Ohio Assessments for Educators

For candidates seeking initial licensure in a subject area

Test Administration Technical Report

2017–2018 Program Year

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Contents

Preface

This test administration technical report provides information on the technical characteristics of the tests and score reporting for the Ohio Assessments for Educators (OAE) for the 2017–2018 program year.

Purpose of the Ohio Assessments for Educators (OAE) Program

Introduction

The Ohio Assessments for Educators (OAE): For candidates seeking initial licensure in a subject area (OAE: Initial Licensure) program assesses the content-area and professional (pedagogical) knowledge of candidates who are either seeking initial Ohio educator licensure or adding a new licensure area. The OAE program, administered by Pearson, includes 41 content-area assessments and four professional (pedagogical) knowledge assessments. Six OAE assessments include two separate tests each (i.e., Subtest I and Subtest II) for a total of 51 unique tests. The OAE tests are aligned with Ohio Educator Standards, Ohio Learning Standards, and other professional standards, as appropriate, such as the National Council of Teachers of Mathematics.

Each test was validated for use in Ohio in accordance with the practices recommended by the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014). The Standards require a clear definition of content domain and a rationale to support a claim that the knowledge, skills, and abilities being assessed in a licensure test are required for credential-worthy performance. Educators, educator preparation faculty, and administrators from across Ohio were involved in reviewing the test materials for content, job-relatedness, and prevention of bias; validating their appropriateness for use in Ohio; and making recommendations for the passing score for each test. In addition, in accordance with State of Ohio requirements, assessment materials, where available, were to have been previously administered to educator licensure candidates in states other than Ohio.

The OAE tests are computer-based and delivered through a national network of Pearson computer-based testing centers. Most tests are available year-round by appointment.

The OAE program offers several web-based resources to help candidates prepare for the tests. These resources include online study guides, practice tests, detailed score reports, and computer-based testing tutorials. In addition, a suite of faculty resources and interactive worksheets is available to assist in candidate preparation. The Ohio Department of Education and educator preparation programs have access to an interactive, electronic database that allows them to create customized reports of candidate test results and institution performance, or to perform customized data queries.

Composition of the OAE Program

Currently, 51 OAE tests are available for test administration. The OAE program includes four professional (pedagogy) knowledge tests that are matched to Ohio licensure grade bands (Early Childhood, Middle Childhood, Adolescence to Young Adult, and Multi-Age). Content-area tests match Ohio license types. Thirty-two OAE tests have been operational since September 3, 2013; 12 OAE tests have been operational since January 21, 2014; two OAE tests have been operational since September 2, 2014; two OAE tests, Dance and Foundations of Reading, have been operational since August 29, 2016, and December 19, 2016, respectively; and two OAE tests, Gifted Education and American Sign Language Subtests I & II,* have been operational since September 24, 2018, and October 22, 2018, respectively.

**American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtests I & II)*

Ohio Assessments for Educators (OAE)

Pedagogical Knowledge Assessments:

001 Assessment of Professional Knowledge: Early Childhood (PK–3)
002 Assessment of Professional Knowledge: Middle Childhood (4–9)
003 Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)
004 Assessment of Professional Knowledge: Multi-Age (PK–12)

Content Knowledge Assessments:

005 Agriscience
050 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest I)
051 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest II)
006 Art
007 Biology
008 Business Education
009 Chemistry
010 Computer Information Science
011 Dance
012 Early Childhood Education
013 Early Childhood Special Education
014 Earth and Space Science
015 Educational Leadership
016 Computer/Technology (Subtest I)
017 Computer/Technology (Subtest II)
018 Elementary Education (Subtest I)
019 Elementary Education (Subtest II)
020 English Language Arts
021 English to Speakers of Other Languages
022 Family and Consumer Sciences
090 Foundations of Reading (FOR)
053 Gifted Education
023 Health
024 Integrated Science
025 Integrated Social Studies
026 Marketing
027 Mathematics
028 Middle Grades English Language Arts
029 Middle Grades Science
030 Middle Grades Mathematics
031 Middle Grades Social Studies
032 Music
034 Physical Education
035 Physics
036 Prekindergarten (Subtest I)
037 Prekindergarten (Subtest II)
038 Reading (Subtest I)
039 Reading (Subtest II)
040 School Counselor
041 School Library Media Specialist
042 School Psychologist
043 Special Education
044 Special Education Specialist: Deaf/Hard of Hearing
045 Special Education Specialist: Visually Impaired
046 Technology Education (Subtest I)
047 Technology Education (Subtest II)
048 Theater

Technical Properties of the OAE Program

The *Standards for Educational and Psychological Testing* require that testing agencies provide relevant technical information about the assessments so that test users and reviewers have sufficient information to make judgments about the quality of the test, the resulting scores, and interpretations based on test scores (AERA, APA, & NCME, 2014). This information can ultimately assist test users and reviewers in determining the appropriateness of the test for its intended purpose (AERA, APA, & NCME, 2014).

Scoring

The OAE includes tests consisting of multiple-choice items only as well as tests consisting of both multiple-choice and constructed-response items. The scoring procedures for the program are carefully documented for both multiple-choice and constructed-response items. Additionally, performance monitoring is conducted to check the accuracy of scoring and reporting for the constructed-response items.

Scoring Multiple-Choice Items

Answer keys for multiple-choice items are prepared during the construction of test forms. These keys are reviewed and checked at several points during development and production. Automated technology at computer-based testing centers compares these answer keys to candidate responses immediately following the conclusion of testing. This technology allows for on-site unofficial test results to be generated at the testing centers, which can then be provided to candidates. These results are provided to the candidates only for the OAE assessments that do not include constructed-response items.

Multiple-choice items are dichotomously scored, meaning a single point is awarded for each correct response, and no points are awarded for an incorrect response. For tests composed of multiple-choice items only, the final raw score is the total number of correct responses on the test. The raw scores are transformed and reported on a scale ranging from 100 to 300 with a scaled passing score of 220.

Each test form for all OAE fields includes both scorable and nonscorable multiple-choice items. Scorable items are those that are used to compute candidates' scores. Nonscorable items are those that are included on a test form to collect additional psychometric information (to support pilot testing) and to support test form equating methodologies but do not contribute to candidates' scores.

Scoring Constructed-Response Items

Some OAE tests include constructed-response items in addition to multiple-choice items. Candidate responses to constructed-response items are scored using a focused holistic scoring methodology. In this method, scorers judge the overall effectiveness of each response using a set of characteristics that have been defined as important to help inform the overall score. The score is holistic in that each score is based on the overall effectiveness of these characteristics working together, focusing on the response as a whole.

The Special Education Specialist: Visually Impaired constructed-response item is scored differently. This item requires candidates to transcribe a passage into braille, and the score provided is based on the number of errors made in the transcription.

American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest II): Candidates are video-recorded as they respond to four constructed-response items. The ODE and Pearson agreed to use a participatory scoring model for the first year of testing, whereby candidates are required to respond correctly to 33% of the MC section and primarily use American Sign Language to respond to the constructed-response items. The videos of these responses will be reviewed by Pearson's scoring team to confirm scorability.

Once a sufficient number of candidate responses to the constructed-response assignments have been collected, Pearson will reconvene the ASL Content Advisory Committee (CAC). The CAC will review candidate responses to identify exemplars for each of the 4 points on the scoring scale. The CAC will then be asked to identify a passing standard for the constructed-response section of the test using the exemplars and rubrics to inform their recommendation. The passing standard for the ASL Subtest II constructed-response section will be combined with the passing standard recommendation that was made by the CAC at the September 2017 meeting for the multiple-choice section to then establish a recommendation for a passing standard for the test.

Scoring components. Candidate responses are scored on a scale. Some tests use a four-point score scale; other tests use a three-point score scale. A score of 1 represents little or no command of the characteristics, and 3 or 4 represents a strong command of the characteristics. Each constructed response is independently scored by two scorers, and these scores are summed for a total possible score range of 2 to 6 for three-point score scales or 2 to 8 for four-point score scales.

To participate in the holistic scoring process, scorers must meet specific qualifications such as:

- A state educator certificate/license;
- Experience as an educator in public schools; and/or
- Experience as a college faculty member responsible for preparing prospective educators.

Scorer training. Prior to scoring, each scorer receives training and orientation by a Chief Reader who trains each scorer to evaluate responses to a variety of educator licensure examinations. The Chief Reader provides each scorer with the background of the OAE tests, the context of the scoring task, the tasks they will perform, the procedures they will follow, the scoring scale, and the characteristics that will guide their scoring judgments. The scorers are also oriented to the prompt-specific rubrics that apply the characteristics and scoring scale to the constructed-response item(s) used on test forms for the current test administration. The Chief Reader identifies and develops orientation materials, leads scoring sessions, conducts calibration orientation, and monitors the progress of the scoring session.

Scorers receive practice using training sets of responses to which scores have already been assigned, including marker responses (i.e., exemplar responses of each score point on the score scale). The training emphasizes equity and fair application of the score scale. Once scorers have been trained, they have to prove their ability to score accurately by completing a calibration exercise. Each response is read independently and scored by two scorers. If the two scores are not identical or adjacent, additional scoring is conducted to resolve the discrepancy.

Performance Monitoring of Scorers

Pearson monitors the performance of scorers throughout the scoring process. Specific areas monitored include a scorers' ability to understand and apply the established scoring scale, the consistency of the scores assigned in comparison with those assigned by the second scorer, and the scorers' consistency over time. At points in the holistic scoring process, scorers are recalibrated to the scale, typically through discussions of specific questions. Scorers must demonstrate continued scoring accuracy on the responses. If scorers fail to demonstrate accuracy, they receive additional, individual reorientation before proceeding with scoring.

Item Analyses

Item analyses are conducted on multiple-choice items to assess the accuracy and psychometric quality of the items. Additionally, data from constructed-response items are reviewed to confirm that items in the item bank for each field are comparable in terms of difficulty and score distribution.

Item Analysis for Multiple-Choice Items

The purpose of item analysis for multiple-choice items is to verify the accuracy of the answer key for each administered test form and as an additional quality assurance check before providing final results and before official candidate score reports are produced. Data are collected on each item, allowing for the empirical consideration of item difficulty, item discrimination, content accuracy, and the plausibility of distractors. These item statistics are calculated and evaluated for the current administration and cumulatively (i.e., using combined statistics for previous operational test administrations).

The item statistics calculated and evaluated for each multiple-choice item include:

- Item difficulty (p-value);
- Distribution of responses (percentages of participants selecting each response option);
- Item-to-total test point biserial correlation (correlation of performance on the item to performance on the total test); and
- Mean score by response choice (average score on the total multiple-choice set achieved by all participants selecting each response option).

Those items that do not perform within defined statistical parameters are flagged and reviewed. Flagged items are reviewed by content specialists, test development specialists, psychometricians, and editors. Reviewed items are deleted or revised and subjected to additional pilot testing. The review confirms that the wording on the test forms matches the wording validated by the CACs. During the review, there is a check of content, topicality, and correct answer.

Item Review for Constructed-Response Items

Constructed-response item data are regularly reviewed to monitor the difficulty of the items across administrations. Throughout the scoring process, monitor reports containing mean scores and standard deviations are reviewed. The monitor reports also contain distribution of scores assigned by the first two scorers, distribution of score differences, and distribution of score combinations assigned by the first two scorers.

Test Equating

Each OAE test consists of multiple forms. Multiple forms are utilized within and across test administrations to address potential item exposure and maintain security. Industry-accepted statistical adjustments (equating) are implemented to adjust for small differences in difficulty across forms.

Purpose of Equating

According to the *Standards for Educational and Psychological Testing*, equating refers to the process of placing scores from alternate, parallel, or equivalent forms of a test on a common scale (AERA, APA, & NCME, 2014). The central purpose of statistical equating methods is to compensate statistically for possible variability in the characteristics of test forms that may affect candidates' scores (e.g., differences in the overall difficulty of a new test form compared to a previous test form). Statistical equating methods ensure that a candidate's scaled score is adjusted for the relative difficulty of the particular test form that was taken. Equating thus allows test developers to attribute differences in scores across test forms to differences in knowledge or skills, and not differences in the tests. Equating helps to ensure that different test forms are comparable and that test scores from multiple test forms can be used interchangeably.

Equating Design

A single-group equating design is utilized for the OAE tests. In a single-group design, the same group of candidates is scored on two alternative forms of the same test. The two forms are defined by designating two alternative subsets of items on the full test form as scorable, so that each alternative contains a set of common scorable items plus a set of scorable items unique to the form. The two alternative forms are then statistically equated.

To equate the two test forms, a linear equating method was implemented for the OAE. In linear equating, two scores are equivalent if they are the same number of standard deviation units above or below the mean for some group of candidates (Angoff, 1984). A linear equation is used to relate the scores from the two forms by setting standard deviation scores, or z-scores, to be equal on the two test forms (Kolen & Brennan, 2004).

This design is used for the OAE tests because of the need to pre-equate the test forms, enabling candidates to receive unofficial test results at the testing center immediately after the conclusion of their test administration (for multiple-choice-only OAE tests). With pre-equating, the passing score for a new test form is established prior to operational administration.

Scaled Scores

The *Standards for Educational and Psychological Testing* state that scaled scores may aid in interpretation of the test. Specifically, scaled scores allow scores to be easily comparable regardless of test form or administration (AERA, APA, & NCME, 2014). Scaled score reporting is preferred to raw score reporting due to the confusion that may occur as a result of some changes in raw cut scores across test forms. Therefore, the use of scaled scores helps to support the communication of the OAE program results in the following ways:

- Candidates, institutions of higher education, and stakeholders will be able to interpret scores from the different OAE tests in a similar manner, regardless of the test taken.
- The meaning of the scaled passing scores will be consistent over time, making it possible to compare performance from one test administration to the next.

Scaled Score Range for the OAE

Raw test scores, including the number correct for multiple-choice items, and holistic scores for constructed-response items are transformed to a standard scale ranging from 100 to 300. This scale is used to communicate OAE scores across all tests within the program. For each OAE test, 220 represents the passing score. By using a standard scale across all tests, test scores and feedback are provided in an easy-to-understand format for candidates, institutions of higher education, the ODE, and other stakeholders.

Calculation of Scaled Scores

For tests containing only multiple-choice items, a simple linear transformation is applied to the raw scores to compute the associated scaled score. The scaled score is derived from the candidate's raw score, the raw cut score, and the maximum possible raw score. Candidates who perform at the raw score that is equivalent to the passing score achieve a scaled score of 220, while those who achieve the maximum possible raw score will receive a scaled score of 300.

For the OAE tests that contain both multiple-choice and constructed-response items, the multiple-choice and constructed-response test sections are each scaled separately. These multiple-choice and constructed-response scaled scores are then combined in accordance with the following weightings.

OAE Test	Multiple-Choice Weight	Constructed-Response Weight
Assessment of Professional Knowledge: Early Childhood (PK–3)	80%	20%
Assessment of Professional Knowledge: Middle Childhood (4–9)	80%	20%
Assessment of Professional Knowledge: Adolescence to Young Adult (7–12)	80%	20%
Assessment of Professional Knowledge: Multi-Age (PK–12)	80%	20%
American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest II)	40%	60%

OAE Test	Multiple-Choice Weight	Constructed-Response Weight
Computer Information Science	85%	15%
Computer/Technology (Subtest I)	70%	30%
Computer/Technology (Subtest II)	70%	30%
Educational Leadership	60%	40%
Foundations of Reading (FOR)	80%	20%
Prekindergarten (Subtest I)	80%	20%
Prekindergarten (Subtest II)	80%	20%
Reading (Subtest I)	80%	20%
Reading (Subtest II)	80%	20%
School Psychologist	85%	15%
Special Education: Visually Impaired	80%	20%
Technology Education (Subtest I)	70%	30%
Technology Education (Subtest II)	70%	30%
Theater	80%	20%

Reliability

The *Standards for Educational and Psychological Testing* refer to reliability as the consistency of test scores for a group of candidates across administrations (AERA, APA, & NCME, 2014). There are many common reasons for individual scores to fluctuate over time. Score fluctuation from one testing occasion to another has an impact on reliability. Some factors that affect reliability include:

- **Number of candidates.** The number of candidates whose test scores contribute to a statistical estimate of reliability affects the stability of the estimate. In general, reliability estimates based on larger numbers of candidates are more stable than estimates based on smaller numbers. For this reason, reliability estimates are calculated for tests that are taken by one hundred or more candidates.
- **Self-selection of candidates by test administration date.** Typically, candidates can decide when to take a particular test. OAE tests are administered throughout the year, and candidates can select when to take and retake the tests. This self-selection can affect the composition, ability level, and variability of the group taking a particular test at a given test administration.

- **Variability of the group tested.** In general, the larger the true variance or true spread of the scores of the candidate group (i.e., the greater the individual differences in the true level of knowledge, skills, and abilities of the candidates in the particular group taking a test on a particular occasion), the greater will be the reliability coefficient. Reliability estimates tend to be higher if candidates in the group have widely varying levels of knowledge, and lower if they tend to have similar levels of knowledge.
- **Test length.** Statistical estimates of reliability are typically higher for tests with greater numbers of questions. A more reliable estimate of a person's knowledge is obtained by asking more questions.
- **Test content.** Reliability estimates are typically higher for tests that cover narrow, homogeneous content than for tests (such as many used for educator licensure) that cover a broad range of content. Tests for educator licensure must typically test a broad base of knowledge, skills, and abilities that pertain to licenses that will apply in a wide range of educational settings, grade levels, and teaching assignments.

Because the tests included in the OAE program are used to make high-stakes decisions, several indicators of decision consistency (that is the degree to which the same decisions are made from two tests) and measures that indicate score reliability (consistency of scores across administrations) are calculated. Statistics presented not only consider the reliability of the test scores, but also indicate the reliability of the decisions made using the test results.

Several measures are employed to assess the reliability of each test in the OAE program. These measures are described below.

- **Livingston-Lewis estimate of decision consistency.** For a test used to make licensure requirement decisions such as the OAE, the consistency of such decisions becomes a primary focus (Crocker & Algina, 1986). Decision consistency refers to the degree to which the same decisions are made from two tests. For the OAE program, the Livingston and Lewis (1995) estimate of decision consistency is used. This multi-stage method calculates decision consistency and accuracy using four types of input, including distribution of scores on one form, the minimum and maximum possible scores, the cut points used for classification, and the reliability coefficient (Livingston & Lewis, 1995). Decision consistency is reported in the range of 0 to 1, with estimates close to 1 indicating more consistent or reliable decisions.
- **Kuder-Richardson formula 20 (KR20).** The Kuder-Richardson index of item homogeneity (KR20) is an overall test consistency (reliability) estimate based on a single test administration (Kuder & Richardson, 1937). It is applicable to the multiple-choice section of tests. KR20 is reported in the range 0 to 1, with a higher number indicating a greater level of consistency (reliability). Homogeneity refers to the degree to which the items on the test are consistent with one another. For the OAE, KR20 is computed for tests composed of multiple-choice items only as well as for multiple-choice sections of tests that also include constructed-response items.

- **Stratified coefficient alpha.** Stratified coefficient alpha is an estimate of total test score reliability for a test containing a mixture of item types (e.g., both multiple-choice and constructed-response) (Qualls, 1995). Each item type component of the test is treated as a subtest. Internal consistency estimates for the separate subtests are combined to compute stratified coefficient alpha. Stratified coefficient alpha is reported in the range 0 to 1, with a higher number indicating a greater level of consistency (reliability). This statistical estimate was deemed most appropriate for estimating total reliability of tests with both multiple-choice and constructed-response items for the OAE because it takes into account differences in test length and variance of the two item types.
- **Standard error of measurement.** The *Standards for Educational and Psychological Testing* define the standard error of measurement as the estimate of the difference between observed scores and estimated true scores by estimating the variability of measurement errors. This statistic speaks to the reliability of test scores, with smaller standard errors of measurement indicating more reliable test scores (AERA, APA, & NCME, 2014).
- **Generalizability coefficient (G).** The Generalizability (G) coefficient is a measure of the percent of total score variance that is attributable to persons (i.e., factors within the candidate, such as subject matter knowledge). It reflects the proportion of variability in individuals' scores that is attributable to true score variability rather than to measurement error (Brennan, 2001). It is reported in the range 0 to 1, with a higher number indicating a greater level of generalizability. The G-coefficient is applicable to test sections composed of constructed-response items. It gauges the degree to which the results from one test form of the constructed-response items are generalizable to other forms or other test administrations.
- **Scorer agreement.** Scorer agreement is the degree of agreement between constructed-response scores assigned by independent scorers. Independent scorers are in agreement if the scores they award are either exact or adjacent. The scorers are not in agreement if the scores awarded differ by more than one point. The percent of cases in which the first two independent scorers are in agreement is computed as a measure of scorer agreement (reliability). The following scorer agreement statistics are reported:
  - *Percent agreement.* Overall agreement determined by summing exact and adjacent agreement.
  - *Percent exact.* This is the percentage of scores in which the first two scorers were in exact agreement.
  - *Percentage adjacent.* This is the percentage of scores in which the two scorers assigned adjacent scores.
  - *Inter-rater reliability.* This is the intraclass correlation between the first and second score assigned to each response, corrected using the Spearman-Brown formula.

Validity

The *Standards for Educational and Psychological Testing* state that validity is a fundamental consideration in developing and evaluating tests (AERA, APA, & NCME, 2014). Validity relates to the use and interpretation of test scores rather than describing a test itself. For the OAE program, collection of both content-based and construct-based validity evidence is a continuous process.

Content-Based Validity Evidence

Because the OAE program is composed of licensure tests, gathering content-based validity evidence is essential to confirm that the assessment frameworks (which represent the content domain) are representative and relevant of the knowledge, skills, and abilities required to be an entry-level educator in the classroom. Content-based validity evidence for the OAE program was gathered throughout the assessment validation process, starting with the frameworks.

OAE frameworks. In validating the frameworks, content-based validity evidence is initially gathered through an alignment study. Alignment can be used to gather content-based validity evidence by corroborating that the knowledge, skills, and other constructs measured by the tests are consistent with those specified in the frameworks (Koretz & Hamilton, 2006). The OAE assessment frameworks are based on state-approved and nationally recognized professional and academic standards, and contain a competency component with information about the knowledge and/or skills necessary for performing the job of a licensed educator in Ohio public and non-public schools. Therefore, the competencies collectively define the range of content to be measured by the test. Pearson conducted an alignment study of each OAE framework. These alignment studies were carried out to confirm that the test content, and therefore the tests, are aligned with appropriate standards related to the intended purpose of the test. Additional information on the alignment studies can be found in the Ohio Assessments for Educators Technical Report, Development and Validation, 2012–2014, Technical Report Addendum, Development and Validation, 2014–2016, and Technical Report Addendum, Development and Validation, 2016–2018. The OAE Technical Reports are available under Faculty Resources on the Ohio Assessments for Educators website.

Another source of content-based validity evidence was gathered by conducting an initial review of the frameworks by Ohio educators and teacher educators. During this review, Ohio educators and teacher educators checked that the content domain represented the knowledge, skills, and abilities required by an entry-level educator in that test field by considering the criteria of alignment, completeness, clarity of language and terminology, and freedom from bias.

OAE content validation surveys. Content validation surveys provide content-based validity evidence through the input of experts and stakeholders in educator licensure regarding the importance of the necessary knowledge, skills, and abilities specified in each framework for an entry-level educator. Results of these surveys guided the final definition of the content domain. Practicing educators rated the test components of each framework on a 1–5 scale. Results of the surveys were used to determine the final status of all of the assessment framework components. Results of the content validation surveys for the OAE indicated that across test fields, the majority of competencies and descriptive statements achieved a rating of at least 4.0, representing "great importance." Additional information on the content validation surveys is included in the Ohio Assessments for Educators Technical Report, Development and Validation, 2012–

2014, Technical Report Addendum, Development and Validation, 2014–2016, and Technical Report Addendum, Development and Validation, 2016–2018. The OAE Technical Reports are available under Faculty Resources on the Ohio Assessments for Educators website.

OAE test items. As described in the Development and Validation Technical Reports, the item validation activities by the Bias Review Committee (BRC) and Content Advisory Committees (CACs) provided additional content-based validity evidence. The BRC validated that the items were free from bias in content, language, offensiveness, and stereotypes, and that the items were fair and represented the diversity of the Ohio population. The CACs validated items to indicate that they matched the test competency or content domain to which they were written and were accurate, free from bias, and job-related. Any items that were judged to be problematic were eliminated.

Construct-Based Validity Evidence

The *Standards for Educational and Psychological Testing* refer to construct validity as the degree to which scores from an assessment can be interpreted as indicating the candidate's standing on the knowledge, skills, and abilities assessed by the test (AERA, APA, & NCME, 2014). Some threats to construct validity include construct irrelevance and construct underrepresentation. Construct irrelevance is "variance in test-taker scores that is attributable to extraneous factors that distort the meaning of the scores and thereby decrease the validity of the proposed interpretation" (AERA, APA, & NCME, 2014, p. 217). Construct underrepresentation is defined as "the extent to which a test fails to capture important aspects of the construct domain that the test is intended to measure" (AERA, APA, & NCME, 2014, p. 217).

OAE content validation surveys. For the OAE program, Pearson conducted content validation surveys that were aimed at gathering evidence to show that each assessment framework adequately reflects the knowledge, skills, and abilities necessary for an entry-level educator in Ohio. Survey participants were asked to rate the importance of the knowledge, skills, and abilities described by each competency and accompanying descriptive statements. The third item on the survey asked participants to rate a set of competencies in terms of how well they represented important aspects of the knowledge, skills, and abilities required for performing the job of an entry-level educator. Results showed that the set of competencies for each test adequately represents the knowledge, skills, and abilities the test is intended to measure.

OAE test items. The item validation activities by the BRC and CACs provided additional construct-based validity evidence. The BRC validated that the items were free from bias in content, language, offensiveness, and stereotypes and that the items were fair and represented the diversity of the Ohio population. The CACs validated items to indicate that they matched the test competency or content domain to which they were written and were accurate, free from bias, and job-related. Any items that were judged to be problematic were eliminated.

Score Reporting

After administration of the OAE tests, score reports are provided to candidates to inform them of their passing status and performance on the test. Score reports are also provided to the Ohio Department of Education (ODE) and to institutions, as designated by the candidate, to communicate passing status of individual candidates for educator licensure.

Candidate Score Reports

Candidates receive unofficial test results (reported as pass or not pass) on-site following the administration of multiple-choice-only tests. For tests that contain constructed-response items, candidates receive a receipt of completion on-site following the test administration. All candidates may request that a score report be e-mailed to the address provided during the registration process on the score report date published on the program website. Score reports are posted to the candidate's online account for two years as PDF documents, which a candidate may view, print, and save for their records. After the two-year period, candidates may request a copy of their scores through their online account.

Score reports include the following information:

- The date the candidate took the test
- The candidate's overall scaled score based on the number of items answered correctly converted to a scale ranging from 100 to 300
- The candidate's passing status based on the state-approved passing standard
- Details of candidate performance on each content domain assessed by the test for both multiple-choice and constructed-response sections

Candidates who do not pass a test are also provided with a Detailed Performance Summary that includes specific information about the candidate's performance on each test competency and constructed-response item, if applicable.

A sample candidate score report can be found in Appendix A. Score reports are accompanied by an interpretive guide to help candidates understand the reports. Additional information on how to read the score report can be found on the OAE program website.

Other Score Recipients

Candidate test results are sent to the Ohio Department of Education (ODE) and institutions as designated by the candidate. These scores are delivered electronically through Pearson's secure web-based score-reporting system. Through this system, the ODE and institutions also have access to a web-based tool called *ResultsAnalyzer*®. This tool is interactive and allows the ODE and institutions to view, analyze, reorganize, download, and print results based on test data and generate customized reports of their choice.

ResultsAnalyzer® can support the needs of institutions of higher education through the following features:

- Create relevant and timely reports on candidate results
- Filter reports by candidate demographics, specific tests, or testing year

- Organize data into customized tables and graphs
- Customize data queries to align with institution goals and areas of interest
- Aggregate performance data across testing program years
- Export data to Microsoft® Excel or other report software and print graphics
- Analyze candidate data for numerous purposes, including Title II reporting, institutional research, program evaluation, and curriculum improvement

ResultsAnalyzer® also allows the ODE to generate reports based on its needs and areas of focus using the features previously mentioned. In addition, *ResultsAnalyzer*® can create reports and filter results by institution, as well as support the analysis of institutional data. These data can assist the ODE in assessing the performance of institutions across the state and help in future statewide policy decisions.

Test Statistics Reports

This document provides statistical reports for each test and reports on candidate performance for OAE tests administered during the 2017–2018 program year. Test statistics reports consist of test form and field statistics reports that outline statistical characteristics of multiple-choice-only tests as well as tests composed of both multiple-choice and constructed-response items administered during the program year. Total scaled score distributions also are provided. Specific details of each report are outlined below.

Test Form Statistics Reports

The Test Form Statistics Report in Appendix B provides selected statistics for test forms administered to at least 100 candidates during the program year. This report includes the following information:

- Test Field Code and Name
- Form Designation
- *Number of tests taken*. Scores are included in the analyses for this report for candidates who attempted at least one multiple-choice item and provided scorable responses to the constructed-response items, if applicable. In the cases in which the same test forms were administered at more than one test administration during the reporting period and candidates took the same test form at more than one test administration, both scores for those candidates' several attempts are included in the analyses.
- *Mean.* The mean of the total test scaled scores achieved by the candidates taking the test form.
- *Standard error of measurement (SEM).* The standard error of measurement of the total test scaled scores is reported.
- *Decision consistency.* The Livingston-Lewis estimate of decision consistency is based on all administrations of a test form during the program year. Test forms are considered to be identical if they contain identical sets of scorable multiple-choice items, regardless of the order of the items.
- *Stratified alpha.* This statistic provides an estimate of total test score reliability for a test containing multiple item types (e.g., both multiple-choice and constructed-response items) (Qualls, 1995).

- *Test length.* The number of scorable items of the multiple-choice section, or constructed-response sections.
- *KR20*. The Kuder-Richardson index of reliability applicable to the multiple-choice sections.
- *G coefficient.* Gauges the degree to which the results from one test form of the constructed-response items are generalizable to other forms or administrations.

A second Test Form Statistics Report is provided in Appendix C. This report contains the total test scaled score mean and the number of scorable multiple-choice items for test forms that were administered to fewer than 100 candidates during the 2017–2018 program year. Statistical indices such as the SEM or reliability coefficients cannot be confidently interpreted when computed using data from small groups of candidates; therefore, such analyses were omitted for test forms administered to fewer than 100 candidates in the reporting period. Additionally, the following fields are not included in the reporting for this program year because their operational launch did not occur until the fall of 2018: 050/051 ASL Subtest I/II and 053 Gifted Education. This program year did not include any administrations for the School Psychologist field (042).

Test Field Statistics Report

The Test Statistics Report by Test Field shown in Appendix D provides selected statistics for test fields composed of constructed-response items administered to at least 100 candidates during the program year. This report includes the following information for each prompt/assignment.

- **Number of tests.** The number of times the test was taken during the program year.
  - *Number of valid scores*. The number of scorable responses that were included in the scorer agreement calculations.
- **Scorer agreement.** Measures of scorer agreement reported are:
  - *Percent agreement*. Overall agreement determined by summing exact and adjacent agreement.
  - *Percent exact*. This is the percentage of scores in which the first two scorers were in exact agreement.
  - *Percentage adjacent*. This is the percentage of scores in which the two scorers assigned adjacent scores.
  - *Inter-rater reliability*. This is the intraclass correlation between the first and second score assigned to each response, corrected using the Spearman-Brown formula.

The following fields are not included in Appendix D due to sample sizes below 100: 010 Computer Information Science, 036/037 Prekindergarten Subtest I/II, 042 School Psychologist, 045 Special Education Specialist: Visually Impaired, 046/047 Technology Education Subtest I/II, and 048 Theater.

Total Scaled Score Distribution by Test Form

The Total Scaled Score Distribution by Test Form shown in Appendix E provides information about the scaled score distributions associated with all test fields taken by 10 or more candidates during the 2017–2018 program year. For the OAE, results are reported on a scale ranging from 100 to 300. A scaled score of 220 represents the passing standard for each test. Fields with fewer than 10 administrations are 011 Dance, 026 Marketing, and 047 Technology Education Subtest II.

The scale score distributions include the following information:

- *Total scaled score*. The inclusive list of observed total test scaled scores, in intervals of five scale-score points.
- *N*. The number of scores observed within each interval.
- *N at or above*. The number of scores observed at or above each scaled score interval.
- *Percent*. The percent of scores observed within each interval.
- *Percent at or above*. The percent of scores observed at or above each scaled score interval.

Title II Reporting

The federal government requires that states submit annual reports on the quality of their teacher preparation programs for accountability purposes. The data are intended to inform stakeholders on the quality of teacher preparation.

Pearson helps the Ohio Department of Higher Education (ODHE) meet Title II requirements by working with both the ODHE and institutions of higher education to produce the reports. The Title II reporting system allows the submission, review, and transmission of data that supports collaboration among institutions and the ODHE. Pearson supports the reporting needs and requirements through the following actions:

- producing Test Pass Rates Tables and Summary Pass Rates Tables for Title II Reporting.
- providing web-based training to institutions of higher education on the purpose and process for data collection.
- maintaining a secure, password-accessible website for data collection.

Support for Veterans: Reimbursements for Educator Licensure and Testing

The Ohio Department of Education has eliminated fees for educator licenses to recognize the contributions of military families. The fees for any initial Ohio educator license, permit, or certificate—or for a renewal—will be waived for candidates who are veterans with honorable discharges or current service members of all branches of the United States Armed Forces; the National Guard or Reserve; and the Ohio Military Reserve or Ohio Naval Militia (under the Ohio Adjutant General). Spouses of active duty service members also may receive a license free of charge. For more information, visit the Department of Education website.

The U.S. Department of Veterans Affairs offers a reimbursement program for educational expenses, which can include the cost of taking the Ohio Assessments for Educators.

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Appendices

Appendix A: Sample OAE Candidate Score Report

Appendix B: Test Form Statistics Report for Test Fields with More than 100 Tests Taken

Appendix C: Test Form Statistics Report for Test Fields with Fewer than 100 Tests Taken

Appendix D: Test Field Statistics Report

Appendix E: Total Scaled Score Distribution by Test Field

Appendix A:
Sample OAE Candidate Score Report

Ohio Assessments for Educators

FirstName LastName
300 Venture Way
Sample City, OH XXXXX

Assessment of Professional Knowledge: Early Childhood (PK-3) 001
Minimum Passing Score: 220
Assessment Date: August 20, 2014

Status: Pass **Your Score: 231**

Domain	Performance Index
Student Development and Learning	++
Assessment, Instruction, and the Learning Environment	+++
The Professional Environment	+++
Constructed Response Assignments	+++

Examinee Name: FirstName LastName

Social Security Number: XXX-XX-XXXX

This barcode contains unique candidate information.

Ohio Assessments for Educators

HOW TO READ YOUR SCORE REPORT

Overview. This score report provides your assessment results for the Ohio Assessments for Educators: Initial Licensure (OAE: Initial Licensure) that you took on the assessment date indicated on the report. The purpose of the OAE: Initial Licensure is to assess the knowledge and skills of a prospective Ohio educator. The OAE: Initial Licensure program helps the Ohio Department of Education and the State Board of Education of Ohio meet their goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Ohio schools.

Assessment Score. Your total assessment score is a scaled score. A scaled score is a combination of the number of scorable questions you answered correctly on the multiple-choice section of the assessment and the scores you received on any constructed-response assignments (if applicable) converted to a scale from 100 to 300, with a score of 220 representing the passing score for the assessment. The number of questions per competency may vary by test form. The total number of questions needed to pass the assessment may also vary across test forms as a result of variations in question difficulty. The conversion of raw scores to scaled scores takes such differences into account. The passing score for each assessment is established by the State Board of Education of Ohio and is based on the professional judgments and recommendations of Ohio educators. "Pass" or "Did Not Pass" status is based on your total score for each assessment.

