

Spring 2009

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Series Newsletter*](#)

Welcome!

We hope you enjoy the latest issue of *The Praxis Series*™ Newsletter. Please share this newsletter with your colleagues, including individuals at your state colleges and universities, so they can stay informed of *Praxis*™ updates and changes.

The *Praxis* Client Conference Is Around the Corner!

Join us as we explore issues pertinent to your *Praxis* Program at this year's *Praxis* Client Conference. The conference will be held at the Chauncey Conference Center in Princeton, N.J., from April 28 – May 1. [Get the details.](#)

Praxis™ Program Update

The *Praxis* Update summarizes changes and enhancements to *The Praxis Series*. Current topics include Test Development Meeting Standing Committees, Scores by Web and Test Taker Website improvements. [Read the summary.](#)

Test Regeneration Update

The *Praxis* test regeneration process continues to move forward. See what tests are scheduled for action this year. [Read the details.](#)

School Leaders Licensure Assessment Update

The School Leaders Licensure Assessment (SLLA) National Advisory Committee has been meeting with state representatives to review an updated version of the SLLA. A summary of the meeting and news on updates being made are included here. [Read the complete story.](#)

Pre-Admission Content Test (PACT) Program

In response to a statewide shortage of math and science teachers, the Texas Education Agency (TEA) announced that teachers who move to Texas can now send [Praxis II](#) scores to Texas Educator Preparation Programs for admission. [Read more now.](#)

New Research from ETS

ETS publishes educational studies and research findings each year through its Policy Information Center and various research report series. [Here are samples of recent publications.](#)

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THE PRAXIS
S E R I E S™

Newsletter



Qualified Teachers Make a Difference

Spring 2009

The *Praxis*™ Client Conference Is Around the Corner!

ETS is pleased to host the 2009 *Praxis*™ Client Conference at the Chauncey Conference Center, April 28 – May 1. This year's conference includes a special keynote address by Inez Tenenbaum, former South Carolina State Superintendent of Education.

Other highlights include:

- updates on *The Praxis Series*™ assessments and how these changes will affect your state's licensure program
- information on *Praxis* test regeneration plans
- current and potential challenges facing state licensure leaders

As a follow-up to last year's operations tour, we'll visit our Ewing campus to meet with our staff, who assists in setting up your state's testing centers, ensures test security and helps candidates with disabilities and score essays. Don't miss this new, informative session on Wednesday, April 29.

View the conference agenda [here](#).

We look forward to seeing you in Princeton.

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Praxis™ Program Update

Standing Committees

Many of you know about our National Advisory Committees, which come together to help regenerate a test, but did you know about another type of committee, the Test Development Standing Committee, which allows your state's content experts to participate without leaving their respective states?

Standing committees help the ETS *Praxis*™ program maintain an ongoing partnership with the teaching community by providing continuous feedback regarding tests and test specifications. Standing committees also ensure the availability of external experts to review specific test questions flagged as a result of statistical analyses or inquiries from test takers.

The work of the standing committees will vary by subject matter and the development schedule for individual test titles. It will typically include item writing and reviewing, reviewing of new test forms and test preparation materials and consultation concerning specific test questions flagged for review.

Committee members are not required to attend face-to-face meetings with ETS assessment specialists; instead, they will interact with assessment specialists via phone, mail and e-mail. In some cases, virtual meetings may be held via conference call and Internet conferencing. More specific information, including details of honoraria to be paid, will be sent with an invitation letter to nominees whose qualifications match the needs of the *Praxis* program.

Committee members typically serve 2-year terms of service, though newly appointed members will receive a 1-year appointment that may be renewed for a second year. To ensure both continuity and gradual change in committee membership, the maximum service for each member will be 3 successive 2-year terms. One or 2 members of each committee will be rotated after each 2-year appointment term is completed.

For more information about the Test Development Standing Committees, visit their [website](#).

Scores by Web Reminder

Test takers who register online for a paper-based test must access test scores via their *Praxis* account. This service replaces the mailing of a paper score report and is free of charge.

The process is easy: Candidates can simply log in to their *Praxis* account, and click on their score report. Candidates can access their scores for a given paper-based administration the afternoon of the score report mailing date. Scores will be accessible through their account for 30 days.

To ensure that candidates will not forget to access their online score report, they will receive an e-mail, 2 weeks prior to the expiration of the scores, as a reminder to access them.

Those candidates who do not register online will continue to receive a paper score report.

Web Update — Phase II Completed!

You may have noticed that "Phase II" of the *Praxis* Test Taker website has launched! As with Phase I, the objective was to streamline content and make test information easier to find. Below is an outline for you to see what has changed as well as the content that lies within each tab.

