



Test Administration Technical Report

2019–2020 Program Year

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Prepared for:
Center for Teaching, Leading and Learning
Ohio Department of Education
25 South Front Street, 5th Floor
Columbus, Ohio 43215-4183

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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 2019–2020 program year from September 1, 2019 through August 31, 2020.

Purpose of the Ohio Assessments for Educators (OAE) Program

Introduction

The Ohio Assessments for Educators (OAE) 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 42 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 52 unique tests. The OAE tests are aligned with Ohio Educator Standards, Ohio Learning Standards, and other professional standards, as appropriate.

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 program 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.

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 (ODE) 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

During the 2019-2020 program year, 52 OAE tests were 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 three OAE tests, Gifted Education and American Sign Language Subtests I & II¹, have been operational since September 24, 2018, and October 22, 2018, respectively. On December 15, 2019, the Computer Information Science test was retired, and the new Computer Science test was launched on December 16, 2019.

¹ 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 | 023 Health |
| 050 American Sign Language (ASL)
Assessment for World Language
Teachers of ASL (Subtest I) | 024 Integrated Science |
| 051 American Sign Language (ASL)
Assessment for World Language
Teachers of ASL (Subtest II) | 025 Integrated Social Studies |
| 006 Art | 026 Marketing |
| 007 Biology | 027 Mathematics |
| 008 Business Education | 028 Middle Grades English Language
Arts |
| 009 Chemistry | 029 Middle Grades Science |
| 010 Computer Information Science | 030 Middle Grades Mathematics |
| 054 Computer Science | 031 Middle Grades Social Studies |
| 011 Dance | 032 Music |
| 012 Early Childhood Education | 034 Physical Education |
| 013 Early Childhood Special Education | 035 Physics |
| 014 Earth and Space Science | 036 Prekindergarten (Subtest I) |
| 015 Educational Leadership | 037 Prekindergarten (Subtest II) |
| 016 Computer/Technology (Subtest I) | 038 Reading (Subtest I) |
| 017 Computer/Technology (Subtest II) | 039 Reading (Subtest II) |
| 018 Elementary Education (Subtest I) | 040 School Counselor |
| 019 Elementary Education (Subtest II) | 041 School Library Media Specialist |
| 020 English Language Arts | 042 School Psychologist |
| 021 English to Speakers of Other
Languages | 043 Special Education |
| 022 Family and Consumer Sciences | 044 Special Education Specialist:
Deaf/Hard of Hearing |
| 090 Foundations of Reading (FOR) | 045 Special Education Specialist:
Visually Impaired |
| 053 Gifted Education | 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 until enough data was collected to convene a standard setting panel and establish a recommended passing standard for the constructed-response items. For the participatory scoring model, candidates are required to respond correctly to 33% of the multiple-choice section and primarily use American Sign Language to respond to the constructed-response items. The videos of these responses are reviewed by Pearson’s scoring team to confirm scorability.

Once a sufficient number of candidate responses to the constructed-response items 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 (for those on a three-point scale) or 4 (for those on a four-point scale) 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 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, educator preparation programs, 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%
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%

OAE Test	Multiple-Choice Weight	Constructed-Response Weight
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. The G coefficient for exam forms with a single constructed-response item is calculated with the item type as a random facet. This permits variability of scores to be associated with the item type rather than

with error variance (Brennan, 2001). Some exam forms have more than one type of constructed response item. Calculating G coefficient for these exam forms as a random facet will result in lower G coefficients.

- **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 of the knowledge, skills, and abilities necessary for an entry-level educator in Ohio. 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 assessment. 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; Technical Report Addendum, Development and Validation, 2016–2018; and Technical Report Addendum, Development and Validation, 2018–2020. 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 Ohio educator preparation program faculty. During this review, Ohio educators and educator preparation program faculty checked 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. Ohio educator preparation program faculty 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 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; Technical Report Addendum, Development and Validation, 2016–2018; and Technical Report Addendum, Development and Validation, 2018–2020.* 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 potential 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 potential 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 potential 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 potential bias, and job-related. Any items that were judged to be problematic were eliminated.

Score Reporting

After administration of the OAE tests, official score reports are provided to candidates to inform them of their passing status and performance on the test. Official score reports are also provided to ODE and to Ohio educator preparation programs, 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 an official score report be e-mailed to the address provided during the registration process on the score report date published on the program website. Official 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.

Official 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.

Sample *Pass* and *Not Pass* candidate score reports are provided 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 ODE and educator preparation programs 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 educator preparation programs have access to a web-based tool called *ResultsAnalyzer*®. This tool is interactive and allows the ODE and educator preparation programs 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 Ohio educator preparation programs 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, educator preparation program 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 educator preparation program, as well as support the analysis of institutional data. These data can assist the ODE in assessing the performance of educator preparation programs 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 2019–2020 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 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*. Code identifier and name assigned to each test.
- *Form Designation*. Identifier assigned to each form.
- *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 average 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: *Test Form Statistics Report for Test Fields with Fewer than 100 Tests Taken*. 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 2019–2020 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. The Technology Education Subtest II (047) and Marketing (026) fields are not represented in this appendix because there were no administrations of the tests during the 2019-2020 program year.

Test Field Statistics Report for Test Fields with Constructed-Response Items

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 taken.** 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, 016/017 Computer/Technology Subtest I/II, 036/037 Prekindergarten Subtest I/II, 042 School Psychologist, 045 Special Education Specialist: Visually Impaired, 046/047 Technology Education Subtest I/II, 048 Theater, and 051 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest II).

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 2019–2020 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 010 Computer Information Science, 011 Dance, 026 Marketing, 042 School Psychologist, 044 Special Education Specialist: Deaf/Hard of Hearing, 046/047 Technology Education Subtest I/II, and 048 Theater.

