



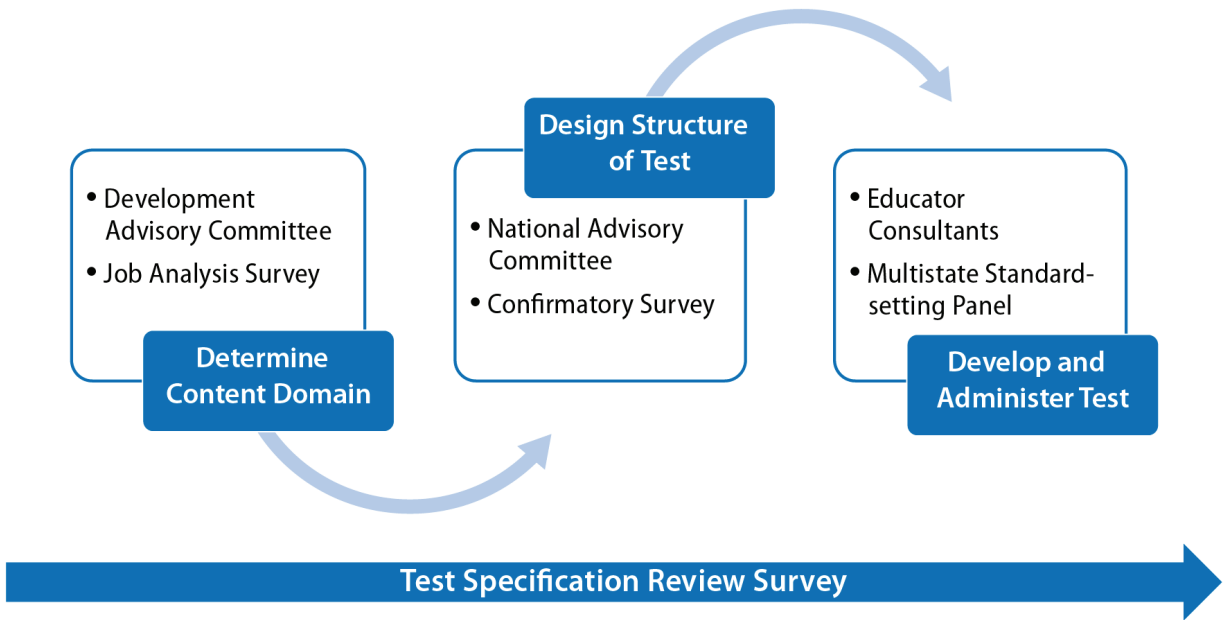
Measuring the Power of Learning.®

Developing the *Praxis*® Test Transparency—

How Educators Contribute

ETS®
**Professional
Educator**
PROGRAMS

Involving Educators to Develop *Praxis*® Tests



The *Praxis*® educator licensure tests offered by ETS rely on educators throughout the design and development process to ensure that the tests are valid for their intended purpose. Practicing educators and college faculty who prepare educator candidates are involved from the definition of the content domains through designing the structure of the tests, to the authoring and vetting of the content that will appear on the tests. Educators also provide judgment to assist licensing agencies setting passing (or cut) scores. Throughout the development process, we strive to involve educators who represent diverse perspectives.

The content tested on most licensure tests is fundamentally based on the national standards of the field being assessed. Our development process begins with a committee of educators who use the national standards to draft knowledge and skill statements that apply to beginning educators. This **Development Advisory Committee** is facilitated by an experienced ETS assessment specialist. The draft knowledge and skill statements created by this group are then presented via an online survey to a large sample of educators who are asked to judge:

- the relevance and importance of each statement for beginning practice; and
- the depth of knowledge that would be expected of a beginning educator.

This **Job Analysis Survey** also gathers relative importance (i.e., weights) for the subtopics within the draft content domain.

A second committee of educators, the **National Advisory Committee (NAC)**, is convened to review the draft content domain and the results of the **Job Analysis Survey** to:

- further refine the content domain for the test;
- develop the test specifications or blueprint; and
- determine the types of test questions that will be used to gather evidence from test takers.

The resulting test specifications are then reviewed by a large sample of educators who confirm that the content of the test includes knowledge and skills that are relevant and important for beginning practice. The results of the **Confirmatory Survey** are used by the NAC and ETS assessment specialists to finalize the test specifications. After the test specifications have been finalized, ETS assessment specialists again call upon educators to help create the test questions and review the test forms that align to the specifications. These **Educator Consultants** are trained by ETS to draft test questions that adhere to strict quality standards and best practices and that are answerable to the content specifications. Each draft question goes through multiple reviews by content experts, editors and fairness

reviewers before being considered for inclusion on a test. Once the questions are finalized, ETS assessment specialists assemble test forms, adhering to the blueprint described in the test specifications. Educators then review the forms to verify that the forms adhere to the blueprint and are, as a whole, a fair and complete assessment of the knowledge and skills required for beginning practice.

Once the initial form of a new or revised *Praxis* test is finalized, but before the first operational administration of the test, ETS convenes a **Multistate Standard-setting Panel** to provide a recommended passing (or cut) score. This recommendation can guide departments of education, boards of education or designated educator licensure boards that are responsible for establishing the licensure requirements for beginning educators, including adopting a passing (or cut) score for a required licensure test. ETS researchers design and facilitate a research-based standard-setting study and each state considering use of a new or revised *Praxis* test receives the results of the study to guide its decision making.

ETS assessment specialists work closely with educators on an ongoing basis to monitor national associations and other relevant indicators to determine whether revisions to standards or other events in the field may warrant changes to a licensure test. ETS also regularly gathers information from educator preparation programs and state licensure agencies to ensure that the tests are current and meeting the needs of the profession. If significant changes have occurred, the process described above is initiated. Routinely, ETS conducts an online **Test Specification Review Survey** to determine whether the test continues to measure relevant and important knowledge and skills for beginning educators. Gathering validity evidence is not a single event, but an ongoing process.

Definitions of Key Terms

Development Advisory Committee: This external committee is composed of teachers, administrators and college faculty who draft knowledge and skill statements from national standards to reflect what is relevant and important for beginning educators.

Job Analysis Survey: An online survey of a diverse sample of teachers, administrators and college faculty that judges the relevance and importance of identified knowledge/skills and the depth of knowledge expected of beginning educators. The survey also gathers evidence on the relative importance (i.e., weights) of the subtopics within the content domain.

National Advisory Committee: This external committee is composed of teachers, administrators and college faculty from across the nation who use the results of the job analysis survey to define the content domain for the test, develop the test specifications or blueprint, and describe the types of test questions that will be used to gather evidence from test takers.

Confirmatory Survey: An online survey of a diverse sample of teachers, administrators and college faculty that confirms the relevance and importance of the knowledge and skills included in the test specifications for an educator licensure test.

Educator Consultants: External consultants who are trained to draft and review test questions and forms that align to the test specifications and meet the highest level of quality.

Multistate Standard-setting Panel: This external panel is composed of teachers, administrators and college faculty from across the nation who review the initial form of a new or revised *Praxis* test and provide judgments that result in a recommended passing (or cut) score.

Test Specification Review Survey: An online survey of a diverse sample of teachers, administrators and college faculty that determine whether an existing *Praxis* test continues to measure relevant and important knowledge and skills for beginning educators.