

Buros Institute for Assessment Consultation and Outreach

Psychometric Audit – Stage 1 Application

A test provider has a responsibility to test users, test takers, and to the public to ensure that their testing program produces meaningful, interpretable scores that can be used in making critical decisions in education, certification, licensure, admissions, placement, and employment. In an effort to provide independent quality assurance of such testing programs, the Buros Institute for Assessment Consultation and Outreach (BIACO) has developed a two-stage audit program framed around the *BIACO Standards for Proprietary Testing Programs* through which each element of the testing program is reviewed against the BIACO Standards.

The first step in the audit process is for a testing program to submit to BIACO documentation of the testing program for review. The sections below detail the types of information should be provided to complete this review. The types of documentation described below are inclusive of different types of testing programs and the particular set of materials provided by the testing contractor will be a function of the intended purpose of the test. Therefore, the descriptions and questions for each section are provided to stimulate thinking about materials to include but a given submission for a testing contractor may not include information to address each question listed. For example, if a test is only delivered in English, information about language translation/adaptation is not required.

Organizational Information

Test Provider:

- Name
- Contact information
- Tests provided
- Number of forms

Person(s) representing the test provider responsible for submitted materials and answering questions:

- Name(s)
- Title within organization
- Contact information (phone, email, mail)

Testing Program Information

Section 1: Purpose of the Testing Program

Provide information on the defined purpose of the testing program, the target population for the testing program, proper and improper uses of the testing program, any validity research conducted to support the defined purpose of the testing program, and use of the validity research results to improve the testing program.

Questions to be addressed by documentation:

- What is the purpose of the testing program?
- What are the proper and improper uses of the scores from the testing program?

- What validity research exists to support the intended purpose of the test scores?
- What is the ongoing program for validity research to support the intended use of test scores?
- How are the results of the validity research used to improve the testing program?

Section 2: Structure and Resources of the Testing Program

Provide information on the legal status of the testing program and the relationship of the testing program to any training/education programs and licensing organizations (e.g., ensure no conflicts of interest).

Provide information regarding the qualifications, credentials and experience of the key individuals responsible for the development and management of the testing program. Identify whether these key individuals are members of the organization or whether they are external consultants.

Questions to be addressed by documentation:

- Is the testing program incorporated as a legal entity?
- What is the relationship between the testing program and the licensing agency?
- What is the relationship between the testing program and educational programs?
- What are the skills and the qualifications of the testing program staff (including consultants)?

Section 3: Examination Development

Provide documentation on the process by which the exams were developed. Included within the development are the job analysis (sample, process, method, results), item development (individuals involved, process for development, review, maintenance of item pool), pilot testing (sample, process), creation of exam forms, periodic review of exam forms (process for review, item and test characteristics considered including reliability, passing rates).

Questions to be addressed by documentation:

- How was the content defined for the exam (e.g., job analysis)?
- Who was involved in specifying the content for the exam (e.g., sample for job analysis)?
- How were the test content framework and specifications derived from the job analysis results?
- How frequently is the job analysis updated?
- What is the process for item development and review?
- Who is involved in the item development and review?
- What is the process for continual review and maintenance of the item bank?
- How are the exams pilot tested?
- How are the final exam forms created?
- What is the process for ongoing test performance review (reliability, passing rates)?
- What is the process for continual item performance review?
- If the exam is available in more than one language, how were the alternate language forms created?

Section 4: Examination Administration

Provide documentation on the process by which exams are administered. Included within the administration are the application and registration processes (eligibility requirements, scheduling), accommodations (process for review of requested accommodations, permitted accommodations), administration sites (requirements for administration sites, availability), test administration and proctors (training, responsibilities, ratio of proctors to examinees), and procedures for administration (manual for administration, examinee instructions).

Questions to be addressed by documentation:

- What is the application process for the exam?
- What is the exam re-take policy?
- What is the policy for consideration and use of accommodations?
- Where is the exam administered?
- How are administration sites selected?
- How are test proctors selected?
- What are the responsibilities of exam proctors?
- What is the process for test administration?
- What test instructions are provided to examinees?

Section 5: Scoring and Score Interpretation

Provide documentation on the process by which an exam is scored (use of raters, quality control of scoring program), how the exam scores are scaled (if scaling of scores occurs), and how equivalence across forms is determined (equating across forms, languages, formats).

If the testing program reports scores that are criterion-referenced, provide documentation on the process used to set passing standards (individuals involved, method used). If the testing program reports scores that are norm-referenced, provide documentation how test norms are determined (sample, norming study).

Provide documentation of how test scores are reported (preparation, delivery, information provided) and how the testing program maintains records of exams administered (confidentiality of test scores, appeals process).

Questions to be addressed by documentation:

- How are the exam forms scored?
- If the scoring process involves raters or subject scorers, how are the raters trained? How does the testing program monitor the accuracy of raters?
- How are the exam scores scaled?
- If the test is criterion-referenced, how are the standards are set? Who is involved in the standard setting?
- If the test scores are norm-referenced, how were the test norms determined? Who was involved in the norming study?
- If the testing program includes multiple forms (for security, language, or across formats), how are the test forms equated?
- How are the test scores reported? What interpretation information is provided?
- How does the testing program maintain examinee records? How is confidentiality assured?

Section 6: Examination Security

Provide documentation of any security procedures in place for the testing program. Included in this documentation should be security procedures related to development (confidentiality of draft items, non-disclosure by those involved in development), transfer of materials to and from the administration site, administration, and storage of exam materials. In addition, provide documentation of any policies the testing program has in place to deal with security breaches.

Questions to be addressed by documentation:

- How does the testing program maintain security during the test development process?
- How does the testing program maintain security during test administration?
- How does the testing program maintain security of the testing materials?
- How does the testing program deal with any security breaches?