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 educator 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. Data exchange protocols with other testing companies that administer educator licensure exams adopted by the ODE (such as the American Council on the Teaching of Foreign Languages, ACTFL) have been established for inclusion in the data collection and reporting process. The Title II reporting system allows the submission, review, and transmission of data that supports collaboration among educator preparation programs 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 Reports: Pass and Did Not Pass

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 for Test Fields with Constructed-Response Items

Appendix E: Total Scaled Score Distribution by Test Field

**Appendix A: Sample OAE Candidate Score Reports:
Pass and Did Not Pass**



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, 2020

Status: Pass

Your Score: 231

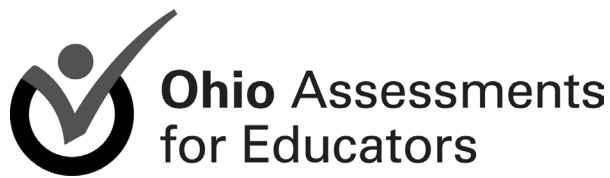
Domain	Performance Index
Student Development and Learning	++
Assessment, Instruction, and the Learning Environment	+++
The Professional Environment	+++
Constructed Response Assignments	+++

Examinee Name: FirstName LastName

Social Security Number: XXX-XX-XXXX



This barcode contains unique candidate information.



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.educatorstests.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.educatorstests.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

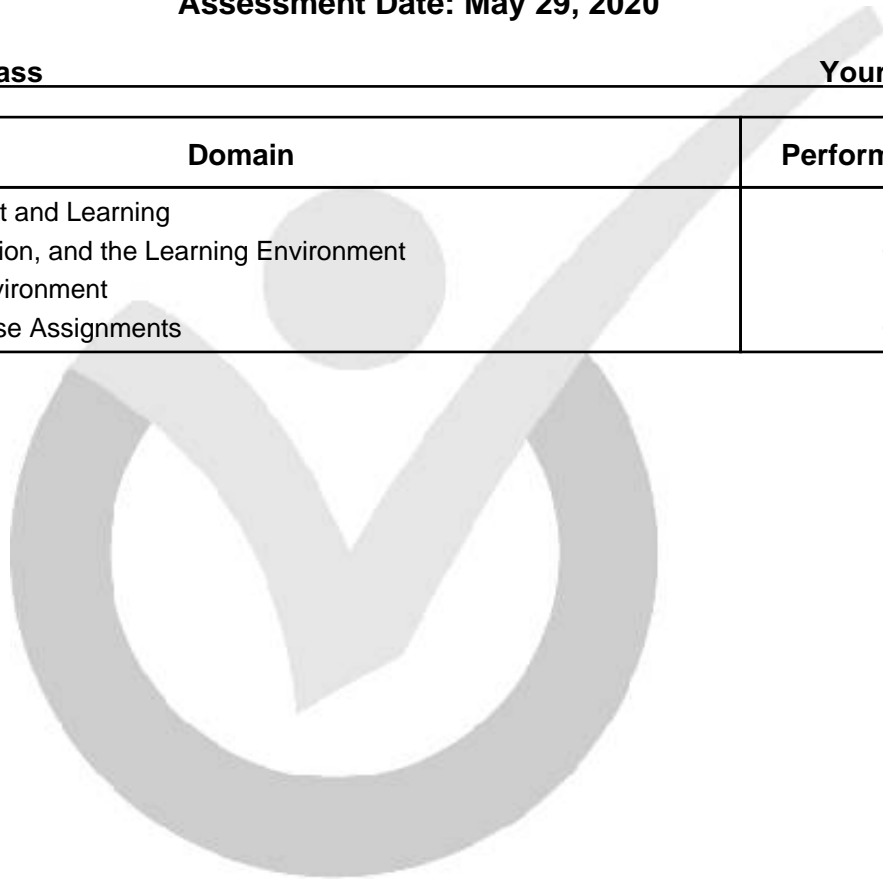
Retaking the Assessment. You may retake an OAE: Initial Licensure assessment by following the same registration procedures you completed for previous assessment administrations. For information about retake policies, visit www.oh.educatorstests.com.

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

FirstName LastName
300 Venture Way
Sample City, OH XXXXX

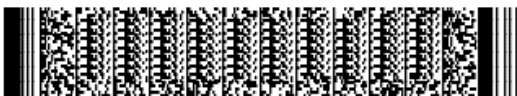
Assessment of Professional Knowledge: Multi-Age (PK-12) (004) Minimum Passing Score: 220 Assessment Date: May 29, 2020	
Status: Did Not Pass	Your Score: 207

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.



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.educatorstests.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.educatorstests.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.educatorstests.com.

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

Detailed Performance Summary

Examinee Name: FirstName LastName

Assessment Date: May 29, 2020

Assessment Name/Code: Assessment of Professional Knowledge: Multi-Age (PK-12) (004)

Multiple-Choice Performance

The multiple-choice section of the assessment contributed 80% of your total assessment score.

This section provides information about the number and percentage of questions answered correctly in each domain and competency.

Domain and Competency	No. of Scorable Questions on Assessment	No. of Questions Answered Correctly	Percent Correct
Student Development and Learning	24	13	54%
0001 Processes of human development	8	3	38%
0002 Learning processes	8	5	63%
0003 Student diversity	8	5	63%
Assessment, Instruction, and the Learning Environment	40	29	73%
0004 Assessment instruments and practices	8	7	88%
0005 Curricular and instructional planning	8	8	100%
0006 Various instructional approaches	8	4	50%
0007 Motivation and communication	8	6	75%
0008 Structure and manage the classroom	8	4	50%
The Professional Environment	16	8	50%
0009 Establish partnerships and collaborate	8	6	75%
0010 Roles and expectations for professional educators	8	2	25%

Note: Results for competencies with fewer than five scorable questions should be read with caution. The number of questions per competency will vary by test form. The total number of questions needed to pass the test 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.

Examinee Name: FirstName LastName

Social Security Number: XXX-XX-XXXX



This barcode contains unique candidate information.

Detailed Performance Summary

Examinee Name:FirstName LastName

Assessment Date: May 29, 2020

Assessment Name/Code: Assessment of Professional Knowledge: Multi-Age (PK-12) (004)

Constructed-Response Performance

The constructed-response section of the assessment contributed 20% of your total assessment score. This section provides information about your performance for each constructed-response assignment.

Written Assignment: Case Study:

Maximum number of points for the assignment: 8

Total number of points you received for the assignment: 7

Your response reflects thorough or general understanding of the relevant knowledge and skills as defined in the relevant OAE framework objectives. The response reflects one or more of the following characteristics.

