETS develops, administers and scores
 - over 50 million assessments yearly
 - in more than 180 countries, at over 9,000 locations worldwide
- Research is as much a core of our organizational mission as it was in 1947. ETS built the science and practice of educational measurement, and our processes are industry standards.

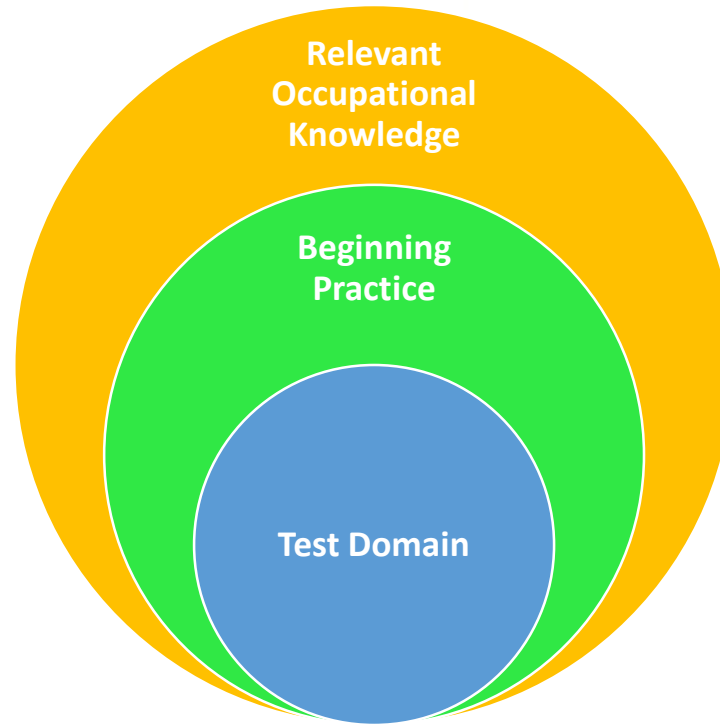


Assessment Development: Test Validity

The entire process of developing a test for licensure hinges on the **validity of the test scores** for determining who is ready to begin teaching, and who is not

- A test is valid if it measures what it intends to, and if the meaning and interpretation of the scores are consistent with the intended use
- Licensure tests are built to support the claim that candidates who pass have demonstrated the knowledge and skill necessary for safe and effective beginning practice.
 - Knowledge and skill determined and validated through a development process reliant on **expert judgment from the field**
 - Content validity established through the process—experts select from the entire set of occupationally relevant skills those that are most necessary on day one

