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About ETS

At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® tests and The Praxis Series® assessments — in more than 180 countries, at over 9,000 locations worldwide.

ETS has been certified by the International Organization for Standardization (ISO) for meeting ISO standards for quality excellence in educational testing.

In addition to assessments, we conduct educational research, analysis and policy studies, and we develop a variety of customized services and products for:

- teacher certification
- English language learning
- elementary, secondary and postsecondary education

ETS serves individual students, their parents, educational institutions and government agencies. We help teachers teach, students learn, and parents measure the educational and intellectual progress of their children by:

- Listening to educators, parents and critics
- Learning what students and their institutions need
- Leading in the development of new and innovative products and services

Our Mission: To advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

Our Vision: To be recognized as the global leader in providing fair and valid assessments, research and related products and services to help individuals, parents, teachers, educational institutions, businesses, governments, countries, states and school districts, as well as measurement specialists and researchers.

Our Values: Social responsibility, equity, opportunity and quality. We practice these values by listening to educators, parents and critics. We learn what students and the institutions they attend need. We lead in the development of products and services to help teachers teach, students learn and parents measure the intellectual progress of their children.

ETS is registered to ISO 9001:2008 as a multisite with the scope: The Design and Delivery of Fair and Valid Assessments and Related Products
ETS Global Institute

What does the ETS Global Institute do?
The ETS Global Institute is the international training and technical assistance arm of Educational Testing Service (ETS). Its mission is to advance the fields of testing, assessment and education by making ETS staff resources available to educators, policymakers and testing professionals worldwide.

The ETS Global Institute carries out this mission by:
- collaborating with ministries of education, universities and professional organizations to explore today’s increasingly complex educational measurement challenges
- providing a place where the world’s test creators and policymakers can exchange ideas on topical issues
- providing practical, “how-to” advice to educators, policymakers and testing professionals through seminars and courses

What does the ETS Global Institute offer?
A distinguished faculty of professionals and external assessment experts participate in three modes of training:
- Scheduled 3–5 day courses on topics related to large-scale standardized testing
- Customized courses tailored to specific client needs
- Distance learning “mini sessions”

Training and Capacity Building
The ETS Global Institute helps build local capacity by providing a professional development opportunity that enhances the knowledge base of educational leaders, classroom teachers and school directors. Additionally, these workshops introduce clients to ETS’s other research-based professional development programs.

Why train with ETS?
After participating in ETS Global Institute programs, clients have said that they were able to return to their jobs and immediately put the knowledge they gained into practice.

Through their participation, they:
- developed an understanding of how standards and test specifications must be aligned to test items
- learned how to determine the quality of tests and the most important aspects of classical test theory and item-response theory
- discovered how to conduct psychometric analysis of test results and how to base suggestions for improvement on test results
- learned the principles and benefits of test-score scaling and equating in large-scale assessments

How might you and your institution or organization benefit from the same knowledge?
ETS Global Institute Faculty

The ETS Global Institute faculty is made up of practicing professionals who bring firsthand experience to all courses. These testing specialists include:

- Test developers (with expertise in subjects including math, science, ESL/EFL and history)
- Psychometricians (measurement statisticians)
- Managers of testing programs
- Information technology specialists
- Experts in test security
- Communications professionals
- Trainers of teachers and school leaders

Language
Instruction is normally delivered in English; however, some customization in other languages may be possible.

Fees
Course fees vary by program. Please contact the ETS Global Institute at globalinstitute@ets.org for more information.

Location
The ETS Global Institute is based at the ETS headquarters in Princeton, New Jersey, USA.
A Sampling of Global Institute Trainer Biographies

Eugenio J. Gonzalez, Ph.D.
Eugene J. Gonzalez is currently the Director of the IEA-ETS Research Institute (IERI), a collaborative effort between the International Association for the Evaluation of Educational Achievement (IEA) and ETS that focuses on improving the science of large-scale assessments. The IERI undertakes activities around three broad areas of work that include research studies related to the development and implementation of large-scale assessments; professional development and training; and dissemination of research findings and information gathered through large-scale assessments. He is also head of the Research and Analysis Unit at the IEA-Data processing and Research Center.