- The response thoroughly or largely achieves the purpose of the assignment.
- The response demonstrates an accurate and effective or generally accurate and effective application of relevant content knowledge.
- The response provides relevant support.
- The response reflects sound or generally sound reasoning about the topic.

Written Assignment: Work Product:

Maximum number of points for the assignment: 8

Total number of points you received for the assignment: 6

Your response reflects a general understanding of the relevant knowledge and skills as defined in the relevant OAE framework objectives.

- The response largely achieves the purpose of the assignment.
- The response demonstrates a generally accurate and generally effective application of relevant content knowledge.
- The response provides some relevant support.
- The response reflects generally sound reasoning about the topic.

Examinee Name: FirstName LastName

Social Security Number: XXX-XX-XXXX



This barcode contains unique candidate information.

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, 2019 - August 31, 2020		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	218	247	12.3	0.93	0.83	80	0.82	2	0.48
	B	209	248	12.1	0.92	0.82	80	0.83	2	0.32
	C	206	244	12.2	0.93	0.81	80	0.82	2	0.33
	D	181	248	12.5	0.95	0.78	80	0.81	2	0.36
	E	180	242	12.4	0.91	0.81	80	0.81	2	0.11
	F	168	244	12.2	0.92	0.82	80	0.81	2	0.40
	G	162	244	12.6	0.93	0.85	80	0.85	2	0.38
	H	136	250	12.3	0.94	0.80	80	0.82	2	0.23
	J	131	241	12.4	0.92	0.84	80	0.85	2	0.34
	K	128	250	12.2	0.96	0.76	80	0.78	2	0.16
002 Assessment of Professional Knowledge: Middle Childhood (4-9)	A	119	240	14.2	0.88	0.75	80	0.78	2	0.32
	B	109	243	14.9	0.89	0.74	80	0.78	2	0.04
	C	107	235	14.6	0.90	0.81	80	0.81	2	0.29
	D	96	241	--	--	--	80	--	2	--
	E	76	241	--	--	--	80	--	2	--
	F	70	234	--	--	--	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 section

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, 2019 - August 31, 2020		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
003 Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)	A	157	253	11.5	0.98	0.73	80	0.70	2	0.44
	B	153	254	11.7	0.96	0.79	80	0.80	2	0.34
	C	150	256	11.9	0.98	0.74	80	0.78	2	0.12
	D	147	251	11.2	0.99	0.81	80	0.79	2	0.49
	E	61	253	--	--	--	80	--	2	--
	F	52	249	--	--	--	80	--	2	--
	G	45	254	--	--	--	80	--	2	--
	H	39	253	--	--	--	80	--	2	--
	J	25	247	--	--	--	80	--	2	--
	K	22	255	--	--	--	80	--	2	--
	L	21	254	--	--	--	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 section

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, 2019 - August 31, 2020		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
004 Assessment of Professional Knowledge: Multi-Age (PK-12)	A	228	243	13.7	0.91	0.81	80	0.83	2	0.17
	B	217	244	13.5	0.92	0.80	80	0.80	2	0.29
	C	167	242	13.1	0.93	0.85	80	0.86	2	0.20
	D	153	245	13.4	0.93	0.79	80	0.82	2	0.11
	E	113	245	12.6	0.93	0.86	80	0.84	2	0.49
	F	110	244	13.5	0.92	0.79	80	0.80	2	0.20
	G	94	247	--	--	--	80	--	2	--
	H	85	244	--	--	--	80	--	2	--
	J	84	251	--	--	--	80	--	2	--
	K	67	249	--	--	--	80	--	2	--
	L	46	247	--	--	--	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 section

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, 2019 - August 31, 2020		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
006 Art	A	40	223	--	--	--	120	--	--	--
	B	28	233	--	--	--	120	--	--	--
	C	28	236	--	--	--	120	--	--	--
	D	21	232	--	--	--	120	--	--	--
	E	19	233	--	--	--	120	--	--	--
	F	14	222	--	--	--	120	--	--	--
007 Biology	A	52	220	--	--	--	120	--	--	--
	B	39	209	--	--	--	120	--	--	--
	C	18	228	--	--	--	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 section

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, 2019 - August 31, 2020		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
012 Early Childhood Education	A	245	244	8.0	0.93	--	120	0.88	--	--
	B	189	249	7.6	0.93	--	120	0.86	--	--
	C	184	248	7.9	0.93	--	120	0.85	--	--
	D	140	243	8.1	0.91	--	120	0.86	--	--
	E	139	241	8.3	0.92	--	120	0.88	--	--
	F	137	241	8.3	0.90	--	120	0.87	--	--
	G	116	245	7.8	0.91	--	120	0.89	--	--
	H	110	241	8.4	0.86	--	120	0.86	--	--
	J	105	246	7.8	0.94	--	120	0.88	--	--
	K	90	241	--	--	--	120	--	--	--
	L	84	245	--	--	--	120	--	--	--
	M	72	238	--	--	--	120	--	--	--
	N	66	243	--	--	--	120	--	--	--
	P	19	232	--	--	--	120	--	--	--
013 Early Childhood Special Education	A	277	235	11.1	0.85	--	80	0.78	--	--
	B	276	230	11.5	0.83	--	80	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 section

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, 2019 - August 31, 2020		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
015 Educational Leadership	A	183	237	10.2	0.92	0.75	60	0.71	4	0.52
	B	164	239	10.4	0.93	0.68	60	0.68	4	0.41
	C	104	234	10.4	0.90	0.80	60	0.82	4	0.53
	D	87	244	--	--	--	60	--	4	--
	E	67	242	--	--	--	60	--	4	--
	F	66	235	--	--	--	60	--	4	--
	G	61	243	--	--	--	60	--	4	--
	H	56	233	--	--	--	60	--	4	--
	J	47	225	--	--	--	60	--	4	--