Test Tab

- **NEW Content:** To make it easier to find, we've added a tab dedicated to "Test Content" that was originally on the "Overview" page. This tab answers questions about the *Praxis I*® and *Praxis II*® test subject matter, test structure, number of questions and paper-based test (PBT) vs. computer-based test (CBT).
- **Get Bulletin:** Here you'll find streamlined copy and the listing of the bulletin content. The bulletin cover is displayed along with links to PDF and TXT download formats and includes a link to the Registration PDF.

Registration Tab

- **NEW Other Accommodations:** We've added this tab, which lists the "other accommodations" (PLNE, Disabilities and Monday Testing). It links to the appropriate section for easier accessibility and avoids repeat information.

Test Day

- **Test Center Procedures:** To reduce confusion, we've broken out procedures for CBT vs. PBT and included information regarding the test day.
- **What to Bring:** ETS streamlined copy into 2 sections, "What to Bring" and "What Not to Bring," and included a link for calculator use and ID requirements.
- **Identification Requirements:** We've adjusted our information to list what is acceptable ID versus unacceptable ID.
- **NEW Test Center Dismissals:** ETS moved copy that was originally on the "Test Center Procedures" page to its own tab to avoid lengthy online reading.

Scores Tab

- **NEW Get Scores:** ETS now provides information on how to get scores online and by phone and mail.
- **NEW Send Scores:** This provides information on how to order scores via mail, phone or online.
- **Interpreting Scores:** ETS includes "Passing Scores," "Content Category Scores" and "Technical Information" about Score Reports.

Frequently Asked Questions Tab

The Frequently Asked Questions have been structured into subgroups by type of question. Those subgroups are:

- **Top 10 Questions**
- **General FAQs**
- **Registration FAQs**
- **Test Scores FAQs**

We encourage you to visit our [website](#) to view the latest changes and stay informed of recent program developments.

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Test Regeneration Update

As you'll recall, ETS launched a major initiative last year to keep states informed of their ongoing test regeneration efforts. The goals of regeneration are to provide clients with valid, reliable licensure assessment that is aligned to current standards and easily accessible to candidates at a reasonable fee.

Previous newsletters have discussed what test regeneration entails, our overall plans as well as specific information shared at the 2008 Client Conference and the November 2008 Regional Client Meetings. In this edition, we will focus on specific launch plans for regenerated tests that will require standard setting studies and plans for tests just beginning the regeneration process in 2009.

Launch plans for the new SLLA, World Languages, Business Education and Teaching Reading Tests

The School Leaders Licensure Assessment (SLLA) (1011)

Test reviews are in progress for state clients wishing to conduct them. Multistate Standard Setting Studies will be conducted on April 21 – 22 in Baltimore and May 12 – 13 in St. Louis. The first administration of the new test has been scheduled for September 2009. After June 2009, the current version of the test will not be administered nationally.

World Languages: Spanish (0195), French (0174), German (0183) and World Language Pedagogy (0841)

Test reviews are now available for state clients wishing to conduct them. Multistate Standard Setting Studies will be conducted in July for German and in August for French and Spanish. The first administration of these tests will be in February 2010. The World Language Pedagogy Multistate Standard Setting Study will be conducted in September and the test will be administered for the first time in March 2010.

Business Education (0101)

States may schedule test reviews anytime after April 1, 2009. A Multistate Standard Setting Study will be conducted in October, and the first administration date for the new test is scheduled for September 2010.

Several other tests emerging from the regeneration process to be administered for the first time in the 2009 – 2010 testing year will not require new standard setting studies. Included among these tests are 2 that will move from the 250 – 900 scale to the 100 – 200 scale:

- Speech Communication
- Library Media Specialist

Due to the change in scale, these 2 tests will have new code numbers and ETS will provide state users with the statistical equivalent for their passing score on the new scale at the end of the current testing year. State web pages will be updated by ETS at the beginning of the 2009 – 2010 testing year.

Regeneration Work Beginning 2009

Twelve National Advisory Committees (NAC) comprised of practitioners and faculty, who prepare practitioners, will be convened during the 2009 calendar year. In February, ETS sent instructions to clients for nominating individuals to serve on the National Advisory Committees for the following subject areas:

- Anthropology

- Biology
- Chemistry
- Early Childhood Education
- Earth and Space Science
- Environmental Education
- General Science
- Health Education
- Latin
- Physics
- Psychology
- Sociology

In addition to providing newsletter updates, ETS will continue to gather client input on issues concerning test regeneration through client meetings and scheduled webinars. Future webinars will focus on the identification of test designs for subject series having more than 1 test offering. They will also focus on culling more information on multistate studies for states who need data about the design and benefits of these studies.