Performance Indices. Performance indices are provided for each domain of the assessment. These indices can help you understand your areas of strength and weakness. This information should be interpreted with caution, since different domains contain different numbers of assessment questions. For each domain, your performance is reported according to the following performance indices:

Performance Indices: Multiple-Choice Questions	
++++	Performance on the competencies included in the domain is well above the level represented by the minimum passing score.
+++	Performance on the competencies included in the domain is just at or above the level represented by the minimum passing score.
++	Performance on the competencies included in the domain is just below the level represented by the minimum passing score.
+	Performance on the competencies included in the domain is well below the level represented by the minimum passing score.

Performance Indices: Constructed-Response Assignments			
Constructed-Response Assignments (Assessments with a 4-Point Scoring Scale*)		**Constructed-Response Assignments (Assessments with a 3-Point Scoring Scale*)**	
++++	Response reflects a thorough understanding	+++	Response reflects a thorough understanding
+++	Response reflects a general understanding	++	Response reflects a general understanding
++	Response reflects a limited understanding	+	Response reflects limited or no understanding
+	Response reflects little or no understanding		

*See study guides at www.oh.educatortests.com

Each assessment framework describes the content knowledge assessed by the OAE: Initial Licensure. You may view, print, or download the framework for any OAE: Initial Licensure assessment by selecting "Assessment Frameworks" in the “Prepare” section of the OAE: Initial Licensure website at www.oh.educatortests.com.

If a response to a constructed-response assignment is designated "Blank" or "Unscorable," you will see one of the following codes:

Codes for Blank/Unscorable Responses	
B	Response was blank
U-1	Response was unrelated to assigned topic
U-2	Response was unintelligible
U-3	Response was not primarily in English
U-4	Response lacked sufficient amount of original work

Summary Report for Assessments with Two Subtests. Some OAE: Initial Licensure assessments are comprised of two subtests. If you took a two-subtest assessment, your score report will include an assessment summary. The assessment summary lists passing status information for each subtest within the assessment and includes the date on which you passed each subtest. Please note that for assessments composed of more than one subtest, you must pass both subtests for that assessment to meet Ohio licensure requirements.

Reporting of Scores. Your scores are reported directly to the Ohio Department of Education and the Ohio educator preparation institution(s) you indicated during the registration process. This score report is for your information only. Keep a copy for your permanent records.

ADDITIONAL INFORMATION

Retaking the Assessment. You may retake an OAE: Initial Licensure assessment by following the same registration procedures you completed for previous assessment administrations. For information about retake policies, visit www.oh.educatortests.com.

Assessment Preparation Materials. Assessment preparation materials are available through the website you used to register for this assessment.

Appendix B:
Test Form Statistics Report for Test Fields with More than 100 Tests Taken

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consistency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
001 Assessment of Professional Knowledge: Early Childhood (PK-3)	A	85	247	--	--	--	80	--	2	--
	B	68	245	--	--	--	80	--	2	--
	C	85	242	--	--	--	80	--	2	--
	D	80	241	--	--	--	80	--	2	--
	E	24	244	--	--	--	80	--	2	--
	F	32	240	--	--	--	80	--	2	--
	G	220	247	12.5	0.89	0.82	80	0.83	2	0.24
	H	248	245	12.3	0.90	0.80	80	0.82	2	0.23
	J	585	243	12.4	0.89	0.82	80	0.83	2	0.28
	K	552	244	12.3	0.89	0.83	80	0.83	2	0.34
	L	94	244	--	--	--	80	--	2	--
	M	74	242	--	--	--	80	--	2	--
	N	82	237	--	--	--	80	--	2	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
	P	87	243	--	--	--	80	--	2	--
	Q	8	--	--	--	--	80	--	2	--
	R	7	--	--	--	--	80	--	2	--
002 Assessment of Professional Knowledge: Middle Childhood (4-9)	A	107	239	14.7	0.87	0.81	80	0.84	2	0.03
	B	120	235	14.6	0.85	0.81	80	0.82	2	0.32
	C	341	236	14.0	0.85	0.76	80	0.77	2	0.31
	D	347	233	14.2	0.85	0.80	80	0.80	2	0.39
003 Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)	A	115	252	11.9	0.95	0.77	80	0.78	2	0.27
	B	118	255	11.8	0.95	0.82	80	0.79	2	0.52
	C	520	253	11.5	0.94	0.79	80	0.78	2	0.43
	D	501	252	11.7	0.94	0.79	80	0.78	2	0.44

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
004 Assessment of Professional Knowledge: Multi-Age (PK-12)	A	43	243	--	--	--	80	--	2	--
	B	35	240	--	--	--	80	--	2	--
	C	55	235	--	--	--	80	--	2	--
	D	140	238	13.6	0.85	0.85	80	0.85	2	0.52
	E	71	245	--	--	--	80	--	2	--
	F	464	241	13.1	0.90	0.84	80	0.84	2	0.37
	G	129	239	13.6	0.90	0.87	80	0.88	2	0.35
	H	602	240	13.3	0.89	0.86	80	0.87	2	0.29
	J	113	241	13.3	0.91	0.85	80	0.86	2	0.50
	K	90	248	--	--	--	80	--	2	--
	L	92	241	--	--	--	80	--	2	--
	M	78	241	--	--	--	80	--	2	--
	N	6	--	--	--	--	80	--	2	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
	P	9	--	--	--	--	80	--	2	--
006 Art	A	9	--	--	--	--	120	--	--	--
	B	3	--	--	--	--	120	--	--	--
	C	94	239	--	--	--	120	--	--	--
	D	85	235	--	--	--	120	--	--	--
007 Biology	A	20	223	--	--	--	120	--	--	--
	B	23	206	--	--	--	120	--	--	--
	C	71	223	--	--	--	120	--	--	--
	D	67	214	--	--	--	120	--	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
012 Early Childhood Education	A	74	241	--	--	--	120	--	--	--
	B	69	239	--	--	--	120	--	--	--
	C	132	245	8.2	0.95	--	120	0.81	--	--
	D	169	244	8.4	0.92	--	120	0.84	--	--
	E	382	242	8.3	0.91	--	120	0.86	--	--
	F	13	240	--	--	--	120	--	--	--
	G	401	242	8.2	0.92	--	120	0.86	--	--
	H	592	247	7.7	0.94	--	120	0.88	--	--
	J	568	245	7.9	0.92	--	120	0.88	--	--
	K	10	239	--	--	--	120	--	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
013 Early Childhood Special Education	A	52	230	--	--	--	80	--	--	--
	B	46	231	--	--	--	80	--	--	--
	C	311	233	11.4	0.83	--	80	0.83	--	--
	D	306	235	11.1	0.86	--	80	0.80	--	--
015 Educational Leadership	A	191	234	10.6	0.84	0.73	60	0.73	4	0.53
	B	194	233	11.9	0.81	0.80	60	0.70	4	0.72
	C	433	236	11.0	0.81	0.76	60	0.76	4	0.55
	D	429	235	11.0	0.84	0.78	60	0.75	4	0.60
016 Computer/Technology Subtest I	A	60	255	--	--	--	56	--	2	--
	B	56	258	--	--	--	56	--	2	--
017 Computer/Technology Subtest II	A	62	250	--	--	--	32	--	3	--
	B	55	251	--	--	--	32	--	3	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
018 Elementary Education Subtest I	A	302	241	11.4	0.85	--	60	0.75	--	--
	B	314	240	11.8	0.84	--	60	0.75	--	--
	C	95	235	--	--	--	60	--	--	--
	D	107	241	11.3	0.85	--	60	0.80	--	--
019 Elementary Education Subtest II	A	123	232	12.9	0.85	--	60	0.86	--	--
	B	107	229	12.8	0.80	--	60	0.83	--	--
	C	357	231	12.7	0.84	--	60	0.82	--	--
	D	361	232	12.5	0.82	--	60	0.81	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
020 English Language Arts	A	15	236	--	--	--	120	--	--	--
	B	16	240	--	--	--	120	--	--	--
	C	125	239	9.0	0.91	--	120	0.90	--	--
	D	258	236	8.9	0.91	--	120	0.90	--	--
	E	101	236	9.2	0.89	--	120	0.91	--	--
	F	47	242	--	--	--	120	--	--	--
	G	42	235	--	--	--	120	--	--	--
021 English to Speakers of Other Languages (ESOL)	A	63	251	--	--	--	120	--	--	--
	B	45	240	--	--	--	120	--	--	--
	C	65	251	--	--	--	120	--	--	--
	D	45	251	--	--	--	120	--	--	--
023 Health	A	52	242	--	--	--	80	--	--	--
	B	62	242	--	--	--	80	--	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
024 Integrated Science	A	121	243	7.0	0.93	--	120	0.93	--	--
	B	107	241	7.1	0.91	--	120	0.93	--	--
025 Integrated Social Studies	A	11	226	--	--	--	120	--	--	--
	B	9	--	--	--	--	120	--	--	--
	C	348	231	7.3	0.83	--	120	0.91	--	--
	D	334	230	7.4	0.86	--	120	0.91	--	--
027 Mathematics	A	8	--	--	--	--	120	--	--	--
	B	9	--	--	--	--	120	--	--	--
	C	243	225	7.8	0.89	--	120	0.95	--	--
	D	248	220	7.8	0.90	--	120	0.95	--	--
028 Middle Grades English Language Arts	A	268	242	9.2	0.93	--	100	0.87	--	--
	B	278	244	9.2	0.90	--	100	0.85	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
029 Middle Grades Science	A	224	238	7.4	0.86	--	100	0.91	--	--
	B	243	236	7.3	0.88	--	100	0.90	--	--
030 Middle Grades Mathematics	A	310	230	7.9	0.85	--	100	0.91	--	--
	B	306	232	7.8	0.88	--	100	0.93	--	--
031 Middle Grades Social Studies	A	69	235	--	--	--	100	--	--	--
	B	63	238	--	--	--	100	--	--	--
	C	404	231	7.8	0.84	--	100	0.89	--	--
032 Music	A	154	238	10.7	0.89	--	120	0.87	--	--
	B	148	235	10.9	0.87	--	120	0.87	--	--
034 Physical Education	A	24	229	--	--	--	120	--	--	--
	B	18	232	--	--	--	120	--	--	--
	C	70	224	--	--	--	120	--	--	--
	D	76	222	--	--	--	120	--	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
038 Reading Subtest I	A	122	245	14.3	0.86	0.83	54	0.83	2	0.41
	B	99	247	--	--	--	54	--	2	--
	C	255	251	14.4	0.90	0.76	54	0.76	2	0.35
	D	250	249	14.3	0.90	0.78	54	0.80	2	0.38
039 Reading Subtest II	A	110	243	14.0	0.91	0.85	54	0.86	2	0.55
	B	105	250	14.4	0.93	0.80	54	0.80	2	0.40
	C	241	251	14.3	0.88	0.79	54	0.80	2	0.27
	D	263	249	14.0	0.89	0.78	54	0.78	2	0.47
040 School Counselor	A	196	226	11.0	0.80	--	120	0.81	--	--
	B	189	229	11.0	0.84	--	120	0.79	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
043 Special Education	A	195	234	9.5	0.86	--	120	0.90	--	--
	B	230	232	9.8	0.88	--	120	0.89	--	--
	C	803	235	9.3	0.88	--	120	0.89	--	--
	D	768	235	9.3	0.87	--	120	0.90	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Test Form Statistics Report For Test Fields With More Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Indices				Multiple-Choice Section		Constructed-Response Section	
Test Field*	Form**		Mean[a]	SEM[b]	Decision Consist-ency[c]	Stratified Alpha[d]	Length[e]	KR20[f]	Length[e]	G Coefficient[g]
090 Foundations of Reading	A	462	234	12.3	0.88	0.84	85	0.85	2	0.30
	B	880	236	12.0	0.88	0.84	85	0.84	2	0.36
	C	402	231	12.2	0.86	0.86	85	0.87	2	0.35
	D	496	232	12.2	0.87	0.83	85	0.83	2	0.33
	E	448	236	11.7	0.84	0.84	85	0.86	2	0.20
	F	446	235	11.5	0.86	0.83	85	0.84	2	0.26
	G	934	236	11.9	0.86	0.85	85	0.85	2	0.34
	H	512	235	11.9	0.90	0.87	85	0.87	2	0.46
	J	488	230	12.0	0.86	0.86	85	0.85	2	0.41
	K	419	233	12.0	0.85	0.84	85	0.84	2	0.49
	L	271	235	11.1	0.87	0.85	85	0.85	2	0.32
	M	324	236	11.5	0.85	0.84	85	0.84	2	0.38

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the standard error of measurement of the total test scaled scores
c - a reliability statistic that describes the consistency of the pass/fail decision on the total test scaled score
d - an estimate of total test reliability for a test containing multiple item types (e.g., multiple-choice, constructed-response items)
e - the number of scorable items in the multiple-choice or constructed-response sections
f - an overall test consistency (reliability) estimate based on a single test administration (Kuder-Richardson formula 20)
g - a measure of the proportion of total score variance that is attributable to true score variability rather than to measurement error (Generalizability Coefficient)

Appendix C:
Test Form Statistics Report for Test Fields with Fewer than 100 Tests Taken

Test Form Statistics Report For Test Fields With Fewer Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Mean[a]	Multiple-Choice Section Length[b]	Constructed Response Section Length[b]
Test Field*	**Form****				
005 Agriscience	**A**	21	251	80	--
008 Business Education	**A**	31	223	120	--
	B	37	235	120	--
009 Chemistry	**A**	28	230	120	--
	B	41	239	120	--
010 Computer Information Science	**A**	17	247	64	1
011 Dance	**A**	5	--	80	--
014 Earth and Space Science	**A**	40	223	120	--
022 Family and Consumer Sciences	**A**	34	237	120	--
026 Marketing	**A**	3	--	80	--
035 Physics	**A**	2	--	120	--
	B	21	234	120	--
	C	19	229	120	--
036 Prekindergarten Subtest I	**A**	23	236	54	2
	B	30	241	54	2

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the number of scorable items in the multiple-choice or constructed-response section

Test Form Statistics Report For Test Fields With Fewer Than 100 Tests Taken Per Test Form

September 1, 2017 - August 31, 2018		Number of Tests Taken***	Total Test Scaled Score Mean[a]	Multiple-Choice Section Length[b]	Constructed Response Section Length[b]
Test Field*	**Form****				
037 Prekindergarten Subtest II	**A**	25	239	54	2
	B	27	236	54	2
041 School Library Media Specialist	**A**	7	--	120	--
	B	22	234	120	--
	C	19	215	120	--
044 Special Education Specialist: Deaf/Hard of Hearing	**A**	13	232	80	--
045 Special Education Specialist: Visually Impaired	**A**	17	238	64	1
046 Technology Education Subtest I	**A**	11	216	36	3
047 Technology Education Subtest II	**A**	9	--	60	3
048 Theater	**A**	23	235	85	2

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively
a - the mean total test scaled scores achieved by the candidates taking the test form
b - the number of scorable items in the multiple-choice or constructed-response section

Appendix D:
Test Field Statistics Report

Test Field Statistics Report For Test Fields With Constructed-Response Items

Sep 1, 2017 - Aug 31, 2018 Test and Items		Number of Tests Taken[a]	Number of Valid Scores[b]	Constructed Response Prompts			
				Scorer Agreement (%)			Inter-rater Reliability[f]
				Agreement[c]	Exact[d]	Adjacent[e]	
001 Assessment of Professional Knowledge: Early Childhood (PK-3)	**1**	2,331	2,329	99.1	67.2	31.9	0.62
	2	2,331	2,329	99.4	68.9	30.5	0.82
002 Assessment of Professional Knowledge: Middle Childhood (4-9)	**1**	915	915	99.0	68.5	30.5	0.74
	2	915	915	98.4	69.4	29.0	0.81
003 Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)	**1**	1,254	1,253	98.8	62.6	36.2	0.70
	2	1,254	1,250	98.2	67.1	31.0	0.77
004 Assessment of Professional Knowledge: Multi-Age (PK-12)	**1**	1,927	1,922	97.2	56.5	40.7	0.67
	2	1,927	1,907	97.5	62.3	35.2	0.83
015 Educational Leadership	**1**	1,247	1,247	98.6	66.3	32.3	0.68
	2	1,247	1,247	98.6	63.2	35.4	0.64
	3	1,247	1,243	98.5	62.1	36.4	0.64
	4	1,247	1,239	99.2	67.0	32.2	0.63
016 Computer/Technology Subtest I	**1**	116	116	100.0	82.8	17.2	0.82
	2	116	116	100.0	98.3	1.7	0.98
017 Computer/Technology Subtest II	**1**	117	117	100.0	76.1	23.9	0.73
	2	117	116	100.0	87.1	12.9	0.88
	3	117	117	100.0	72.6	27.4	0.87
038 Reading Subtest I	**1**	726	724	98.2	63.7	34.5	0.77
	2	726	723	99.3	61.1	38.2	0.71
039 Reading Subtest II	**1**	719	717	98.5	64.6	33.9	0.74
	2	719	715	98.2	64.8	33.4	0.74
090 Foundations of Reading	**1**	6,082	6,076	99.9	80.4	19.5	0.81
	2	6,082	6,073	99.5	76.9	22.6	0.87

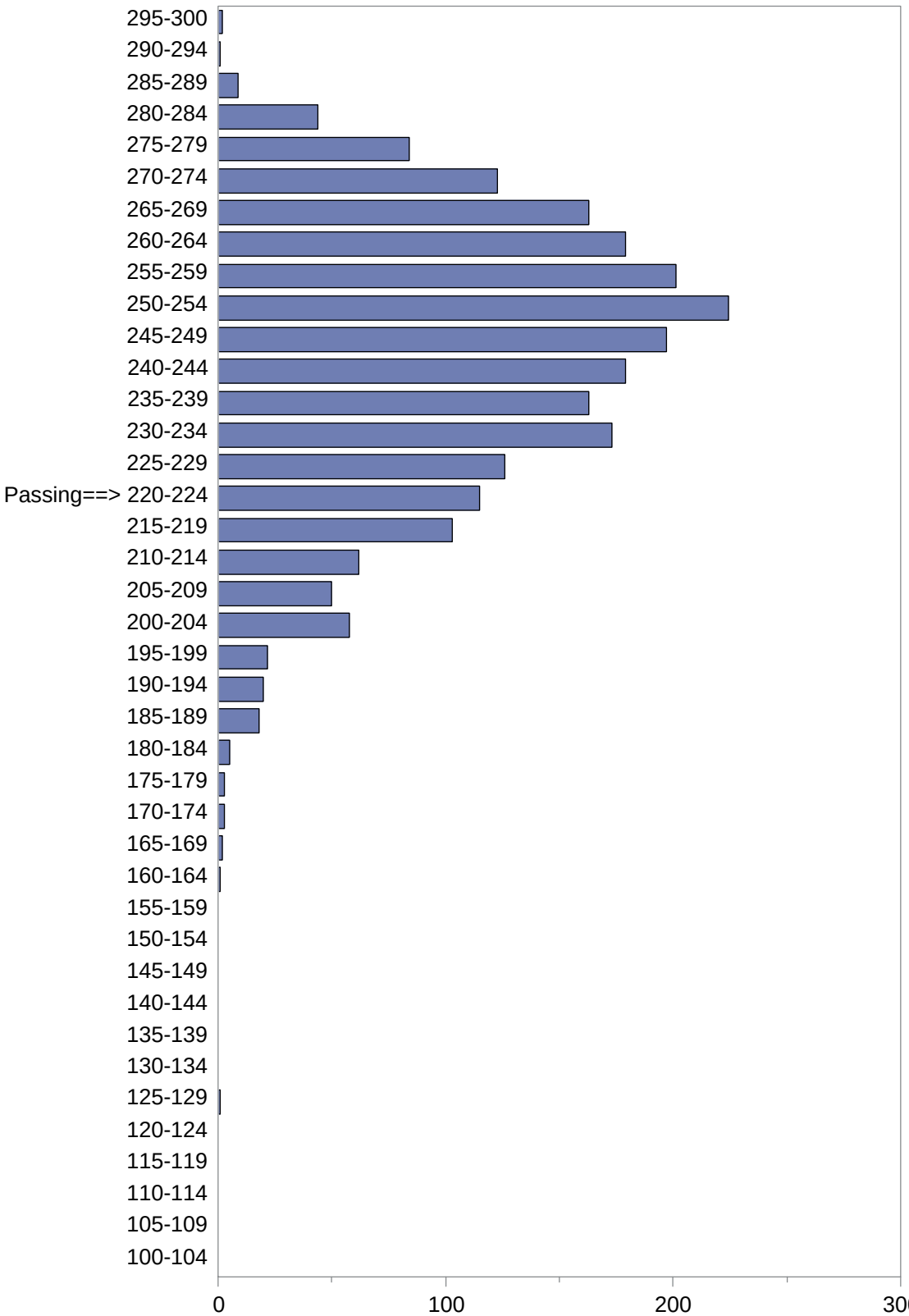
NOTES: a - the number of times the test was taken
b - the number of scorable responses included in the calculations
c - overall agreement determined by summing exact and adjacent agreement
d - the percentage of scores in which the first two scorers were in exact agreement
e - the percentage of scores in which the two scorers assigned adjacent scores
f - the intraclass correlation between the first and second score assigned to each response, corrected using the Spearman-Brown formula

Appendix E:
Total Scaled Score Distribution by Test Field

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=001 Assessment of Professional Knowledge: Early Childhood (PK-3)

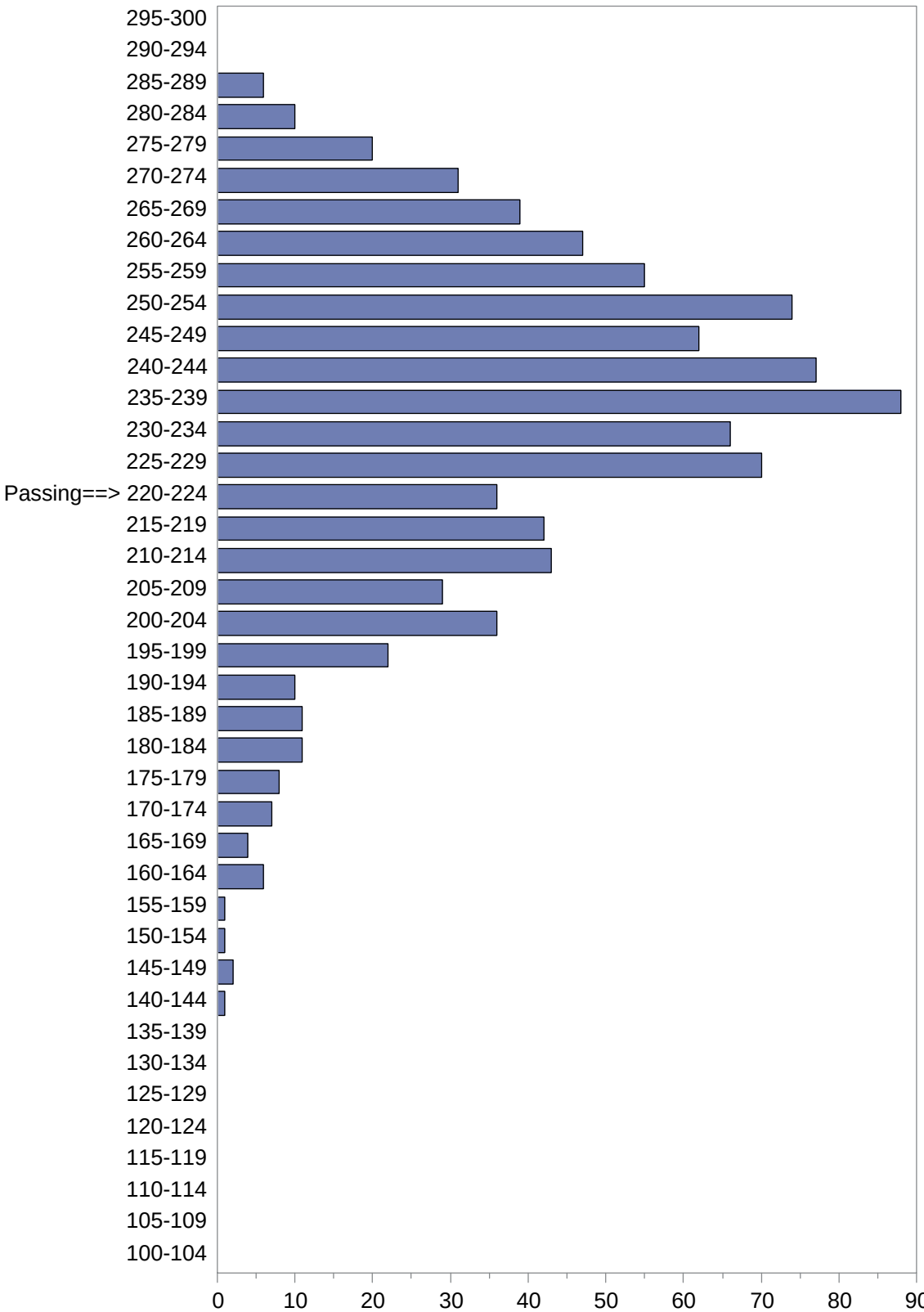


Total Scaled Score	N	N at or above	%	% at or above
295-300	2	2	0.09	0.09
290-294	1	3	0.04	0.13
285-289	9	12	0.39	0.51
280-284	44	56	1.89	2.40
275-279	84	140	3.60	6.01
270-274	123	263	5.28	11.28
265-269	163	426	6.99	18.28
260-264	179	605	7.68	25.95
255-259	201	806	8.62	34.58
250-254	224	1030	9.61	44.19
245-249	197	1227	8.45	52.64
240-244	179	1406	7.68	60.32
235-239	163	1569	6.99	67.31
230-234	173	1742	7.42	74.73
225-229	126	1868	5.41	80.14
Passing==> 220-224	115	1983	4.93	85.07
215-219	103	2086	4.42	89.49
210-214	62	2148	2.66	92.15
205-209	50	2198	2.15	94.29
200-204	58	2256	2.49	96.78
195-199	22	2278	0.94	97.73
190-194	20	2298	0.86	98.58
185-189	18	2316	0.77	99.36
180-184	5	2321	0.21	99.57
175-179	3	2324	0.13	99.70
170-174	3	2327	0.13	99.83
165-169	2	2329	0.09	99.91
160-164	1	2330	0.04	99.96
155-159	0	2330	0.00	99.96
150-154	0	2330	0.00	99.96
145-149	0	2330	0.00	99.96
140-144	0	2330	0.00	99.96
135-139	0	2330	0.00	99.96
130-134	0	2330	0.00	99.96
125-129	1	2331	0.04	100.00
120-124	0	2331	0.00	100.00
115-119	0	2331	0.00	100.00
110-114	0	2331	0.00	100.00
105-109	0	2331	0.00	100.00
100-104	0	2331	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=002 Assessment of Professional Knowledge: Middle Childhood (4-9)

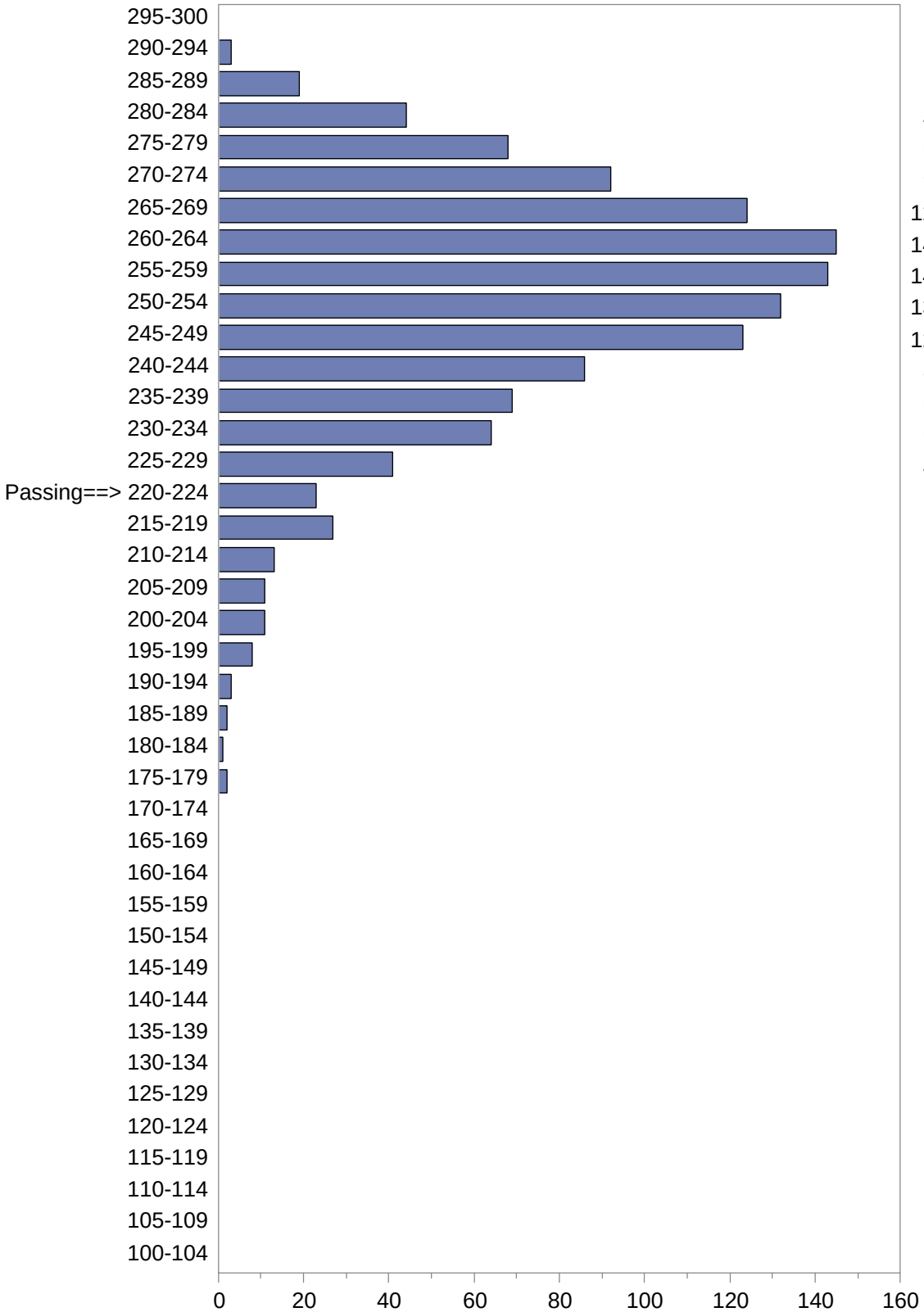


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	6	6	0.66	0.66
280-284	10	16	1.09	1.75
275-279	20	36	2.19	3.93
270-274	31	67	3.39	7.32
265-269	39	106	4.26	11.58
260-264	47	153	5.14	16.72
255-259	55	208	6.01	22.73
250-254	74	282	8.09	30.82
245-249	62	344	6.78	37.60
240-244	77	421	8.42	46.01
235-239	88	509	9.62	55.63
230-234	66	575	7.21	62.84
225-229	70	645	7.65	70.49
Passing==> 220-224	36	681	3.93	74.43
215-219	42	723	4.59	79.02
210-214	43	766	4.70	83.72
205-209	29	795	3.17	86.89
200-204	36	831	3.93	90.82
195-199	22	853	2.40	93.22
190-194	10	863	1.09	94.32
185-189	11	874	1.20	95.52
180-184	11	885	1.20	96.72
175-179	8	893	0.87	97.60
170-174	7	900	0.77	98.36
165-169	4	904	0.44	98.80
160-164	6	910	0.66	99.45
155-159	1	911	0.11	99.56
150-154	1	912	0.11	99.67
145-149	2	914	0.22	99.89
140-144	1	915	0.11	100.00
135-139	0	915	0.00	100.00
130-134	0	915	0.00	100.00
125-129	0	915	0.00	100.00
120-124	0	915	0.00	100.00
115-119	0	915	0.00	100.00
110-114	0	915	0.00	100.00
105-109	0	915	0.00	100.00
100-104	0	915	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=003 Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)

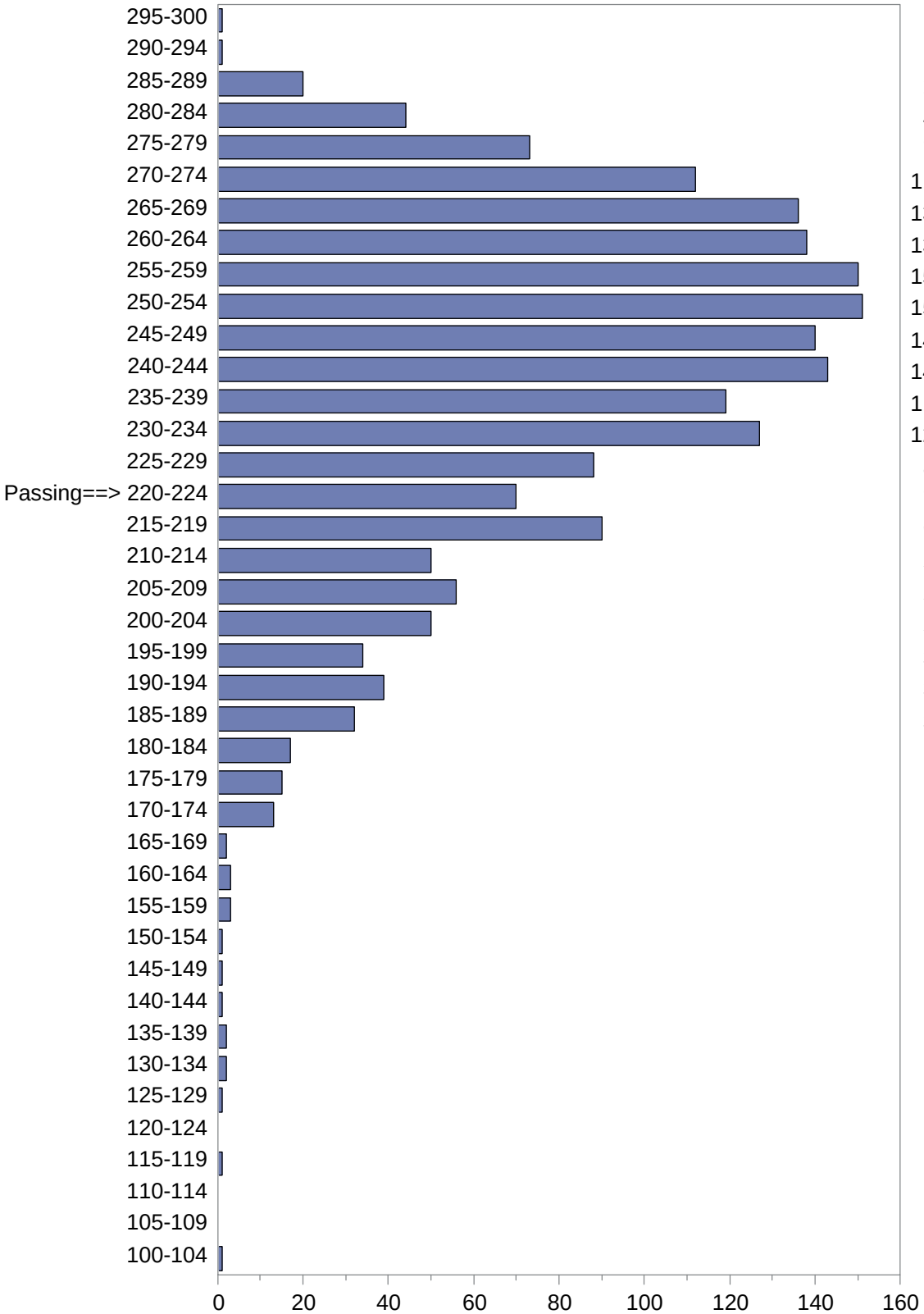


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	3	3	0.24	0.24
285-289	19	22	1.52	1.75
280-284	44	66	3.51	5.26
275-279	68	134	5.42	10.69
270-274	92	226	7.34	18.02
265-269	124	350	9.89	27.91
260-264	145	495	11.56	39.47
255-259	143	638	11.40	50.88
250-254	132	770	10.53	61.40
245-249	123	893	9.81	71.21
240-244	86	979	6.86	78.07
235-239	69	1048	5.50	83.57
230-234	64	1112	5.10	88.68
225-229	41	1153	3.27	91.95
Passing==> 220-224	23	1176	1.83	93.78
215-219	27	1203	2.15	95.93
210-214	13	1216	1.04	96.97
205-209	11	1227	0.88	97.85
200-204	11	1238	0.88	98.72
195-199	8	1246	0.64	99.36
190-194	3	1249	0.24	99.60
185-189	2	1251	0.16	99.76
180-184	1	1252	0.08	99.84
175-179	2	1254	0.16	100.00
170-174	0	1254	0.00	100.00
165-169	0	1254	0.00	100.00
160-164	0	1254	0.00	100.00
155-159	0	1254	0.00	100.00
150-154	0	1254	0.00	100.00
145-149	0	1254	0.00	100.00
140-144	0	1254	0.00	100.00
135-139	0	1254	0.00	100.00
130-134	0	1254	0.00	100.00
125-129	0	1254	0.00	100.00
120-124	0	1254	0.00	100.00
115-119	0	1254	0.00	100.00
110-114	0	1254	0.00	100.00
105-109	0	1254	0.00	100.00
100-104	0	1254	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=004 Assessment of Professional Knowledge: Multi-Age (PK-12)