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 section

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, 2019 - August 31, 2020		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
018 Elementary Education Subtest I	A	156	238	11.8	0.84	--	60	0.77	--	--
	B	145	239	11.4	0.86	--	60	0.77	--	--
	C	122	237	12.4	0.88	--	60	0.74	--	--
	D	119	238	11.8	0.85	--	60	0.78	--	--
	E	110	241	11.7	0.87	--	60	0.73	--	--
	F	109	240	12.1	0.86	--	60	0.76	--	--
	G	94	235	--	--	--	60	--	--	--
	H	80	238	--	--	--	60	--	--	--
019 Elementary Education Subtest II	A	175	225	13.4	0.73	--	60	0.75	--	--
	B	160	231	13.0	0.84	--	60	0.82	--	--
	C	132	231	13.2	0.78	--	60	0.74	--	--
	D	127	237	12.2	0.86	--	60	0.81	--	--
	E	117	236	12.2	0.83	--	60	0.80	--	--
	F	115	235	12.4	0.78	--	60	0.80	--	--
	G	98	225	--	--	--	60	--	--	--
	H	90	227	--	--	--	60	--	--	--

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 section

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, 2019 - August 31, 2020		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
020 English Language Arts	A	188	244	8.9	0.91	--	120	0.89	--	--
	B	160	240	8.3	0.93	--	120	0.92	--	--
	C	39	230	--	--	--	120	--	--	--
	D	36	225	--	--	--	120	--	--	--
	E	12	231	--	--	--	120	--	--	--
021 English to Speakers of Other Languages (ESOL)	A	73	249	--	--	--	120	--	--	--
	B	69	245	--	--	--	120	--	--	--
	C	48	258	--	--	--	120	--	--	--
	D	33	260	--	--	--	120	--	--	--
	E	12	246	--	--	--	120	--	--	--
024 Integrated Science	A	82	241	--	--	--	120	--	--	--
	B	34	234	--	--	--	120	--	--	--
	C	22	233	--	--	--	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

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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 section

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, 2019 - August 31, 2020		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
025 Integrated Social Studies	A	167	230	7.3	0.89	--	120	0.91	--	--
	B	153	226	7.5	0.85	--	120	0.89	--	--
	C	35	236	--	--	--	120	--	--	--
	D	31	230	--	--	--	120	--	--	--
	E	29	229	--	--	--	120	--	--	--
	F	27	220	--	--	--	120	--	--	--
	G	23	233	--	--	--	120	--	--	--
	H	22	228	--	--	--	120	--	--	--
	J	19	235	--	--	--	120	--	--	--
	K	18	226	--	--	--	120	--	--	--
027 Mathematics	A	164	219	7.7	0.89	--	120	0.94	--	--
	B	159	226	7.7	0.92	--	120	0.95	--	--
028 Middle Grades English Language Arts	A	137	246	8.9	0.88	--	100	0.85	--	--
	B	108	245	9.1	0.90	--	100	0.83	--	--
	C	22	250	--	--	--	100	--	--	--
	D	21	251	--	--	--	100	--	--	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively

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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, 2019 - August 31, 2020		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
029 Middle Grades Science	A	163	235	7.2	0.83	--	100	0.91	--	--
	B	155	238	7.0	0.91	--	100	0.91	--	--
030 Middle Grades Mathematics	A	159	234	7.7	0.87	--	100	0.92	--	--
	B	133	232	7.8	0.83	--	100	0.92	--	--
	C	46	234	--	--	--	100	--	--	--
	D	40	234	--	--	--	100	--	--	--
031 Middle Grades Social Studies	A	170	232	7.7	0.86	--	100	0.87	--	--
	B	130	230	7.8	0.83	--	100	0.87	--	--
	C	29	234	--	--	--	100	--	--	--
	D	16	225	--	--	--	100	--	--	--
	E	13	233	--	--	--	100	--	--	--
032 Music	A	158	236	10.6	0.83	--	120	0.83	--	--
	B	141	232	10.5	0.86	--	120	0.89	--	--
034 Physical Education	A	69	222	--	--	--	120	--	--	--
	B	56	227	--	--	--	120	--	--	--
	C	29	229	--	--	--	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

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Test Form Statistics Report for Test Fields with More Than 100 Tests Taken Per Test Form

September 1, 2019 - August 31, 2020		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
038 Reading Subtest I	A	97	258	--	--	--	54	--	2	--
	B	97	259	--	--	--	54	--	2	--
	C	75	259	--	--	--	54	--	2	--
	D	71	262	--	--	--	54	--	2	--
	E	42	258	--	--	--	54	--	2	--
	F	27	248	--	--	--	54	--	2	--
	G	25	251	--	--	--	54	--	2	--
	H	10	250	--	--	--	54	--	2	--
039 Reading Subtest II	A	98	260	--	--	--	54	--	2	--
	B	95	259	--	--	--	54	--	2	--
	C	74	259	--	--	--	54	--	2	--
	D	72	257	--	--	--	54	--	2	--
	E	44	254	--	--	--	54	--	2	--
	F	31	248	--	--	--	54	--	2	--
	G	22	254	--	--	--	54	--	2	--
	H	18	258	--	--	--	54	--	2	--

NOTES: *, **, *** - test field, test form administered, and the number of times the test form was taken, respectively

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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 section

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, 2019 - August 31, 2020		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
040 School Counselor	A	76	231	--	--	--	120	--	--	--
	B	66	220	--	--	--	120	--	--	--
	C	65	233	--	--	--	120	--	--	--
	D	64	230	--	--	--	120	--	--	--
	E	17	226	--	--	--	120	--	--	--
	F	17	223	--	--	--	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

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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)

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Test Form Statistics Report for Test Fields with More Than 100 Tests Taken Per Test Form

September 1, 2019 - August 31, 2020		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
043 Special Education	A	175	234	9.7	0.84	--	120	0.89	--	--
	B	144	232	9.6	0.84	--	120	0.89	--	--
	C	115	235	9.5	0.83	--	120	0.89	--	--
	D	111	241	8.8	0.88	--	120	0.88	--	--
	E	105	238	9.1	0.92	--	120	0.91	--	--
	F	95	236	--	--	--	120	--	--	--
	G	88	235	--	--	--	120	--	--	--
	H	77	235	--	--	--	120	--	--	--
	J	73	233	--	--	--	120	--	--	--
	K	64	232	--	--	--	120	--	--	--
	L	61	236	--	--	--	120	--	--	--
	M	48	237	--	--	--	120	--	--	--
	N	47	230	--	--	--	120	--	--	--
053 Gifted Education	A	73	234	--	--	--	100	--	--	--
	B	65	238	--	--	--	100	--	--	--

