

## Summary of Test Development Process\*

Year 1	Year 2	Year 3	Year 4
Planning Activities	Item Development	Field Testing	“Live” Assessment
<p>Review TEKS curriculum to identify TEKS to be assessed</p> <p style="text-align: center;">↓</p> <p>Develop preliminary test objectives</p> <p style="text-align: center;">↓</p> <p>Draft item development guidelines</p> <p style="text-align: center;">↓</p> <p>Develop prototype items</p> <p style="text-align: center;">↓</p> <p>Develop preliminary test blueprint</p> <p style="text-align: center;">↓</p> <p>Meet with committees of Texas educators to finalize TEKS to be assessed, test objectives, item development guidelines, and prototype items</p>	<p>Write items</p> <p style="text-align: center;">↓</p> <p>Review/revise items internally</p> <p style="text-align: center;">↓</p> <p>Have all items critically reviewed by recognized university-level experts in the content area</p> <p style="text-align: center;">↓</p> <p>Meet with committees of Texas educators to review/revise items</p> <p style="text-align: center;">↓</p> <p>Prepare items for field testing</p>	<p>Field-test items</p> <p style="text-align: center;">↓</p> <p>Meet with committees of Texas educators to review the field-test data</p> <p style="text-align: center;">↓</p> <p>Finalize the test blueprint</p> <p style="text-align: center;">↓</p> <p>Construct the first “live” test</p> <p style="text-align: center;">↓</p> <p>Meet with panel of recognized university-level experts in the content area to critically review the content of the test</p>	<p>Administer test</p> <p style="text-align: center;">↓</p> <p>Use data from live administration to set passing standards</p>

\* Test development process for End-of-Course assessments will include coordination with the Texas Higher Education Coordinating Board to develop, as appropriate, special purpose questions that measure college readiness.



## TEST DEVELOPMENT PROCESS

Texas educators—classroom teachers, curriculum specialists, administrators, and education service center staff—play a vital role in all phases of the test development process. Thousands of Texas educators have served on one or more of the educator committees involved in the development of the Texas assessment program. These committees represent the state geographically, ethnically, by gender, and by type and size of school district. The procedures described below outline the process used to develop a framework for the tests and provide for the ongoing development of test items.

- 1) Committees of Texas educators review the state-mandated curriculum to develop appropriate assessment objectives for a specific grade and/or subject test. For each subject area, educators provide advice on an assessment model or structure that aligns with good classroom instruction.
- 2) Educator committees work with the Texas Education Agency (TEA) both to prepare draft test objectives and to determine how these objectives would best be assessed. These preliminary recommendations are reviewed by teachers, curriculum specialists, assessment specialists, and administrators.
- 3) A draft of the objectives and student expectations to be assessed is refined based on input from Texas educators. TEA begins statewide opportunity-to-learn studies.
- 4) Prototype test items are written to measure each objective and, when necessary, are piloted by Texas students from volunteer classrooms.
- 5) Educator committees assist in developing guidelines for assessing each objective. These guidelines outline the eligible test content and test-item formats and include sample items.
- 6) With educator input, a preliminary test blueprint is developed that sets the length of the test and the number of test items measuring each objective.
- 7) \*Professional item writers, many of whom are former or current Texas teachers, develop items based on the objectives and the item guidelines.
- 8) \*TEA curriculum and assessment specialists review and revise the proposed test items.
- 9) \*Item review committees composed of Texas educators review the revised items to judge the appropriateness of item content and difficulty and to eliminate potential bias.
- 10) \*Items are revised again based on input from Texas educator committee meetings and are field-tested with large representative samples of Texas students.



