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# 3H

## Information/Action

### *Educator Preparation Committee*

### **Proposed Blueprint for the New California Subject Examinations for Teachers (CSET) Single Subject Examinations for Theatre and Dance**

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**Executive Summary:** This agenda item presents the proposed Examination Blueprint for the new California Subject Examinations for Teachers (CSET) in Theatre and Dance. This item includes reference information on how the CSET examinations have been designed for other single subject content areas and provides the opportunity for the Commission to provide input on the test design for the new single subject content areas of Theatre and Dance.

**Recommended Action:** Staff requests approval of the proposed blueprint for the CSET single subject examinations in Theatre and Dance. If approved, the Commission's examinations contractor would begin the development process for the new examinations.

**Presenters:** Mike Taylor, Consultant, and Phyllis Jacobson, Administrator, Professional Services Division

#### **Strategic Plan Goal**

##### ***I. Educator Quality***

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

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# Proposed Blueprint for the New California Subject Examinations for Teachers (CSET) Single Subject Examinations for Theatre and Dance

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## Introduction

This item presents the proposed examination blueprint for the two new CSETs to be developed for the new Theatre and Dance single subject teaching credentials based on California's adopted Visual and Performing Arts (VAPA) standards for students in Theatre and Dance. This agenda item provides reference information on how the CSET examinations have been designed for other single subject content areas and provides the opportunity for the Commission to provide input on the test design for the new single subject content areas of Theatre and Dance.

## Background

At the September 2019 meeting, staff presented draft Subject Matter Requirements (SMRs) and Teaching Performance Expectations (TPEs) for the new single subject Theatre and Dance credentials for the Commission's review and input, and the Commission directed staff to move these draft SMRs and TPEs forward for content review by the field. The proposed SMRs reflect recommendations from advisory panels of California Theatre and Dance content expert educators working with Commission staff and the Commission's testing contractor, Evaluation Systems group of Pearson, Inc., over the past several months. While the draft SMRs for Theatre and Dance, which will become the test specifications for two new CSETs in Theatre and Dance, are being reviewed by the field for appropriateness of content, the next step in the Commission's examination development process is to discuss the specific design of the examinations for the two new single subject content areas.

The CSETs can be taken by candidates as one option to demonstrate they meet the Commission's subject matter requirement relative to the credential sought. Meeting the SMR, like the basic skills requirement and the Teaching Performance Assessment (TPA) requirement, is one step in earning a California teaching credential. The subject matter requirement is designed specifically to ensure that new teachers in each content area possess the minimum amount of content knowledge necessary to begin the job of a teacher of that specific content area, as established by the Commission.

It is important to note that while the Commission will be continuing a larger discussion of the subject matter requirement in general, the work specifically relating to the development of the CSET: Theatre and CSET: Dance examinations presented in this agenda item is not specifically related to that larger discussion. While the Commission engaged in researching, considering, and discussing how best to measure subject matter knowledge for the future, at the present time candidates are trying to earn credentials in these two content areas, and for the

immediate future, the examination route will be the fastest route for candidates to meet the subject matter competency requirement so that credentials in these two content areas can be issued to qualified candidates. Further, the ongoing administration of the current CSETs needs to continue so that current candidates for credentials can complete their programs and new teachers can continue to begin teaching while the Commission further considers the ways in which meeting the subject matter requirement might change in the future. To this end, these CSETs for the new Theatre and Dance credentials are being developed using the same process and the same fundamental test structure as all of the other existing CSET titles. Sample questions will be provided in an Agenda Insert to illustrate this process.

[Appendix A](#) lists all of the CSET examinations including titles, domains measured, numbers of subtests and numbers and types of test items. [Appendix B](#) provides more information about the history of the CSETs and the educator review process involved in developing the CSETs.