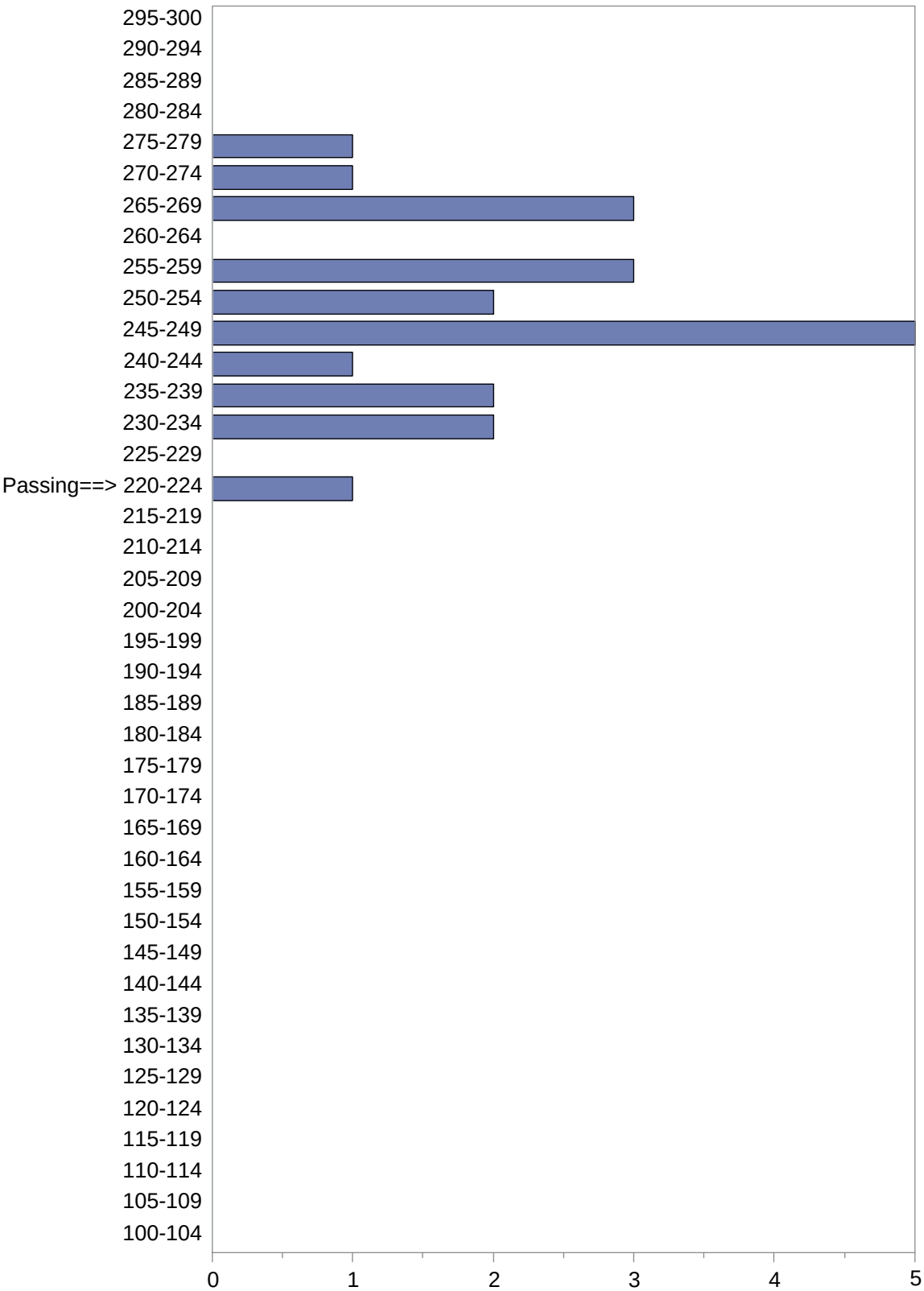


Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.05	0.05
290-294	1	2	0.05	0.10
285-289	20	22	1.04	1.14
280-284	44	66	2.28	3.43
275-279	73	139	3.79	7.21
270-274	112	251	5.81	13.03
265-269	136	387	7.06	20.08
260-264	138	525	7.16	27.24
255-259	150	675	7.78	35.03
250-254	151	826	7.84	42.86
245-249	140	966	7.27	50.13
240-244	143	1109	7.42	57.55
235-239	119	1228	6.18	63.73
230-234	127	1355	6.59	70.32
225-229	88	1443	4.57	74.88
Passing==> 220-224	70	1513	3.63	78.52
215-219	90	1603	4.67	83.19
210-214	50	1653	2.59	85.78
205-209	56	1709	2.91	88.69
200-204	50	1759	2.59	91.28
195-199	34	1793	1.76	93.05
190-194	39	1832	2.02	95.07
185-189	32	1864	1.66	96.73
180-184	17	1881	0.88	97.61
175-179	15	1896	0.78	98.39
170-174	13	1909	0.67	99.07
165-169	2	1911	0.10	99.17
160-164	3	1914	0.16	99.33
155-159	3	1917	0.16	99.48
150-154	1	1918	0.05	99.53
145-149	1	1919	0.05	99.58
140-144	1	1920	0.05	99.64
135-139	2	1922	0.10	99.74
130-134	2	1924	0.10	99.84
125-129	1	1925	0.05	99.90
120-124	0	1925	0.00	99.90
115-119	1	1926	0.05	99.95
110-114	0	1926	0.00	99.95
105-109	0	1926	0.00	99.95
100-104	1	1927	0.05	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=005 Agriscience

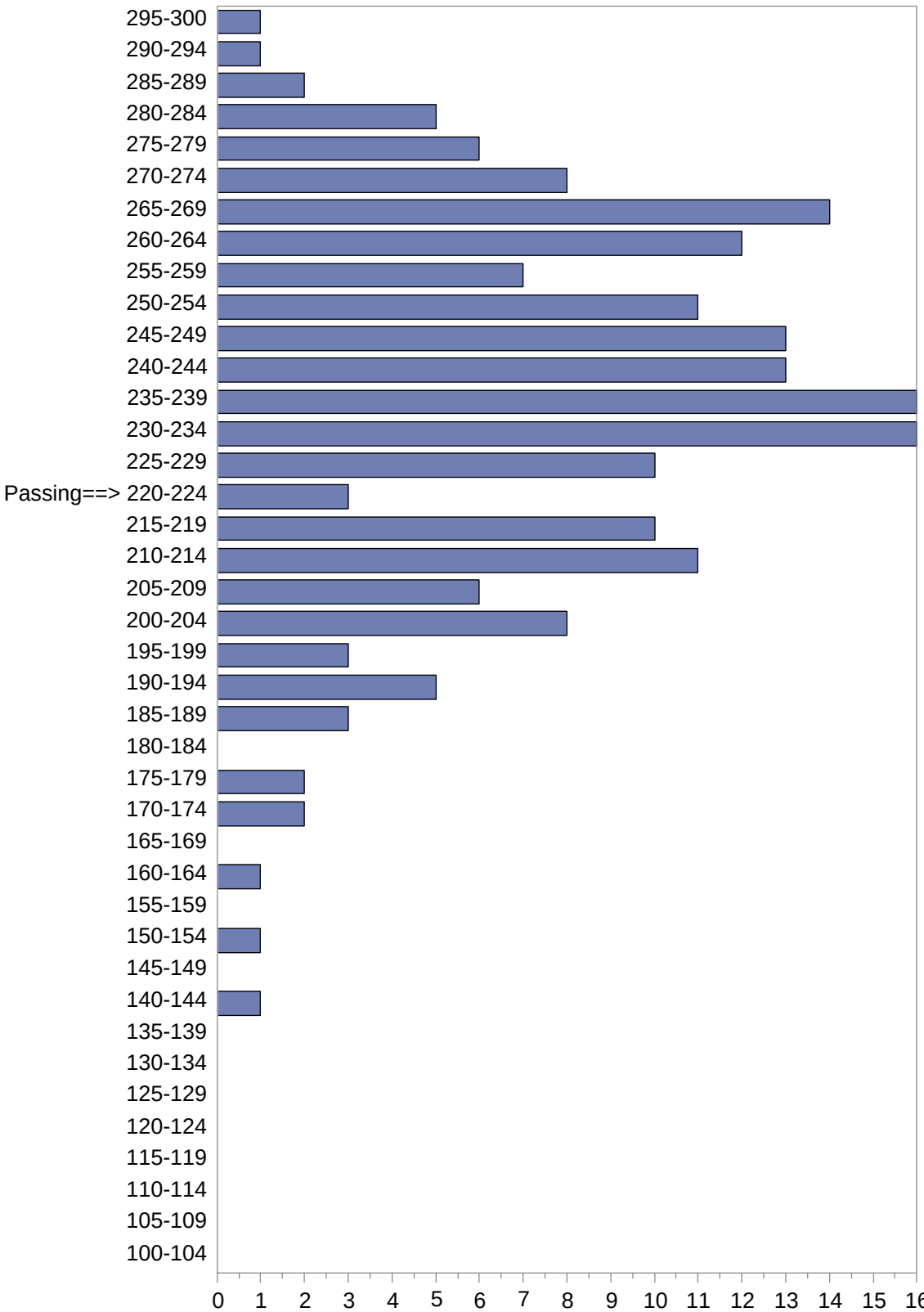


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	0	0	0.00	0.00
275-279	1	1	4.76	4.76
270-274	1	2	4.76	9.52
265-269	3	5	14.29	23.81
260-264	0	5	0.00	23.81
255-259	3	8	14.29	38.10
250-254	2	10	9.52	47.62
245-249	5	15	23.81	71.43
240-244	1	16	4.76	76.19
235-239	2	18	9.52	85.71
230-234	2	20	9.52	95.24
225-229	0	20	0.00	95.24
Passing==> 220-224	1	21	4.76	100.00
215-219	0	21	0.00	100.00
210-214	0	21	0.00	100.00
205-209	0	21	0.00	100.00
200-204	0	21	0.00	100.00
195-199	0	21	0.00	100.00
190-194	0	21	0.00	100.00
185-189	0	21	0.00	100.00
180-184	0	21	0.00	100.00
175-179	0	21	0.00	100.00
170-174	0	21	0.00	100.00
165-169	0	21	0.00	100.00
160-164	0	21	0.00	100.00
155-159	0	21	0.00	100.00
150-154	0	21	0.00	100.00
145-149	0	21	0.00	100.00
140-144	0	21	0.00	100.00
135-139	0	21	0.00	100.00
130-134	0	21	0.00	100.00
125-129	0	21	0.00	100.00
120-124	0	21	0.00	100.00
115-119	0	21	0.00	100.00
110-114	0	21	0.00	100.00
105-109	0	21	0.00	100.00
100-104	0	21	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=006 Art

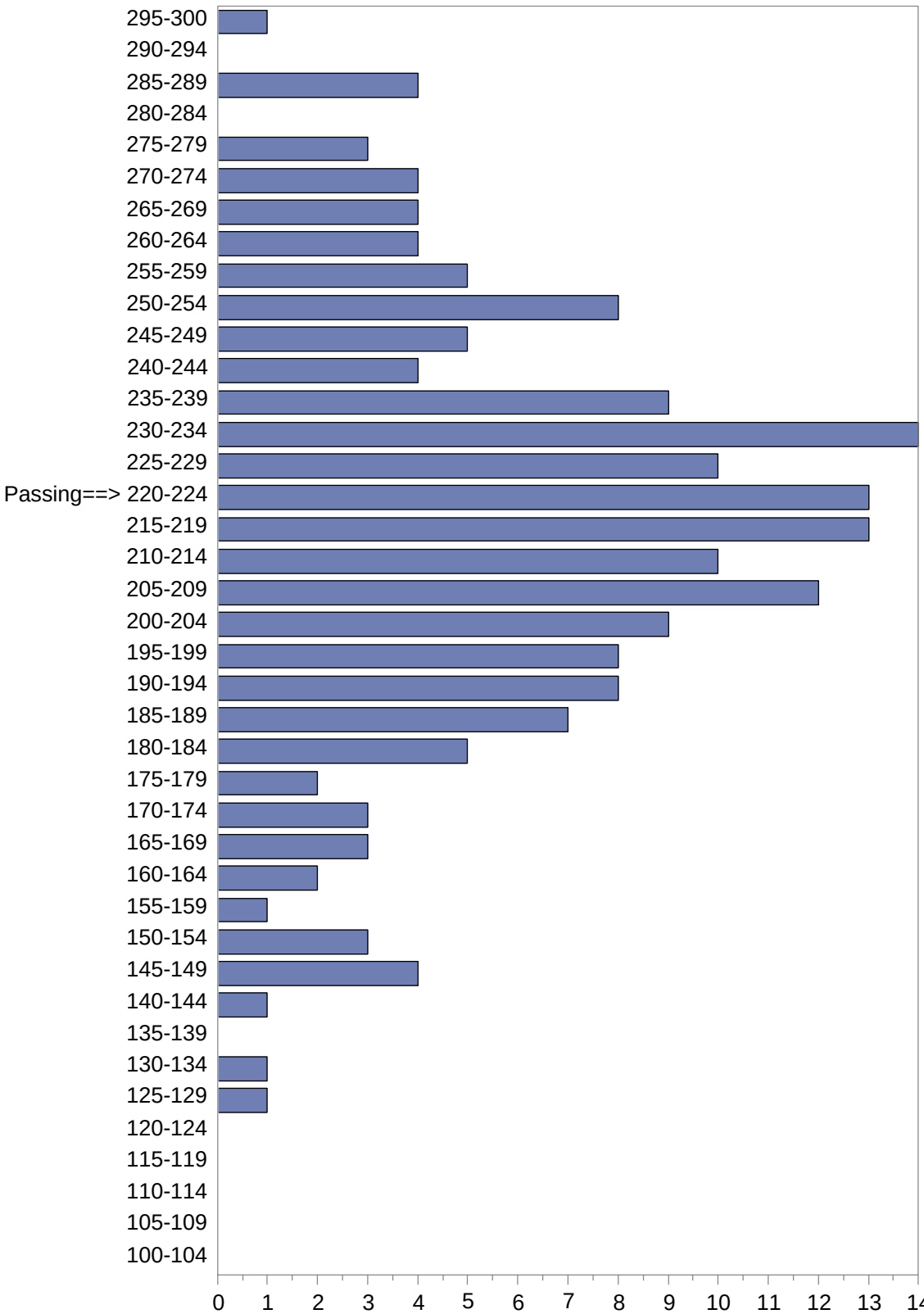


Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.52	0.52
290-294	1	2	0.52	1.05
285-289	2	4	1.05	2.09
280-284	5	9	2.62	4.71
275-279	6	15	3.14	7.85
270-274	8	23	4.19	12.04
265-269	14	37	7.33	19.37
260-264	12	49	6.28	25.65
255-259	7	56	3.66	29.32
250-254	11	67	5.76	35.08
245-249	13	80	6.81	41.88
240-244	13	93	6.81	48.69
235-239	16	109	8.38	57.07
230-234	16	125	8.38	65.45
225-229	10	135	5.24	70.68
Passing==> 220-224	3	138	1.57	72.25
215-219	10	148	5.24	77.49
210-214	11	159	5.76	83.25
205-209	6	165	3.14	86.39
200-204	8	173	4.19	90.58
195-199	3	176	1.57	92.15
190-194	5	181	2.62	94.76
185-189	3	184	1.57	96.34
180-184	0	184	0.00	96.34
175-179	2	186	1.05	97.38
170-174	2	188	1.05	98.43
165-169	0	188	0.00	98.43
160-164	1	189	0.52	98.95
155-159	0	189	0.00	98.95
150-154	1	190	0.52	99.48
145-149	0	190	0.00	99.48
140-144	1	191	0.52	100.00
135-139	0	191	0.00	100.00
130-134	0	191	0.00	100.00
125-129	0	191	0.00	100.00
120-124	0	191	0.00	100.00
115-119	0	191	0.00	100.00
110-114	0	191	0.00	100.00
105-109	0	191	0.00	100.00
100-104	0	191	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=007 Biology

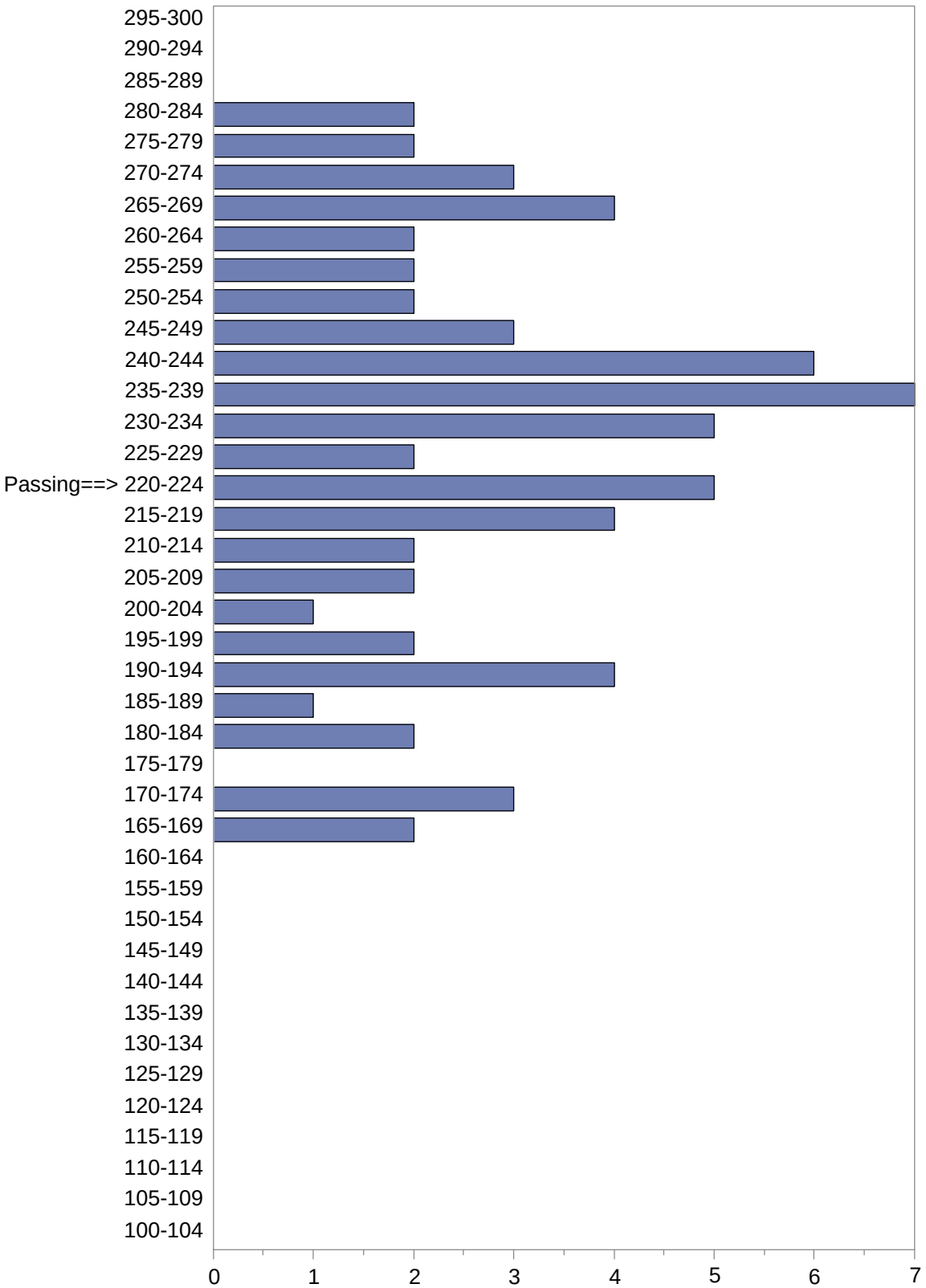


Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.55	0.55
290-294	0	1	0.00	0.55
285-289	4	5	2.21	2.76
280-284	0	5	0.00	2.76
275-279	3	8	1.66	4.42
270-274	4	12	2.21	6.63
265-269	4	16	2.21	8.84
260-264	4	20	2.21	11.05
255-259	5	25	2.76	13.81
250-254	8	33	4.42	18.23
245-249	5	38	2.76	20.99
240-244	4	42	2.21	23.20
235-239	9	51	4.97	28.18
230-234	14	65	7.73	35.91
225-229	10	75	5.52	41.44
Passing==> 220-224	13	88	7.18	48.62
215-219	13	101	7.18	55.80
210-214	10	111	5.52	61.33
205-209	12	123	6.63	67.96
200-204	9	132	4.97	72.93
195-199	8	140	4.42	77.35
190-194	8	148	4.42	81.77
185-189	7	155	3.87	85.64
180-184	5	160	2.76	88.40
175-179	2	162	1.10	89.50
170-174	3	165	1.66	91.16
165-169	3	168	1.66	92.82
160-164	2	170	1.10	93.92
155-159	1	171	0.55	94.48
150-154	3	174	1.66	96.13
145-149	4	178	2.21	98.34
140-144	1	179	0.55	98.90
135-139	0	179	0.00	98.90
130-134	1	180	0.55	99.45
125-129	1	181	0.55	100.00
120-124	0	181	0.00	100.00
115-119	0	181	0.00	100.00
110-114	0	181	0.00	100.00
105-109	0	181	0.00	100.00
100-104	0	181	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=008 Business Education



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	2	2	2.94	2.94
275-279	2	4	2.94	5.88
270-274	3	7	4.41	10.29
265-269	4	11	5.88	16.18
260-264	2	13	2.94	19.12
255-259	2	15	2.94	22.06
250-254	2	17	2.94	25.00
245-249	3	20	4.41	29.41
240-244	6	26	8.82	38.24
235-239	7	33	10.29	48.53
230-234	5	38	7.35	55.88
225-229	2	40	2.94	58.82
Passing==> 220-224	5	45	7.35	66.18
215-219	4	49	5.88	72.06
210-214	2	51	2.94	75.00
205-209	2	53	2.94	77.94
200-204	1	54	1.47	79.41
195-199	2	56	2.94	82.35
190-194	4	60	5.88	88.24
185-189	1	61	1.47	89.71
180-184	2	63	2.94	92.65
175-179	0	63	0.00	92.65
170-174	3	66	4.41	97.06
165-169	2	68	2.94	100.00
160-164	0	68	0.00	100.00
155-159	0	68	0.00	100.00
150-154	0	68	0.00	100.00
145-149	0	68	0.00	100.00
140-144	0	68	0.00	100.00
135-139	0	68	0.00	100.00
130-134	0	68	0.00	100.00
125-129	0	68	0.00	100.00
120-124	0	68	0.00	100.00
115-119	0	68	0.00	100.00
110-114	0	68	0.00	100.00
105-109	0	68	0.00	100.00
100-104	0	68	0.00	100.00

Candidate Performance Statistical Report
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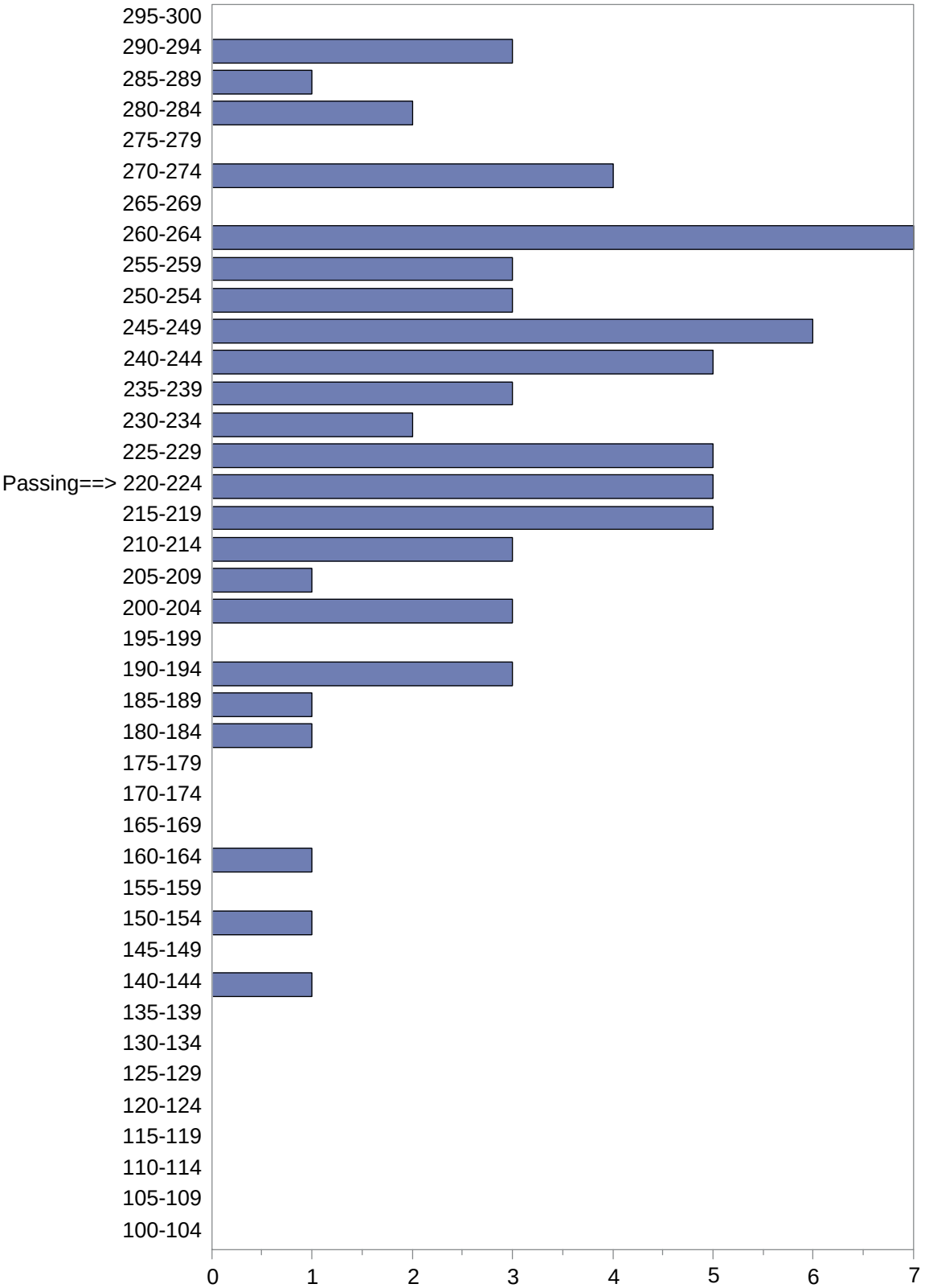
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=009 Chemistry

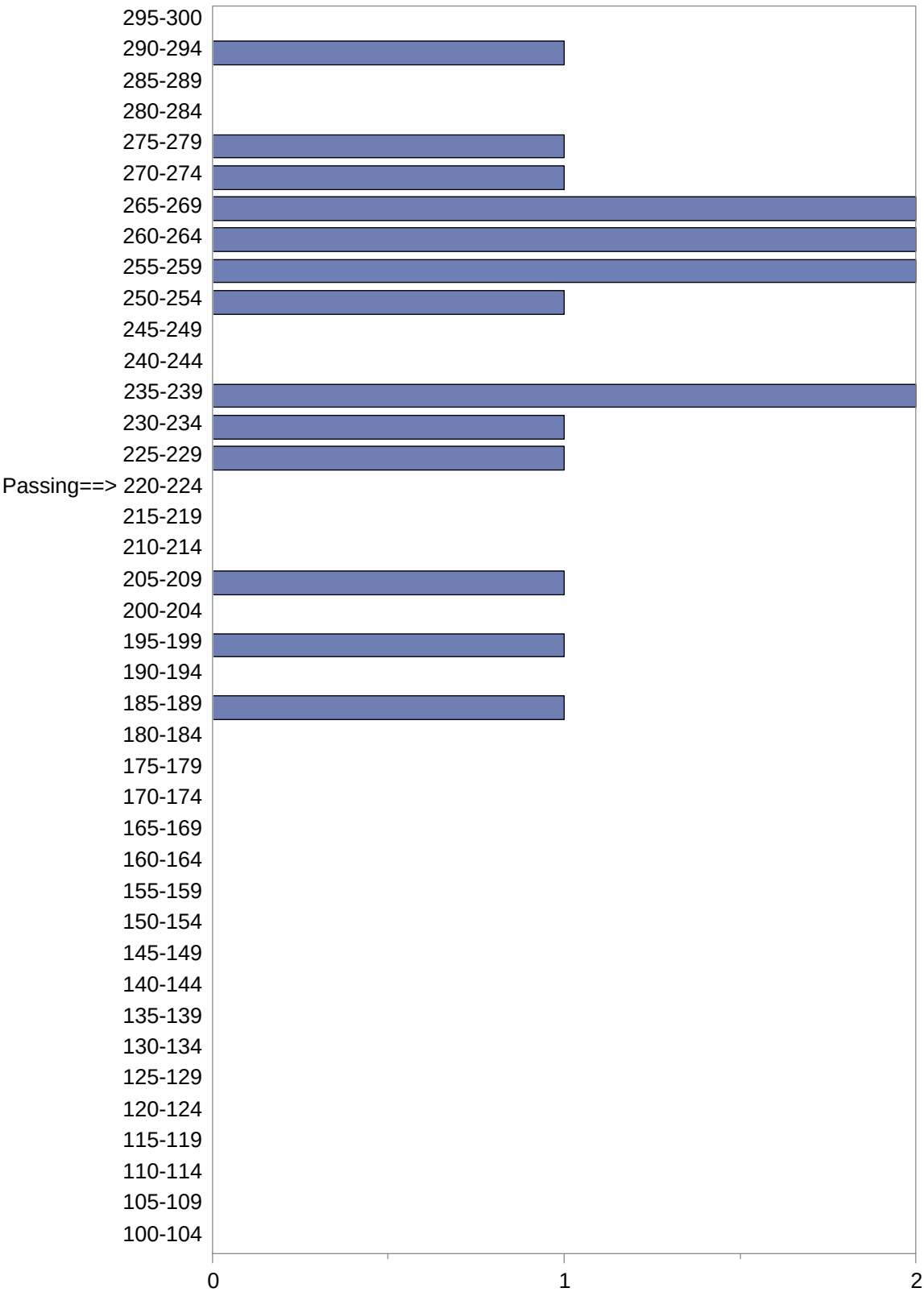


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	3	3	4.35	4.35
285-289	1	4	1.45	5.80
280-284	2	6	2.90	8.70
275-279	0	6	0.00	8.70
270-274	4	10	5.80	14.49
265-269	0	10	0.00	14.49
260-264	7	17	10.14	24.64
255-259	3	20	4.35	28.99
250-254	3	23	4.35	33.33
245-249	6	29	8.70	42.03
240-244	5	34	7.25	49.28
235-239	3	37	4.35	53.62
230-234	2	39	2.90	56.52
225-229	5	44	7.25	63.77
Passing==> 220-224	5	49	7.25	71.01
215-219	5	54	7.25	78.26
210-214	3	57	4.35	82.61
205-209	1	58	1.45	84.06
200-204	3	61	4.35	88.41
195-199	0	61	0.00	88.41
190-194	3	64	4.35	92.75
185-189	1	65	1.45	94.20
180-184	1	66	1.45	95.65
175-179	0	66	0.00	95.65
170-174	0	66	0.00	95.65
165-169	0	66	0.00	95.65
160-164	1	67	1.45	97.10
155-159	0	67	0.00	97.10
150-154	1	68	1.45	98.55
145-149	0	68	0.00	98.55
140-144	1	69	1.45	100.00
135-139	0	69	0.00	100.00
130-134	0	69	0.00	100.00
125-129	0	69	0.00	100.00
120-124	0	69	0.00	100.00
115-119	0	69	0.00	100.00
110-114	0	69	0.00	100.00
105-109	0	69	0.00	100.00
100-104	0	69	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=010 Computer Information Science

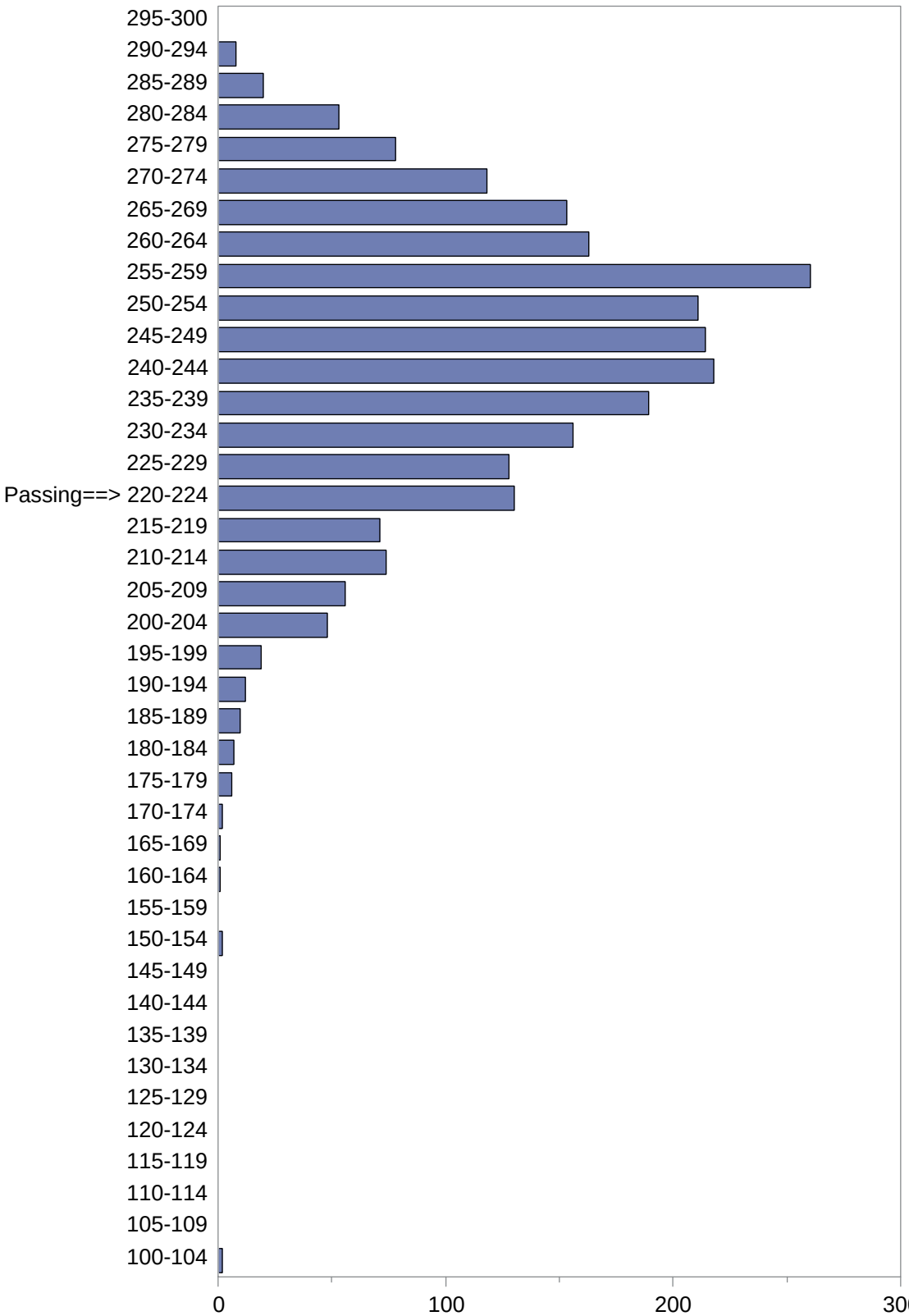


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	1	1	5.88	5.88
285-289	0	1	0.00	5.88
280-284	0	1	0.00	5.88
275-279	1	2	5.88	11.76
270-274	1	3	5.88	17.65
265-269	2	5	11.76	29.41
260-264	2	7	11.76	41.18
255-259	2	9	11.76	52.94
250-254	1	10	5.88	58.82
245-249	0	10	0.00	58.82
240-244	0	10	0.00	58.82
235-239	2	12	11.76	70.59
230-234	1	13	5.88	76.47
225-229	1	14	5.88	82.35
Passing==> 220-224	0	14	0.00	82.35
215-219	0	14	0.00	82.35
210-214	0	14	0.00	82.35
205-209	1	15	5.88	88.24
200-204	0	15	0.00	88.24
195-199	1	16	5.88	94.12
190-194	0	16	0.00	94.12
185-189	1	17	5.88	100.00
180-184	0	17	0.00	100.00
175-179	0	17	0.00	100.00
170-174	0	17	0.00	100.00
165-169	0	17	0.00	100.00
160-164	0	17	0.00	100.00
155-159	0	17	0.00	100.00
150-154	0	17	0.00	100.00
145-149	0	17	0.00	100.00
140-144	0	17	0.00	100.00
135-139	0	17	0.00	100.00
130-134	0	17	0.00	100.00
125-129	0	17	0.00	100.00
120-124	0	17	0.00	100.00
115-119	0	17	0.00	100.00
110-114	0	17	0.00	100.00
105-109	0	17	0.00	100.00
100-104	0	17	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=012 Early Childhood Education