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 section

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, 2019 - August 31, 2020		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
090 Foundations of Reading	A	797	237	11.9	0.88	0.85	85	0.86	2	0.32
	B	704	236	12.0	0.89	0.86	85	0.86	2	0.39
	C	436	240	11.6	0.89	0.85	85	0.86	2	0.28
	D	433	238	11.3	0.88	0.86	85	0.87	2	0.36
	E	391	238	11.5	0.89	0.86	85	0.86	2	0.39
	F	376	238	11.8	0.92	0.85	85	0.86	2	0.23
	G	218	235	12.4	0.89	0.83	85	0.84	2	0.28
	H	193	232	12.2	0.86	0.82	85	0.83	2	0.33
	J	185	239	12.1	0.89	0.82	85	0.83	2	0.26
	K	177	233	12.3	0.87	0.81	85	0.79	2	0.40
	L	140	235	12.4	0.90	0.87	85	0.86	2	0.46
M	136	233	12.2	0.88	0.84	85	0.84	2	0.33	

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 section

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, 2019 - August 31, 2020		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	36	245	80	--
008 Business Education	A	25	229	120	--
	B	18	221	120	--
009 Chemistry	A	25	233	120	--
	B	21	239	120	--
010 Computer Information Science	A	7	--	64	1
011 Dance	A	4	--	80	--
014 Earth and Space Science	A	17	223	120	--
	B	10	221	120	--
016 Computer/Technology Subtest I	A	25	261	56	2
	B	22	256	56	2
017 Computer/Technology Subtest II	A	27	257	32	3
	B	18	266	32	3
022 Family and Consumer Sciences	A	23	234	120	--
023 Health	A	47	241	80	--
	B	39	236	80	--
035 Physics	A	17	247	120	--
	B	14	249	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 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, 2019 - August 31, 2020		Number of Tests Taken ^{***}	Total Test Scaled Score Mean ^a	Multiple-Choice Section Length ^b	Constructed-Response Section Length ^b
Test Field [*]	Form ^{**}				
036 Prekindergarten Subtest I	A	16	244	54	2
	B	12	247	54	2
037 Prekindergarten Subtest II	A	8	--	54	2
	B	8	--	54	2
	C	6	--	54	2
	D	5	--	54	2
041 School Library Media Specialist	A	22	227	120	--
	B	20	222	120	--
	C	2	--	120	--
042 School Psychologist	A	1	--	64	1
044 Special Education Specialist: Deaf/Hard of Hearing	A	4	--	80	--
045 Special Education Specialist: Visually Impaired	A	31	228	64	1
046 Technology Education Subtest I	A	2	--	36	3
048 Theater	A	7	--	85	2
050 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest I)	A	10	242	40	--
051 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest II)	A	11	262	40	4
054 Computer Science	A	23	248	100	--

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 for Test Fields with Constructed-Response Items

Test Field Statistics Report for Test Fields with Open-Response Items

Sep 1, 2019 - Aug 31, 2020 Test and Items		Number of Tests Taken ^a	Number of Valid Scores ^b	Constructed-Response Prompts			
				Scorer Agreement (%)			Inter- rater Reliabil- ity ^f
				Agree- ment ^c	Exact ^d	Adja- cent ^e	
001 Assessment of Professional Knowledge: Early Childhood (PK-3)	1	1,719	1,717	99.4	73.0	26.4	0.71
	2	1,719	1,714	99.4	74.3	25.0	0.82
002 Assessment of Professional Knowledge: Middle Childhood (4-9)	1	577	577	99.0	69.3	29.6	0.73
	2	577	576	99.3	68.2	31.1	0.80
003 Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)	1	872	872	98.9	66.4	32.5	0.69
	2	872	870	99.2	68.4	30.8	0.71
004 Assessment of Professional Knowledge: Multi-Age (PK-12)	1	1,364	1,364	99.0	68.5	30.5	0.76
	2	1,364	1,361	98.8	70.2	28.5	0.84
015 Educational Leadership	1	835	835	98.2	67.5	30.7	0.63
	2	835	835	99.5	68.9	30.7	0.67
	3	835	834	98.7	68.1	30.6	0.69
	4	835	833	99.4	74.9	24.5	0.72
038 Reading Subtest I	1	444	443	99.5	79.0	20.5	0.86
	2	444	442	98.9	74.0	24.9	0.79
039 Reading Subtest II	1	454	454	100.0	76.9	23.1	0.78
	2	454	454	99.3	69.6	29.7	0.78
090 Foundations of Reading	1	4,186	4,184	99.9	84.4	15.5	0.82
	2	4,186	4,183	99.8	83.5	16.3	0.90