### **Development Process for CSET Examinations**

Development of a new CSET examination is a multi-stage process that follows the testing industry-standard practices, and conforms to the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014), commonly known as the “Joint Standards.” It is important to note that as teacher licensure examinations, the CSETs, and all the Commission’s examinations, need to align with the foundational and operational portions of the Joint Standards (Part I and Part II), but must also conform to the application standards (Part III) for both credentialing assessments (Chapter 11), and educational assessments (Chapter 12). The test development process for a CSET includes all of the following sequential sets of activities:

1. Recruitment and appointment of Subject Matter Advisory Panels of California content experts, in accordance with the provisions of Education Code Section 44288.
2. Development and review of draft Subject Matter Requirements.
3. Bias review of the draft SMRs by the Commission’s standing Bias Review Committee.
4. Content reviews of the draft SMRs by the Subject Matter Advisory Panels.
5. Review of the draft SMRs by the Commission and direction to proceed to content validation of the draft SMRs.
6. Content validation of the draft SMRs.
- 7. Review and approval of the test design by the Commission.**
8. Review and approval of the draft SMRs by the Commission.
9. Development of new test items for the item bank for each examination.
10. Bias review of new test items.
11. Content review by the Subject Matter Advisory Panels of the revised and new test items.
12. Revisions of test items as needed.
13. Field testing of new test items.
14. Review of item level field test data to eliminate questions that are not viable.
15. Development of Test Guides available to candidates on the Examinations website.
16. Initial test administration.
17. Scoring of initial test administration.

18. Identification of marker scoring papers, if needed.
19. Standard Setting.
20. Adoption of a passing score standard by the Commission.
21. Ongoing implementation of the new CSET examination(s).

We are currently at Step 7 in the process described above for the new CSET: Theatre and CSET: Dance examinations.

### **CSET Test Design**

**Types of Test Items:** Since their inception CSET examinations in most content areas have included both multiple-choice (MC) and constructed-response (CR) questions. Because CSETs are both educational and certification assessments, use of these common, valid, reliable, and easily-understood types of test questions provide the appropriate level of information about an individual's specific content knowledge to reliably produce individual scores with real-world consequences for licensure eligibility. Because of these types of consequences for examinees, Commission examinations require a level of reliability and defensibility of individual examinee scores that is somewhat different from most educational assessments, such as those administered to K-12 students in public schools.

Multiple-choice and constructed-response test items, like those used in the CSET examinations, have a long history of validly, reliably, and efficiently measuring much of the type of content knowledge that must be measured by the CSETs. They are one of the most well-researched and best understood types of test items used in large-scale assessment, and allow for relatively inexpensive large-scale measurement of knowledge because they are scored automatically by computer and do not require the time and effort of human scorers. All of the MC items developed for all of the CSETs are designed to measure skills explicitly stated in the subject matter requirements at the level of cognitive complexity appropriate for the job for which the certification licenses an individual. The types of MC items used in Commission examinations tend to be fairly cognitively complex because they are designed to measure the ability levels of college-educated individuals.

Constructed response items are designed specifically to measure knowledge difficult to measure using more efficient MC items and to measure the synthesis of different skills listed in the SMRs in a single item. Because these types of items call for more complex responses from the examinee than MC items, responses must be read and scored by human scorers. This makes these types of items much more expensive to develop and use compared with MC items. Because of this factor, the number of CR items are typically kept to a minimum when designing test blueprints, and CR items to be developed are focused on more accurately measuring specific content that is difficult to measure using MC items. CR items usually come in two varieties for CSET examinations, short-response and long-response. Examples of each of these types of items will be provided in the Agenda Insert for illustrative purposes. All of the responses to both types of CR items on the CSETs are scored by two qualified and trained human scorers, with a third experienced scorer or chief reader used if necessary. Artificial intelligence is never used to score responses for CR items on the CSETs.

All of the MC and CR items developed for CSET assessments are reviewed, edited, and approved by Commission staff, the Bias Review Committee, and the Content Experts Advisory Panel. No test items make it through the process which have not been deemed appropriate for the examination by all three of these groups, at a minimum. As described in the examination development process above, following the reviews of these groups, all newly developed test items are field-tested, and individual item-level data and indicators are analyzed to determine whether each item meets the strict psychometric characteristics appropriate for this type of measurement and as outlined in our contracts with our examinations development contractor.