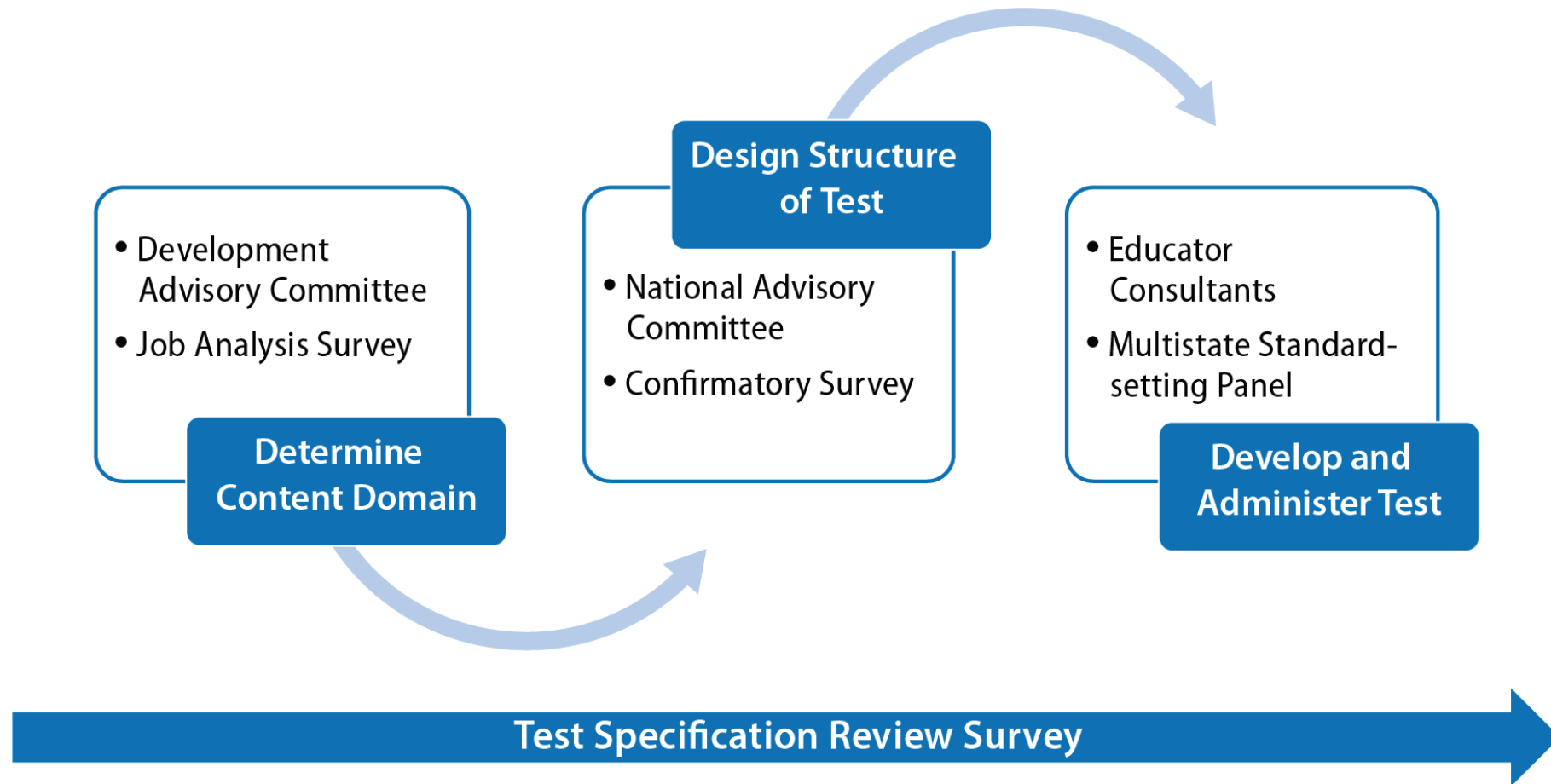
Test Validity



Building Quality Assessments

- A test cannot be valid if test takers cannot fairly and reasonably demonstrate their knowledge, skill, and ability
- Test questions must be
 - relevant and important, according to practitioners
 - free from bias
 - clearly worded and free from error
- Test development processes include multiple reviews to confirm the quality and accuracy of items, and the adherence of forms to the test domain defined by the field

Test Development Process



Multi-State Standard Setting Process

- Standard Setting is a research-based practice for making categorical judgments, such as...
 - *how much* knowledge and skills must a teacher-candidate demonstrate in order to be minimally qualified for a license
- Panel of experts from various jurisdictions from around the country
 - Educators with expertise in the subject matter
 - Educators with experience with the candidates preparing to be future teachers in the subject matter
 - Educators with experience with new teachers in the subject matter