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	8	8	0.33	0.33
285-289	20	28	0.83	1.16
280-284	53	81	2.20	3.36
275-279	78	159	3.24	6.60
270-274	118	277	4.90	11.49
265-269	153	430	6.35	17.84
260-264	163	593	6.76	24.61
255-259	260	853	10.79	35.39
250-254	211	1064	8.76	44.15
245-249	214	1278	8.88	53.03
240-244	218	1496	9.05	62.07
235-239	189	1685	7.84	69.92
230-234	156	1841	6.47	76.39
225-229	128	1969	5.31	81.70
Passing==> 220-224	130	2099	5.39	87.10
215-219	71	2170	2.95	90.04
210-214	74	2244	3.07	93.11
205-209	56	2300	2.32	95.44
200-204	48	2348	1.99	97.43
195-199	19	2367	0.79	98.22
190-194	12	2379	0.50	98.71
185-189	10	2389	0.41	99.13
180-184	7	2396	0.29	99.42
175-179	6	2402	0.25	99.67
170-174	2	2404	0.08	99.75
165-169	1	2405	0.04	99.79
160-164	1	2406	0.04	99.83
155-159	0	2406	0.00	99.83
150-154	2	2408	0.08	99.92
145-149	0	2408	0.00	99.92
140-144	0	2408	0.00	99.92
135-139	0	2408	0.00	99.92
130-134	0	2408	0.00	99.92
125-129	0	2408	0.00	99.92
120-124	0	2408	0.00	99.92
115-119	0	2408	0.00	99.92
110-114	0	2408	0.00	99.92
105-109	0	2408	0.00	99.92
100-104	2	2410	0.08	100.00

Candidate Performance Statistical Report
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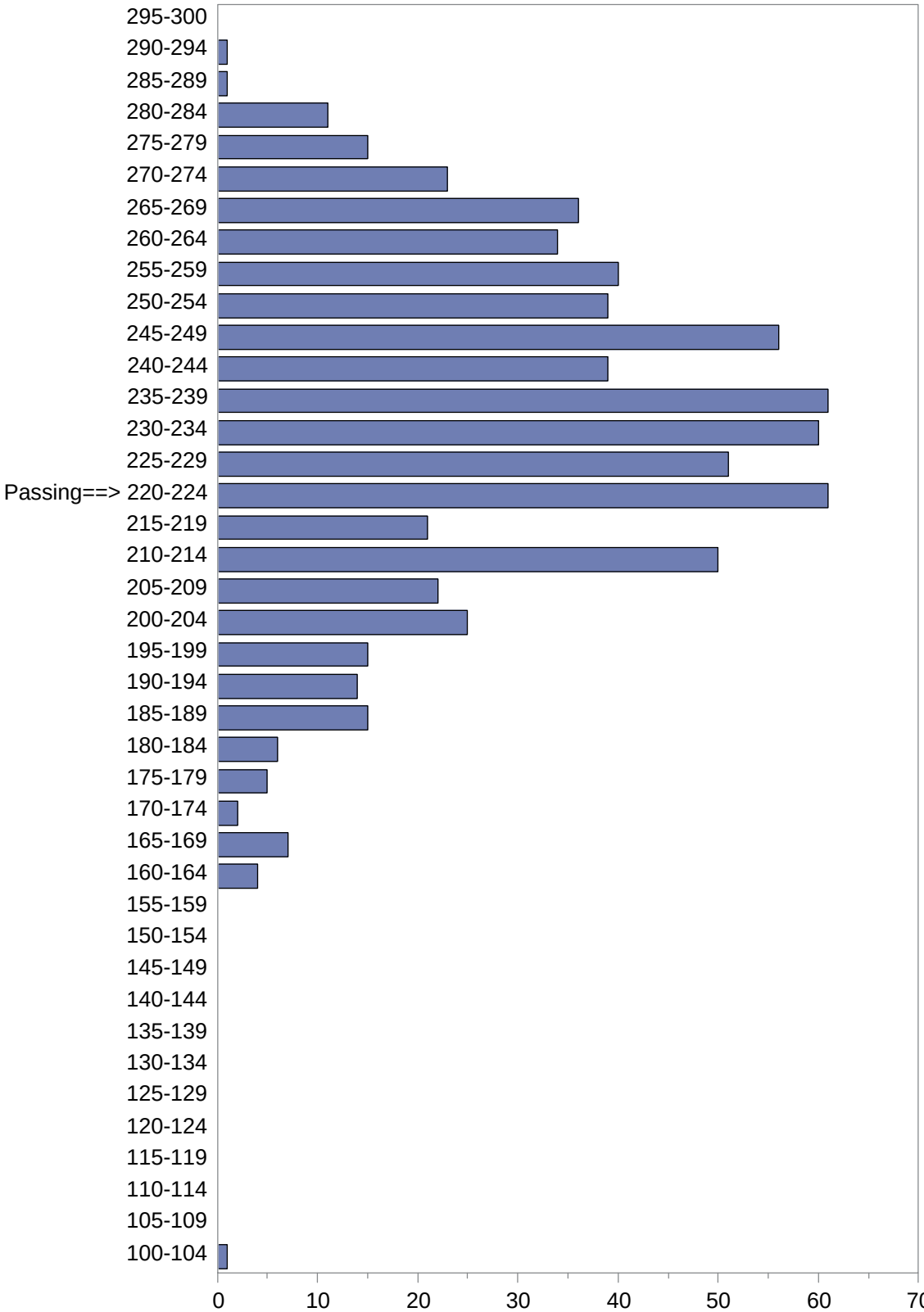
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=013 Early Childhood Special Education

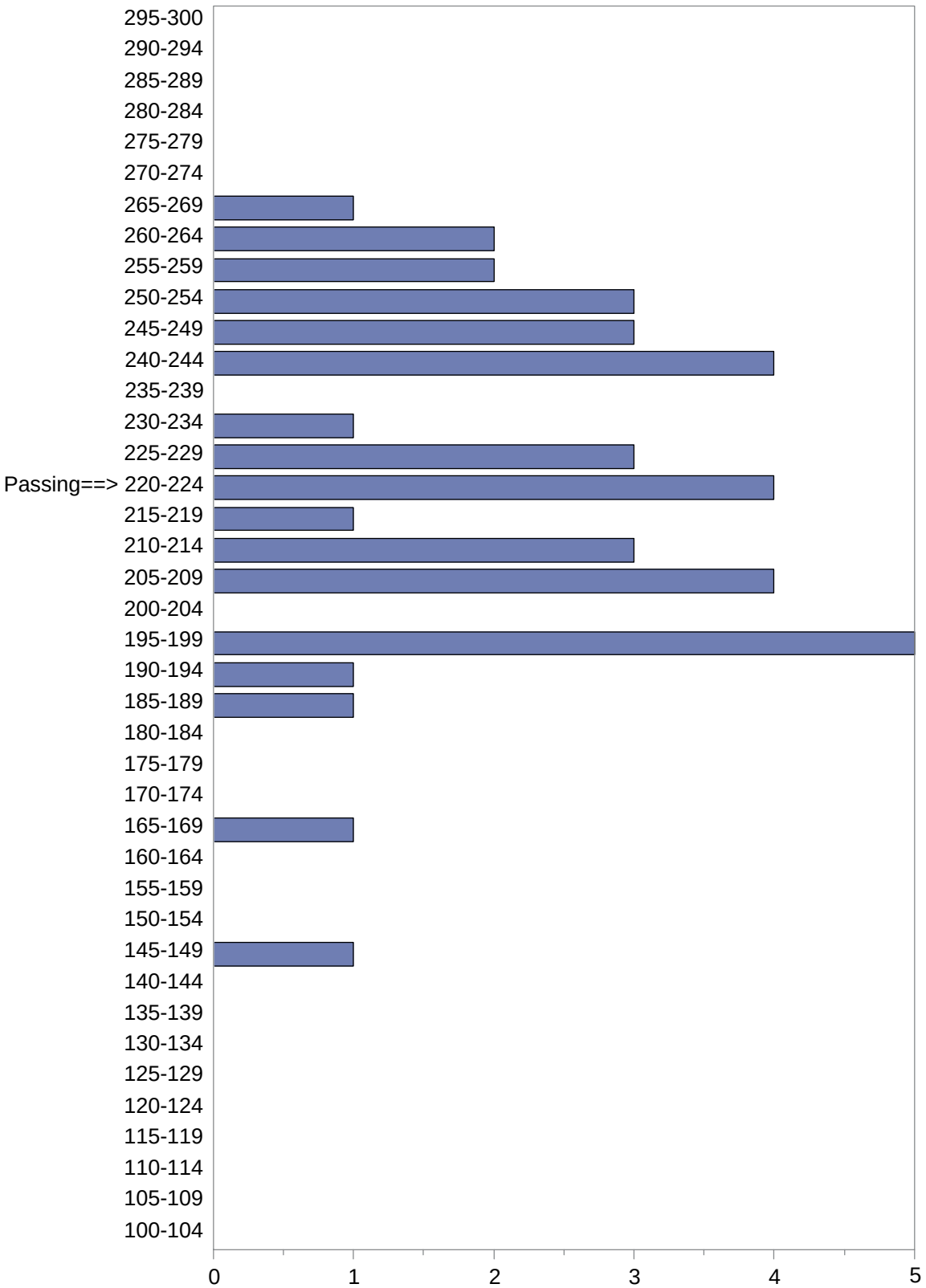


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	1	1	0.14	0.14
285-289	1	2	0.14	0.28
280-284	11	13	1.54	1.82
275-279	15	28	2.10	3.92
270-274	23	51	3.22	7.13
265-269	36	87	5.03	12.17
260-264	34	121	4.76	16.92
255-259	40	161	5.59	22.52
250-254	39	200	5.45	27.97
245-249	56	256	7.83	35.80
240-244	39	295	5.45	41.26
235-239	61	356	8.53	49.79
230-234	60	416	8.39	58.18
225-229	51	467	7.13	65.31
Passing==> 220-224	61	528	8.53	73.85
215-219	21	549	2.94	76.78
210-214	50	599	6.99	83.78
205-209	22	621	3.08	86.85
200-204	25	646	3.50	90.35
195-199	15	661	2.10	92.45
190-194	14	675	1.96	94.41
185-189	15	690	2.10	96.50
180-184	6	696	0.84	97.34
175-179	5	701	0.70	98.04
170-174	2	703	0.28	98.32
165-169	7	710	0.98	99.30
160-164	4	714	0.56	99.86
155-159	0	714	0.00	99.86
150-154	0	714	0.00	99.86
145-149	0	714	0.00	99.86
140-144	0	714	0.00	99.86
135-139	0	714	0.00	99.86
130-134	0	714	0.00	99.86
125-129	0	714	0.00	99.86
120-124	0	714	0.00	99.86
115-119	0	714	0.00	99.86
110-114	0	714	0.00	99.86
105-109	0	714	0.00	99.86
100-104	1	715	0.14	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=014 Earth and Space Science

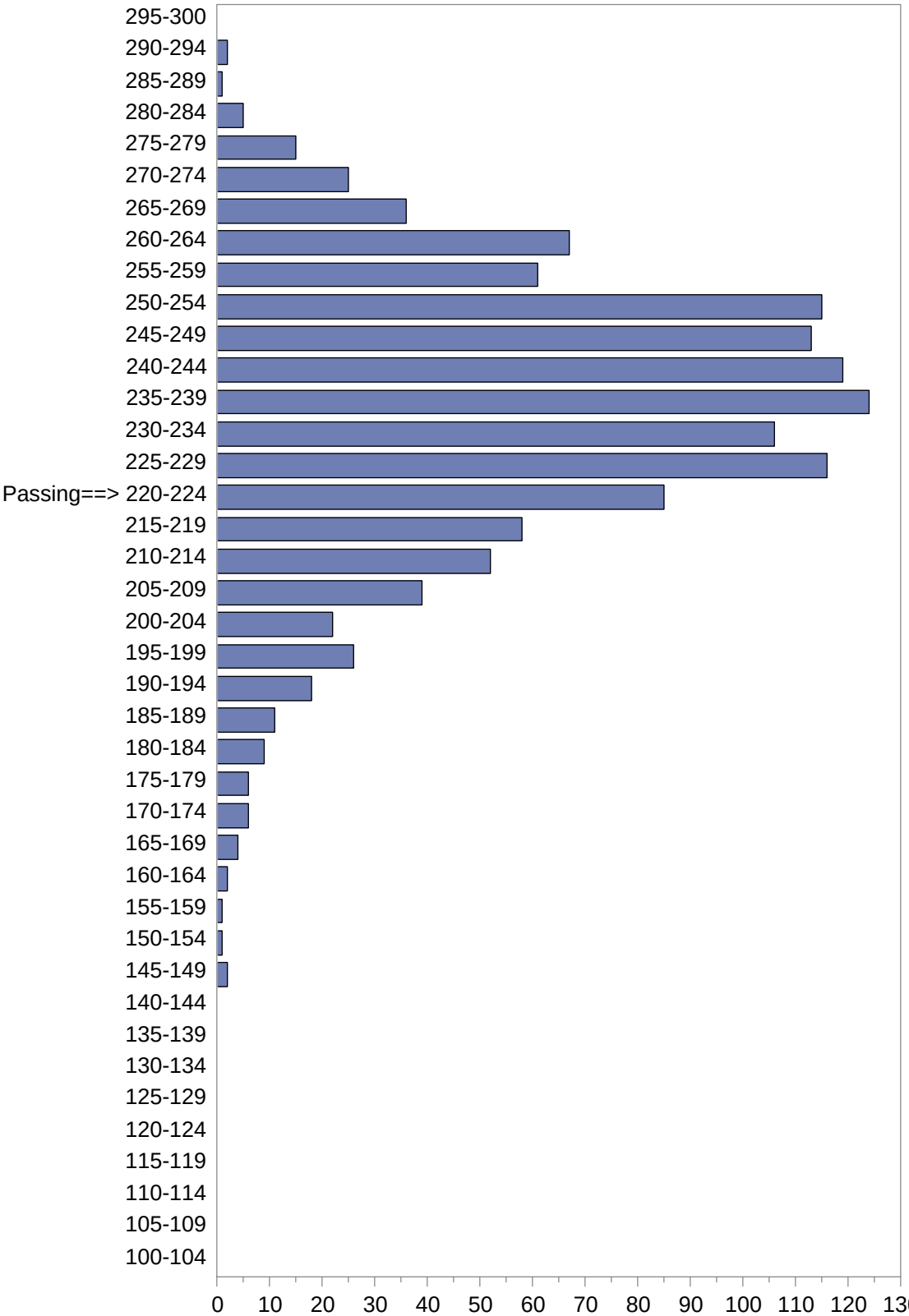


Total Scaled Score		N	N at or above	%	% at or above
295-300		0	0	0.0	0.0
290-294		0	0	0.0	0.0
285-289		0	0	0.0	0.0
280-284		0	0	0.0	0.0
275-279		0	0	0.0	0.0
270-274		0	0	0.0	0.0
265-269		1	1	2.5	2.5
260-264		2	3	5.0	7.5
255-259		2	5	5.0	12.5
250-254		3	8	7.5	20.0
245-249		3	11	7.5	27.5
240-244		4	15	10.0	37.5
235-239		0	15	0.0	37.5
230-234		1	16	2.5	40.0
225-229		3	19	7.5	47.5
220-224	Passing==>	4	23	10.0	57.5
215-219		1	24	2.5	60.0
210-214		3	27	7.5	67.5
205-209		4	31	10.0	77.5
200-204		0	31	0.0	77.5
195-199		5	36	12.5	90.0
190-194		1	37	2.5	92.5
185-189		1	38	2.5	95.0
180-184		0	38	0.0	95.0
175-179		0	38	0.0	95.0
170-174		0	38	0.0	95.0
165-169		1	39	2.5	97.5
160-164		0	39	0.0	97.5
155-159		0	39	0.0	97.5
150-154		0	39	0.0	97.5
145-149		1	40	2.5	100.0
140-144		0	40	0.0	100.0
135-139		0	40	0.0	100.0
130-134		0	40	0.0	100.0
125-129		0	40	0.0	100.0
120-124		0	40	0.0	100.0
115-119		0	40	0.0	100.0
110-114		0	40	0.0	100.0
105-109		0	40	0.0	100.0
100-104		0	40	0.0	100.0

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=015 Educational Leadership



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	2	2	0.16	0.16
285-289	1	3	0.08	0.24
280-284	5	8	0.40	0.64
275-279	15	23	1.20	1.84
270-274	25	48	2.00	3.85
265-269	36	84	2.89	6.74
260-264	67	151	5.37	12.11
255-259	61	212	4.89	17.00
250-254	115	327	9.22	26.22
245-249	113	440	9.06	35.28
240-244	119	559	9.54	44.83
235-239	124	683	9.94	54.77
230-234	106	789	8.50	63.27
225-229	116	905	9.30	72.57
Passing==> 220-224	85	990	6.82	79.39
215-219	58	1048	4.65	84.04
210-214	52	1100	4.17	88.21
205-209	39	1139	3.13	91.34
200-204	22	1161	1.76	93.10
195-199	26	1187	2.09	95.19
190-194	18	1205	1.44	96.63
185-189	11	1216	0.88	97.51
180-184	9	1225	0.72	98.24
175-179	6	1231	0.48	98.72
170-174	6	1237	0.48	99.20
165-169	4	1241	0.32	99.52
160-164	2	1243	0.16	99.68
155-159	1	1244	0.08	99.76
150-154	1	1245	0.08	99.84
145-149	2	1247	0.16	100.00
140-144	0	1247	0.00	100.00
135-139	0	1247	0.00	100.00
130-134	0	1247	0.00	100.00
125-129	0	1247	0.00	100.00
120-124	0	1247	0.00	100.00
115-119	0	1247	0.00	100.00
110-114	0	1247	0.00	100.00
105-109	0	1247	0.00	100.00
100-104	0	1247	0.00	100.00

Candidate Performance Statistical Report
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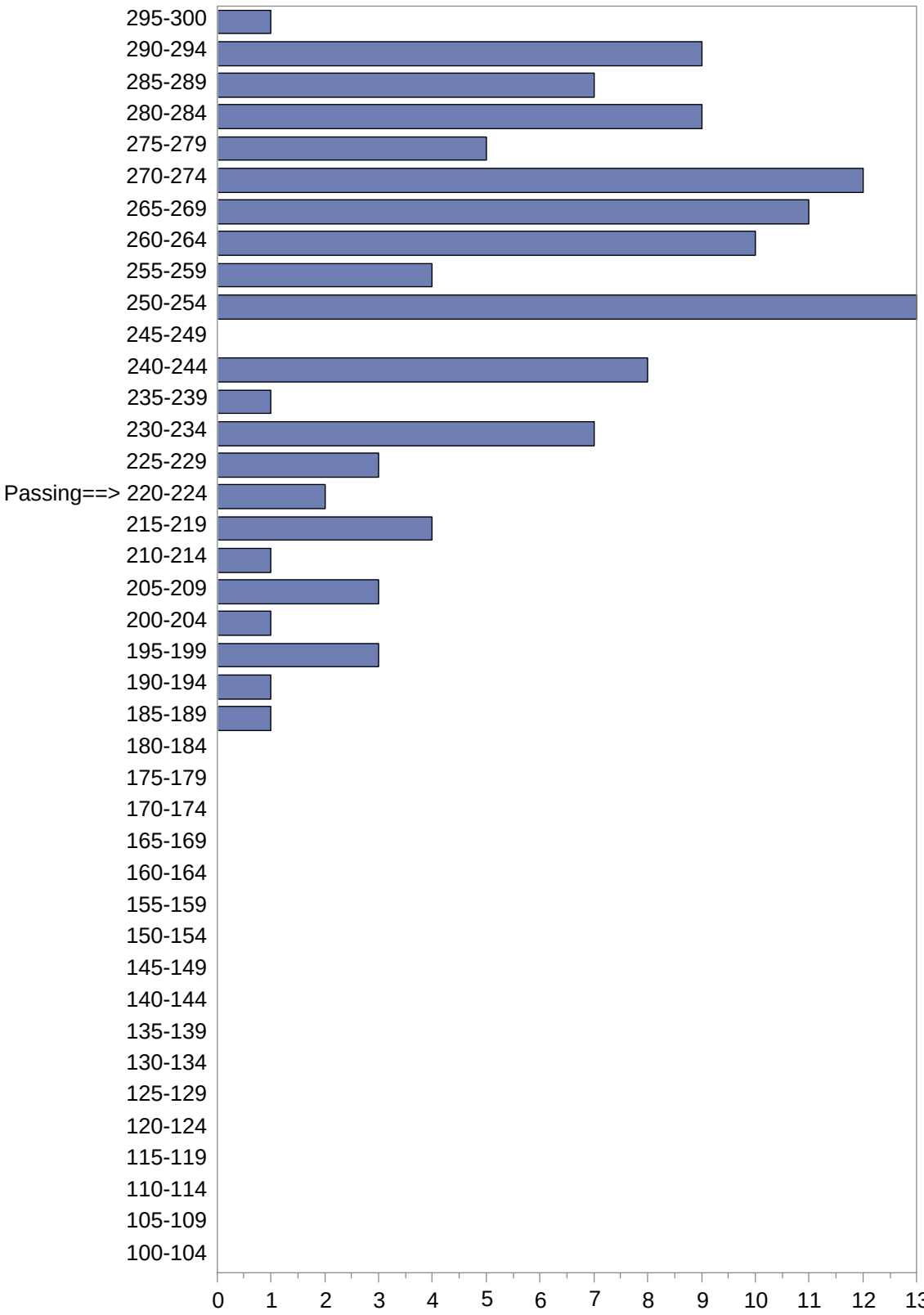
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=016 Computer/Technology Subtest I



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.86	0.86
290-294	9	10	7.76	8.62
285-289	7	17	6.03	14.66
280-284	9	26	7.76	22.41
275-279	5	31	4.31	26.72
270-274	12	43	10.34	37.07
265-269	11	54	9.48	46.55
260-264	10	64	8.62	55.17
255-259	4	68	3.45	58.62
250-254	13	81	11.21	69.83
245-249	0	81	0.00	69.83
240-244	8	89	6.90	76.72
235-239	1	90	0.86	77.59
230-234	7	97	6.03	83.62
225-229	3	100	2.59	86.21
Passing==> 220-224	2	102	1.72	87.93
215-219	4	106	3.45	91.38
210-214	1	107	0.86	92.24
205-209	3	110	2.59	94.83
200-204	1	111	0.86	95.69
195-199	3	114	2.59	98.28
190-194	1	115	0.86	99.14
185-189	1	116	0.86	100.00
180-184	0	116	0.00	100.00
175-179	0	116	0.00	100.00
170-174	0	116	0.00	100.00
165-169	0	116	0.00	100.00
160-164	0	116	0.00	100.00
155-159	0	116	0.00	100.00
150-154	0	116	0.00	100.00
145-149	0	116	0.00	100.00
140-144	0	116	0.00	100.00
135-139	0	116	0.00	100.00
130-134	0	116	0.00	100.00
125-129	0	116	0.00	100.00
120-124	0	116	0.00	100.00
115-119	0	116	0.00	100.00
110-114	0	116	0.00	100.00
105-109	0	116	0.00	100.00
100-104	0	116	0.00	100.00

Candidate Performance Statistical Report
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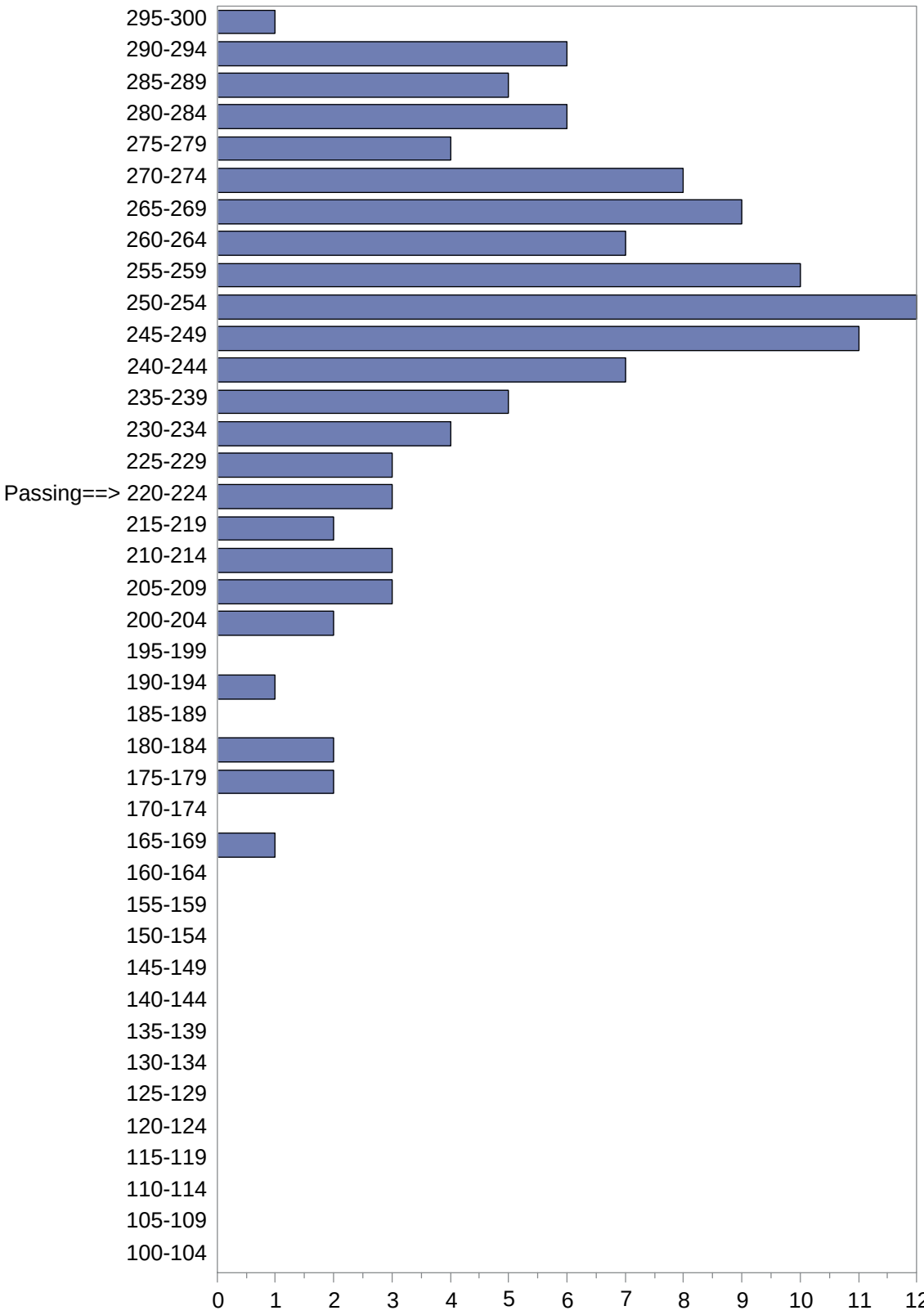
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=017 Computer/Technology Subtest II



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.85	0.85
290-294	6	7	5.13	5.98
285-289	5	12	4.27	10.26
280-284	6	18	5.13	15.38
275-279	4	22	3.42	18.80
270-274	8	30	6.84	25.64
265-269	9	39	7.69	33.33
260-264	7	46	5.98	39.32
255-259	10	56	8.55	47.86
250-254	12	68	10.26	58.12
245-249	11	79	9.40	67.52
240-244	7	86	5.98	73.50
235-239	5	91	4.27	77.78
230-234	4	95	3.42	81.20
225-229	3	98	2.56	83.76
Passing==> 220-224	3	101	2.56	86.32
215-219	2	103	1.71	88.03
210-214	3	106	2.56	90.60
205-209	3	109	2.56	93.16
200-204	2	111	1.71	94.87
195-199	0	111	0.00	94.87
190-194	1	112	0.85	95.73
185-189	0	112	0.00	95.73
180-184	2	114	1.71	97.44
175-179	2	116	1.71	99.15
170-174	0	116	0.00	99.15
165-169	1	117	0.85	100.00
160-164	0	117	0.00	100.00
155-159	0	117	0.00	100.00
150-154	0	117	0.00	100.00
145-149	0	117	0.00	100.00
140-144	0	117	0.00	100.00
135-139	0	117	0.00	100.00
130-134	0	117	0.00	100.00
125-129	0	117	0.00	100.00
120-124	0	117	0.00	100.00
115-119	0	117	0.00	100.00
110-114	0	117	0.00	100.00
105-109	0	117	0.00	100.00
100-104	0	117	0.00	100.00

Candidate Performance Statistical Report
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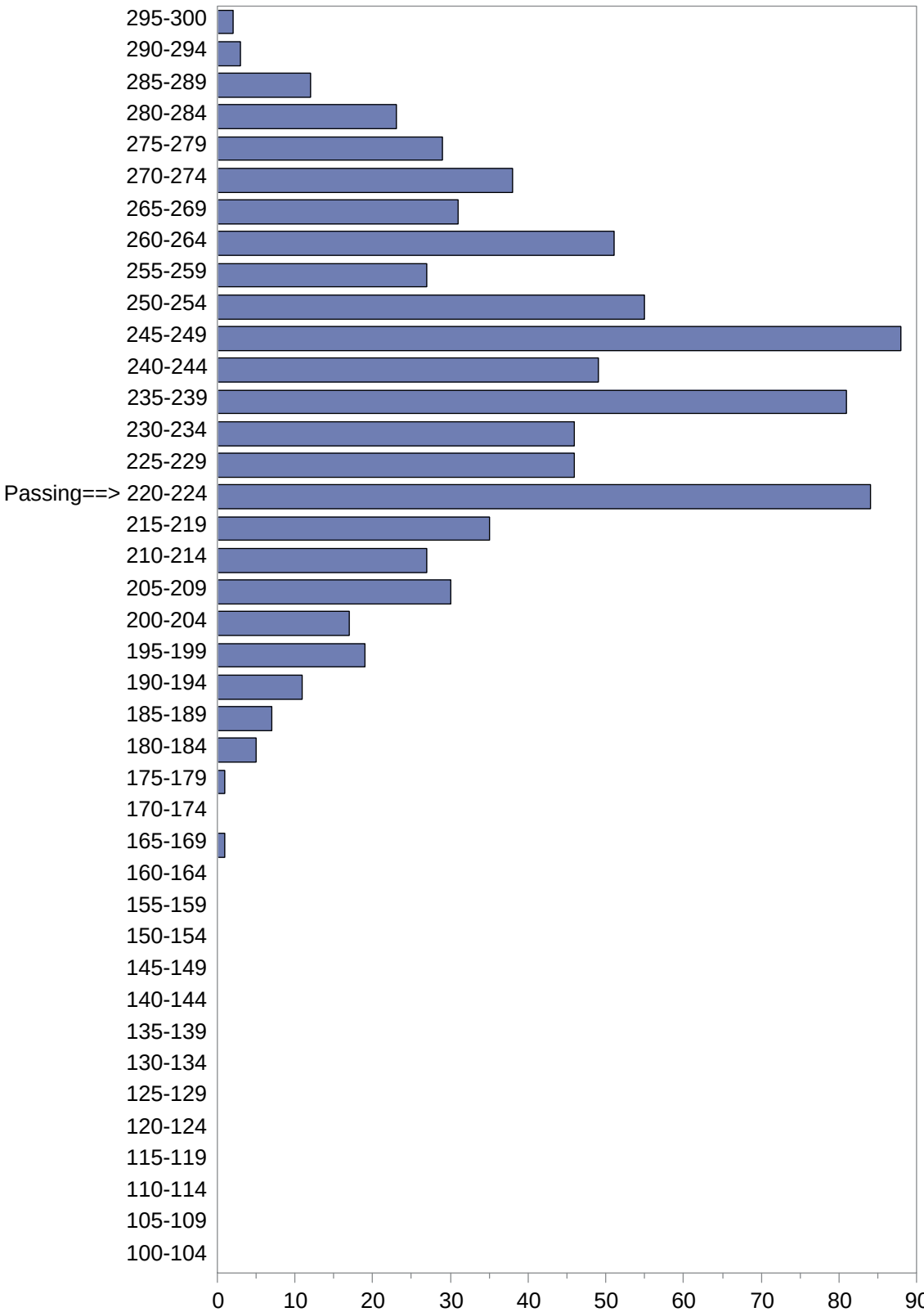
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=018 Elementary Education Subtest I



Total Scaled Score	N	N at or above	%	% at or above
295-300	2	2	0.24	0.24
290-294	3	5	0.37	0.61
285-289	12	17	1.47	2.08
280-284	23	40	2.81	4.89
275-279	29	69	3.55	8.44
270-274	38	107	4.65	13.08
265-269	31	138	3.79	16.87
260-264	51	189	6.23	23.11
255-259	27	216	3.30	26.41
250-254	55	271	6.72	33.13
245-249	88	359	10.76	43.89
240-244	49	408	5.99	49.88
235-239	81	489	9.90	59.78
230-234	46	535	5.62	65.40
225-229	46	581	5.62	71.03
Passing==> 220-224	84	665	10.27	81.30
215-219	35	700	4.28	85.57
210-214	27	727	3.30	88.88
205-209	30	757	3.67	92.54
200-204	17	774	2.08	94.62
195-199	19	793	2.32	96.94
190-194	11	804	1.34	98.29
185-189	7	811	0.86	99.14
180-184	5	816	0.61	99.76
175-179	1	817	0.12	99.88
170-174	0	817	0.00	99.88
165-169	1	818	0.12	100.00
160-164	0	818	0.00	100.00
155-159	0	818	0.00	100.00
150-154	0	818	0.00	100.00
145-149	0	818	0.00	100.00
140-144	0	818	0.00	100.00
135-139	0	818	0.00	100.00
130-134	0	818	0.00	100.00
125-129	0	818	0.00	100.00
120-124	0	818	0.00	100.00
115-119	0	818	0.00	100.00
110-114	0	818	0.00	100.00
105-109	0	818	0.00	100.00
100-104	0	818	0.00	100.00