These types of test designs, using both MC and CR items, allow accurate measurement of content knowledge with efficiency. They reliably measure subject matter knowledge while keeping costs for examinees lower than they might be for more performance-based assessments without machine scoring and that rely solely on multiple human scorers.

The Agenda Insert for this item will provide samples of each type of item proposed for use in the proposed test design for CSET: Theatre and CSET: Dance.

**Test Blueprint:** Pursuant to Education Code section 44291, the CSET examinations must measure candidates' objective subject matter (content-only) knowledge, skills, and abilities, and do not assess candidates' pedagogical knowledge of how to teach that particular subject to TK-12 students. While Theatre and Dance are performance-based content areas, the CSETs are still content-only (subject-matter) certification assessments, and therefore the proposed test designs look familiar when compared with other CSETs. Because of the similar nature of the two content areas, the same test design is proposed for both content area examinations. The same blueprint would be used to construct test forms for both Theatre and Dance as described in the proposed design. The Commission has adopted the same or very similar test designs for closely related content area examinations in the past. As an example, many of the subtests for the CSET: World Languages examinations use the same or similar test blueprints across languages. The process of measuring potential teachers' content knowledge for the world languages subject matter requirement is similar regardless of the specific language for which an examinee is seeking authorization. The Commission is able to take advantage of this similarity of measurement to create efficiency for teacher candidates by using the same or similar examination blueprints to construct subject matter examinations for similar content areas, thereby helping to keep examination fees as low as possible.

**Proposed Test Structure for CSET: Theatre and Dance:** The CSET: Theatre and the CSET: Dance Subject Matter Requirement (SMR) Domains closely reflect the four artistic processes in the VAPA student standards—Creating, Performing, Responding, and Connecting. Thus, the SMR Domains are being treated within the test structure as interrelated, which reflects the intent of the student standards. Under the proposed design, Subtest I content will be measured by domain and for Subtest II, it seems appropriate to assess the four domains together, so the content can be measured cross-domain as appropriate. A test structure model that allows measurement by domain as well as cross-domain would allow for measurement of knowledge and skills in the way this content is intended to be understood and applied in the student

standards. Candidates' scores can be reported by Domain in the proposed model presented below.

CSET: Theatre and CSET: Dance both would consist of two separate subtests, the first comprised of multiple-choice questions, the second comprised of constructed-response questions. Each subtest is scored separately. A candidate would need to pass both subtests, not necessarily at the same test administration, to be eligible to complete the field experience required by the teacher preparation program.

The structure of the examination is shown in the table below.

**CSET: Theatre and CSET: Dance Test Structure**

<b>Subtest</b>	<b>Domains</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Constructed-Response Questions</b>
I	Creating	20	none
	Performing	20	none
	Responding	20	none
	Connecting	20	none
	Subtest Total	80	none
II	Creating	none	3 focused 2 extended
	Performing		
	Responding		
	Connecting		
	Subtest Total	none	3 focused (75-150 words each) 2 extended (150-300 words)

Like all CSET examinations, CSET: Theatre and CSET: Dance will be criterion-referenced assessments. That is, based on the valuable input of California educators, a standard or qualifying score will be established for each subtest. Thus, passing each subtest will be a function of each examinee's level of knowledge, skills, and abilities, not a measure of how an examinee performs in relation to others who take the same subtests.

***Description of Subtest I: Multiple Choice***

Under the proposed design, Subtest I will consist of multiple-choice questions that measure Creating, Performing, Responding, and Connecting content for each of the four SMR domains for CSET: Theatre and CSET: Dance. Multiple-choice questions may include stimuli material such as scenarios, images, media, and other framing for presenting the question. Multiple-choice questions will require examinees to think critically about the questions presented and apply their knowledge, skills, and abilities about the four domains to demonstrate understanding of

facts, explain facts and place them in context, evaluate situations, explain cause and effect, make inferences, and predict results.