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

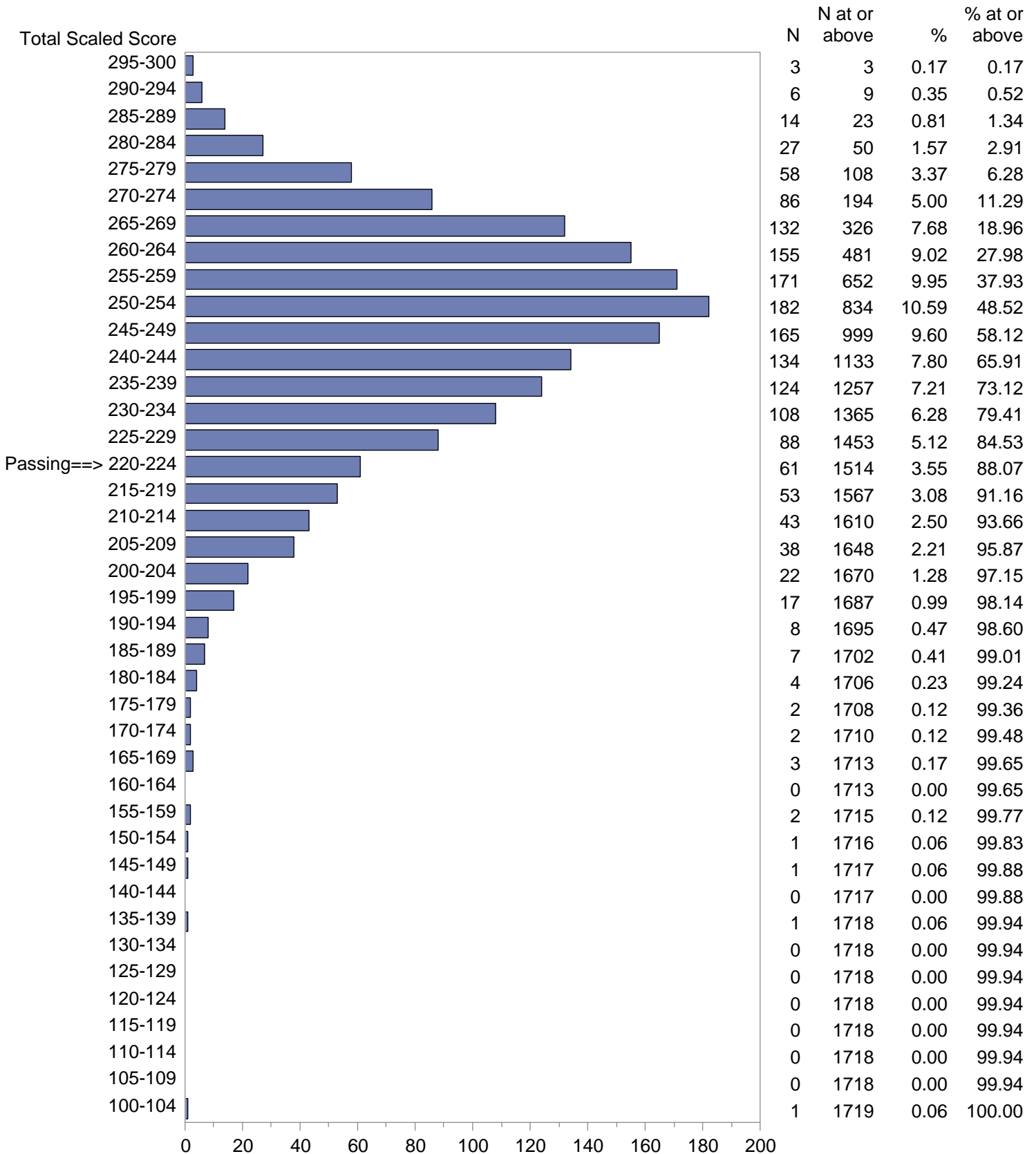
e - the percentage of scores in which the two scorers assigned adjacent scores

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

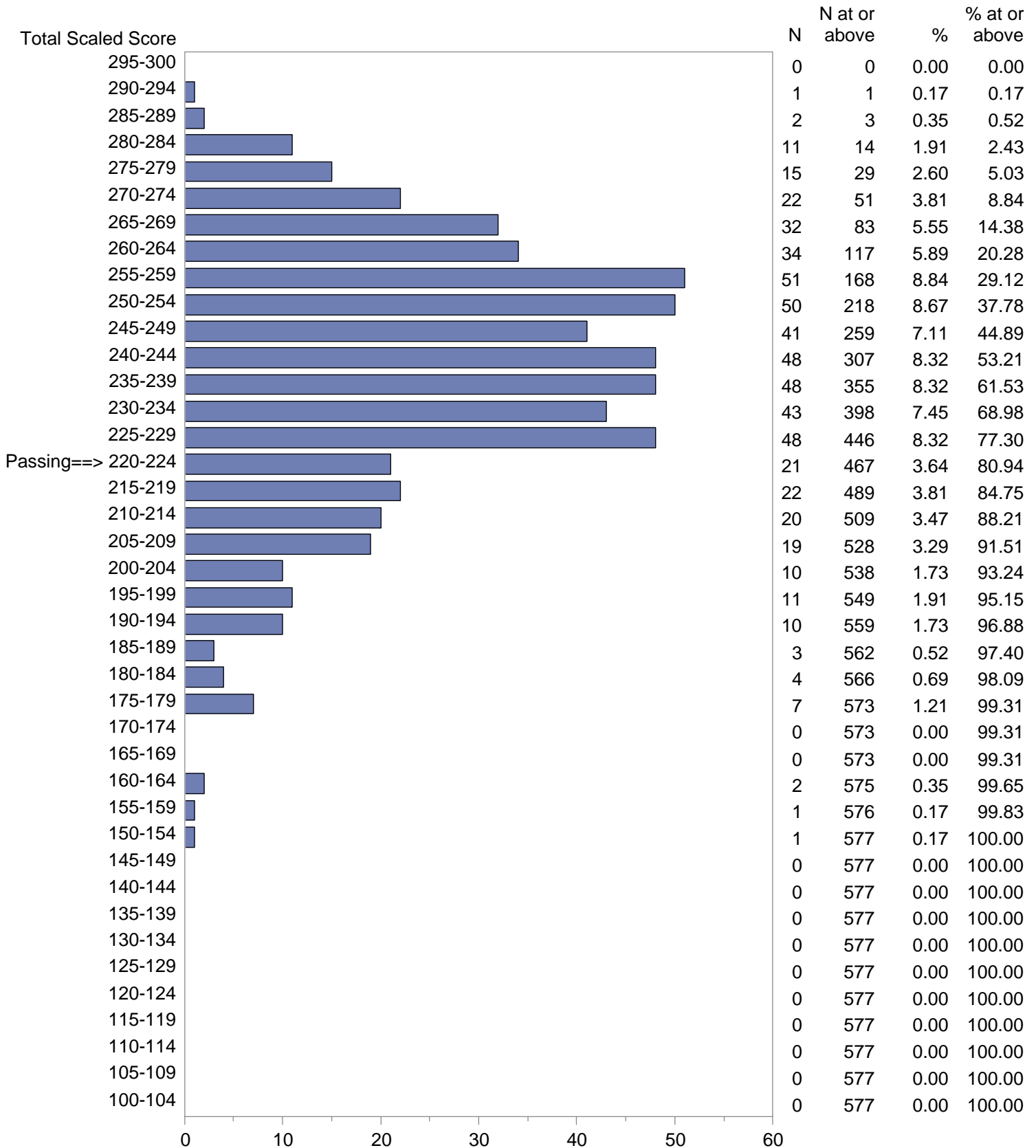
Total Scaled Score Distribution by Test Field (All Forms)