Candidate Performance Statistical Report
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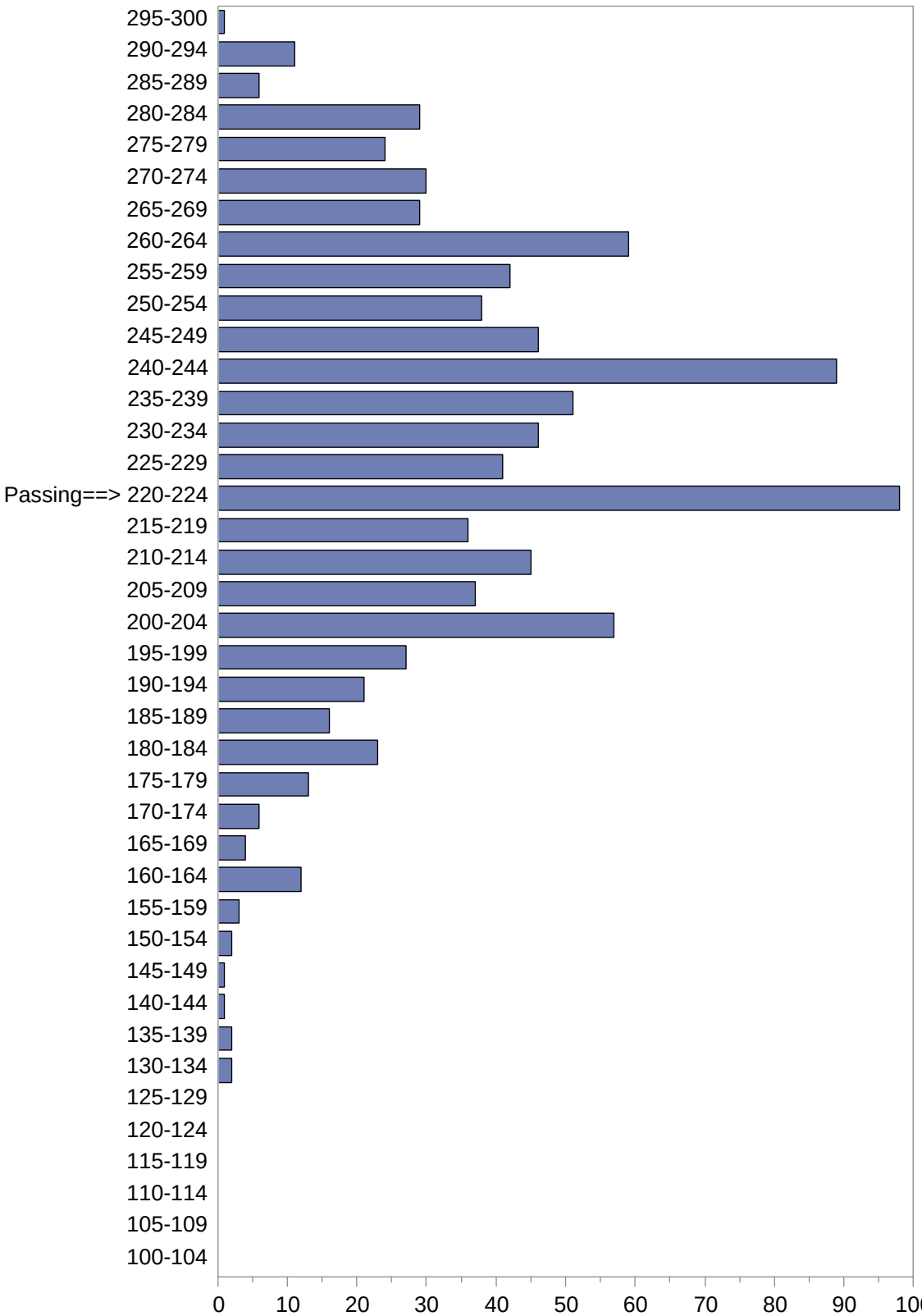
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=019 Elementary Education Subtest II



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.11	0.11
290-294	11	12	1.16	1.27
285-289	6	18	0.63	1.90
280-284	29	47	3.06	4.96
275-279	24	71	2.53	7.49
270-274	30	101	3.16	10.65
265-269	29	130	3.06	13.71
260-264	59	189	6.22	19.94
255-259	42	231	4.43	24.37
250-254	38	269	4.01	28.38
245-249	46	315	4.85	33.23
240-244	89	404	9.39	42.62
235-239	51	455	5.38	48.00
230-234	46	501	4.85	52.85
225-229	41	542	4.32	57.17
Passing==> 220-224	98	640	10.34	67.51
215-219	36	676	3.80	71.31
210-214	45	721	4.75	76.05
205-209	37	758	3.90	79.96
200-204	57	815	6.01	85.97
195-199	27	842	2.85	88.82
190-194	21	863	2.22	91.03
185-189	16	879	1.69	92.72
180-184	23	902	2.43	95.15
175-179	13	915	1.37	96.52
170-174	6	921	0.63	97.15
165-169	4	925	0.42	97.57
160-164	12	937	1.27	98.84
155-159	3	940	0.32	99.16
150-154	2	942	0.21	99.37
145-149	1	943	0.11	99.47
140-144	1	944	0.11	99.58
135-139	2	946	0.21	99.79
130-134	2	948	0.21	100.00
125-129	0	948	0.00	100.00
120-124	0	948	0.00	100.00
115-119	0	948	0.00	100.00
110-114	0	948	0.00	100.00
105-109	0	948	0.00	100.00
100-104	0	948	0.00	100.00

Candidate Performance Statistical Report
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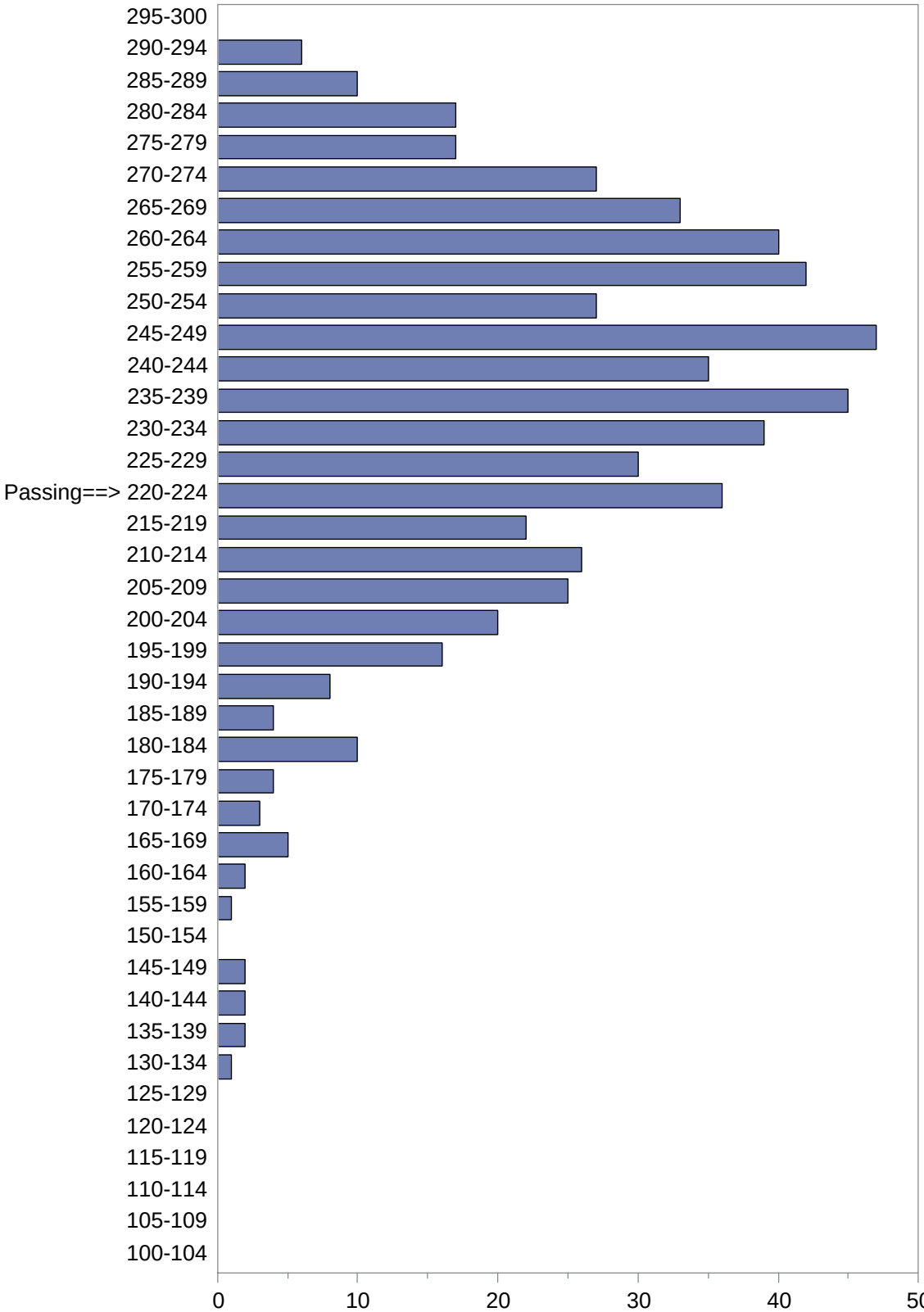
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=020 English Language Arts



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	6	6	0.99	0.99
285-289	10	16	1.66	2.65
280-284	17	33	2.81	5.46
275-279	17	50	2.81	8.28
270-274	27	77	4.47	12.75
265-269	33	110	5.46	18.21
260-264	40	150	6.62	24.83
255-259	42	192	6.95	31.79
250-254	27	219	4.47	36.26
245-249	47	266	7.78	44.04
240-244	35	301	5.79	49.83
235-239	45	346	7.45	57.28
230-234	39	385	6.46	63.74
225-229	30	415	4.97	68.71
Passing==> 220-224	36	451	5.96	74.67
215-219	22	473	3.64	78.31
210-214	26	499	4.30	82.62
205-209	25	524	4.14	86.75
200-204	20	544	3.31	90.07
195-199	16	560	2.65	92.72
190-194	8	568	1.32	94.04
185-189	4	572	0.66	94.70
180-184	10	582	1.66	96.36
175-179	4	586	0.66	97.02
170-174	3	589	0.50	97.52
165-169	5	594	0.83	98.34
160-164	2	596	0.33	98.68
155-159	1	597	0.17	98.84
150-154	0	597	0.00	98.84
145-149	2	599	0.33	99.17
140-144	2	601	0.33	99.50
135-139	2	603	0.33	99.83
130-134	1	604	0.17	100.00
125-129	0	604	0.00	100.00
120-124	0	604	0.00	100.00
115-119	0	604	0.00	100.00
110-114	0	604	0.00	100.00
105-109	0	604	0.00	100.00
100-104	0	604	0.00	100.00

Candidate Performance Statistical Report
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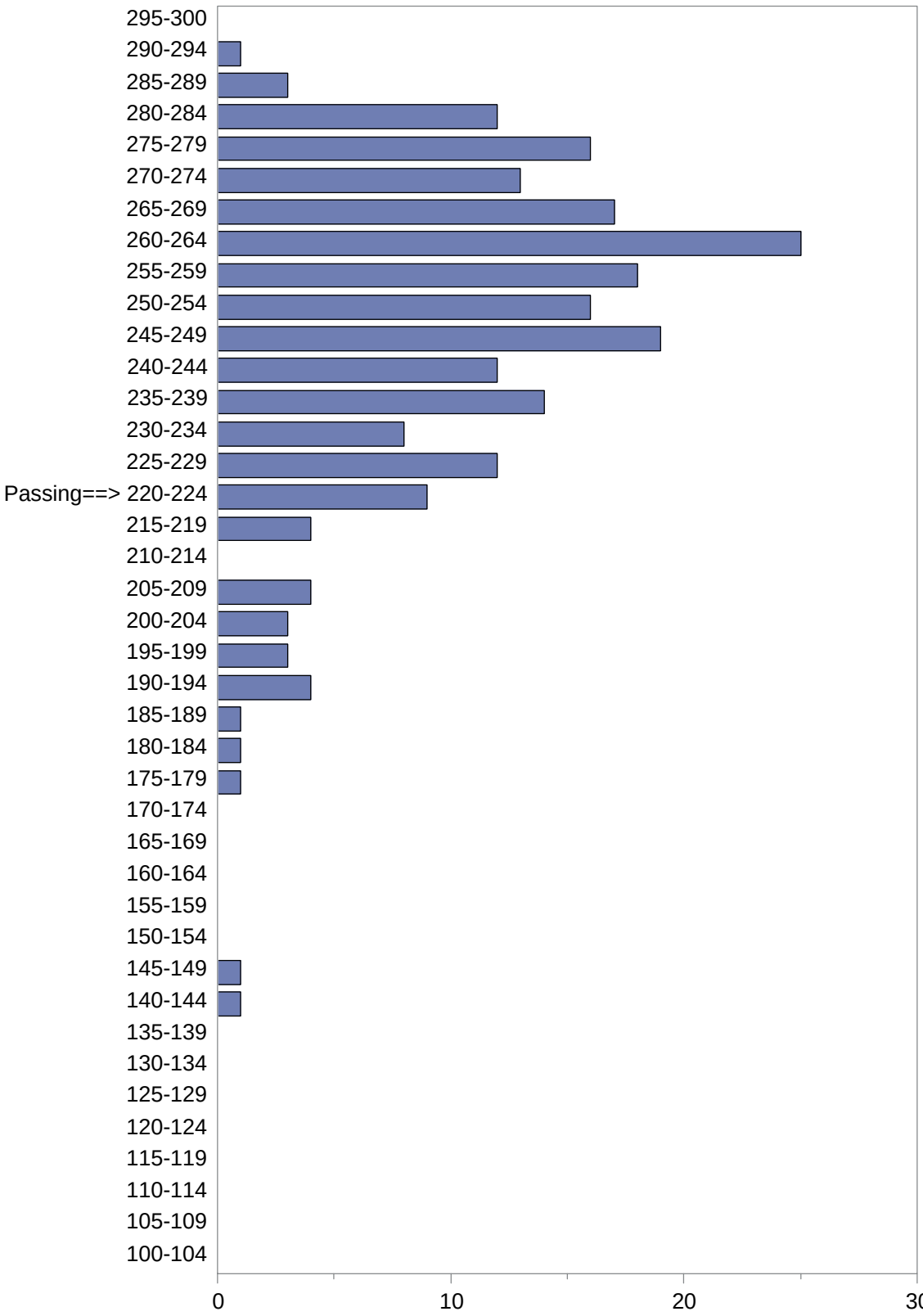
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=021 English to Speakers of Other Languages (ESOL)



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	1	1	0.46	0.46
285-289	3	4	1.38	1.83
280-284	12	16	5.50	7.34
275-279	16	32	7.34	14.68
270-274	13	45	5.96	20.64
265-269	17	62	7.80	28.44
260-264	25	87	11.47	39.91
255-259	18	105	8.26	48.17
250-254	16	121	7.34	55.50
245-249	19	140	8.72	64.22
240-244	12	152	5.50	69.72
235-239	14	166	6.42	76.15
230-234	8	174	3.67	79.82
225-229	12	186	5.50	85.32
Passing==> 220-224	9	195	4.13	89.45
215-219	4	199	1.83	91.28
210-214	0	199	0.00	91.28
205-209	4	203	1.83	93.12
200-204	3	206	1.38	94.50
195-199	3	209	1.38	95.87
190-194	4	213	1.83	97.71
185-189	1	214	0.46	98.17
180-184	1	215	0.46	98.62
175-179	1	216	0.46	99.08
170-174	0	216	0.00	99.08
165-169	0	216	0.00	99.08
160-164	0	216	0.00	99.08
155-159	0	216	0.00	99.08
150-154	0	216	0.00	99.08
145-149	1	217	0.46	99.54
140-144	1	218	0.46	100.00
135-139	0	218	0.00	100.00
130-134	0	218	0.00	100.00
125-129	0	218	0.00	100.00
120-124	0	218	0.00	100.00
115-119	0	218	0.00	100.00
110-114	0	218	0.00	100.00
105-109	0	218	0.00	100.00
100-104	0	218	0.00	100.00

Candidate Performance Statistical Report
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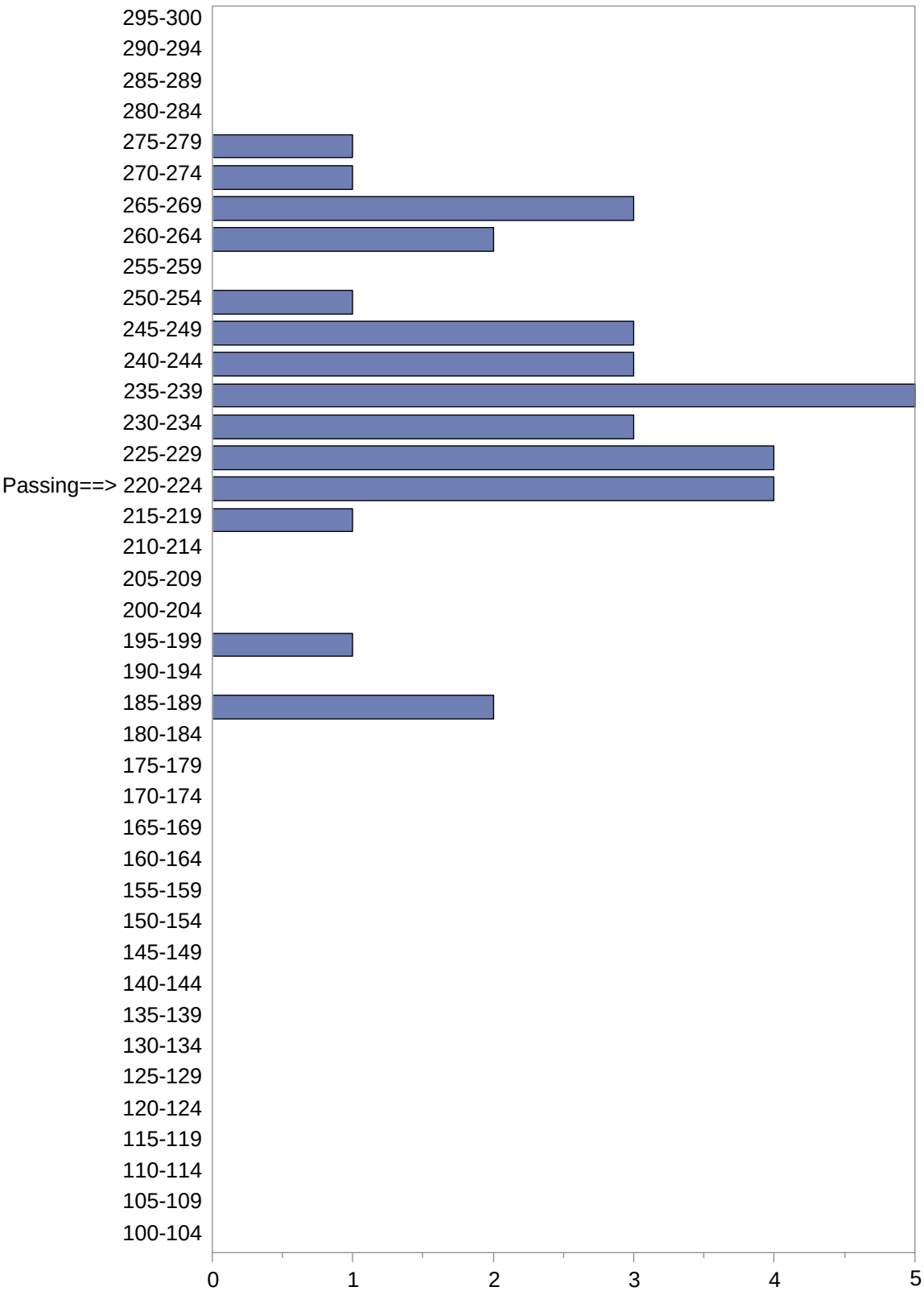
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=022 Family and Consumer Sciences

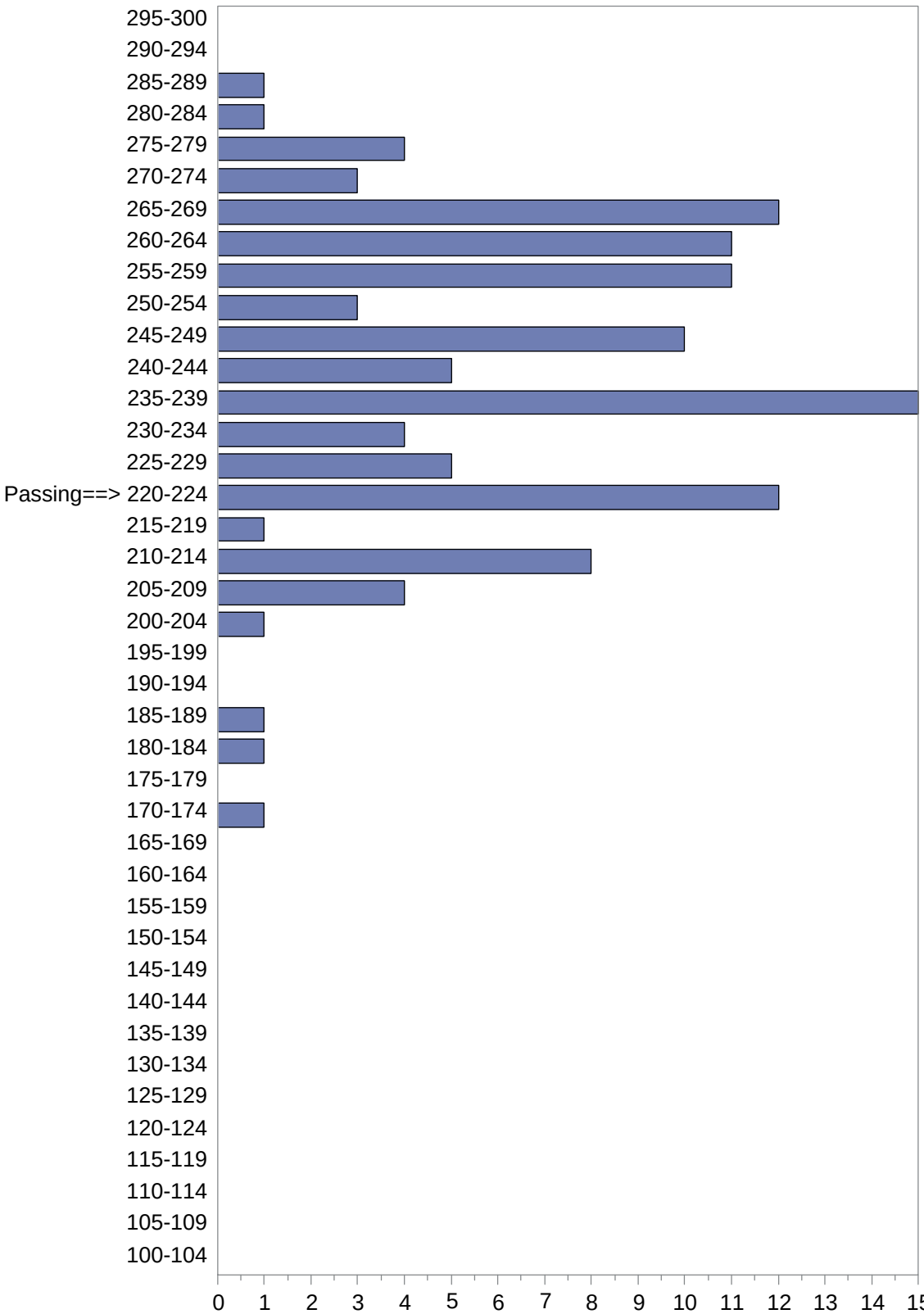


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	0	0	0.00	0.00
275-279	1	1	2.94	2.94
270-274	1	2	2.94	5.88
265-269	3	5	8.82	14.71
260-264	2	7	5.88	20.59
255-259	0	7	0.00	20.59
250-254	1	8	2.94	23.53
245-249	3	11	8.82	32.35
240-244	3	14	8.82	41.18
235-239	5	19	14.71	55.88
230-234	3	22	8.82	64.71
225-229	4	26	11.76	76.47
Passing==> 220-224	4	30	11.76	88.24
215-219	1	31	2.94	91.18
210-214	0	31	0.00	91.18
205-209	0	31	0.00	91.18
200-204	0	31	0.00	91.18
195-199	1	32	2.94	94.12
190-194	0	32	0.00	94.12
185-189	2	34	5.88	100.00
180-184	0	34	0.00	100.00
175-179	0	34	0.00	100.00
170-174	0	34	0.00	100.00
165-169	0	34	0.00	100.00
160-164	0	34	0.00	100.00
155-159	0	34	0.00	100.00
150-154	0	34	0.00	100.00
145-149	0	34	0.00	100.00
140-144	0	34	0.00	100.00
135-139	0	34	0.00	100.00
130-134	0	34	0.00	100.00
125-129	0	34	0.00	100.00
120-124	0	34	0.00	100.00
115-119	0	34	0.00	100.00
110-114	0	34	0.00	100.00
105-109	0	34	0.00	100.00
100-104	0	34	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=023 Health

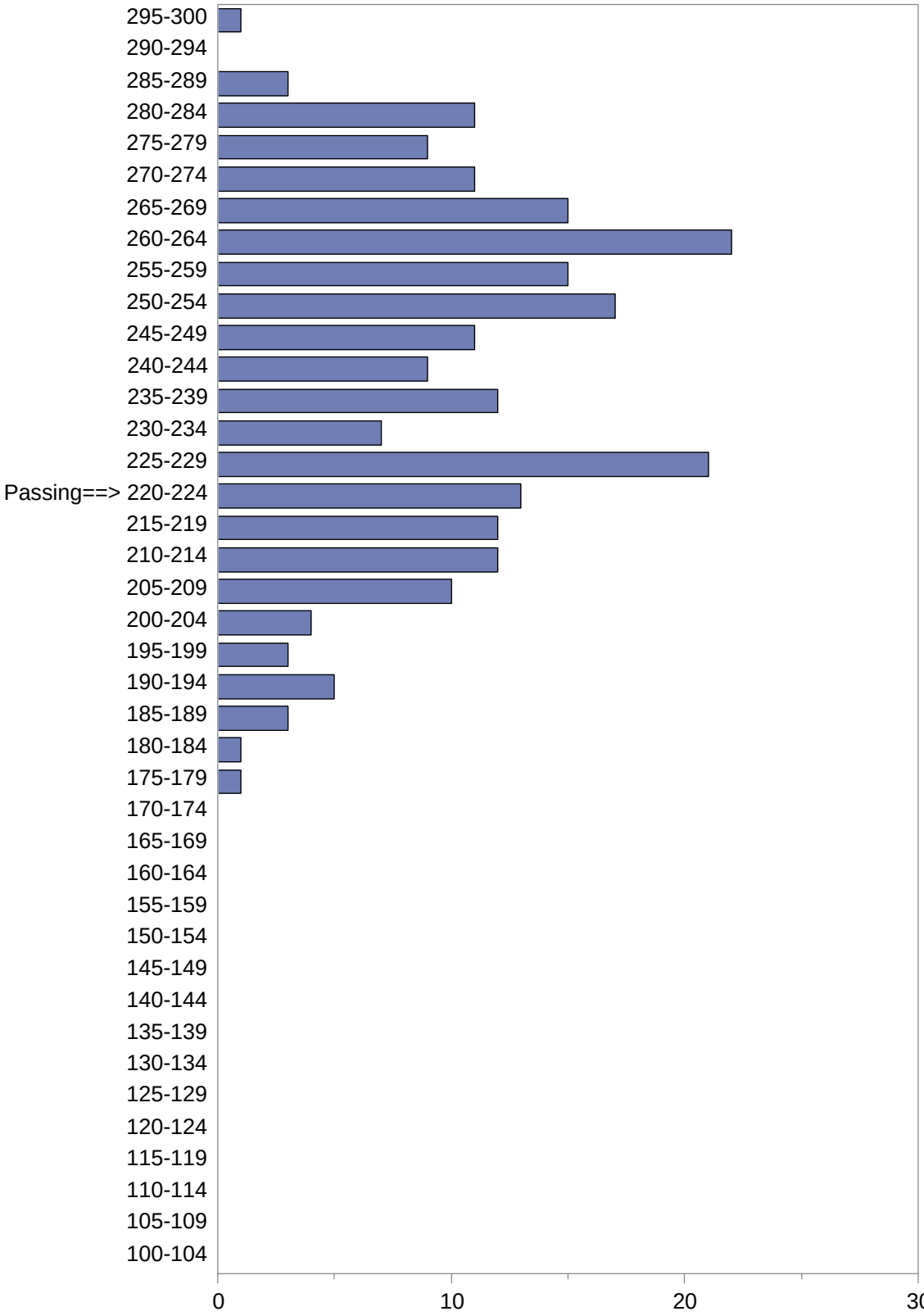


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	1	1	0.88	0.88
280-284	1	2	0.88	1.75
275-279	4	6	3.51	5.26
270-274	3	9	2.63	7.89
265-269	12	21	10.53	18.42
260-264	11	32	9.65	28.07
255-259	11	43	9.65	37.72
250-254	3	46	2.63	40.35
245-249	10	56	8.77	49.12
240-244	5	61	4.39	53.51
235-239	15	76	13.16	66.67
230-234	4	80	3.51	70.18
225-229	5	85	4.39	74.56
Passing==> 220-224	12	97	10.53	85.09
215-219	1	98	0.88	85.96
210-214	8	106	7.02	92.98
205-209	4	110	3.51	96.49
200-204	1	111	0.88	97.37
195-199	0	111	0.00	97.37
190-194	0	111	0.00	97.37
185-189	1	112	0.88	98.25
180-184	1	113	0.88	99.12
175-179	0	113	0.00	99.12
170-174	1	114	0.88	100.00
165-169	0	114	0.00	100.00
160-164	0	114	0.00	100.00
155-159	0	114	0.00	100.00
150-154	0	114	0.00	100.00
145-149	0	114	0.00	100.00
140-144	0	114	0.00	100.00
135-139	0	114	0.00	100.00
130-134	0	114	0.00	100.00
125-129	0	114	0.00	100.00
120-124	0	114	0.00	100.00
115-119	0	114	0.00	100.00
110-114	0	114	0.00	100.00
105-109	0	114	0.00	100.00
100-104	0	114	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=024 Integrated Science



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.44	0.44
290-294	0	1	0.00	0.44
285-289	3	4	1.32	1.75
280-284	11	15	4.82	6.58
275-279	9	24	3.95	10.53
270-274	11	35	4.82	15.35
265-269	15	50	6.58	21.93
260-264	22	72	9.65	31.58
255-259	15	87	6.58	38.16
250-254	17	104	7.46	45.61
245-249	11	115	4.82	50.44
240-244	9	124	3.95	54.39
235-239	12	136	5.26	59.65
230-234	7	143	3.07	62.72
225-229	21	164	9.21	71.93
Passing==> 220-224	13	177	5.70	77.63
215-219	12	189	5.26	82.89
210-214	12	201	5.26	88.16
205-209	10	211	4.39	92.54
200-204	4	215	1.75	94.30
195-199	3	218	1.32	95.61
190-194	5	223	2.19	97.81
185-189	3	226	1.32	99.12
180-184	1	227	0.44	99.56
175-179	1	228	0.44	100.00
170-174	0	228	0.00	100.00
165-169	0	228	0.00	100.00
160-164	0	228	0.00	100.00
155-159	0	228	0.00	100.00
150-154	0	228	0.00	100.00
145-149	0	228	0.00	100.00
140-144	0	228	0.00	100.00
135-139	0	228	0.00	100.00
130-134	0	228	0.00	100.00
125-129	0	228	0.00	100.00
120-124	0	228	0.00	100.00
115-119	0	228	0.00	100.00
110-114	0	228	0.00	100.00
105-109	0	228	0.00	100.00
100-104	0	228	0.00	100.00

Candidate Performance Statistical Report
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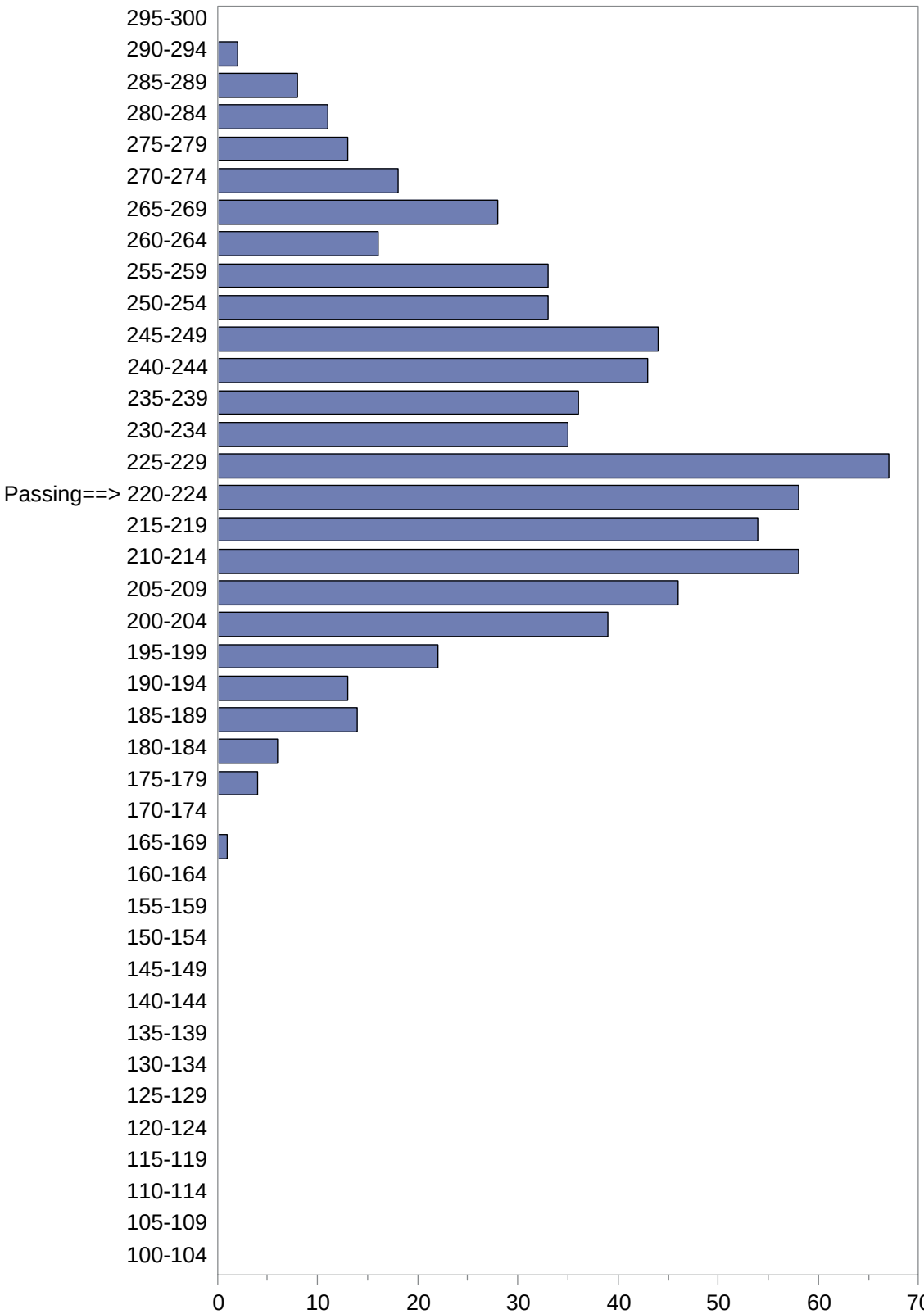
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=025 Integrated Social Studies