The set of multiple-choice questions will include scorable items and some items designated as nonscorable. Nonscorable items will be included so that data can be collected on their psychometric characteristics, in consideration for future use as scorable items. An examinee's performance on the subtest will be based on the number of scorable multiple-choice questions answered correctly; there is no penalty for wrong answers. Each scorable multiple-choice question counts the same toward the total subtest test score.

Eighty multiple-choice questions comprise Subtest I.

### ***Description of Subtest II: Constructed Response***

Under the proposed design, Subtest II will consist of constructed-response questions that measure Creating, Performing, Responding, and Connecting content across the four SMR domains for CSET: Theatre and CSET: Dance. Constructed-response questions may include stimuli material such as scenarios, images, media, and other framing for presenting the question. Constructed-response questions will require examinees to apply their knowledge, skills, and abilities to prompts and provide a broad response that integrates two or more of the SMR domains. Focused constructed-response questions will be distinguished by prompts that result in short, focused responses by the candidate (approximately 75-150 words each). Extended constructed-response questions will be distinguished by prompts that result in broader, extended responses by the candidate (approximately 150-300 words).

Responses to constructed-response questions will be scored independently by at least two qualified California educators. Scorers will be unaware of the identity of the individuals whose responses they score, and will not know the identity of the other scorer(s) of the same candidate responses. Scorers will be trained on standardized scoring procedures. Scorers will judge the overall effectiveness of each response while focusing on a set of characteristics defined as important for the subtest. An examinee's total test score will be based on the total score points earned across all constructed-response questions.

Seat time testing estimates are: Subtest I: 120 minutes; Subtest II: 135 minutes.

### **Staff Recommendation**

Staff recommends that the Commission discuss the proposed test design and approve this design, with or without specific changes as may be made by the Commission.

### **Next Steps**

Once the Commission approves the draft test design, the Commission's examinations contractor will begin drafting potential test items for the new examinations as described in the test development process above. Staff will return with the final version of the subject matter requirements (SMRs) for Theatre and Dance for final approval by the Commission following the field review.

## Appendix A

**Domains, Number of Subtests and Item Types for CSET Examinations**

<b>CSET Examination Number of Subtests</b>	<b>Domains Measured</b>	<b>Number of MC items</b>	<b>Number of CR items</b>
<u>Agriculture</u> 3 Subtests	Plant and Soil Science; Ornamental Horticulture; Animal Science; Environmental Science and Natural Resource Management; Agricultural Business and Economics; Agricultural Systems Technology	120	9
<u>Art</u> 2 Subtests	Aesthetic Valuing; Historical and Cultural Context of the Visual Arts; Artistic Perception; Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art	90	8
<u>Business</u> 3 Subtests	Business Management; Marketing; Accounting and Finance; Economics; Information Technology; Business Environment and Communication	120	6
<u>English</u> 4 Subtests	Reading Literature and Informational Texts; Composition and Rhetoric; Language, Linguistics, and Literacy; Composition and Rhetoric; Reading Literature and Informational Texts; Communications: Speech, Media, and Creative Performance	100	6
<u>English Language Development</u> 3 Subtests	Knowledge of English Learners in California and the United States; Applied Linguistics; Cultural Foundations; Foundations of English Learner Education in California and the United States; Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	100	7
<u>Health Science</u> 3 Subtests	Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases; Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs; Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health	120	5
<u>Home Economics</u> 3 Subtests	Personal, Family, and Child Development; Nutrition, Foods, and Hospitality; Fashion and Textiles; Housing and Interior Design	120	7
<u>Industrial and Technology Education</u>	Nature of Technology; Power and Energy; Information and Communication; Project and Product Development	120	6