Gonzalez formerly served as the Director of Quality Control and Field Operations for the National Assessment of Educational Progress (NAEP), and as Director of International Operations and Data Analysis in the International Study Centre (ISC) at Boston College. In this role, he oversaw the development and implementation of international operations and data analysis procedures for the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). Gonzalez received his Ph.D. in educational research, measurement and evaluation in 1994 from Boston College. He received his undergraduate degree in psychology from the Universidad Católica Andres Bello in Caracas, Venezuela, and is a licensed psychologist in Venezuela.

Mary J. Pitoniak, Ph.D.
Mary J. Pitoniak is a Strategic Advisor in the ETS Research & Development division. She earned a B.A. (summa cum laude) with highest honors in psychology from Smith College and an M.S. and a Ph.D. in psychometric methods and educational psychology from the University of Massachusetts Amherst. Pitoniak serves as the Project Director for Research and Development for the National Assessment of Educational Progress (NAEP). She works with the U.S. Department of Education to define research priorities for NAEP, coordinates the research activities of the multiple NAEP contractors and conducts her own research. She also directs the activities of the NAEP technical advisory committee.

Pitoniak is an internationally known expert in standard setting, having published, conducted research and provided training in these areas. Both her master’s thesis and doctoral dissertations focused on standard setting, and evaluated new and existing measures for setting cut scores. She co-authored a standard-setting chapter in the fourth edition of *Educational Measurement* and is the lead author of the standard-setting chapter in the *Handbook on Measurement, Assessment, and Evaluation in Higher Education*. She has served on the Technical Advisory Committee on Standard Setting for NAEP since 2004. Pitoniak co-conducted a workshop on standard setting at the annual meetings of the National Council on Measurement in Education from 2005 through 2008, and the Northeastern Educational Research Association in 2009. Pitoniak has also conducted and provided training in standard setting in numerous countries such as South Africa, Malaysia and Chile.
Richard J. Tannenbaum, Ph.D.

Richard J. Tannenbaum is the Senior Research Director for the Center for Validity Research in the Research & Development division at ETS. In this capacity, he oversees the fundamental and applied research that supports the validity associated with score use and score interpretation for testing programs serving higher education, K–12 students and educator licensure. Tannenbaum also co-directs the Validity Initiative, which supports and conducts innovative research in various areas related to validity.

Prior to his current position, he was the Director of the Licensure and Certification Research area (within the Validity Center). Tannenbaum's primary responsibilities included providing measurement expertise in support of educator licensure and building both standard-setting capabilities and a standard-setting research agenda.

He joined ETS in 1988 as an associate research scientist and has held progressively higher-level positions over the years, including positions in strategic business units.

Tannenbaum earned a Ph.D. in industrial/organizational psychology from Old Dominion University. He has published numerous articles, book chapters and technical papers. His areas of expertise include standard setting, assessment development, licensure and certification, and validation.

He also has earned the ETS Presidential Award for Extraordinary Accomplishments for his innovative design and implementation of a multistate standard-setting process.

Michael J. Zieky, Ph.D.

Michael J. Zieky is a Distinguished Presidential Appointee at ETS, where he helps manage the Assessment Development division. His work at ETS has focused on designing and developing tests, writing standards and guidelines for quality and fairness in assessment, evaluating the validity of tests, and disseminating information about testing and measurement.

He has contributed to widely used admissions tests for college, graduate and professional school, and has developed tests in many areas including education, literature, nursing, psychology, theater, verbal ability and various military occupational specialties. His publications focus primarily on methods of setting cut scores and on fairness in assessment. Zieky received his Ph.D. in educational research from the University of Connecticut. He has taught courses in measurement, most recently at Morgan State University, and has conducted numerous workshops in various aspects of testing both at ETS and externally.

Samuel A. ("Skip") Livingston, Ph.D.

Samuel A. ("Skip") Livingston has been at ETS since 1974, where his work has included the development of performance tests in the health professions, research on methods of equating test scores, and the planning and coordination of statistical operations for college placement tests, college outcomes assessments, and teacher and school administrator licensing tests. He has served as a consultant to professional associations, government agencies and private corporations. He also has served on the board of advisory editors for three professional journals and is the author of articles and book chapters on test score equating, item analysis, reliability estimation and standard setting.