- 11) \*Field-test data are analyzed for reliability, validity, and possible bias.
- 12) \*Data-review committees composed of Texas educators are trained in statistical analysis of field-test data and review each item and its associated data. The committees determine whether items are appropriate for inclusion in the bank of items from which test forms are built.
- 13) A final blueprint that establishes the length of the test and the number of test items measuring each objective is developed.
- 14) \*All field-test items and data are entered into a computerized item bank. Tests are built from the item bank and are designed to be equivalent in difficulty from one administration to the next.
- 15) \*Content validation panels composed of university-level experts in each of the fields of English language arts (ELA), mathematics, science, and social studies review each high school-level test for accuracy because of the advanced level of content being assessed.
- 16) \*Tests are administered to Texas students; and results are reported at the student, campus, district, regional, and state levels for state-mandated assessments.
- 17) \*Stringent quality control measures are applied to all stages of printing, scanning, scoring, and reporting for both paper and online assessments.
- 18) In accordance with state law, the Texas assessment program will release tests to the public.
- 19) In accordance with state law, the State Board of Education uses impact data and statewide opportunity-to-learn studies, along with additional information, to set a passing standard for new state assessments.
- 20) \*A technical digest is developed annually to provide verified technical information about the tests to schools and the public.

\*These steps are repeated annually to ensure that tests of the highest quality are developed.

Further information about the Texas assessment program is available on the TEA website ([www.tea.state.tx.us/student.assessment](http://www.tea.state.tx.us/student.assessment)).



## Development Schedule for End-of-Course Assessments

Content Area and Related EOC Assessments	SBOE Adoption of Revised TEKS	School Year Revised TEKS Implemented	First Live Test without Revisions	First Live Test with Revisions
<b>Mathematics</b>	<b>February 2005*</b>	<b>2006–2007</b>		
Algebra I			Spring 2005	Spring 2008
Geometry			N/A	Spring 2008
Algebra II			N/A	Spring 2011
<b>English Language Arts</b>	<b>May 2008</b>	<b>2009–2010</b>		
English I			N/A	Spring 2011
English II			N/A	Spring 2012
English III			N/A	Spring 2013
<b>Science</b>	<b>November 2008</b>	<b>2010–2011</b>		
Biology			Spring 2008	Spring 2012
Chemistry			Spring 2009	Spring 2012
Physics			Spring 2010	Spring 2012
<b>Social Studies</b>	<b>November 2009</b>	<b>2011–2012</b>		
U.S. History			Spring 2009	Spring 2013
World Geography			Spring 2010	Spring 2013
World History			Spring 2012	Spring 2013

\*Revisions made to secondary mathematics TEKS before the college readiness standards were developed.

### End-of-Course (EOC) Assessments With and Without Readiness Measures

EOC Assessments without a Readiness Measure*	EOC Assessments with a “Readiness for Advanced Courses” Measure	EOC Assessments with a “College Readiness” Measure
English I	English II → English III	English III
Geometry	Algebra I → Algebra II	Algebra II
World Geography		
World History		
U.S. History		
Biology		
Chemistry		
Physics		

\*Some EOC assessments, such as English I, have no direct link to advanced courses, i.e., those that are typically taken by students in 11<sup>th</sup> and 12<sup>th</sup> grade. Other EOC assessments, such as Geometry, World History, and Biology, have no content correlation to other EOC assessments.



**EOC Implementation Schedule**  
(2011-2012 Start - Revised February 11, 2008 - Subject to Change)

<b>EOC Tests Currently Under Development and Year They Become Operational</b>	<b>Year Operational</b>						
	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
	Alg. I	Alg. I	Alg. I	Alg. I	Alg. I	Alg. I	Alg. I
	Geom.	Geom.	Geom.	Geom.	Geom.	Geom.	Geom.
	Bio.	Bio.	Bio.	Bio.	Bio.	Bio.	Bio.
		Chem.	Chem.	Chem.	Chem.	Chem.	Chem.
		US Hist.	US Hist.	US Hist.	US Hist.	US Hist.	US Hist.
			Phys.	Phys.	Phys.	Phys.	Phys.
			World Geo.	World Geo.	World Geo.	World Geo.	World Geo.
				Eng. I	Eng. I	Eng. I	Eng. I
				Alg. II	Alg. II	Alg. II	Alg. II
				Eng. II	Eng. II	Eng. II	Eng. II
				World Hist.	World Hist.	World Hist.	World Hist.
					Eng. III	Eng. III	Eng. III

<b>EOC Field-test Schedule</b>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
<i>*One time only</i>	*Chem.	*Phys.	**Eng. I	**Eng. II	**Eng. III	TBD	TBD
<i>**Follow-on English Field-test schedule TBD</i>	*US Hist.	*World Geo.	*Alg. II	*World Hist.			