<b>CSET Examination Number of Subtests</b>	<b>Domains Measured</b>	<b>Number of MC items</b>	<b>Number of CR items</b>
2 Subtests			
<u>Mathematics* I</u> 1 Subtest	Number and Quantity; Algebra	35	3
<u>Mathematics* II</u> 1 Subtest	Geometry; Probability and Statistics	35	3
<u>Mathematics* III</u> 1 Subtest	Calculus	30	2
<u>Multiple Subjects</u> 3 Subtests	Reading, Language, and Literature; History and Social Science; Science; Mathematics; Physical Education; Human Development; Visual and Performing Arts	143	11
<u>Music</u> 3 Subtests	Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing; Creative Expression; Connections, Relationships, and Applications; Music Methodology and Repertoire	125	7
<u>Physical Education</u> 3 Subtests	Growth, Motor Development, and Motor Learning; The Science of Human Movement; The Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles; Professional Foundations; Integration of Concepts	120	5
<u>Science** I</u> 1 Subtest	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts	33	1
<u>Science** I</u> 1 Subtest	Physical Sciences	23	1
<u>Science** I</u> 1 Subtest	Life Sciences	22	1
<u>Science** I</u> 1 Subtest	Earth and Space Sciences	22	1
<u>Science** II</u> 1 Subtest	Concentration: Life Science	50	3
<u>Science** II</u> 1 Subtest	Concentration: Chemistry	50	3
<u>Science** II</u> 1 Subtest	Concentration: Earth and Space Sciences	50	3
<u>Science** II</u> 1 Subtest	Concentration: Physics	50	3
<u>Social Science</u> 3 Subtests	World History; World Geography; U.S. History; U.S. Geography; Civics; Economics; California History	118	8

CSET <u>Examination</u> Number of Subtests	Domains Measured	Number of MC items	Number of CR items
<u>WL: American Sign Language</u> 3 Subtests	Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; General Linguistics; Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics); Linguistics of the Target Language –American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production	78	8
<u>WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer</u> 3 Subtests	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression	50	18
<u>WL: Cantonese</u> 3 Subtests	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Language and Communication: Oral Expression	110	18
<u>WL: French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese</u> 3 Subtests	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Comprehension	110	10
<u>WL: Hebrew, Hindi, Italian, Portuguese, Turkish***</u> 2 Subtests	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons	-	6

\* Successful completion of the full CSET: Mathematics examination requiring all three subtests would authorize a candidate who meets all requirements for the authorization to teach all

mathematics coursework. The CSET: Foundational-Level Mathematics examination requiring Subtests I and II authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.

\*\*The CSET: Science Subtests I covers general science content while Subtest II covers the candidate's area of concentration. A credential in this subject matter based on Subtest I and the specific science in Subtest II authorizes teaching general and integrated science and the area of concentration. Foundational-Level General Science requires Subtest I and the credential authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).

\*\*\*To use the CSET examinations in Hebrew, Hindi, Italian, Portuguese, and Turkish toward certification, the individual must also pass the language and communication skills examinations offered by other entities approved by the Commission.

## Appendix B

### Additional Information Regarding CSET History and Development

#### **CSET: California Subject Examinations for Teachers**

Current law requires candidates for a preliminary Multiple or Single Subject teaching credential to demonstrate competency in the content area(s) they will teach. Education Code section 44259(b)(5) requires all candidates for a preliminary teaching credential to meet the Subject Matter Requirement (SMR) either by completing a Commission-approved subject matter program (EC 44310) or by passing the appropriate California Subject Examinations for Teachers (CSET) content area examination (EC 44280). Education Specialist candidates must demonstrate competency in a core academic area and may use the CSET to do so. Both the Commission-approved subject matter programs and the CSET series of examinations are aligned with the state's TK-12 student academic content standards. It is important to note that pursuant to EC 44291, the CSET examinations must measure candidates' objective subject matter knowledge, skills, and abilities, and do not assess candidates' pedagogical knowledge of how to teach that particular subject to TK-12 students.

The CSET examination series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests and an optional Writing Skills subtest; the CSET: Single Subjects examinations consist of two to five subtests, depending on the candidate's subject area. All of the CSET examinations consist of both multiple-choice and constructed-response items (with the single exception of certain less-commonly taught World Languages, which consist of entirely constructed response questions). Examinees can choose to take one or more subtests of a given content area within a single testing session. Nearly 400,000 examinees have taken subject matter examinations since the inception of the CSET in 2003.