Xuan (Adele) Tan, Ph.D.

Xuan (Adele) Tan is a senior psychometrician in the Research & Development division of ETS. She earned her Ph.D. in educational psychology with an emphasis in measurement, evaluation and cognition at the University of Alberta in 2006. She joined ETS's teacher quality group as an associate psychometrician in 2006. She serves as the Statistical Coordinator for a set of test titles in the Texas Teacher Certification Program and in The Praxis Series, where her operational work focuses on classical test theory, test-score equating and differential item functioning. Her research interests include mixed-format test equating, CR scoring shift and differential item functioning.
Philip Everson, Ph.D.

Philip Everson is currently a principal assessment designer specializing in ELL in the Assessment division of ETS. ETS ELL products and services include the TOEFL and TOEIC tests among others. He has led the design of a number of new products, including the new TOEIC Speaking test and the new TOEIC Writing test. He served as a director of English-language tests during the design and implementation of the TOEFL iBT® test, and has served as Director of Product Development for ELL. From 1995 to 2000, Everson supervised the ELL test development staff of the Assessment division, the group responsible for the creation of content for the TOEFL test, ETS’s largest computer-based test. He began work in TOEFL test development as an item writer in 1990. Prior to joining ETS, Everson taught English at the University of Delaware, Temple University (Philadelphia) and Temple University Japan (Tokyo). He holds a Ph.D. in English literature from the University of Delaware.

Paul Rybinski

Paul Rybinski taught at an English teacher trainer college in Poland for two years just prior to joining ETS in 1995. Now a senior assessment specialist, Rybinski began his career in assessment development by writing and reviewing test items for the TOEFL and TOEIC programs. In 2001, he was one of the first ETS test developers to begin working on English-language assessments for young learners, and over the course of 10 years he directed the development of English assessments for New York, California, Florida, Puerto Rico and the State of Qatar. He also led the development of the TOEFL Junior® test, the newest member of the TOEFL family of assessments. Rybinski holds an M.Ed. in teaching English as a second language from The College of New Jersey and an M.B.A. from Rider University.

Highlights

Global Institute Reflects ETS’s Worldwide Mission

As the international training and technical assistance arm of ETS, the Global Institute seeks to advance the fields of testing, assessment and education by making ETS staff resources available to educators, policymakers and testing professionals worldwide. It collaborates with ministries of education, universities and professional organizations around the world, offering courses related to large-scale standardized testing either in Princeton or in host countries. We want to share what we have learned about testing and test takers with our colleagues around the world. In turn, we hope to learn about what assessment challenges they have faced in their own countries.

Highlights of Global Institute Initiatives

The ETS Global Institute has hosted workshops on a variety of measurement topics for audiences from around the world. For example, the Global Institute conducted performance assessment workshops for the United Nations Human Resource unit (New York City); large-scale assessment courses for the Zhejiang Provincial Education Examinations Authority (China), the Agency of Quality in Education (Chile) and World Bank (Ethiopia); and psychometric methods courses for governmental testing agencies from Nigeria, Taiwan, Mexico, Malaysia and Vietnam. In addition, customized courses were developed for delegations representing Chile, Mongolia, South Africa and Sweden.
Countries Served

- Albania
- Argentina
- Azerbaijan
- Barbados
- Bolivia
- Botswana
- Brazil
- Canada
- Chile
- China
- Colombia
- Costa Rica
- Cyprus
- Ethiopia
- Hong Kong
- Honduras
- India
- Japan
- Kazakhstan
- Kenya
- Kyrgyzstan
- Macedonia
- Malaysia
- Mexico
- Mongolia
- Nicaragua
- Nigeria
- Norway
- Oman
- Pakistan
- Republic of Georgia
- Russia
- Saudi Arabia
- Singapore
- South Africa
- Sweden
- Taiwan
- Tanzania
- Thailand
- UAE
- UK (England, Scotland)
- Uzbekistan

“Thank you very much for organizing this great training. We were able to get all the information and materials that we wanted to get. As a result of this training, [our country’s] educational policy will be changed. We wish to organize similar customized training for more people [from our country].”