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



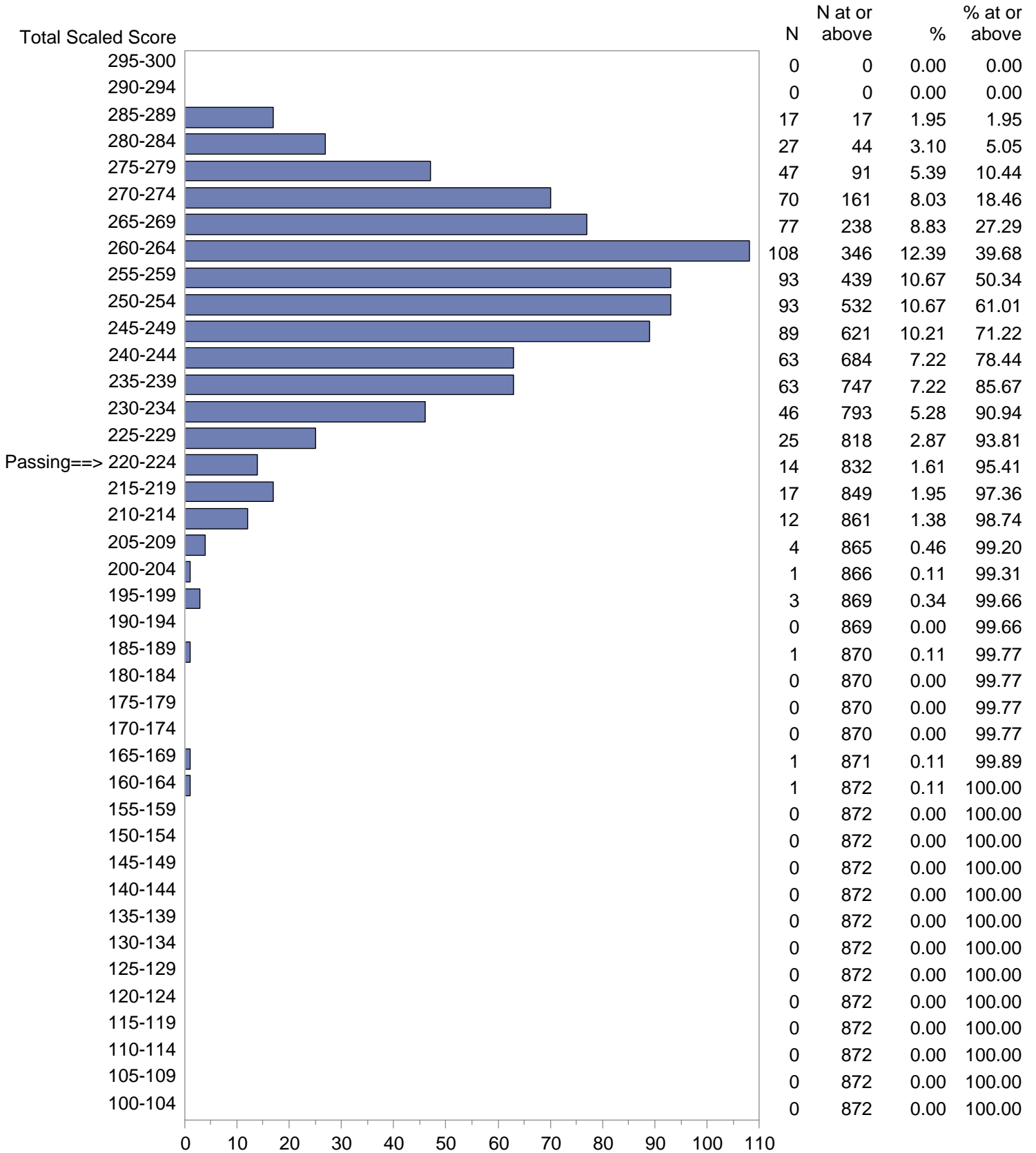
Total Scaled Score Distribution by Test Field (All Forms)