<b>Current TAKS Stand Alone Field-Test Schedule</b>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
<i>**Last time given</i>	TAKS-Gr9 TAKS-Gr10 TAKS-Gr11	No TAKS FT	***TAKS-Gr9 ***TAKS-Gr10 TAKS-Gr11	No TAKS FT	***TAKS-Gr11	No TAKS FT	

<b>TAKS at HS Phase-out Test Schedule</b>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
<i>Grades</i>	9-TAKS	9-TAKS	9-TAKS	9-EOC	9-EOC	9-EOC
	10-TAKS	10-TAKS	10-TAKS	10-TAKS	10-EOC	10-EOC
	11-TAKS	11-TAKS	11-TAKS	11-TAKS	11-TAKS	11-EOC
	12-TAKS	12-TAKS	12-TAKS	12-TAKS	*12-TAKS	*12-TAKS

\*Out of school testers and 12th grade retesters

<b>TAKS at HS Phase-out Development Schedule</b>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
	9-TAKS dev	9-TAKS last dev	9-TAKS last FT	9-TAKS last live			
	10-TAKS dev	10-TAKS dev	10-TAKS last dev	10-TAKS last FT	10-TAKS last live		



**Initial EOC Content Development Schedule**

<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Phys. dev World Geo. dev Eng. I proto Alg. II proto	Eng. I dev Alg. II dev Eng. II proto World Hist. proto	Eng. II dev World Hist. dev Eng. III proto	Eng. III dev	Ongoing item development for all exams		

**Anticipated TEKS Refinement/Revision Schedule**

<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
<u>TEKS Refinements Adopted</u> Elem. Rdg. Secondary ELA, Reading	<u>TEKS Refinements Adopted</u> Science	<u>TEKS Refinements Adopted</u> Social Studies				
<u>TEKS Refinements Operational in Classrooms</u> Elementary Math <sup>1</sup> Secondary Math <sup>1</sup>		<u>TEKS Refinements Operational in Classrooms</u> Elem. Rdg. Secondary ELA, Reading	<u>TEKS Refinements Operational in Classrooms</u> Science	<u>TEKS Refinements Operational in Classrooms</u> Social Studies		
<u>Eligible for Testing</u> Secondary Math	<u>Eligible for Testing</u> Elementary Math		<u>Eligible for Testing</u> Elem. Rdg. Secondary ELA, Reading	<u>Eligible for Testing</u> Science	<u>Eligible for Testing</u> Social Studies	

1. Elementary and secondary Math TEKS were adopted in 2005 and operational in classrooms starting in 2006-07

**Other Considerations**

1. For the existing EOC exams, standard setting and other test development activities may need to be revisited as the current voluntary EOC exams are transitioned to a high-stakes, mandatory assessment.
2. Current EOC exams are being delivered online, however district technology infra-structure would most likely preclude having mandatory, high-stakes exams delivered in an online only administration. Therefore print versions of the exams will need to be provided.
3. EOC assessment requirements for Special Education students will need to be determined to ensure that exams meet Federal regulations.
4. EOC assessment requirements for English Language Learners (ELL) will need to be determined to ensure that exams meet Federal regulations.
5. New exams would require one-time, census field-test prior to first operational administration as per schedule above. During that year of transition students will take TAKS and participate in EOC field-testing.
6. Field-testing requirements for exams with open-ended items would need to be determined.