— Course participant representing his country’s Ministry of Education
# Scheduled Courses

**Held at ETS headquarters in Princeton, New Jersey, USA**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Content</th>
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<tbody>
<tr>
<td>March 16–20, 2015;</td>
<td>Design and Development of Large-Scale</td>
<td>• Deciding what to measure</td>
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<td>June 1–5, 2015</td>
<td>Assessments</td>
<td>• Developing test specifications</td>
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<td>• Determining question (item) types and writing to specifications</td>
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<td>• Item review and pretesting</td>
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<td>• Item analysis and differential item functioning</td>
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<td>• Performance measures</td>
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<td>• Follow-up studies to determine predictive validity</td>
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<td>May 4–8, 2015</td>
<td>Issues in Computer-Based Testing</td>
<td>• Evolution of computer-based testing (CBT)</td>
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<td>• Considerations in CBT</td>
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<td>• Item banking</td>
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<td>• Test security issues</td>
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<td>• Computer-based delivery models</td>
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<td>• Consideration of students with special needs in test design</td>
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<td>• Score reporting</td>
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<td>September 21–25, 2015</td>
<td>Design and Development of National</td>
<td>• Design and development of national assessments</td>
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<td>Assessments</td>
<td>• Development of frameworks and test content specifications</td>
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<td>• Psychometric models</td>
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<td>• Item banking</td>
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<td>• Test development procedures</td>
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<td>• Constructed-response development and scoring</td>
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<td>• Communication of results to key stakeholders</td>
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<td>December 7–11, 2015</td>
<td>Psychometrics Methods</td>
<td>• Overview of psychometric concepts</td>
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<td>• Developing psychometric specifications</td>
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<td>• Reliability and standard error of measurement</td>
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<td>• Automated essay scoring</td>
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<td>• Item response theory (IRT)</td>
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<td>• Item/test analyses</td>
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<td>• Item banking</td>
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<td>• Standard setting</td>
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<td>• Validity</td>
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<td>• Test-score equating and scaling</td>
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Note: Current course schedules require a minimum of eight participants.

"Thank you very much for organizing the Global Institute course that was very useful! What impressed me the most was the concept of evidence-centered design, as well as the process of constructed-response test item development. These concepts provided me with a new perspective on testing that will help me focus my training of test takers on their future success, as opposed to them only obtaining high test scores."

— Test-training professional working for a national standardized test-training company on test-development sessions that were part of a week-long course
Sample Agenda

Design and Development of Large-Scale Assessments

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Objective</th>
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<tbody>
<tr>
<td>Test Development Process</td>
<td>This workshop session reviews the general steps of the ETS test development process.</td>
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<tr>
<td>Developing Test Specifications</td>
<td>Test specifications are the blueprints that test developers use when creating a test. This session describes how test specifications are developed.</td>
</tr>
<tr>
<td>Evidence-Centered Design</td>
<td>This session presents a method of designing tests that directly links item and test development to the knowledge, skills and abilities to be tested, claims to be made and evidence to be collected.</td>
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<tr>
<td>Item Writing/Reviewing Guidelines</td>
<td>This session reviews general item writing and reviewing guidelines applicable to multiple-choice tests. Time permitting, participants practice writing and reviewing items using the guidelines.</td>
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<tr>
<td>Design and Development of Performance Assessments</td>
<td>This session outlines the guidelines and procedures for developing performance assessments (non-multiple-choice assessments). Rubrics and essays from ETS tests are used as examples.</td>
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<tr>
<td>Administering and Scoring Performance Assessments</td>
<td>This session outlines the methods and logistics of essay scoring. Time permitting, participants also gain experience reviewing essays.</td>
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<tr>
<td>Overview of Psychometric Concepts in Testing</td>
<td>This session provides a summary of the basic psychometric concepts behind test development: item analysis, differential item functioning (DIF), test-score equating and scaling, score interpretation, reliability, validity and fairness.</td>
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<tr>
<td>Equating and Scaling of Test Scores</td>
<td>This session discusses the statistical issues involved in constructing comparable test forms.</td>
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<tr>
<td>Standard Setting</td>
<td>This session provides an overview of the methodologies involved in establishing cut scores in large-scale assessments.</td>
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<tr>
<td>Test Fairness and Differential Item Functioning (DIF)</td>
<td>This session discusses the issues surrounding test fairness and equity vs. equality. It also reviews the international principles and guidelines for fairness in testing. The session also introduces DIF, the analysis of how matched people in different groups perform on a test item.</td>
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Customized Courses

In addition to offering regularly scheduled courses, the ETS Global Institute creates and conducts courses customized to the specific needs of our clients. We have developed courses to meet the expressed training requirements of ministries of education, universities and other organizations worldwide.