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School Leaders Licensure Assessment Update

ETS Client Relations Directors have been busy meeting with state representatives to review a draft copy of the new SLLA. At all these reviews, stakeholders have been given an opportunity to identify any particular question(s), either multiple choice or constructed response, they feel warrants written feedback. These reviewer comments are sent to the lead test developer for the SLLA, so the questions can have an additional review and consideration.

All multiple-choice questions used in the new SLLA will have gone through a number of quality controls before the final form is administered and scores are reported to candidates.

Both multiple-choice and constructed-response questions on the test are written by expert practitioners, who are currently serving in school leadership positions or teaching in school leadership-preparation programs. Questions submitted for the test are then reviewed by internal test development experts and additional external content experts. In addition to these content reviews, all questions on the test undergo a bias review and an editorial review by trained ETS staff.

In addition, the ETS test developer will have a final review of the test completed by external experts prior to the first administration. This process, which is used for all ETS teacher-licensure tests, has proved a successful one, assuring quality of the final form of the licensure test.

An additional quality-control step follows the first administration of the new test form. ETS statisticians review statistics of how each item performed in the administration. Any item that performs outside of expected statistical parameters is brought to the attention of the lead test developers to determine whether the item is functioning properly. If a question is found to be inappropriate at this stage, the questions are not counted in the scoring of the test and it is either removed from or revised for subsequent use in a live test. External experts may also be brought in to this review process, if necessary.

Going forward with the new SLLA, each form of the test, including the first administration form, will have 20 multiple-choice items that are being pre-tested on that form. Those items will not count in the candidate's score, and time has been built in for their completion so as not to disadvantage the candidates in any way. Future forms of the test will contain multiple-choice questions that have been successfully pre-tested in this manner.

Our next step in the SLLA adoption process will be the Multistate Standard Setting Studies, being held in April and May. (See the "[Test Regeneration Update](#)" article for more information.)

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Current Research

Some of our latest Research offerings:

Validity Evidence to Support the Development of a Licensure Assessment for Education Leaders: A Job-Analytic Approach

Authors: R. J. Tannenbaum & S. L. Robustelli
ETS Research Memorandum No. RM-08-14

A job analysis was conducted to define skills important for entry-level education leaders. The results will be used to guide the development of new test content specifications for the School Leaders Licensure Assessment (SLLA). A draft domain was constructed from a preliminary version of the Performance Expectations and Indicators for Educator Leaders (Sanders & Kearney, 2008). A National Advisory Committee (NAC) of education leaders, college faculty and Department of Education representatives reviewed and modified the draft domain to reflect the skills it believed were important for safe and effective practice and needed at time of entry in to the profession. The revised domain consisted of 92 statements clustered within the 6 major categories, defined by the preliminary version of Sanders and Kearney: Vision and Goals, Teaching and Learning, Managing Organizational Systems and Safety, Collaborating with Key Stakeholders, Ethics and Integrity, and the Education System. A survey to verify the importance of the domain was completed by 294 respondents (school and/or district level administrators and supervisors and college faculty). Respondents judged each skill statement on a scale ranging from 1 (not at all important) to 5 (extremely important). All of the 92 skill statements had mean ratings above 3.50 in the aggregate sample and for subgroups containing more than 30 respondents. These results indicate that all 92 statements may be considered appropriate for guiding the development of new test content specifications for the SLLA.

Order the full report [here](#).

Tight But Loose: Scaling Up Teacher Professional Development in Diverse Contexts

This series of papers was originally presented as a symposium at the annual meetings of the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME), held between April 9, 2007, and April 13, 2007, in Chicago. The authors represent school districts and departments of education across the United States, as well as researchers at Cleveland State University, Educational Testing Service (ETS), the Institute for Education in London and the University of Wyoming at Laramie. All of the current ETS staff, along with Dylan William and Marnie Thompson, worked at ETS for several years on an iterative research and development program, out of which grew the *Keeping Learning on Track*® (KLT) program. These papers represent the thinking behind the KLT program, describe the range of contexts used to implement the program and illustrate the inherent tensions between the desire to maintain fidelity to a theory of action and the need to demonstrate flexibility in order to accommodate local situations. Papers 2 through 6 present descriptions of 5 implementations in chronological order. (ETS Research Report No. RR-08-29. Editor: E. C. Wylie)

[View](#) the full report.

Assessments in Grades K–12 – Standard Setting: What Is It? Why Is It Important?

Author: I. I. Bejar
R&D Connections No. RDC-07

The seventh issue of *R&D Connections* discusses the critical role standard setting plays in the test development process.

[View](#) the full report.

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