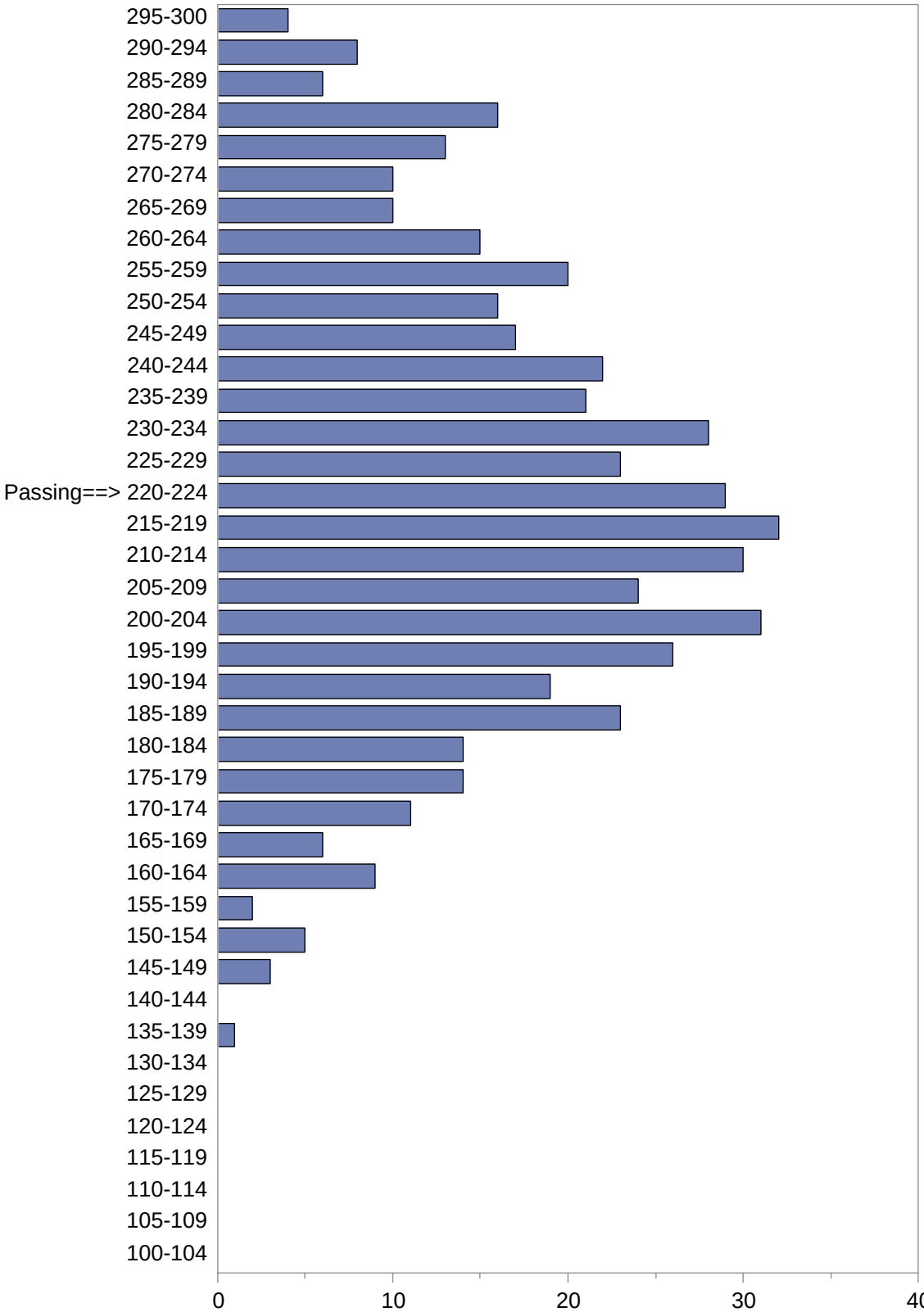


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	2	2	0.28	0.28
285-289	8	10	1.14	1.42
280-284	11	21	1.57	2.99
275-279	13	34	1.85	4.84
270-274	18	52	2.56	7.41
265-269	28	80	3.99	11.40
260-264	16	96	2.28	13.68
255-259	33	129	4.70	18.38
250-254	33	162	4.70	23.08
245-249	44	206	6.27	29.34
240-244	43	249	6.13	35.47
235-239	36	285	5.13	40.60
230-234	35	320	4.99	45.58
225-229	67	387	9.54	55.13
Passing==> 220-224	58	445	8.26	63.39
215-219	54	499	7.69	71.08
210-214	58	557	8.26	79.34
205-209	46	603	6.55	85.90
200-204	39	642	5.56	91.45
195-199	22	664	3.13	94.59
190-194	13	677	1.85	96.44
185-189	14	691	1.99	98.43
180-184	6	697	0.85	99.29
175-179	4	701	0.57	99.86
170-174	0	701	0.00	99.86
165-169	1	702	0.14	100.00
160-164	0	702	0.00	100.00
155-159	0	702	0.00	100.00
150-154	0	702	0.00	100.00
145-149	0	702	0.00	100.00
140-144	0	702	0.00	100.00
135-139	0	702	0.00	100.00
130-134	0	702	0.00	100.00
125-129	0	702	0.00	100.00
120-124	0	702	0.00	100.00
115-119	0	702	0.00	100.00
110-114	0	702	0.00	100.00
105-109	0	702	0.00	100.00
100-104	0	702	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=027 Mathematics

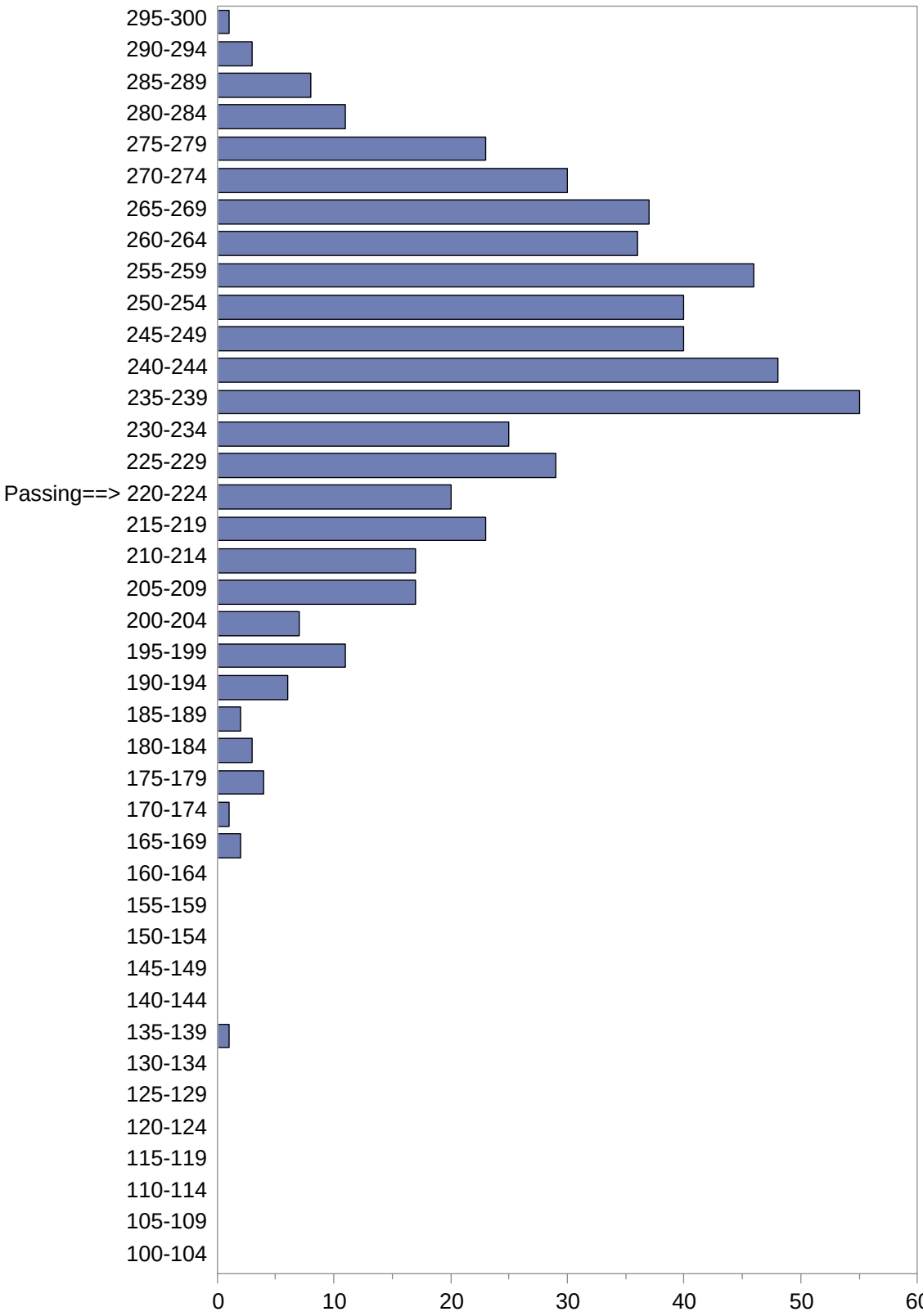


Total Scaled Score	N	N at or above	%	% at or above
295-300	4	4	0.79	0.79
290-294	8	12	1.57	2.36
285-289	6	18	1.18	3.54
280-284	16	34	3.15	6.69
275-279	13	47	2.56	9.25
270-274	10	57	1.97	11.22
265-269	10	67	1.97	13.19
260-264	15	82	2.95	16.14
255-259	20	102	3.94	20.08
250-254	16	118	3.15	23.23
245-249	17	135	3.35	26.57
240-244	22	157	4.33	30.91
235-239	21	178	4.13	35.04
230-234	28	206	5.51	40.55
225-229	23	229	4.53	45.08
Passing==> 220-224	29	258	5.71	50.79
215-219	32	290	6.30	57.09
210-214	30	320	5.91	62.99
205-209	24	344	4.72	67.72
200-204	31	375	6.10	73.82
195-199	26	401	5.12	78.94
190-194	19	420	3.74	82.68
185-189	23	443	4.53	87.20
180-184	14	457	2.76	89.96
175-179	14	471	2.76	92.72
170-174	11	482	2.17	94.88
165-169	6	488	1.18	96.06
160-164	9	497	1.77	97.83
155-159	2	499	0.39	98.23
150-154	5	504	0.98	99.21
145-149	3	507	0.59	99.80
140-144	0	507	0.00	99.80
135-139	1	508	0.20	100.00
130-134	0	508	0.00	100.00
125-129	0	508	0.00	100.00
120-124	0	508	0.00	100.00
115-119	0	508	0.00	100.00
110-114	0	508	0.00	100.00
105-109	0	508	0.00	100.00
100-104	0	508	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=028 Middle Grades English Language Arts



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.18	0.18
290-294	3	4	0.55	0.73
285-289	8	12	1.47	2.20
280-284	11	23	2.01	4.21
275-279	23	46	4.21	8.42
270-274	30	76	5.49	13.92
265-269	37	113	6.78	20.70
260-264	36	149	6.59	27.29
255-259	46	195	8.42	35.71
250-254	40	235	7.33	43.04
245-249	40	275	7.33	50.37
240-244	48	323	8.79	59.16
235-239	55	378	10.07	69.23
230-234	25	403	4.58	73.81
225-229	29	432	5.31	79.12
Passing==> 220-224	20	452	3.66	82.78
215-219	23	475	4.21	87.00
210-214	17	492	3.11	90.11
205-209	17	509	3.11	93.22
200-204	7	516	1.28	94.51
195-199	11	527	2.01	96.52
190-194	6	533	1.10	97.62
185-189	2	535	0.37	97.99
180-184	3	538	0.55	98.53
175-179	4	542	0.73	99.27
170-174	1	543	0.18	99.45
165-169	2	545	0.37	99.82
160-164	0	545	0.00	99.82
155-159	0	545	0.00	99.82
150-154	0	545	0.00	99.82
145-149	0	545	0.00	99.82
140-144	0	545	0.00	99.82
135-139	1	546	0.18	100.00
130-134	0	546	0.00	100.00
125-129	0	546	0.00	100.00
120-124	0	546	0.00	100.00
115-119	0	546	0.00	100.00
110-114	0	546	0.00	100.00
105-109	0	546	0.00	100.00
100-104	0	546	0.00	100.00

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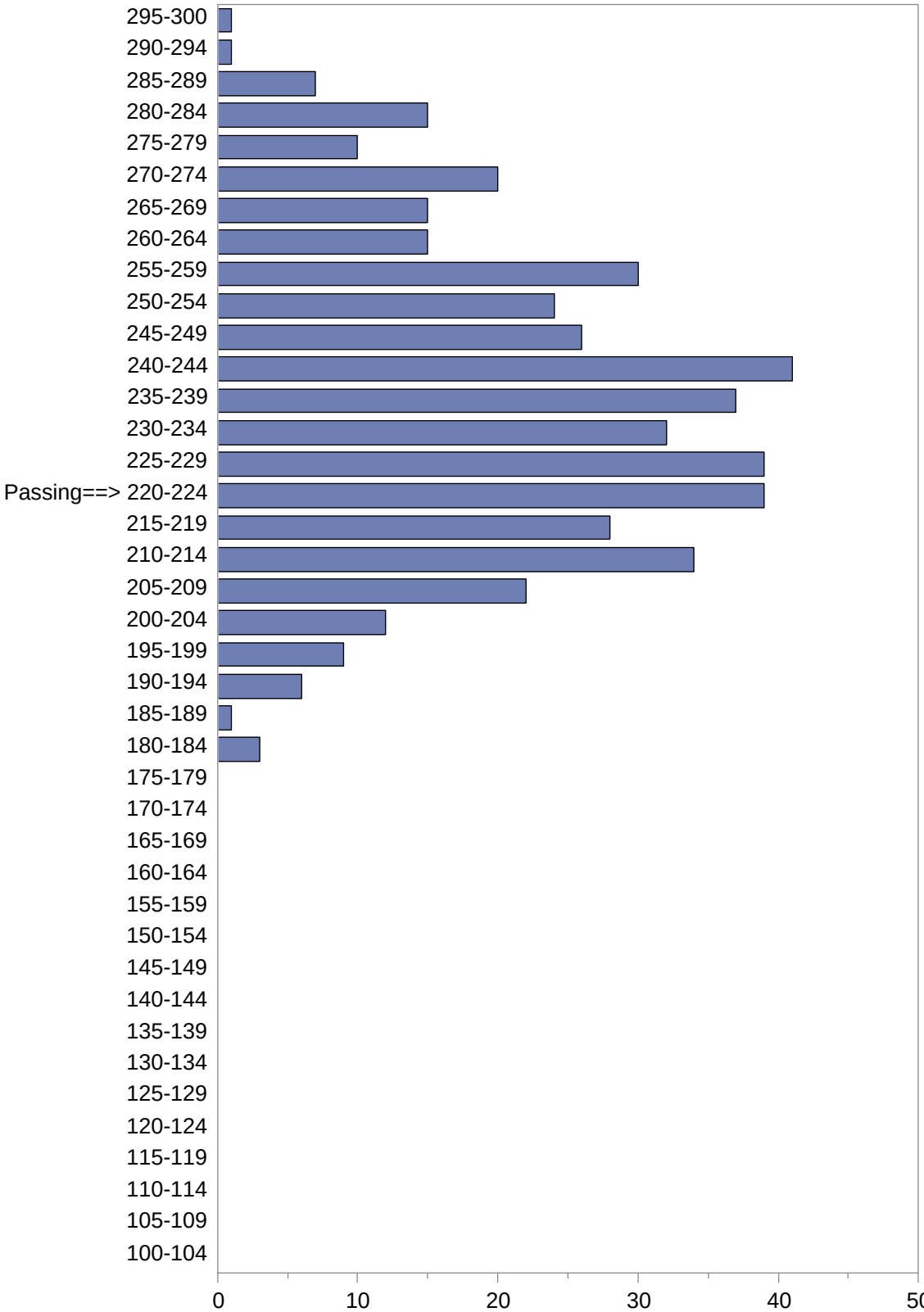
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=029 Middle Grades Science



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.21	0.21
290-294	1	2	0.21	0.43
285-289	7	9	1.50	1.93
280-284	15	24	3.21	5.14
275-279	10	34	2.14	7.28
270-274	20	54	4.28	11.56
265-269	15	69	3.21	14.78
260-264	15	84	3.21	17.99
255-259	30	114	6.42	24.41
250-254	24	138	5.14	29.55
245-249	26	164	5.57	35.12
240-244	41	205	8.78	43.90
235-239	37	242	7.92	51.82
230-234	32	274	6.85	58.67
225-229	39	313	8.35	67.02
Passing==> 220-224	39	352	8.35	75.37
215-219	28	380	6.00	81.37
210-214	34	414	7.28	88.65
205-209	22	436	4.71	93.36
200-204	12	448	2.57	95.93
195-199	9	457	1.93	97.86
190-194	6	463	1.28	99.14
185-189	1	464	0.21	99.36
180-184	3	467	0.64	100.00
175-179	0	467	0.00	100.00
170-174	0	467	0.00	100.00
165-169	0	467	0.00	100.00
160-164	0	467	0.00	100.00
155-159	0	467	0.00	100.00
150-154	0	467	0.00	100.00
145-149	0	467	0.00	100.00
140-144	0	467	0.00	100.00
135-139	0	467	0.00	100.00
130-134	0	467	0.00	100.00
125-129	0	467	0.00	100.00
120-124	0	467	0.00	100.00
115-119	0	467	0.00	100.00
110-114	0	467	0.00	100.00
105-109	0	467	0.00	100.00
100-104	0	467	0.00	100.00

Candidate Performance Statistical Report
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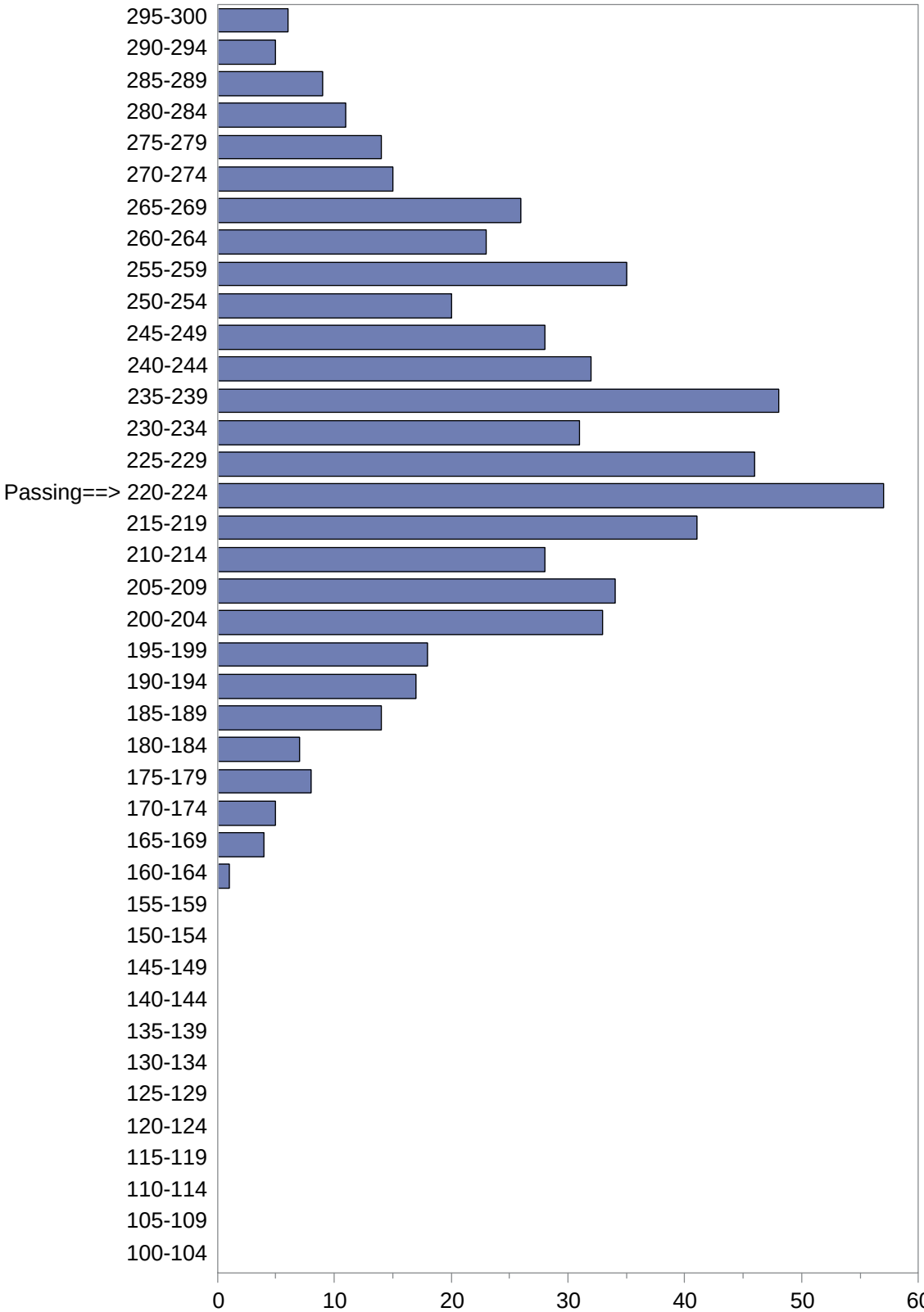
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=030 Middle Grades Mathematics



Total Scaled Score	N	N at or above	%	% at or above
295-300	6	6	0.97	0.97
290-294	5	11	0.81	1.79
285-289	9	20	1.46	3.25
280-284	11	31	1.79	5.03
275-279	14	45	2.27	7.31
270-274	15	60	2.44	9.74
265-269	26	86	4.22	13.96
260-264	23	109	3.73	17.69
255-259	35	144	5.68	23.38
250-254	20	164	3.25	26.62
245-249	28	192	4.55	31.17
240-244	32	224	5.19	36.36
235-239	48	272	7.79	44.16
230-234	31	303	5.03	49.19
225-229	46	349	7.47	56.66
Passing==> 220-224	57	406	9.25	65.91
215-219	41	447	6.66	72.56
210-214	28	475	4.55	77.11
205-209	34	509	5.52	82.63
200-204	33	542	5.36	87.99
195-199	18	560	2.92	90.91
190-194	17	577	2.76	93.67
185-189	14	591	2.27	95.94
180-184	7	598	1.14	97.08
175-179	8	606	1.30	98.38
170-174	5	611	0.81	99.19
165-169	4	615	0.65	99.84
160-164	1	616	0.16	100.00
155-159	0	616	0.00	100.00
150-154	0	616	0.00	100.00
145-149	0	616	0.00	100.00
140-144	0	616	0.00	100.00
135-139	0	616	0.00	100.00
130-134	0	616	0.00	100.00
125-129	0	616	0.00	100.00
120-124	0	616	0.00	100.00
115-119	0	616	0.00	100.00
110-114	0	616	0.00	100.00
105-109	0	616	0.00	100.00
100-104	0	616	0.00	100.00

Candidate Performance Statistical Report
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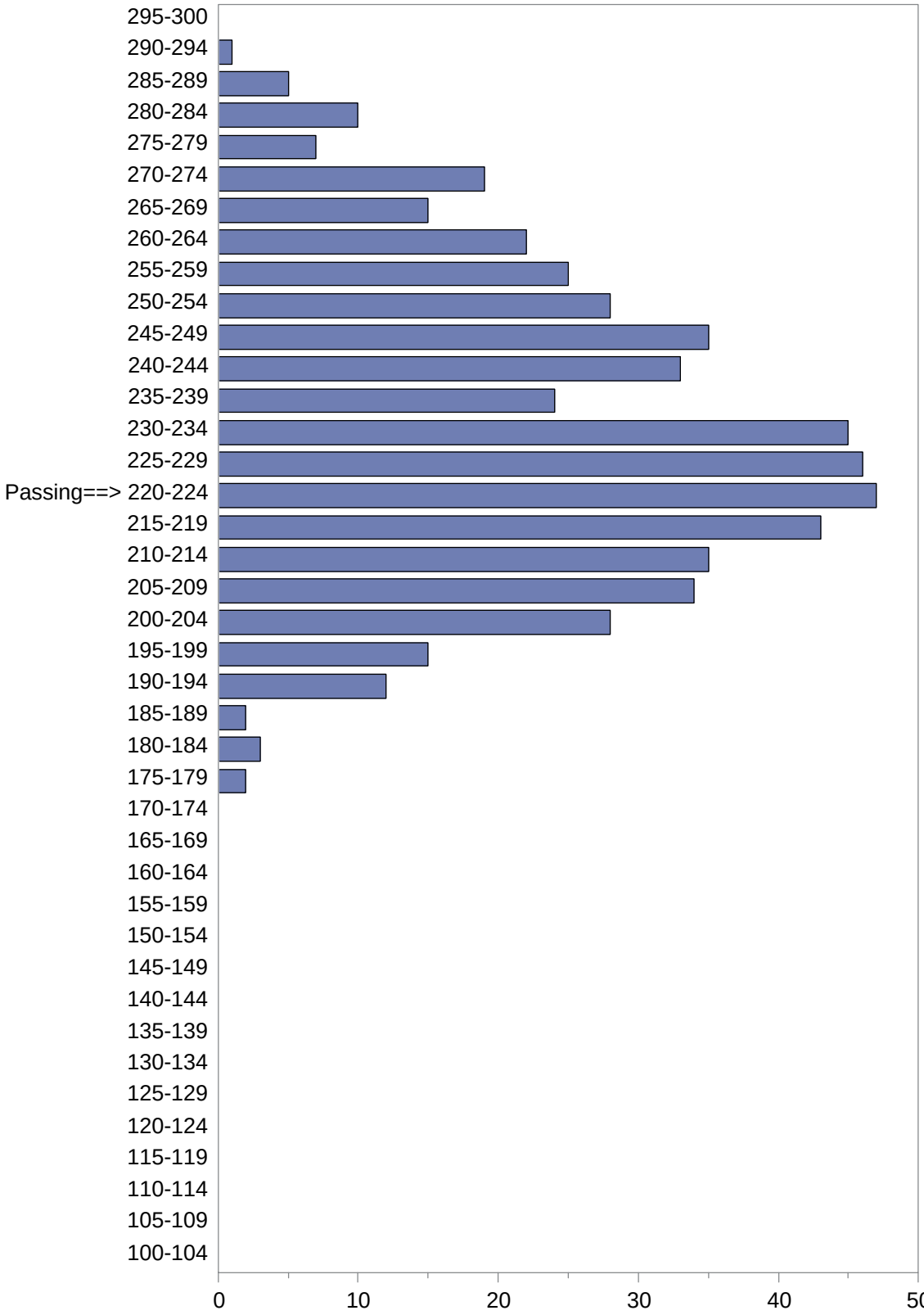
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=031 Middle Grades Social Studies

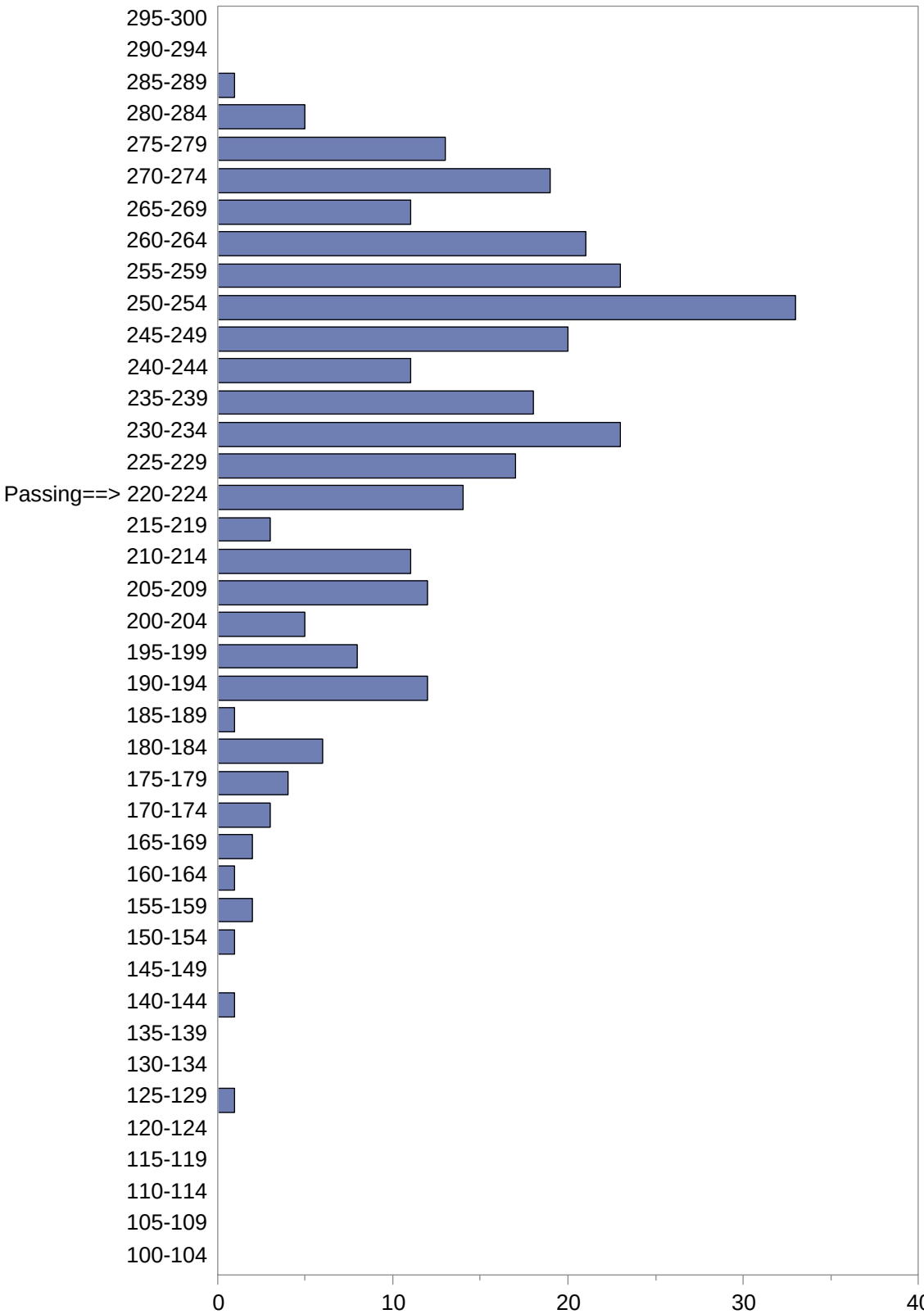


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	1	1	0.19	0.19
285-289	5	6	0.93	1.12
280-284	10	16	1.87	2.99
275-279	7	23	1.31	4.29
270-274	19	42	3.54	7.84
265-269	15	57	2.80	10.63
260-264	22	79	4.10	14.74
255-259	25	104	4.66	19.40
250-254	28	132	5.22	24.63
245-249	35	167	6.53	31.16
240-244	33	200	6.16	37.31
235-239	24	224	4.48	41.79
230-234	45	269	8.40	50.19
225-229	46	315	8.58	58.77
Passing==> 220-224	47	362	8.77	67.54
215-219	43	405	8.02	75.56
210-214	35	440	6.53	82.09
205-209	34	474	6.34	88.43
200-204	28	502	5.22	93.66
195-199	15	517	2.80	96.46
190-194	12	529	2.24	98.69
185-189	2	531	0.37	99.07
180-184	3	534	0.56	99.63
175-179	2	536	0.37	100.00
170-174	0	536	0.00	100.00
165-169	0	536	0.00	100.00
160-164	0	536	0.00	100.00
155-159	0	536	0.00	100.00
150-154	0	536	0.00	100.00
145-149	0	536	0.00	100.00
140-144	0	536	0.00	100.00
135-139	0	536	0.00	100.00
130-134	0	536	0.00	100.00
125-129	0	536	0.00	100.00
120-124	0	536	0.00	100.00
115-119	0	536	0.00	100.00
110-114	0	536	0.00	100.00
105-109	0	536	0.00	100.00
100-104	0	536	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=032 Music



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	1	1	0.33	0.33
280-284	5	6	1.66	1.99
275-279	13	19	4.30	6.29
270-274	19	38	6.29	12.58
265-269	11	49	3.64	16.23
260-264	21	70	6.95	23.18
255-259	23	93	7.62	30.79
250-254	33	126	10.93	41.72
245-249	20	146	6.62	48.34
240-244	11	157	3.64	51.99
235-239	18	175	5.96	57.95
230-234	23	198	7.62	65.56
225-229	17	215	5.63	71.19
Passing==> 220-224	14	229	4.64	75.83
215-219	3	232	0.99	76.82
210-214	11	243	3.64	80.46
205-209	12	255	3.97	84.44
200-204	5	260	1.66	86.09
195-199	8	268	2.65	88.74
190-194	12	280	3.97	92.72
185-189	1	281	0.33	93.05
180-184	6	287	1.99	95.03
175-179	4	291	1.32	96.36
170-174	3	294	0.99	97.35
165-169	2	296	0.66	98.01
160-164	1	297	0.33	98.34
155-159	2	299	0.66	99.01
150-154	1	300	0.33	99.34
145-149	0	300	0.00	99.34
140-144	1	301	0.33	99.67
135-139	0	301	0.00	99.67
130-134	0	301	0.00	99.67
125-129	1	302	0.33	100.00
120-124	0	302	0.00	100.00
115-119	0	302	0.00	100.00
110-114	0	302	0.00	100.00
105-109	0	302	0.00	100.00
100-104	0	302	0.00	100.00

Candidate Performance Statistical Report
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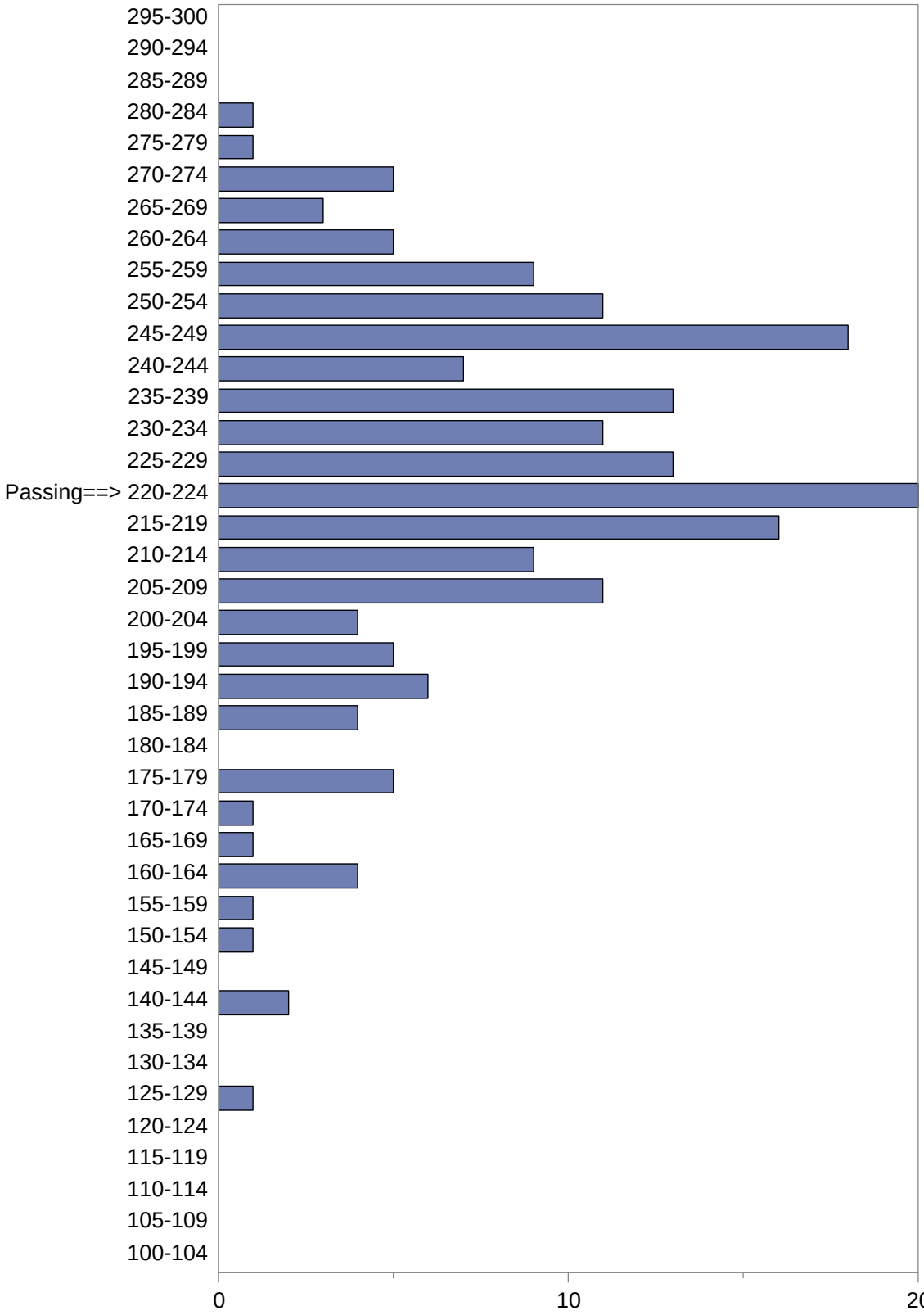
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=034 Physical Education