Customized courses are held in Princeton, N.J., and can be of varying lengths. The curriculum is shaped according to the needs of the client. Below is a listing of recent customized courses along with the countries that requested them.

Examples of past ETS Global Institute customized courses

Item Writing and Review in Content Areas – Chile, England, Ethiopia, Kyrgyzstan, Thailand
Issues in Teacher Licensure Testing – Chile, Malaysia, Mongolia, Republic of Georgia
Issues in Computer-Based Testing – Canada, Hong Kong, Netherlands, Taiwan
Developing Large-Scale Performance Assessments – Barbados, Nicaragua
Psychometric Methods – Chile, Colombia, Malaysia, Saudi Arabia
Developing a National Assessment Program – Barbados, Republic of Georgia, Sweden
Design and Development of Language Assessments – China, Thailand

Upon request, a customized course can also include a tour of ETS’s operations facilities; time in ETS’s Carl Campbell Brigham Library, which houses a comprehensive collection of educational testing and psychometric literature; or a visit to a local school or university.

To register or for more information, contact:

ETS Global Institute
Rosedale Road, MS 04-L
Princeton, NJ 08541, USA
Phone: +1-609-252-8699
Email: globalinstitute@ets.org
Visit: www.ets.org/globalinstitute

"The course ... was a wonderful educational experience for all participants. They were all very glad and satisfied. We have achieved many results and this course has been a great success for [our country’s] education system. We’ll promote and introduce this course to others."

— Director of National Testing Resource Center who attended a national assessment course
Customized Course Descriptions

**Item Writing and Reviewing in Content Areas**

**Course Content:** Item writing/review procedures • Setting cut scores and score scaling • SAT® I and II overview • Advanced Placement® overview • Test security and administration • Life cycle of a test • Equating test scores

**Issues in Teacher Licensure Testing**

**Course Content:** Evidence-centered models for teacher licensure testing • Score reporting • Portfolio assessments • Statistical methods for licensure testing • Standard setting • Equating procedures for multiple selection/performance assessments • Operational issues • Registration systems

**Issues in Computer-Based Testing**

**Course Content:** Evolution of computer-based testing (CBT) • Key issues in CBT • Security in the CBT test development process • Developing and managing item pools for computer-adaptive tests • Managing the transition to a CBT program • Psychometric research on test security for CBT • Developing and managing a CBT network and electronic irregularity reporting • Conducting test security investigations for CBT

**Design of Large-Scale Performance Assessments**

**Course Content:** Development and evaluation of portfolios • Advanced placement models • Structure of large-scale performance scoring • Preparing and reviewing essay questions and scoring guide • Planning and carrying out validity studies • Developing training materials • e-rater® scoring engine • Key psychometric concepts • Assessing classroom performance

**Psychometric Methods**

**Course Content:** Overview of psychometric concepts • Developing psychometric specifications • Validity • Reliability and standard error of measurement • Test and item fairness • Equating test scores and scale development • Item analysis • Test analyses • Measurement models/IRT • Automated essay grading

**Developing a National Assessment Program**

**Course Content:** Development of U.S. National Assessment of Educational Progress • Managing a large-scale assessment program • Design, sampling and analysis • Writing test items for national assessments • Current status of national and international assessments • Developing specifications/curriculum frameworks for national assessments • Model for developing a national assessment • Test administration/test security • Reporting national assessment results • Developing accessible databases • Scoring essays using e-rater scoring engine

**Design and Development of Language Assessments**

**Course Content:** Managing a second-language assessment program • Design of test specifications • Procedures for training item writers • Assessment of listening comprehension skills • Performance assessments (speaking/writing item rubric development) • Oral proficiency interview procedures • Contemporary research issues in language assessment • Benchmarking to the Common European Framework of Reference (CEFR)

**Teacher Performance Assessment**

**Course Content:** National Teaching Performance Assessments: Theory, purpose, measures, scoring, research • Validity issues in teacher assessment and licensure • Building a state performance assessment • Content Knowledge for Teaching (CKT) • State portfolio-based teacher assessment systems • Standards-based teacher preparation, licensure and evaluation • How to know a good teacher when seeing one • School leader/principal selection, training and evaluation
Session Topic Descriptions

Below are descriptions of the individual sessions available through the ETS Global Institute.

