NEW YORK STATE EDUCATION DEPARTMENT TEST DEVELOPMENT PROCESS

1. **Review/develop syllabi/standards**
   - a. Solicit item writers
   - b. Instruct item writers
   - c. Write items
   - d. Edit items
   - e. Create art for test items

2. **Design test specifications**
   - a. Assemble forms (Test owners/content specialists)
   - b. Determine representative sample
   - c. Instruct committee on policy (Joint Standards)
   - d. Review forms (Committee of content specialists)
   - e. Print field tests
   - f. Develop rubrics for field tests
   - g. Pack and ship field tests to schools. Ensure security of field tests

3. **Develop test items**
   - a. Design test specifications
   - b. Determine test specifications
   - c. Instruct committee on policy (Joint Standards)
   - d. Review forms (Committee of content specialists)
   - e. Print field tests
   - f. Develop rubrics for field tests
   - g. Pack and ship field tests to schools. Ensure security of field tests

4. **Review test items**
   - a. Review content
   - b. Advise on special issues/populations

5. **Assemble field test (FT) forms**
   - a. Assemble forms (Test owners/content specialists)
   - b. Determine representative sample
   - c. Instruct committee on policy (Joint Standards)
   - d. Review forms (Committee of content specialists)
   - e. Print field tests
   - f. Develop rubrics for field tests
   - g. Pack and ship field tests to schools. Ensure security of field tests

6. **Administer field tests (schools). Ship back to SED**
   - a. Administer field tests (schools)
   - b. Ship back to SED

7. **Scan and score multiple choice FT items**
   - a. Select rangefinders
   - b. Instruct rangefinders
   - c. Conduct rangefinding
   - d. Score field tests

8. **Read and score performance items**
   - a. Select rangefinders
   - b. Instruct rangefinders
   - c. Conduct rangefinding
   - d. Score field tests

9. **Conduct test item analysis**
   - a. Calculate field test statistics
   - b. Estimate reliability/generalizability
   - c. Describe performance

10. **Develop test sampler (new test)**
    - a. Develop and publish test sampler for any new test

11. **Select and prepare operational test**
    - a. Select test form based on field test statistics and test specifications
    - b. Review and edit operational test
    - c. Conduct Final Eyes Review of test (Committee of content experts)
    - d. Determine cut scores and develop conversion chart for Senior Management approval
    - e. Prepare and review scoring key and rating guide
    - f. Develop large type, Braille, and translations
    - g. Conduct final output

12. **Printing, distribution, administration, and scoring of operational test**
    - a. Print test
    - b. Pack and ship tests to schools. Tests administered to students
    - c. Post scoring key, rating guide, and conversion chart online at the appropriate time
    - d. Score test
    - e. Answer questions from teachers during scoring process

13. **Setting Standards (new test)**
    - a. Choose methodology
    - b. Train a committee of statewide stakeholders
    - c. Compile data from answer papers after test is administered
    - d. Select and instruct committees of teachers for standard setting
    - e. Conduct standard setting with committees of teachers. Cut score recommended
    - f. Facilitate a committee of statewide stakeholders to recommend cut score
    - g. Conduct statistical analysis on recommended cut scores
    - h. Submit recommendations to the Commissioner
    - i. Determine cut score (Commissioner)
    - j. Develop conversion chart for online posting

14. **Read and analyze teacher and administrator evaluations on test**
    - a. Determine any changes that should be made to the test based on evaluations

15. **Develop new items (Continuous cycle starting with Step 3)**
    - a. Solicit item writers
    - b. Instruct item writers
    - c. Write items
    - d. Edit items
    - e. Create art for test items