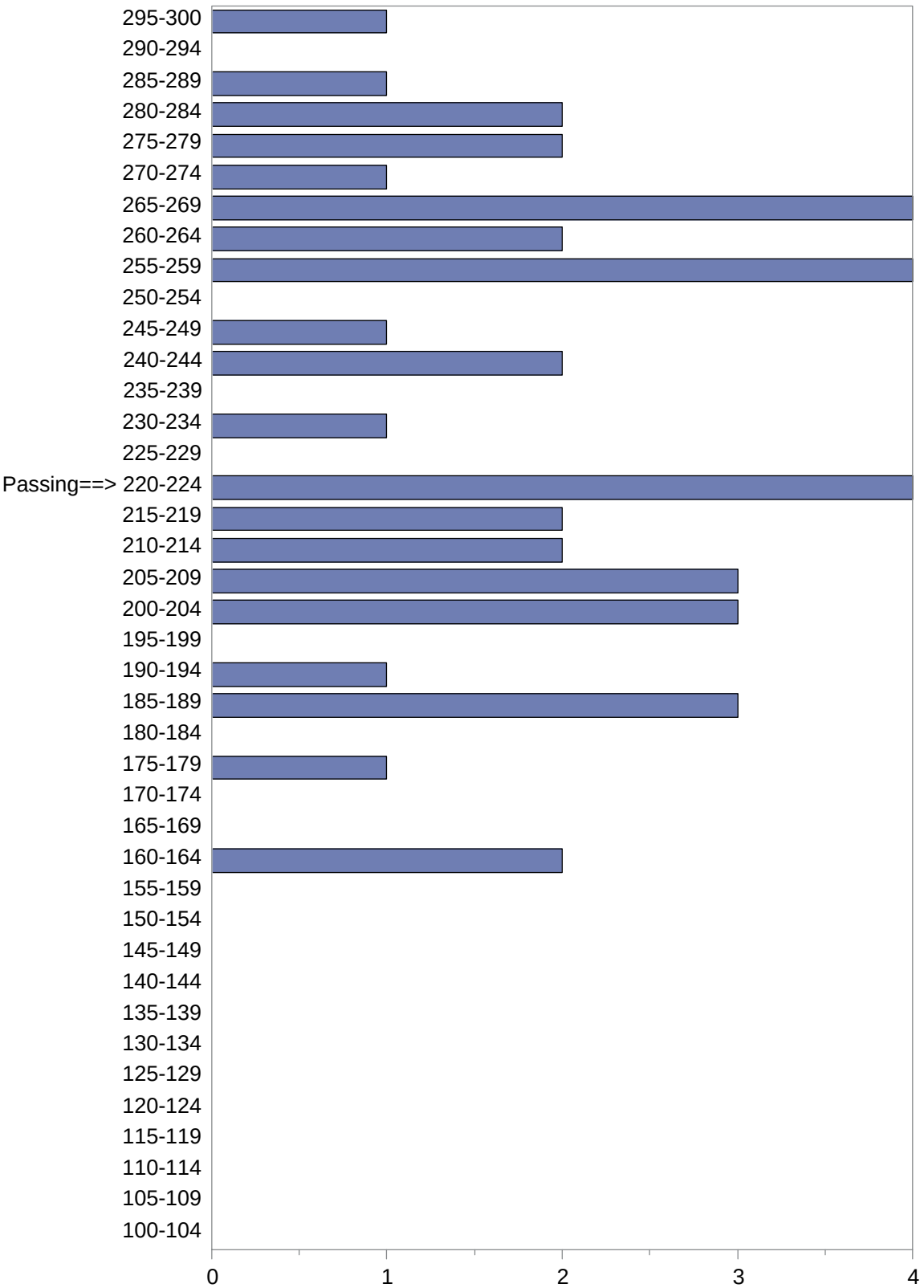


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	1	1	0.53	0.53
275-279	1	2	0.53	1.06
270-274	5	7	2.66	3.72
265-269	3	10	1.60	5.32
260-264	5	15	2.66	7.98
255-259	9	24	4.79	12.77
250-254	11	35	5.85	18.62
245-249	18	53	9.57	28.19
240-244	7	60	3.72	31.91
235-239	13	73	6.91	38.83
230-234	11	84	5.85	44.68
225-229	13	97	6.91	51.60
Passing==> 220-224	20	117	10.64	62.23
215-219	16	133	8.51	70.74
210-214	9	142	4.79	75.53
205-209	11	153	5.85	81.38
200-204	4	157	2.13	83.51
195-199	5	162	2.66	86.17
190-194	6	168	3.19	89.36
185-189	4	172	2.13	91.49
180-184	0	172	0.00	91.49
175-179	5	177	2.66	94.15
170-174	1	178	0.53	94.68
165-169	1	179	0.53	95.21
160-164	4	183	2.13	97.34
155-159	1	184	0.53	97.87
150-154	1	185	0.53	98.40
145-149	0	185	0.00	98.40
140-144	2	187	1.06	99.47
135-139	0	187	0.00	99.47
130-134	0	187	0.00	99.47
125-129	1	188	0.53	100.00
120-124	0	188	0.00	100.00
115-119	0	188	0.00	100.00
110-114	0	188	0.00	100.00
105-109	0	188	0.00	100.00
100-104	0	188	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=035 Physics

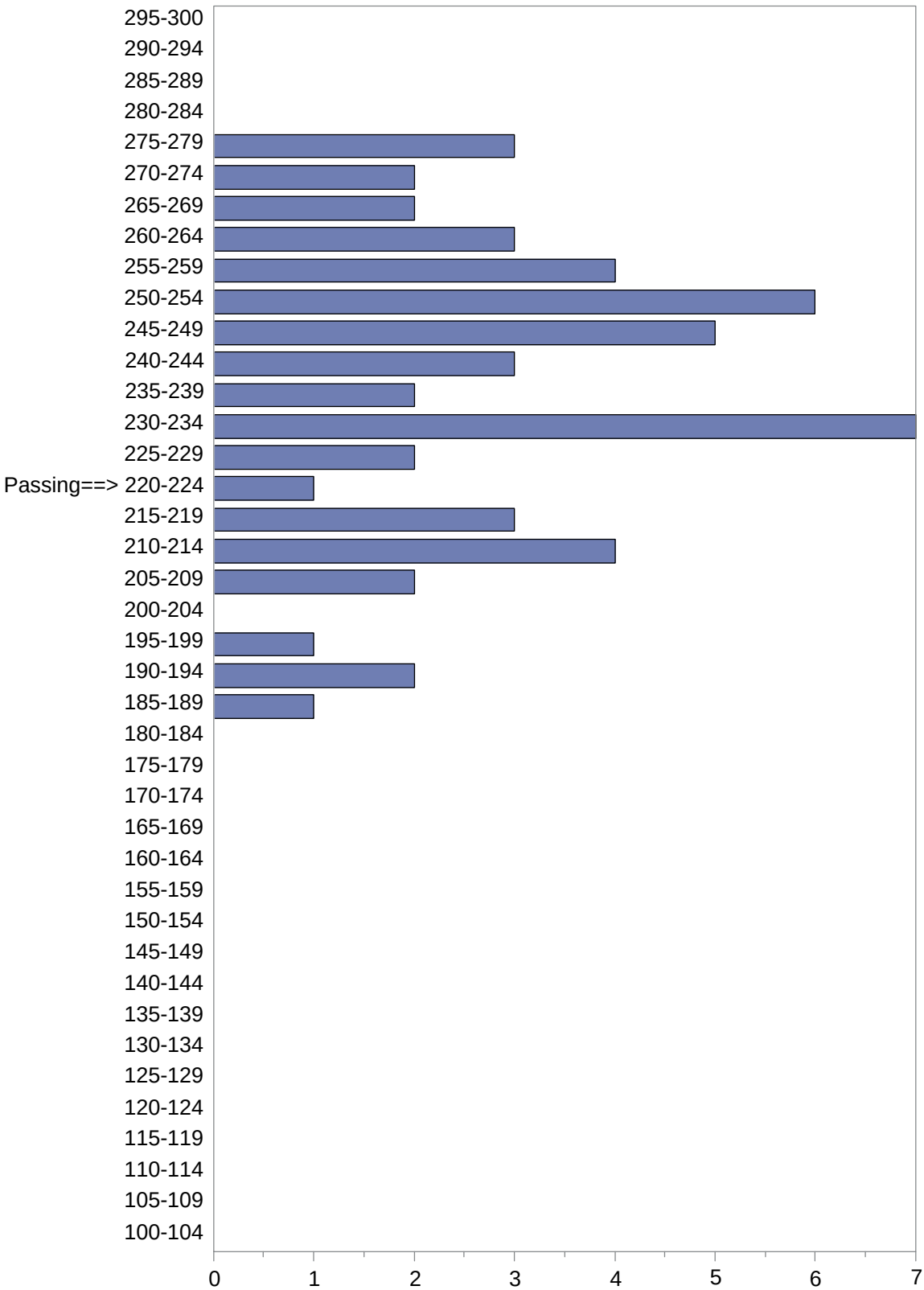


Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	2.38	2.38
290-294	0	1	0.00	2.38
285-289	1	2	2.38	4.76
280-284	2	4	4.76	9.52
275-279	2	6	4.76	14.29
270-274	1	7	2.38	16.67
265-269	4	11	9.52	26.19
260-264	2	13	4.76	30.95
255-259	4	17	9.52	40.48
250-254	0	17	0.00	40.48
245-249	1	18	2.38	42.86
240-244	2	20	4.76	47.62
235-239	0	20	0.00	47.62
230-234	1	21	2.38	50.00
225-229	0	21	0.00	50.00
Passing==> 220-224	4	25	9.52	59.52
215-219	2	27	4.76	64.29
210-214	2	29	4.76	69.05
205-209	3	32	7.14	76.19
200-204	3	35	7.14	83.33
195-199	0	35	0.00	83.33
190-194	1	36	2.38	85.71
185-189	3	39	7.14	92.86
180-184	0	39	0.00	92.86
175-179	1	40	2.38	95.24
170-174	0	40	0.00	95.24
165-169	0	40	0.00	95.24
160-164	2	42	4.76	100.00
155-159	0	42	0.00	100.00
150-154	0	42	0.00	100.00
145-149	0	42	0.00	100.00
140-144	0	42	0.00	100.00
135-139	0	42	0.00	100.00
130-134	0	42	0.00	100.00
125-129	0	42	0.00	100.00
120-124	0	42	0.00	100.00
115-119	0	42	0.00	100.00
110-114	0	42	0.00	100.00
105-109	0	42	0.00	100.00
100-104	0	42	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=036 Prekindergarten Subtest I



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	0	0	0.00	0.00
275-279	3	3	5.66	5.66
270-274	2	5	3.77	9.43
265-269	2	7	3.77	13.21
260-264	3	10	5.66	18.87
255-259	4	14	7.55	26.42
250-254	6	20	11.32	37.74
245-249	5	25	9.43	47.17
240-244	3	28	5.66	52.83
235-239	2	30	3.77	56.60
230-234	7	37	13.21	69.81
225-229	2	39	3.77	73.58
Passing==> 220-224	1	40	1.89	75.47
215-219	3	43	5.66	81.13
210-214	4	47	7.55	88.68
205-209	2	49	3.77	92.45
200-204	0	49	0.00	92.45
195-199	1	50	1.89	94.34
190-194	2	52	3.77	98.11
185-189	1	53	1.89	100.00
180-184	0	53	0.00	100.00
175-179	0	53	0.00	100.00
170-174	0	53	0.00	100.00
165-169	0	53	0.00	100.00
160-164	0	53	0.00	100.00
155-159	0	53	0.00	100.00
150-154	0	53	0.00	100.00
145-149	0	53	0.00	100.00
140-144	0	53	0.00	100.00
135-139	0	53	0.00	100.00
130-134	0	53	0.00	100.00
125-129	0	53	0.00	100.00
120-124	0	53	0.00	100.00
115-119	0	53	0.00	100.00
110-114	0	53	0.00	100.00
105-109	0	53	0.00	100.00
100-104	0	53	0.00	100.00

Candidate Performance Statistical Report
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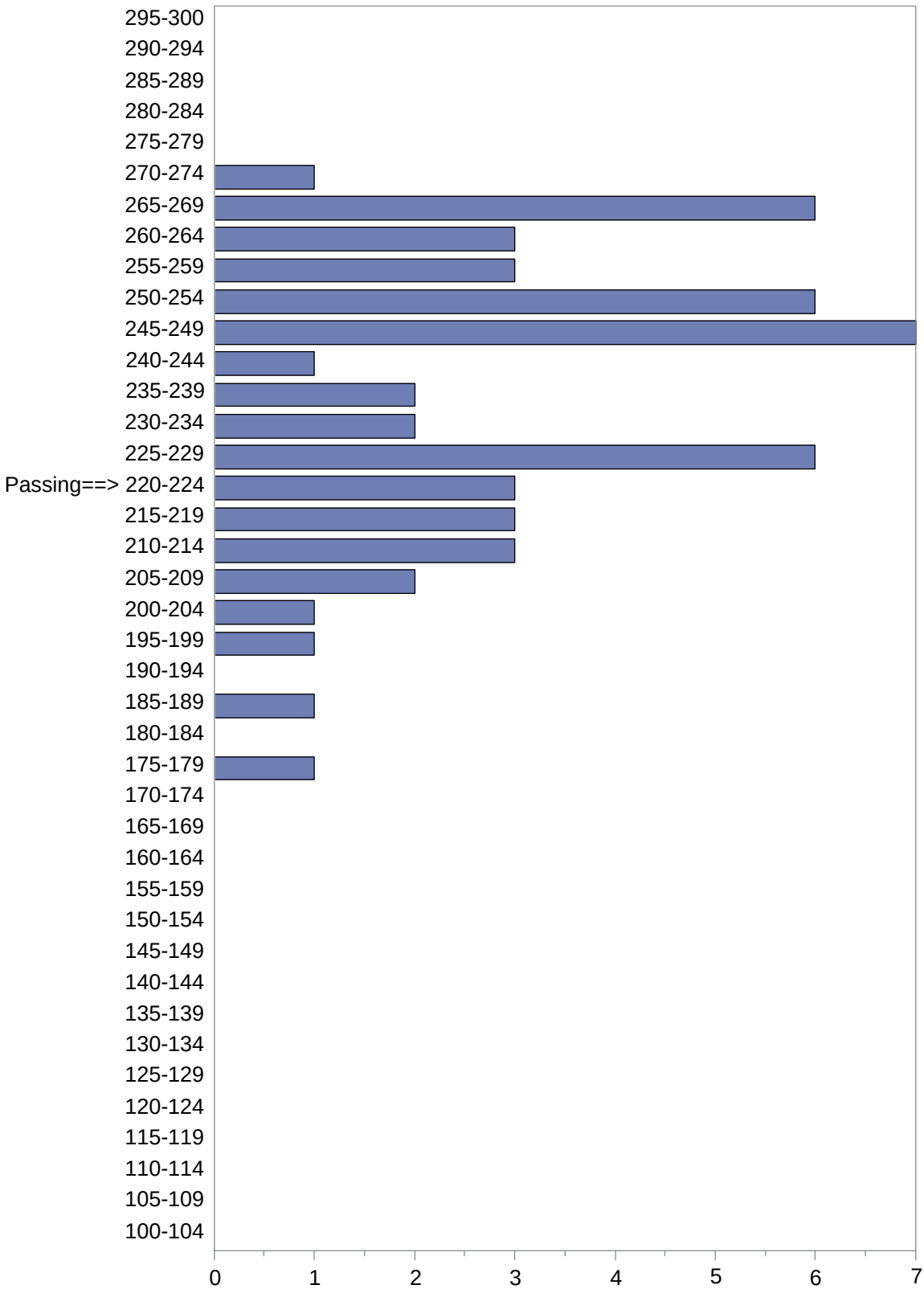
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=037 Prekindergarten Subtest II



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	0	0	0.00	0.00
275-279	0	0	0.00	0.00
270-274	1	1	1.92	1.92
265-269	6	7	11.54	13.46
260-264	3	10	5.77	19.23
255-259	3	13	5.77	25.00
250-254	6	19	11.54	36.54
245-249	7	26	13.46	50.00
240-244	1	27	1.92	51.92
235-239	2	29	3.85	55.77
230-234	2	31	3.85	59.62
225-229	6	37	11.54	71.15
Passing==> 220-224	3	40	5.77	76.92
215-219	3	43	5.77	82.69
210-214	3	46	5.77	88.46
205-209	2	48	3.85	92.31
200-204	1	49	1.92	94.23
195-199	1	50	1.92	96.15
190-194	0	50	0.00	96.15
185-189	1	51	1.92	98.08
180-184	0	51	0.00	98.08
175-179	1	52	1.92	100.00
170-174	0	52	0.00	100.00
165-169	0	52	0.00	100.00
160-164	0	52	0.00	100.00
155-159	0	52	0.00	100.00
150-154	0	52	0.00	100.00
145-149	0	52	0.00	100.00
140-144	0	52	0.00	100.00
135-139	0	52	0.00	100.00
130-134	0	52	0.00	100.00
125-129	0	52	0.00	100.00
120-124	0	52	0.00	100.00
115-119	0	52	0.00	100.00
110-114	0	52	0.00	100.00
105-109	0	52	0.00	100.00
100-104	0	52	0.00	100.00

Candidate Performance Statistical Report
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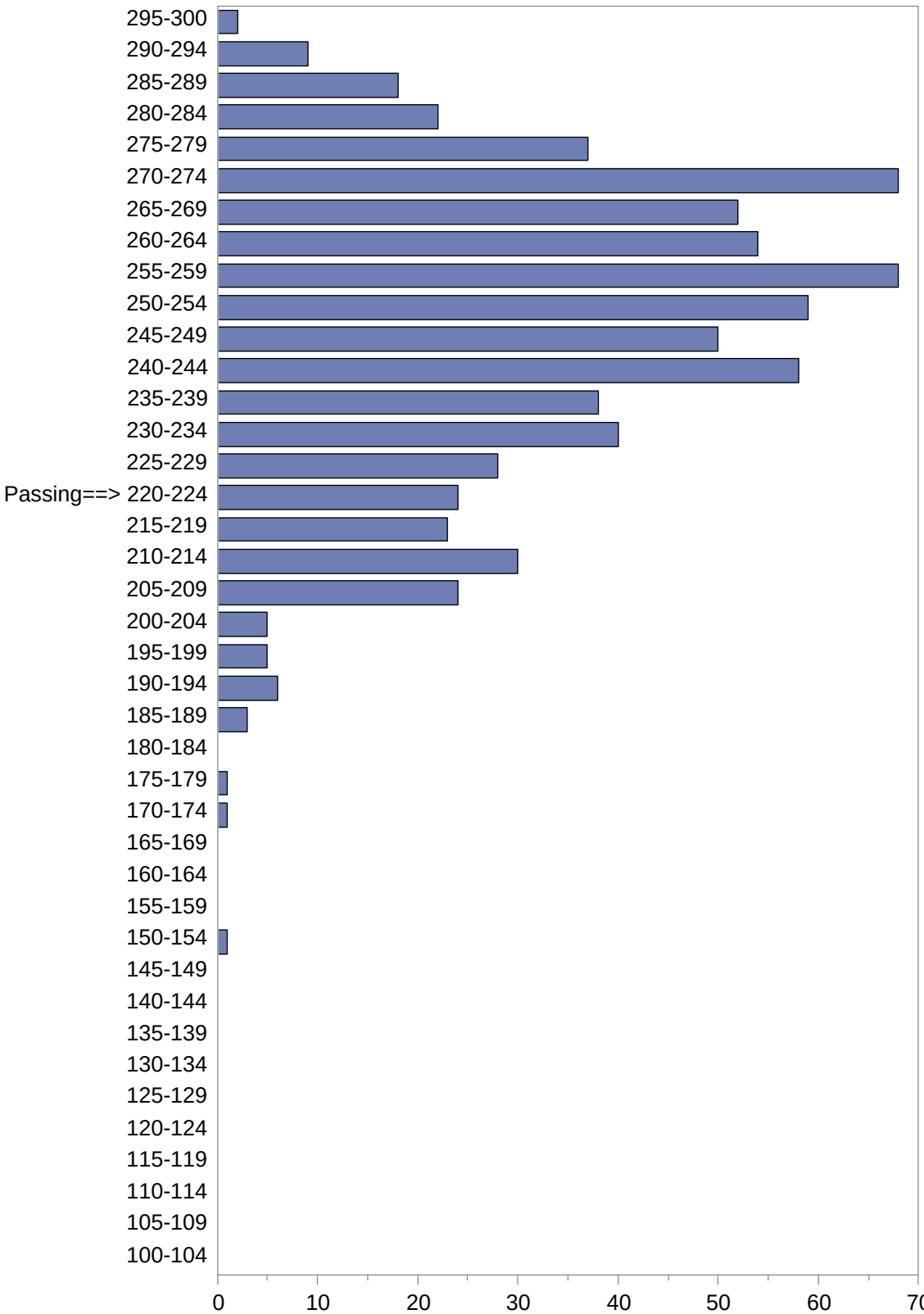
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=038 Reading Subtest I



Total Scaled Score	N	N at or above	%	% at or above
295-300	2	2	0.28	0.28
290-294	9	11	1.24	1.52
285-289	18	29	2.48	3.99
280-284	22	51	3.03	7.02
275-279	37	88	5.10	12.12
270-274	68	156	9.37	21.49
265-269	52	208	7.16	28.65
260-264	54	262	7.44	36.09
255-259	68	330	9.37	45.45
250-254	59	389	8.13	53.58
245-249	50	439	6.89	60.47
240-244	58	497	7.99	68.46
235-239	38	535	5.23	73.69
230-234	40	575	5.51	79.20
225-229	28	603	3.86	83.06
Passing==> 220-224	24	627	3.31	86.36
215-219	23	650	3.17	89.53
210-214	30	680	4.13	93.66
205-209	24	704	3.31	96.97
200-204	5	709	0.69	97.66
195-199	5	714	0.69	98.35
190-194	6	720	0.83	99.17
185-189	3	723	0.41	99.59
180-184	0	723	0.00	99.59
175-179	1	724	0.14	99.72
170-174	1	725	0.14	99.86
165-169	0	725	0.00	99.86
160-164	0	725	0.00	99.86
155-159	0	725	0.00	99.86
150-154	1	726	0.14	100.00
145-149	0	726	0.00	100.00
140-144	0	726	0.00	100.00
135-139	0	726	0.00	100.00
130-134	0	726	0.00	100.00
125-129	0	726	0.00	100.00
120-124	0	726	0.00	100.00
115-119	0	726	0.00	100.00
110-114	0	726	0.00	100.00
105-109	0	726	0.00	100.00
100-104	0	726	0.00	100.00

Candidate Performance Statistical Report
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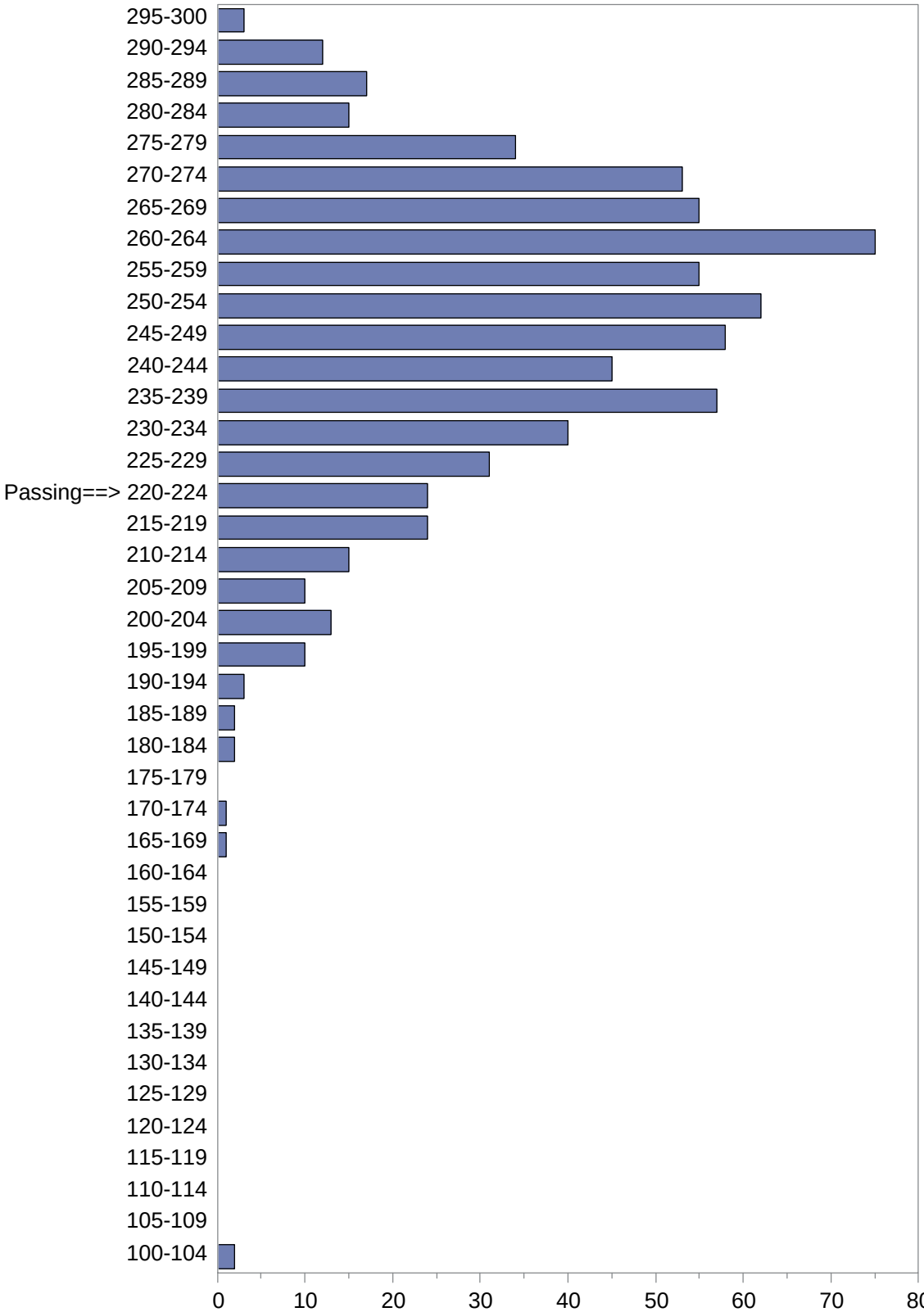
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=039 Reading Subtest II

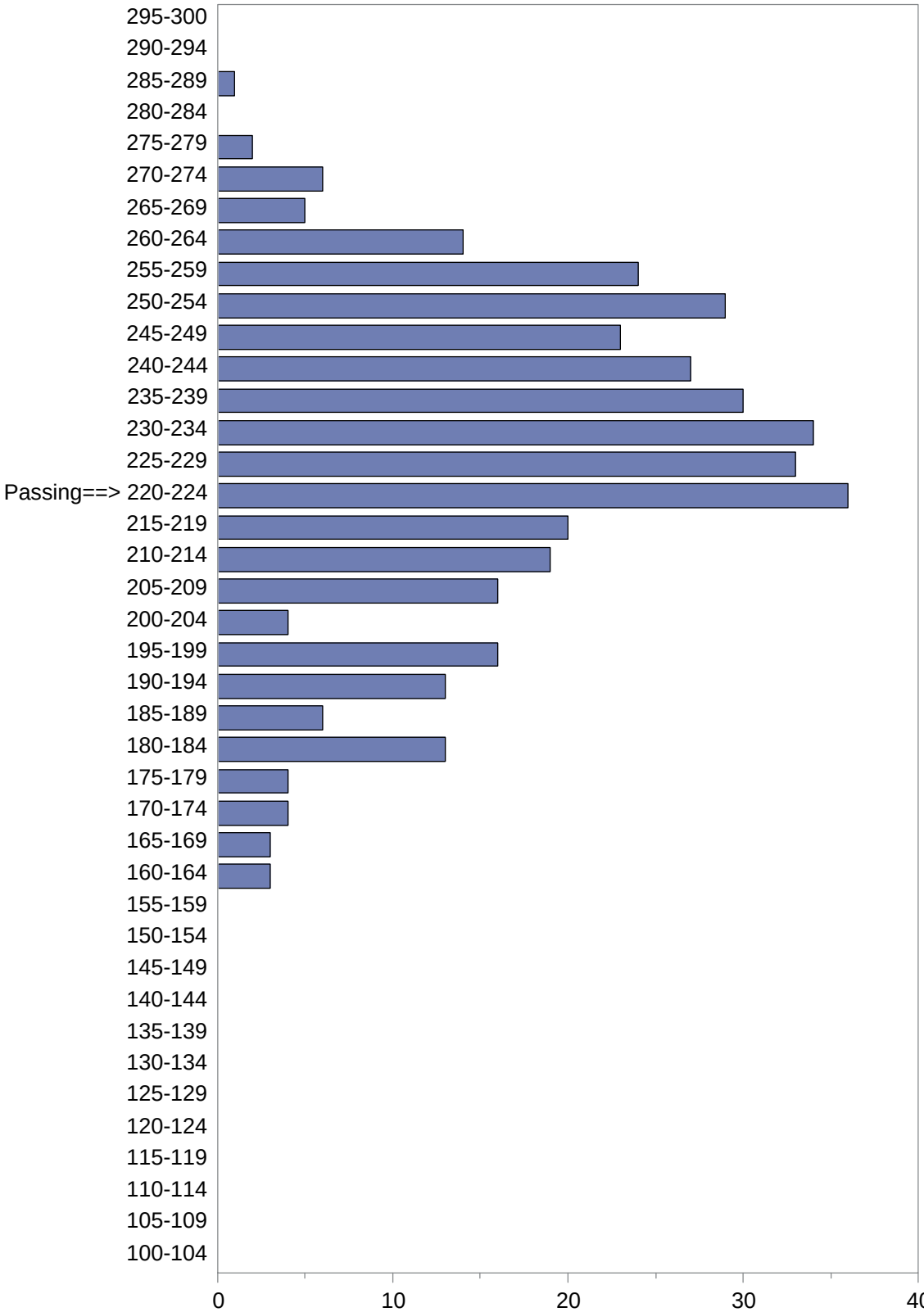


Total Scaled Score	N	N at or above	%	% at or above
295-300	3	3	0.42	0.42
290-294	12	15	1.67	2.09
285-289	17	32	2.36	4.45
280-284	15	47	2.09	6.54
275-279	34	81	4.73	11.27
270-274	53	134	7.37	18.64
265-269	55	189	7.65	26.29
260-264	75	264	10.43	36.72
255-259	55	319	7.65	44.37
250-254	62	381	8.62	52.99
245-249	58	439	8.07	61.06
240-244	45	484	6.26	67.32
235-239	57	541	7.93	75.24
230-234	40	581	5.56	80.81
225-229	31	612	4.31	85.12
Passing==> 220-224	24	636	3.34	88.46
215-219	24	660	3.34	91.79
210-214	15	675	2.09	93.88
205-209	10	685	1.39	95.27
200-204	13	698	1.81	97.08
195-199	10	708	1.39	98.47
190-194	3	711	0.42	98.89
185-189	2	713	0.28	99.17
180-184	2	715	0.28	99.44
175-179	0	715	0.00	99.44
170-174	1	716	0.14	99.58
165-169	1	717	0.14	99.72
160-164	0	717	0.00	99.72
155-159	0	717	0.00	99.72
150-154	0	717	0.00	99.72
145-149	0	717	0.00	99.72
140-144	0	717	0.00	99.72
135-139	0	717	0.00	99.72
130-134	0	717	0.00	99.72
125-129	0	717	0.00	99.72
120-124	0	717	0.00	99.72
115-119	0	717	0.00	99.72
110-114	0	717	0.00	99.72
105-109	0	717	0.00	99.72
100-104	2	719	0.28	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=040 School Counselor

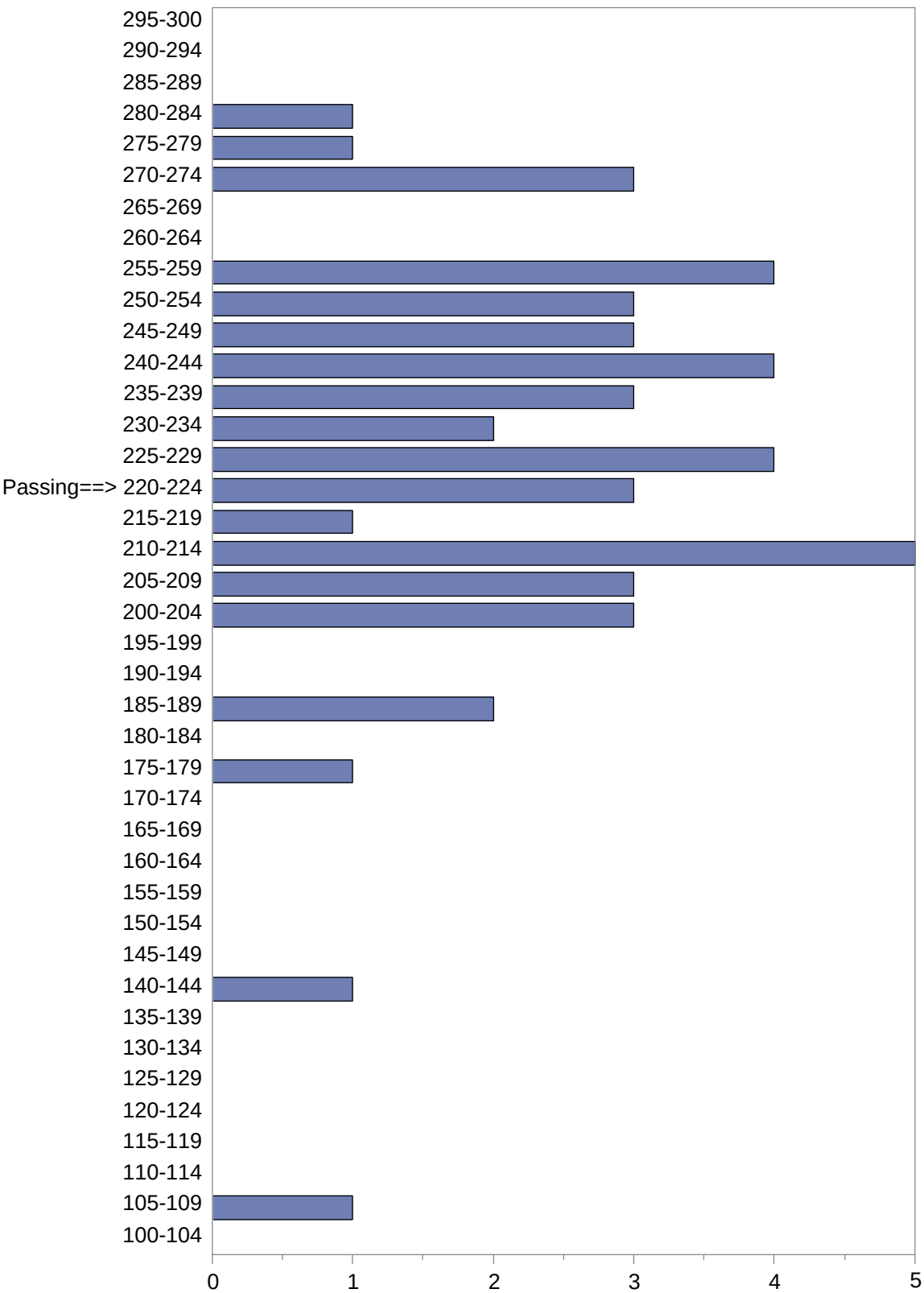


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	1	1	0.26	0.26
280-284	0	1	0.00	0.26
275-279	2	3	0.52	0.78
270-274	6	9	1.56	2.34
265-269	5	14	1.30	3.64
260-264	14	28	3.64	7.27
255-259	24	52	6.23	13.51
250-254	29	81	7.53	21.04
245-249	23	104	5.97	27.01
240-244	27	131	7.01	34.03
235-239	30	161	7.79	41.82
230-234	34	195	8.83	50.65
225-229	33	228	8.57	59.22
Passing==> 220-224	36	264	9.35	68.57
215-219	20	284	5.19	73.77
210-214	19	303	4.94	78.70
205-209	16	319	4.16	82.86
200-204	4	323	1.04	83.90
195-199	16	339	4.16	88.05
190-194	13	352	3.38	91.43
185-189	6	358	1.56	92.99
180-184	13	371	3.38	96.36
175-179	4	375	1.04	97.40
170-174	4	379	1.04	98.44
165-169	3	382	0.78	99.22
160-164	3	385	0.78	100.00
155-159	0	385	0.00	100.00
150-154	0	385	0.00	100.00
145-149	0	385	0.00	100.00
140-144	0	385	0.00	100.00
135-139	0	385	0.00	100.00
130-134	0	385	0.00	100.00
125-129	0	385	0.00	100.00
120-124	0	385	0.00	100.00
115-119	0	385	0.00	100.00
110-114	0	385	0.00	100.00
105-109	0	385	0.00	100.00
100-104	0	385	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=041 School Library Media Specialist



Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	1	1	2.08	2.08
275-279	1	2	2.08	4.17
270-274	3	5	6.25	10.42
265-269	0	5	0.00	10.42
260-264	0	5	0.00	10.42
255-259	4	9	8.33	18.75
250-254	3	12	6.25	25.00
245-249	3	15	6.25	31.25
240-244	4	19	8.33	39.58
235-239	3	22	6.25	45.83
230-234	2	24	4.17	50.00
225-229	4	28	8.33	58.33
Passing==> 220-224	3	31	6.25	64.58
215-219	1	32	2.08	66.67
210-214	5	37	10.42	77.08
205-209	3	40	6.25	83.33
200-204	3	43	6.25	89.58
195-199	0	43	0.00	89.58
190-194	0	43	0.00	89.58
185-189	2	45	4.17	93.75
180-184	0	45	0.00	93.75
175-179	1	46	2.08	95.83
170-174	0	46	0.00	95.83
165-169	0	46	0.00	95.83
160-164	0	46	0.00	95.83
155-159	0	46	0.00	95.83
150-154	0	46	0.00	95.83
145-149	0	46	0.00	95.83
140-144	1	47	2.08	97.92
135-139	0	47	0.00	97.92
130-134	0	47	0.00	97.92
125-129	0	47	0.00	97.92
120-124	0	47	0.00	97.92
115-119	0	47	0.00	97.92
110-114	0	47	0.00	97.92
105-109	1	48	2.08	100.00
100-104	0	48	0.00	100.00

Candidate Performance Statistical Report
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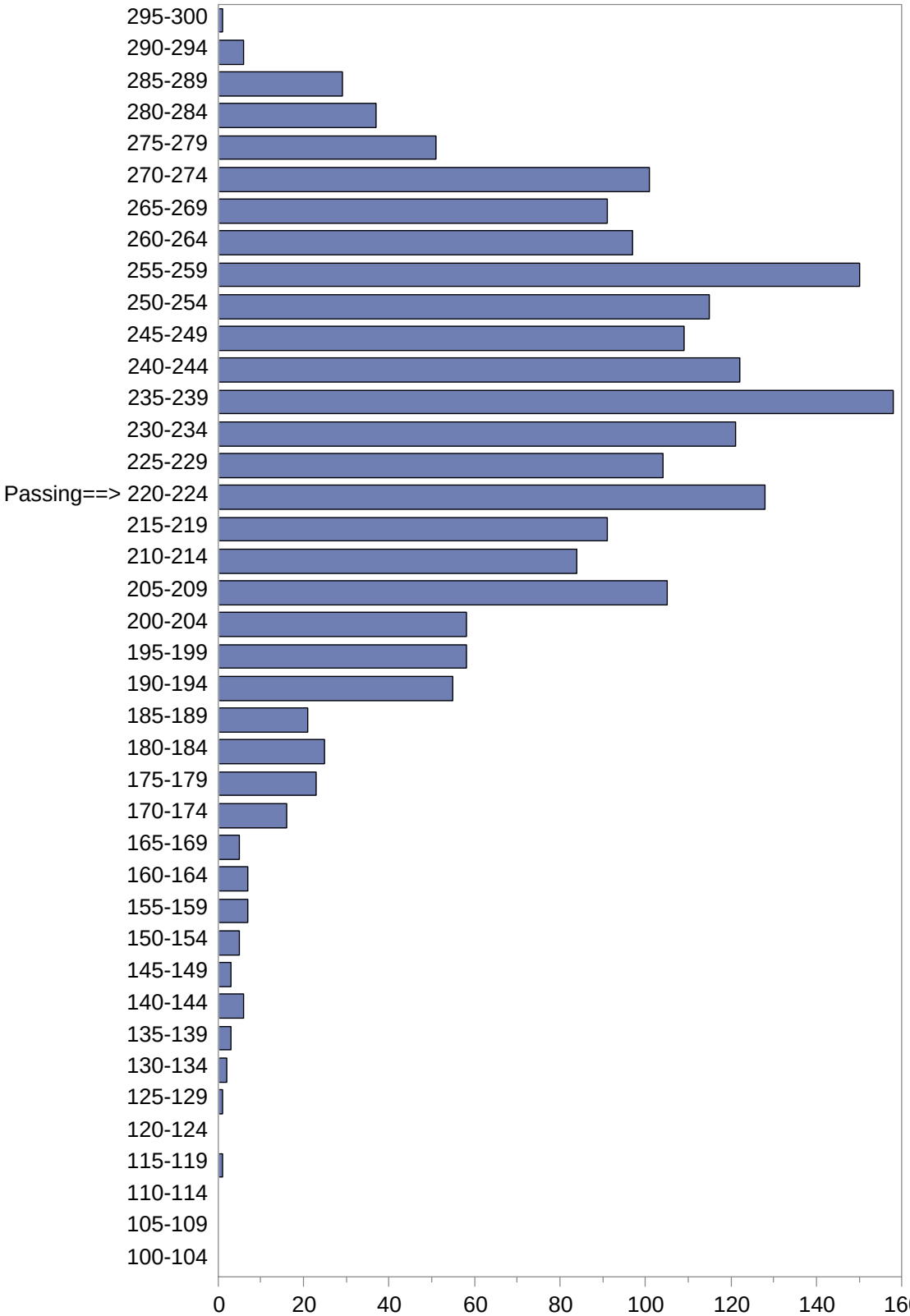
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=043 Special Education



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.05	0.05
290-294	6	7	0.30	0.35
285-289	29	36	1.45	1.80
280-284	37	73	1.85	3.66
275-279	51	124	2.56	6.21
270-274	101	225	5.06	11.27
265-269	91	316	4.56	15.83
260-264	97	413	4.86	20.69
255-259	150	563	7.52	28.21
250-254	115	678	5.76	33.97
245-249	109	787	5.46	39.43
240-244	122	909	6.11	45.54
235-239	158	1067	7.92	53.46
230-234	121	1188	6.06	59.52
225-229	104	1292	5.21	64.73
Passing==> 220-224	128	1420	6.41	71.14
215-219	91	1511	4.56	75.70
210-214	84	1595	4.21	79.91
205-209	105	1700	5.26	85.17
200-204	58	1758	2.91	88.08
195-199	58	1816	2.91	90.98
190-194	55	1871	2.76	93.74
185-189	21	1892	1.05	94.79
180-184	25	1917	1.25	96.04
175-179	23	1940	1.15	97.19
170-174	16	1956	0.80	98.00
165-169	5	1961	0.25	98.25
160-164	7	1968	0.35	98.60
155-159	7	1975	0.35	98.95
150-154	5	1980	0.25	99.20
145-149	3	1983	0.15	99.35
140-144	6	1989	0.30	99.65
135-139	3	1992	0.15	99.80
130-134	2	1994	0.10	99.90
125-129	1	1995	0.05	99.95
120-124	0	1995	0.00	99.95
115-119	1	1996	0.05	100.00
110-114	0	1996	0.00	100.00
105-109	0	1996	0.00	100.00
100-104	0	1996	0.00	100.00

Candidate Performance Statistical Report
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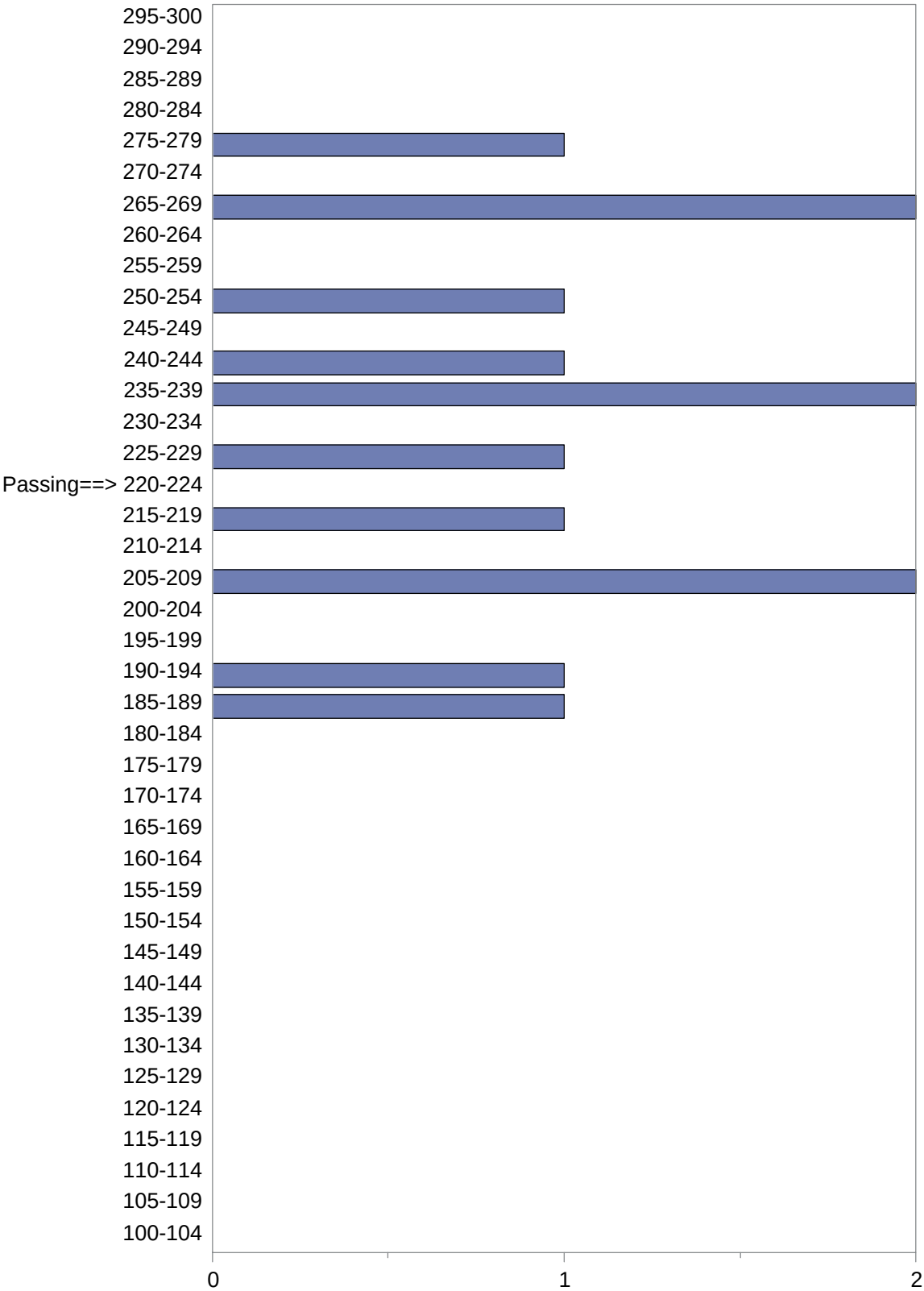
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=044 Special Education Specialist: Deaf/Hard of Hearing

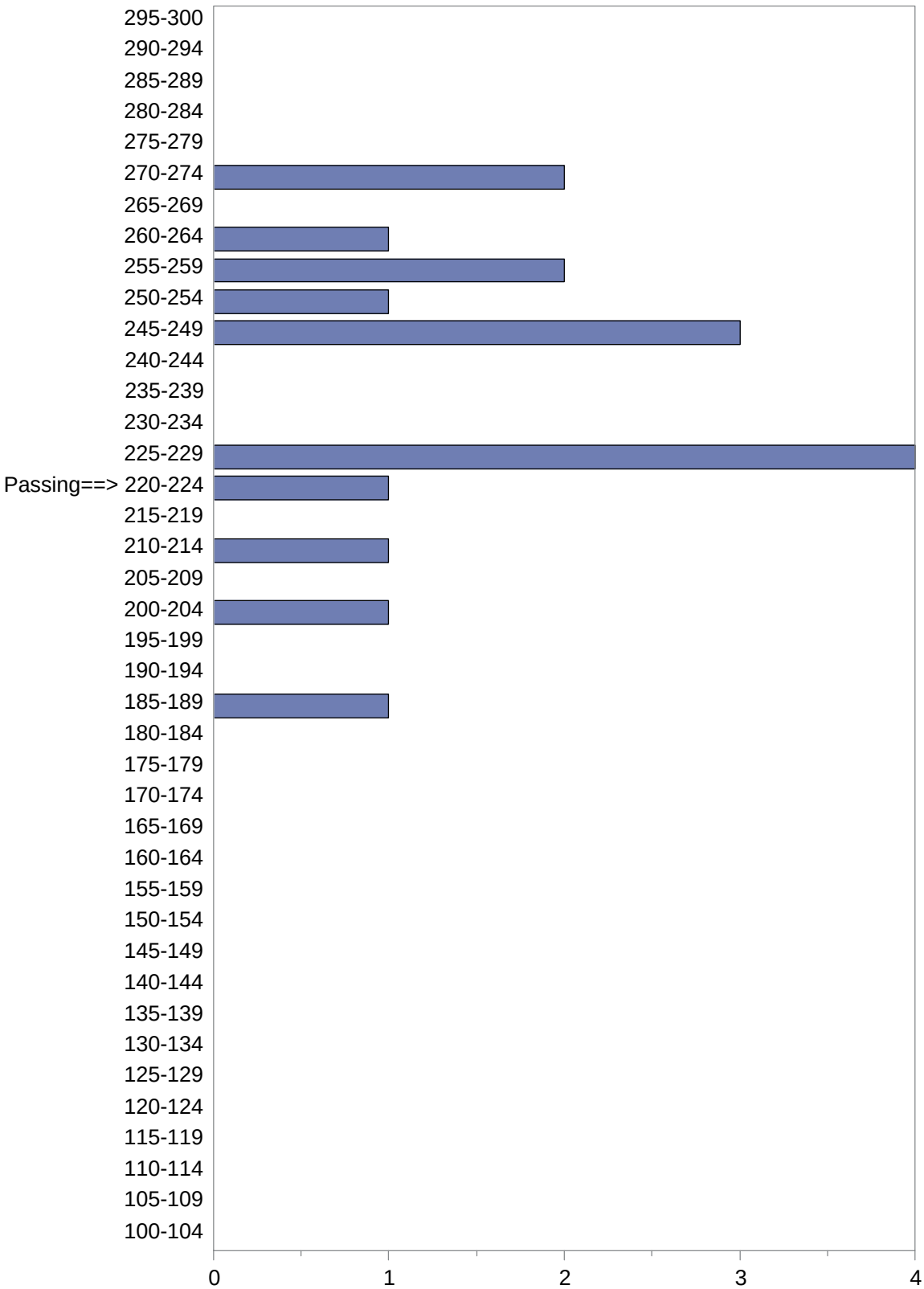


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	0	0	0.00	0.00
275-279	1	1	7.69	7.69
270-274	0	1	0.00	7.69
265-269	2	3	15.38	23.08
260-264	0	3	0.00	23.08
255-259	0	3	0.00	23.08
250-254	1	4	7.69	30.77
245-249	0	4	0.00	30.77
240-244	1	5	7.69	38.46
235-239	2	7	15.38	53.85
230-234	0	7	0.00	53.85
225-229	1	8	7.69	61.54
Passing==> 220-224	0	8	0.00	61.54
215-219	1	9	7.69	69.23
210-214	0	9	0.00	69.23
205-209	2	11	15.38	84.62
200-204	0	11	0.00	84.62
195-199	0	11	0.00	84.62
190-194	1	12	7.69	92.31
185-189	1	13	7.69	100.00
180-184	0	13	0.00	100.00
175-179	0	13	0.00	100.00
170-174	0	13	0.00	100.00
165-169	0	13	0.00	100.00
160-164	0	13	0.00	100.00
155-159	0	13	0.00	100.00
150-154	0	13	0.00	100.00
145-149	0	13	0.00	100.00
140-144	0	13	0.00	100.00
135-139	0	13	0.00	100.00
130-134	0	13	0.00	100.00
125-129	0	13	0.00	100.00
120-124	0	13	0.00	100.00
115-119	0	13	0.00	100.00
110-114	0	13	0.00	100.00
105-109	0	13	0.00	100.00
100-104	0	13	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=045 Special Education Specialist: Visually Impaired

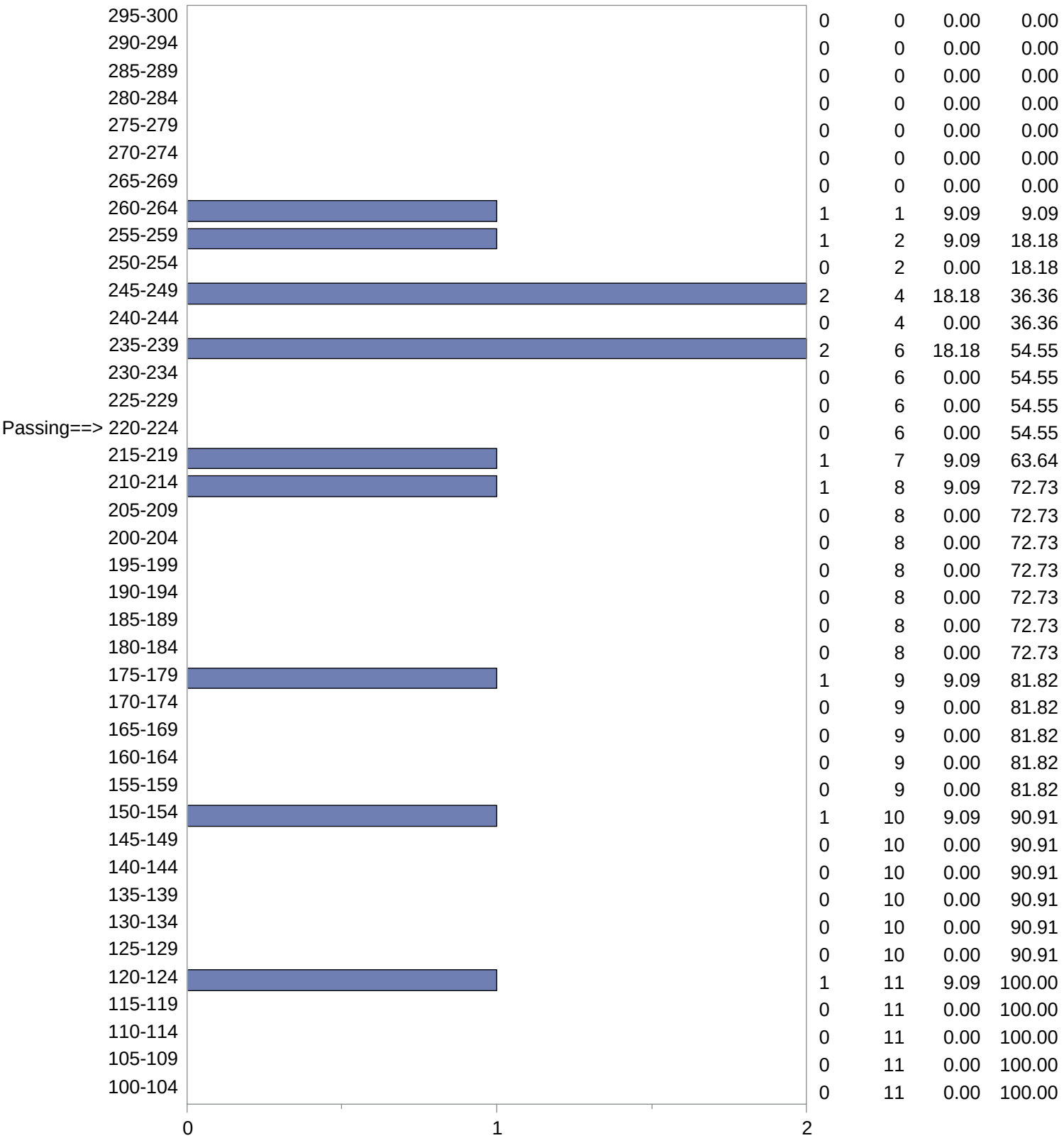


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	0	0	0.00	0.00
275-279	0	0	0.00	0.00
270-274	2	2	11.76	11.76
265-269	0	2	0.00	11.76
260-264	1	3	5.88	17.65
255-259	2	5	11.76	29.41
250-254	1	6	5.88	35.29
245-249	3	9	17.65	52.94
240-244	0	9	0.00	52.94
235-239	0	9	0.00	52.94
230-234	0	9	0.00	52.94
225-229	4	13	23.53	76.47
Passing==> 220-224	1	14	5.88	82.35
215-219	0	14	0.00	82.35
210-214	1	15	5.88	88.24
205-209	0	15	0.00	88.24
200-204	1	16	5.88	94.12
195-199	0	16	0.00	94.12
190-194	0	16	0.00	94.12
185-189	1	17	5.88	100.00
180-184	0	17	0.00	100.00
175-179	0	17	0.00	100.00
170-174	0	17	0.00	100.00
165-169	0	17	0.00	100.00
160-164	0	17	0.00	100.00
155-159	0	17	0.00	100.00
150-154	0	17	0.00	100.00
145-149	0	17	0.00	100.00
140-144	0	17	0.00	100.00
135-139	0	17	0.00	100.00
130-134	0	17	0.00	100.00
125-129	0	17	0.00	100.00
120-124	0	17	0.00	100.00
115-119	0	17	0.00	100.00
110-114	0	17	0.00	100.00
105-109	0	17	0.00	100.00
100-104	0	17	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=046 Technology Education Subtest I

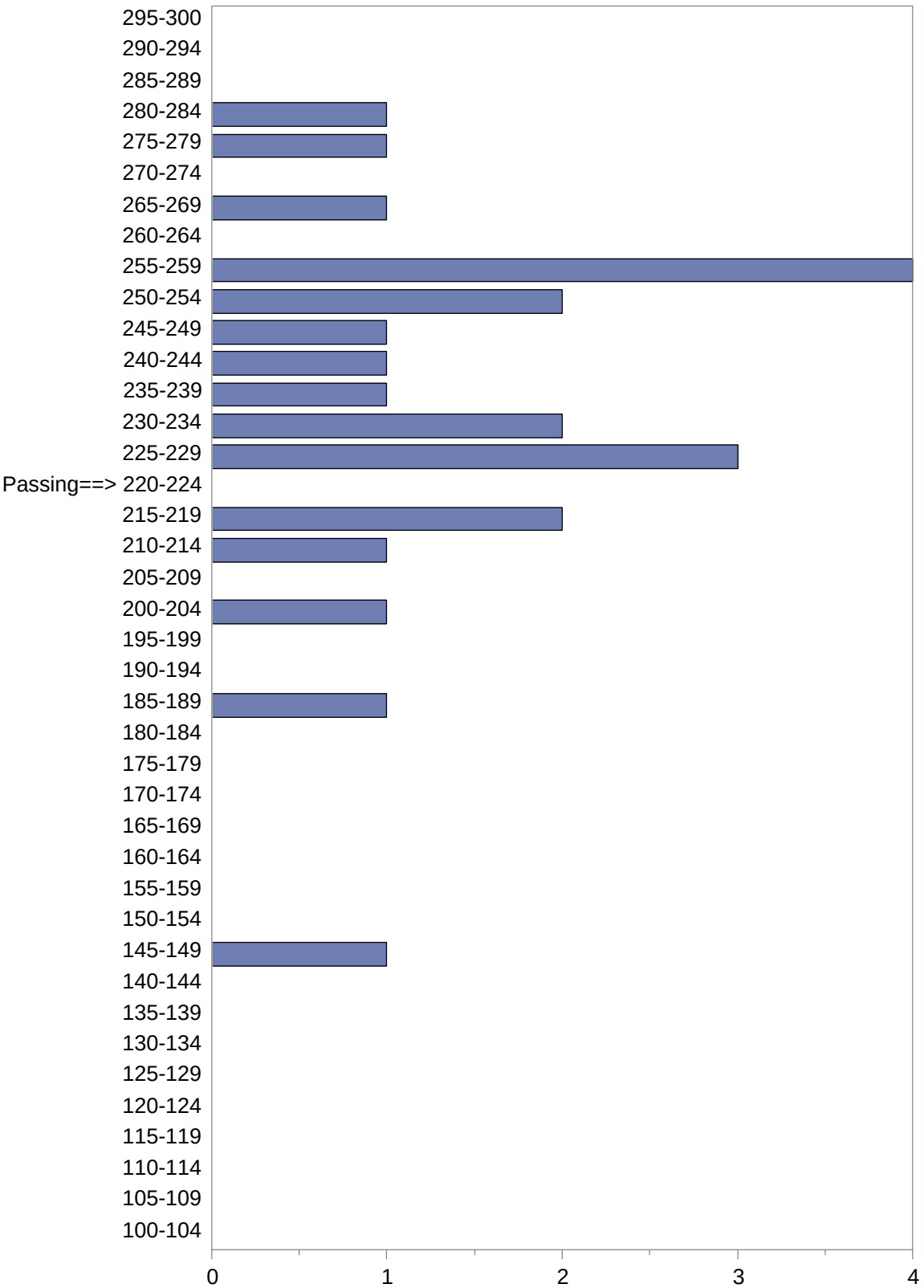


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	0	0	0.00	0.00
275-279	0	0	0.00	0.00
270-274	0	0	0.00	0.00
265-269	0	0	0.00	0.00
260-264	1	1	9.09	9.09
255-259	1	2	9.09	18.18
250-254	0	2	0.00	18.18
245-249	2	4	18.18	36.36
240-244	0	4	0.00	36.36
235-239	2	6	18.18	54.55
230-234	0	6	0.00	54.55
225-229	0	6	0.00	54.55
Passing==> 220-224	0	6	0.00	54.55
215-219	1	7	9.09	63.64
210-214	1	8	9.09	72.73
205-209	0	8	0.00	72.73
200-204	0	8	0.00	72.73
195-199	0	8	0.00	72.73
190-194	0	8	0.00	72.73
185-189	0	8	0.00	72.73
180-184	0	8	0.00	72.73
175-179	1	9	9.09	81.82
170-174	0	9	0.00	81.82
165-169	0	9	0.00	81.82
160-164	0	9	0.00	81.82
155-159	0	9	0.00	81.82
150-154	1	10	9.09	90.91
145-149	0	10	0.00	90.91
140-144	0	10	0.00	90.91
135-139	0	10	0.00	90.91
130-134	0	10	0.00	90.91
125-129	0	10	0.00	90.91
120-124	1	11	9.09	100.00
115-119	0	11	0.00	100.00
110-114	0	11	0.00	100.00
105-109	0	11	0.00	100.00
100-104	0	11	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=048 Theater

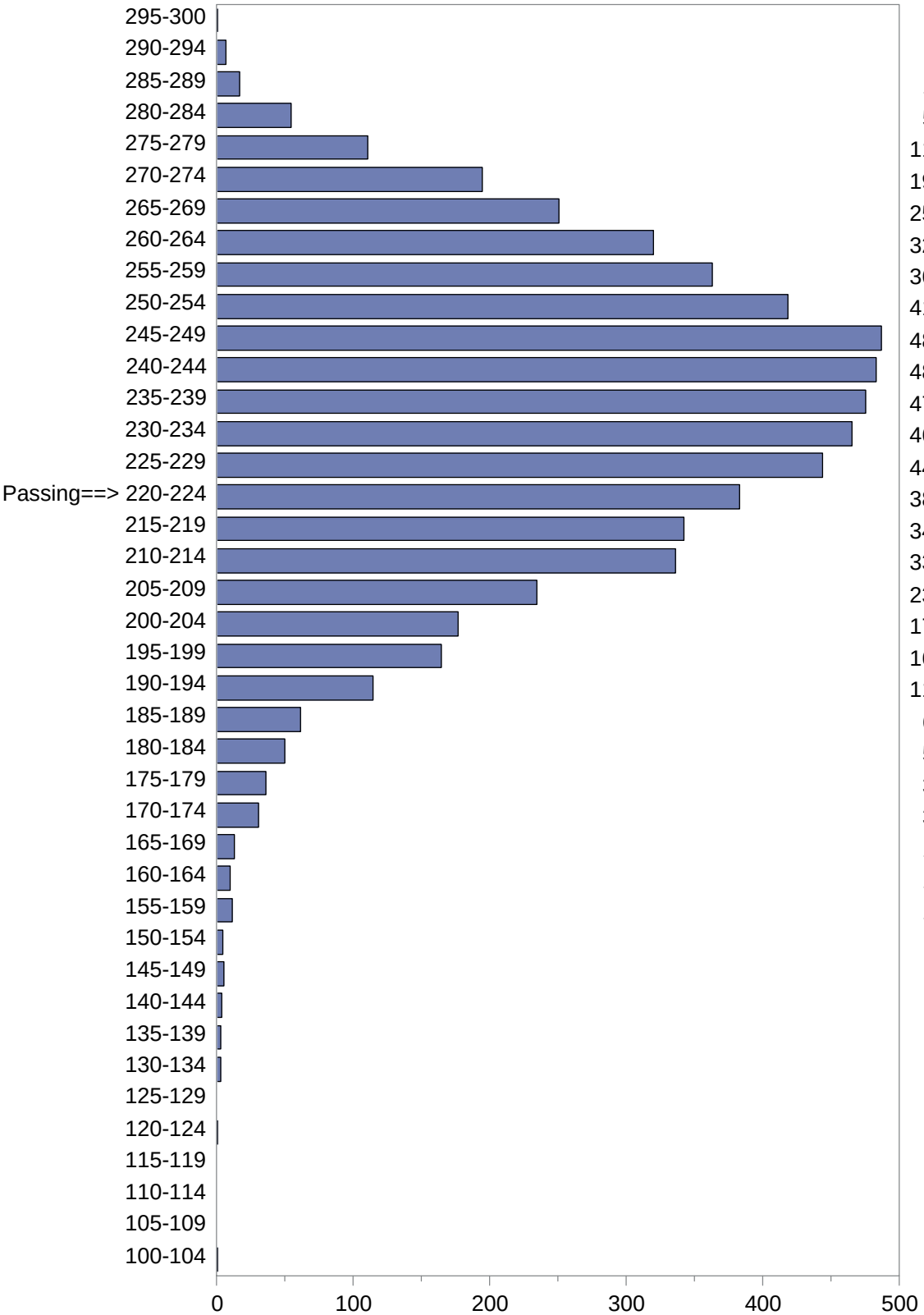


Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	0	0	0.00	0.00
285-289	0	0	0.00	0.00
280-284	1	1	4.35	4.35
275-279	1	2	4.35	8.70
270-274	0	2	0.00	8.70
265-269	1	3	4.35	13.04
260-264	0	3	0.00	13.04
255-259	4	7	17.39	30.43
250-254	2	9	8.70	39.13
245-249	1	10	4.35	43.48
240-244	1	11	4.35	47.83
235-239	1	12	4.35	52.17
230-234	2	14	8.70	60.87
225-229	3	17	13.04	73.91
Passing==> 220-224	0	17	0.00	73.91
215-219	2	19	8.70	82.61
210-214	1	20	4.35	86.96
205-209	0	20	0.00	86.96
200-204	1	21	4.35	91.30
195-199	0	21	0.00	91.30
190-194	0	21	0.00	91.30
185-189	1	22	4.35	95.65
180-184	0	22	0.00	95.65
175-179	0	22	0.00	95.65
170-174	0	22	0.00	95.65
165-169	0	22	0.00	95.65
160-164	0	22	0.00	95.65
155-159	0	22	0.00	95.65
150-154	0	22	0.00	95.65
145-149	1	23	4.35	100.00
140-144	0	23	0.00	100.00
135-139	0	23	0.00	100.00
130-134	0	23	0.00	100.00
125-129	0	23	0.00	100.00
120-124	0	23	0.00	100.00
115-119	0	23	0.00	100.00
110-114	0	23	0.00	100.00
105-109	0	23	0.00	100.00
100-104	0	23	0.00	100.00

Candidate Performance Statistical Report
September 1, 2017 - August 31, 2018

Total Scaled Score Distribution by Test Field (All Forms)

Test Field=090 Foundations of Reading



Total Scaled Score	N	N at or above	%	% at or above
295-300	1	1	0.02	0.02
290-294	7	8	0.12	0.13
285-289	17	25	0.28	0.41
280-284	55	80	0.90	1.32
275-279	111	191	1.83	3.14
270-274	195	386	3.21	6.35
265-269	251	637	4.13	10.47
260-264	320	957	5.26	15.73
255-259	363	1320	5.97	21.70
250-254	418	1738	6.87	28.58
245-249	487	2225	8.01	36.58
240-244	483	2708	7.94	44.52
235-239	475	3183	7.81	52.33
230-234	465	3648	7.65	59.98
225-229	444	4092	7.30	67.28
Passing==> 220-224	383	4475	6.30	73.58
215-219	342	4817	5.62	79.20
210-214	336	5153	5.52	84.73
205-209	235	5388	3.86	88.59
200-204	177	5565	2.91	91.50
195-199	165	5730	2.71	94.21
190-194	115	5845	1.89	96.10
185-189	62	5907	1.02	97.12
180-184	50	5957	0.82	97.94
175-179	36	5993	0.59	98.54
170-174	31	6024	0.51	99.05
165-169	13	6037	0.21	99.26
160-164	10	6047	0.16	99.42
155-159	12	6059	0.20	99.62
150-154	5	6064	0.08	99.70
145-149	6	6070	0.10	99.80
140-144	4	6074	0.07	99.87
135-139	3	6077	0.05	99.92
130-134	3	6080	0.05	99.97
125-129	0	6080	0.00	99.97
120-124	1	6081	0.02	99.98
115-119	0	6081	0.00	99.98
110-114	0	6081	0.00	99.98
105-109	0	6081	0.00	99.98
100-104	1	6082	0.02	100.00

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