**Administering and Scoring Performance Assessments**
*Target audience:* Test Developers, Test Administrators
*Learning objectives:* This session outlines the methods and logistics of essay scoring. Participants also gain experience reviewing essays.
*Approximate length:* 4+ hours
*Noteworthy feature:* Interactive

**Overview of Psychometric Concepts in Testing**
*Target audience:* Policymakers, Test Developers, Measurement Statisticians (Psychometricians)
*Learning objectives:* This session provides a summary of the basic psychometric concepts behind test development: item analysis, differential item functioning, equating test scores and scale development, scaling, score interpretation, reliability, validity and fairness.
*Approximate length:* 2–4 hours

**Design and Development of Performance-Based Assessments**
*Target audience:* Test Developers
*Learning objectives:* This session outlines the guidelines and procedures for developing performance assessment (non-multiple-choice assessments). Rubrics and essays from ETS tests are used as examples.
*Approximate length:* 2+ hours

**Designing a Field Test**
*Target audience:* Policymakers, Test Developers, Measurement Statisticians
*Learning objectives:* This session discusses the purpose of a field test and the roles that test developers and psychometricians play in designing and administering these tests.
*Approximate length:* 1.5+ hours

**Developing Test Specifications**
*Target audience:* Policymakers, Test Developers
*Learning objectives:* Test specifications are the blueprints that test developers use when creating a test. This session describes how test specifications are developed.
*Approximate length:* 1+ hour

**Equating Test Scores**
*Target audience:* Policymakers, Measurement Statisticians
*Learning objectives:* This session discusses the benefits and methods of reviewing various forms of a given test to determine whether they are of equal or comparable difficulty.
*Approximate length:* 1–1.5+ hours

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“Lovely learning experience. A pleasure to be in the group and one of the best, if not the best, series of seminars I have attended.”

— International education consultant who attended a teacher licensure course
ETS Audit Process
Target audience: Policymakers, Test Administrators
Learning objectives: This session discusses the process by which ETS determines whether tests and products adhere to company standards for quality and fairness.
Approximate length: 2 hours

Evidence-Centered Design
Target audience: Policymakers, Test Developers
Learning objectives: This session presents a method of designing tests that directly links item and test development to the knowledge, skills and abilities to be tested, claims to be made and evidence to be collected.
Approximate length: 1.5+ hours

Introduction to Item Analysis
Target audience: Test Developers, Measurement Statisticians
Learning objectives: This session discusses how and when items and tests should be analyzed.
Approximate length: 2+ hours

Introduction to Reliability and Validity
Target audience: Policymakers, Test Developers, Measurement Statisticians
Learning objectives: This session defines reliability and validity and methods of determining reliability of scores and validity of tests.
Approximate length: 2+ hours

Item Banking
Target audience: Policymakers, Test Developers, Measurement Statisticians
Learning objectives: This session provides the history, procedures and uses of item banks, and allows participants to view screenshots and operating demos of the ETS item banking system.
Approximate length: 2+ hours

Item Writing Guidelines
Target audience: Policymakers, Test Developers
Learning objectives: This session reviews general item writing guidelines, applicable to both multiple-choice and constructed-response items.
Approximate length: 1.5+ hours

Measuring Critical Thinking
Target audience: Policymakers, Test Developers
Learning objectives: This session defines critical thinking and provides models of measuring critical thinking using both multiple-choice and constructed-response items.
Approximate length: 1.5+ hours
Multiple-Choice Item Writing and Review Workshop
Target audience: Test Developers
Learning objectives: This session teaches the guidelines specific to multiple-choice item writing. Participants practice writing and reviewing items using guidelines.
Approximate length: 1–2+ days
Noteworthy feature: Very interactive

Online Scoring Network
Target audience: Policymakers, Test Administrators
Learning objectives: This course introduces the features and processes of ETS’s Online Scoring Network (OSN).
Approximate length: 1.5+ hours
Noteworthy feature: Requires special network connection to log in to the OSN.