During the initial phase of CSET development and implementation, Multiple Subjects, English, Mathematics, Science, and Social Science were offered in 2003 as well as Foundational-Level Mathematics. World Languages (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese) were first administered in fall 2004 as well as Art, Music, and Physical Education. Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial and Technology Education were first administered in fall 2005. Filipino was first administered in fall 2006. The Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations, and the Bilingual Methodology and Bilingual Culture subtests were added in 2007-08 (see the section below regarding English Learner-related examinations for information on these two subtests). The Foundational-Level General Science authorization was added in 2009. World Language examinations in Hebrew, Italian, and Portuguese were added in 2009-10. Hindi was added in 2013 and Turkish was added in 2015.

The Multiple Subjects, English, and Mathematics examinations were updated to align with California's Common Core State Standards. Updated Multiple Subjects and English examinations were launched beginning in 2014-15, and an updated Mathematics examination

was launched in early 2015. From 2015 to 2017 Commission staff worked with the Commission's examinations contractor to update the CSET: Science examinations (Life Science, Chemistry, Earth and Space Sciences, Physics, and Foundational-level General Science) to align with the Next Generation Science Standards (NGSS).

With the exception of the bilingual assessments and the optional Writing Skills assessment, the California Subject Examinations for Teachers (CSET) tests measure the candidate's competency in the subject matter they will be authorized to teach. Education Code section 44291 specifies that, "...the approved [subject matter] examinations shall be instruments whose purpose is to measure achievement and shall be used solely to measure objective knowledge of subject matter" while Education Code section 44259 (5) states that "...the Commission shall ensure that subject matter standards and examinations are aligned with the academic content and performance standards for pupils adopted by the state board pursuant to section 60605." Therefore, the Commission assures that the SMRs developed and subsequently adopted by the Commission (a) address only objective subject matter content and not the pedagogy of how a beginning teacher would teach that content to students, and (b) are aligned with the applicable student content standards adopted by the California State Board of Education (SBE).

The State Board of Education adopted updated VAPA student content standards at the end of January 2019. These updated VAPA standards are the student content standards to which both the Theatre and the Dance draft SMRs are aligned.

#### **Use of Subject Matter Advisory Content Expert Panels in the CSET Development Process**

It is also important to note that EC Section 44288 specifies the use of subject matter advisory panels to "...advise in the selection, administration, and interpretation of examinations." The subject matter advisory panels "shall consist of recognized leaders in the subject matter fields to be examined and shall be composed primarily of full-time public school classroom teachers and full-time college or university classroom teachers." The Commission's customary practice, consistent with statutory requirements, has been and continues to be using advisory panels of California content experts to advise the Commission in the development of the Commission's subject matter examinations.

#### **The Bias Review Process within the Development of all CSET Examinations**

The Commission takes the validity and reliability of its examinations very seriously. Making examinations accessible to the entire population of potential California educators has long been standard procedure for the development and administration of Commission examinations. Staff works closely with the examinations contractor to reduce measurement error wherever possible, so that Commission examinations reliably measure the abilities of all examinees regardless of race, ethnicity, gender, religion, sexual orientation, or any other demographic variables. To this end, the Commission relies on the thoughts, ideas, and recommendations of bias review committees in development of SMRs and examinations. All draft SMRs are reviewed and discussed by a bias review committee made up of California educators from varying social, ethnic, racial, socioeconomic, and geographic communities that make up the state's educator and student populations. These panel members are selected by an ongoing application process

and are convened on average several times a year to review materials associated with the Commission's credentialing examinations.

Following the development and Commission approval of SMRs, the Commission's bias review committee exams every draft test question proposed for field testing. On both occasions, the committee members are encouraged to speak up about and discuss any concerns, both acute and abstract, involving any statements appearing in the SMRs, and any words, phrases, passages, references, diagrams, charts, or any other elements or concepts that appear in any draft test questions with the committee as a whole. Bias review committee members are asked to make specific recommendations for revision of SMRs or test questions, as needed, up to and including the elimination of draft questions that may appear to pose a problem for some part of the population.