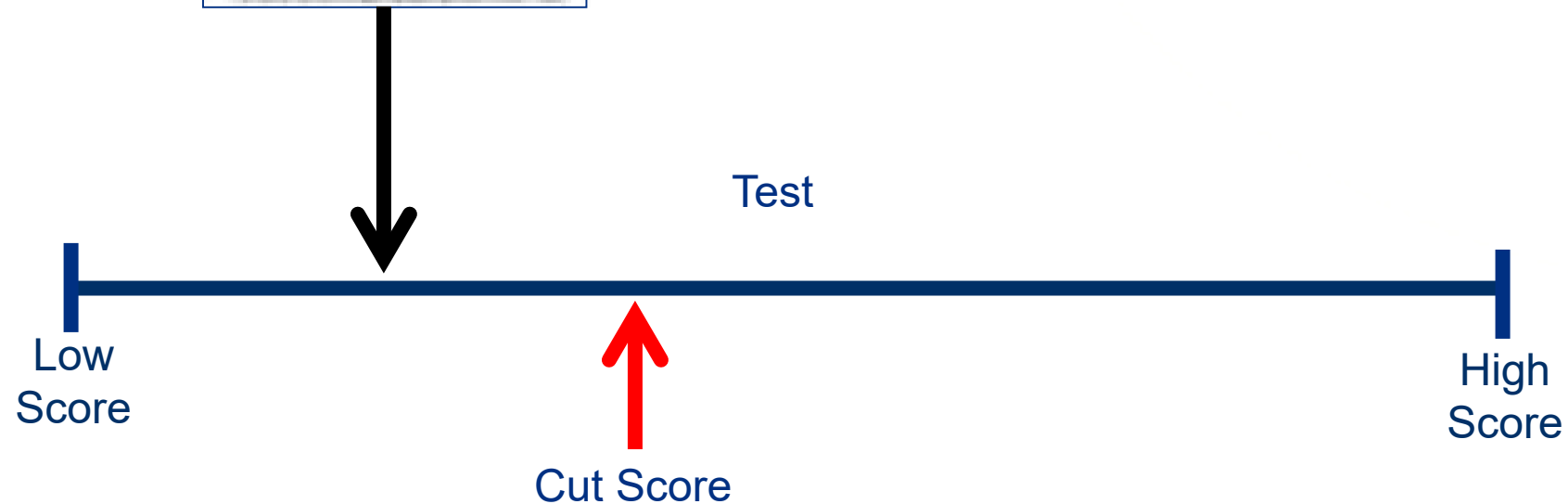
Multi-State Standard Setting Process

- Three main components in a standard-setting process
 - The assessment
 - An agreed-upon description of what a minimally-qualified (i.e., the just-qualified) candidate knows and can do
 - The standard-setting methodology
- For each of these components, the panelists discuss...
 - Their understanding of the assessment
 - Their perspectives of the “just-qualified candidate” candidate
 - Their understanding of how to make their judgments

Standard Setting Process

JQC Description

Standard Setting Process Description: The JQC (Joint Writing Committee) is responsible for setting the standard for the test. They review the test content and determine the level of difficulty. The JQC also reviews the test results and determines the standard for the test. The JQC is composed of experts in the field of the test and is responsible for ensuring that the test is fair and valid. The JQC also reviews the test results and determines the standard for the test. The JQC is composed of experts in the field of the test and is responsible for ensuring that the test is fair and valid.



Indiana Score-Setting Process

- Standard-setting takes place for all newly-developed assessments
- Several tests that Indiana is adopting in the fall of 2021 have already had standard-setting
- For Indiana, we are having distance-based score-setting studies for those tests.
- Small, distance-based panels of Indiana educators who are experts with...
 - Experience with the subject matter and
 - Experience with teacher-candidates or new teachers

Indiana Score-Setting Process

- Panelists review and discuss
 - The assessment design and development process
 - The standard-setting process
 - The content measured on the assessment
 - The scores adopted by the jurisdictions using the assessment
 - National test-taker data
- Panelists engage in two rounds of judgments of what the recommended score should be for Indiana
 - Discussion of the results are between the rounds of judgments

Current/Next Steps

- 17 score settings completed to date
- 23 more to do over the next year
- Analysis and recommendations for passing scores will be provided to DOE and brought to the board for adoption.
- Intention is to have the passing scores adopted well before Praxis tests “go live” in Indiana in fall 2021.



Questions?

Thank you for your time, attention and support.