Scaling Test Scores
Target audience: Policymakers, Measurement Statisticians
Learning objectives: Many assessments assign scores to test-taker performance. This session discusses the types of score scales that can be applied to your assessments.
Approximate length: 1–1.5 hours

Standard Setting
Target audience: Policymakers, Test Developers, Researchers
Learning objectives: This session defines standard setting and discusses the process of performing a standard-setting session.
Approximate length: 1.5 hours–1 day long

Test Development Process
Target audience: Policymakers, Test Developers
Learning objectives: This session reviews the general steps of the ETS test development process.
Approximate length: 1+ hour

Test Fairness and Differential Item Functioning (DIF)
Target audience: Test Developers, Measurement Statisticians
Learning objectives: This session discusses test fairness — equity vs. equality — and reviews the international principles and guidelines for item writing. This course also introduces DIF, the analysis of how matched people in different groups perform on an item.
Approximate length: 2+ hours

Test Security Procedures
Target audience: Policymakers, Test Administrators
Learning objectives: This course addresses the three main steps of test security:
  • Prevention
  • Detection
  • Remediation
Approximate length: 1 hour
Frequently Asked Questions

What does the course fee cover?
The course fee covers instruction, course materials and lunches for each day of the course. All charges associated with air travel, ground transportation, overnight accommodations and meals other than lunch are paid by the client.

Where can we stay while attending an ETS Global Institute?
The Chauncey Conference Center is located on the ETS campus, within walking distance of the building where courses are given. Complimentary full breakfast is included in the room rate.

<table>
<thead>
<tr>
<th>Chauncey Conference Center</th>
<th>Sonesta ES Suites®</th>
<th>Residence Inn® Princeton at Carnegie Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosedale Road</td>
<td>4375 U.S. Route 1 South</td>
<td>Located at Princeton MarketFair</td>
</tr>
<tr>
<td>Princeton, NJ 08541</td>
<td>Princeton, NJ 08540</td>
<td>3563 U.S. Route 1</td>
</tr>
<tr>
<td>+1-609-921-3600</td>
<td>+1-609-951-0009</td>
<td>Princeton, NJ 08540</td>
</tr>
<tr>
<td>+1-609-683-4958 Fax</td>
<td>+1-609-951-0696 Fax</td>
<td>+1-609-799-0550</td>
</tr>
<tr>
<td>Please try one of the other hotels if Chauncey is not available.</td>
<td></td>
<td><a href="http://www.marriott.com">www.marriott.com</a></td>
</tr>
</tbody>
</table>

What ground transportation is available from airports or train stations?

By Train. From New York, Newark, Philadelphia and other stations along the Northeast Corridor line of Amtrak®, take any train scheduled to stop at Princeton Junction (New Jersey Transit trains are also available). A shuttle train runs from Princeton Junction to Princeton Station. From there it is a short taxi ride to ETS. The Washington Metroliner stops in Trenton. Taxis are available there as well (approximate taxi fares to ETS: $14 from Princeton Downtown Station, $22 from Princeton Junction Railroad Station and $40 from the Trenton Railroad Station).

By Road. Bus service is available between the Chauncey Conference Center and Newark International Airport. For reservations call +1-800-385-4000. Also, shuttle service is available through Olympic Airporter at +1-800-822-9797.

Princeton Taxi Information:
- Roy’s Car Service at +1-609-430-8342
- Nassau Taxi Stand at +1-609-924-1222
- A-1 AAA Princeton Taxi at +1-609-921-1177
- Gem Limousine Service at +1-800-223-1161

- King Limousine Service at +1-609-951-0444
- Touch Of Class Limo at +1-800-367-6317
- Flyte Tyme Limo at +1-800-920-5466 (LIMO)

Where can I find information about the weather in Princeton, N.J.?
Please check www.weather.com for weather information.

How will I locate different buildings at the ETS Campus?
Please refer to the ETS Princeton Campus map at www.ets.org/about/locations.
Expression of Interest

If you are interested in taking an ETS Global Institute scheduled course, or requesting a customized course, please fill out the information below. In addition to our scheduled courses, the ETS Global Institute specializes in developing customized programs uniquely tailored to meet the specific needs of our international clients.

YOUR NAME

INSTITUTION NAME

EMAIL ADDRESS

FAX NUMBER

Scheduled Courses

- **Design and Development of Large-Scale Assessments**
  
  **Course Content:** Deciding what to measure • Developing specifications • Determining question (item) types and writing to specifications • Item review and pre-testing • Item analysis and differential item functioning • Performance measures • Follow-up studies to determine predictive validity

  **March 16–20 and June 1–5, 2015**

- **Issues in Computer-Based Testing**
  
  **Course Content:** Evolution of computer-based testing (CBT) • Considerations in CBT • Item banking • Automated scoring • Test security issues • Computer-based delivery models • Consideration of students with special needs in test design • Score reporting

  **May 4–8, 2015**

- **Design and Development of National Assessments**
  
  **Course Content:** Design and development of national assessments • Development of frameworks and test content specifications • Psychometric models • Item banking • Test development procedures • Constructed-response development and scoring • Communication of results to key stakeholders

  **September 21–25, 2015**

- **Psychometric Methods**
  
  **Course Content:** Overview of psychometric concepts • Developing psychometric specifications • Reliability and standard error of measurement • Automated essay grading • Equating test scores and scale development • Item response theory (IRT) • Item/test analyses • Item banking • Standard setting • Validity

  **December 7–11, 2015**
Courses of Interest

- **Design and Development of Large-Scale Assessments**
  
  **Course Content:** Deciding what to measure • Developing specifications • Determining question (item) types and writing to specifications • Item review and pretesting • Item analysis and differential item functioning • Performance measures • Follow-up studies to determine predictive validity

- **Issues in Computer-Based Testing**
  
  **Course Content:** Evolution of computer-based testing (CBT) • Considerations in CBT • Item banking • Automated scoring • Test security issues • Computer-based delivery models • Consideration of students with special needs in test design • Score reporting

- **Design and Development of Teacher Assessments**
  
  **Course Content:** Establishing testing framework based on national standards • Using evidence-centered design and job analysis methodology to establish test validity • Item writing and reviewing to meet content specifications • Use of external experts • Standard setting to establish cut scores • Performance assessments • Test equating • Application of IRT

- **Design and Development of Language Assessments**
  
  **Course Content:** Managing second-language assessment program • Design of test specifications • Procedures for training of item writers • Assessment of reading comprehension skills • Assessment of listening comprehension skills • Performance assessment (Speaking principles) • Performance assessment (Writing principles) • Contemporary research issues in language assessment

- **Psychometric Methods**
  
  **Course Content:** Overview of psychometric concepts • Developing psychometric specifications • Reliability and standard error of measurement • Automated essay grading • Equating test scores and scale development • Item response theory • Item/test analyses • Item banking • Standard setting • Validity

- **Design and Development of National Assessments**
  
  **Course Content:** Design and development of national assessments • Development of frameworks and test content specifications • Psychometric models • Item banking • Test development procedures • Constructed-response development and scoring • Communication of results to key stakeholders

- **Design and Development of Performance Assessments**
  
  **Course Content:** Psychometric concepts for performance assessments • Evidence-centered design development of scoring rubrics • Performance assessment item writing and review • Scoring performance assessments • Use of technology in performance assessments • Performance assessment in computer-based testing programs • Performance assessment in teacher evaluation programs • Standard setting • Current research
Customized Courses
Preferred Topic (see list of customized courses or describe on separate sheet of paper)

Name and contact information for other person(s) interested in ETS Global Institute courses

NAME
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ADDRESS LINE 2
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Please mail or fax to:
ETS Global Institute
Rosedale Road, MS 04-L
Princeton, NJ 08541, USA
Phone: +1-609-252-8699
Email: globalinstitute@ets.org
Visit: www.ets.org/globalinstitute
Notes:

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