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



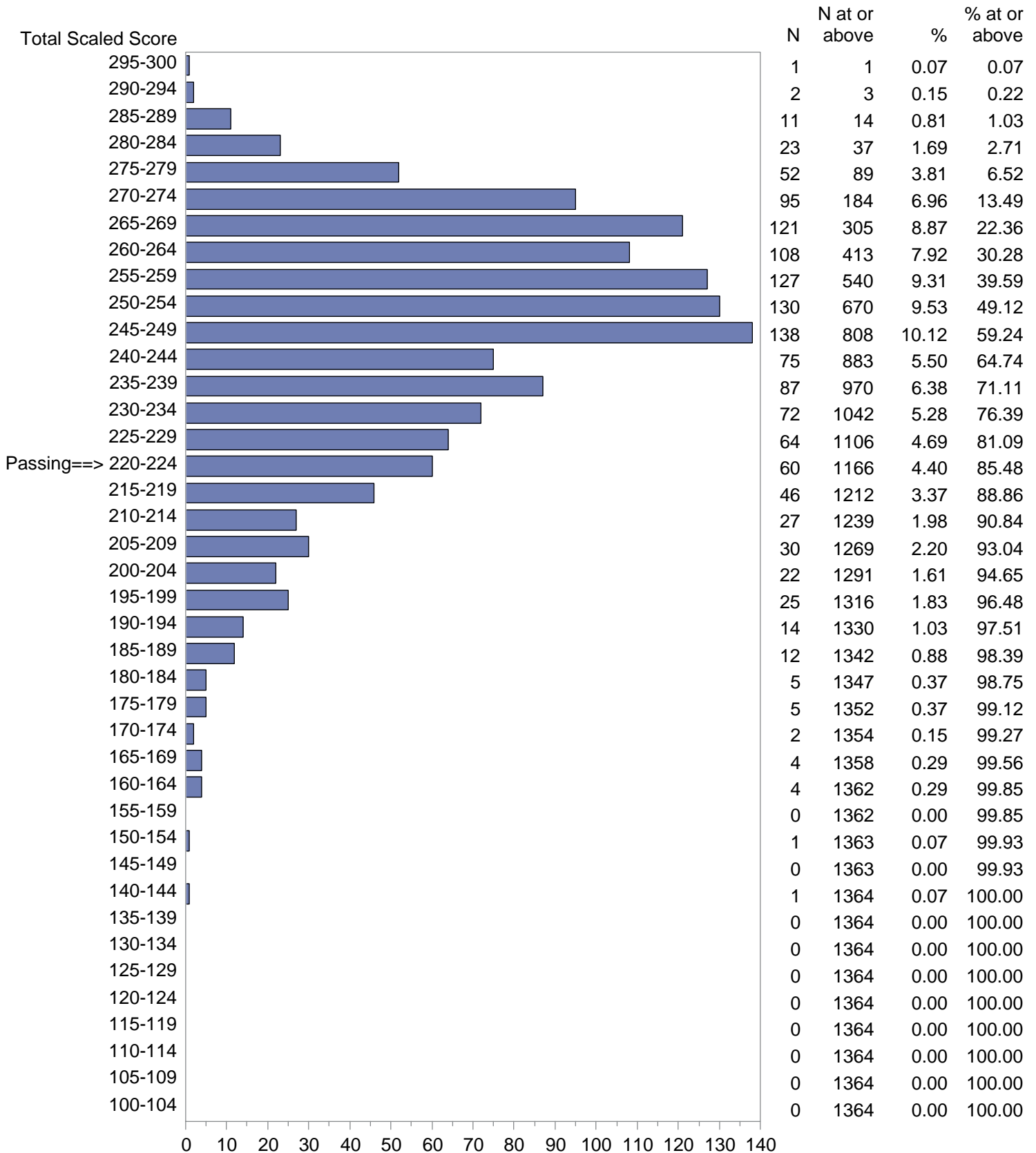
Total Scaled Score Distribution by Test Field (All Forms)

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



Total Scaled Score Distribution by Test Field (All Forms)

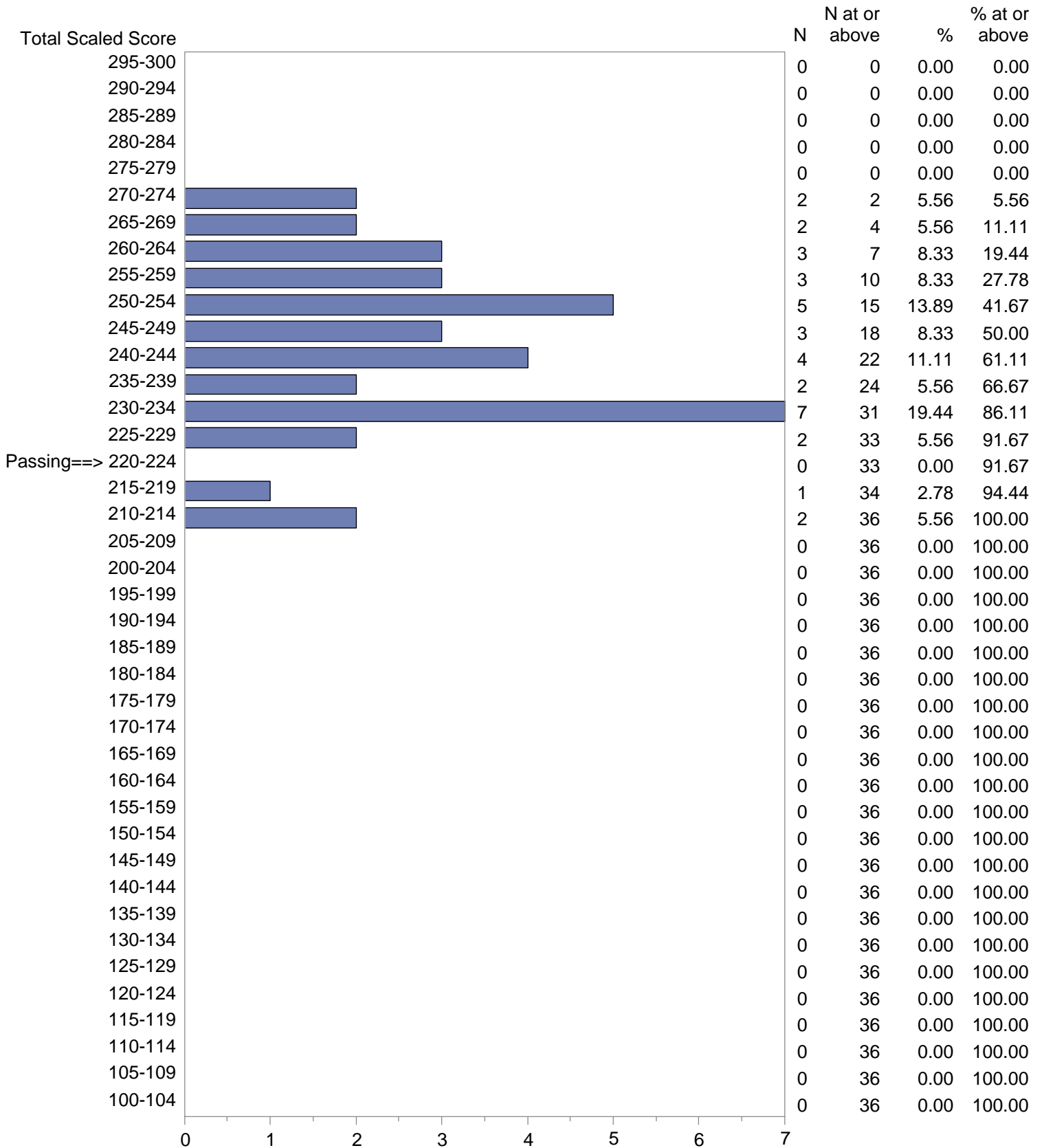
Test Field=004 Assessment of Professional Knowledge: Multi-Age (PK-12)



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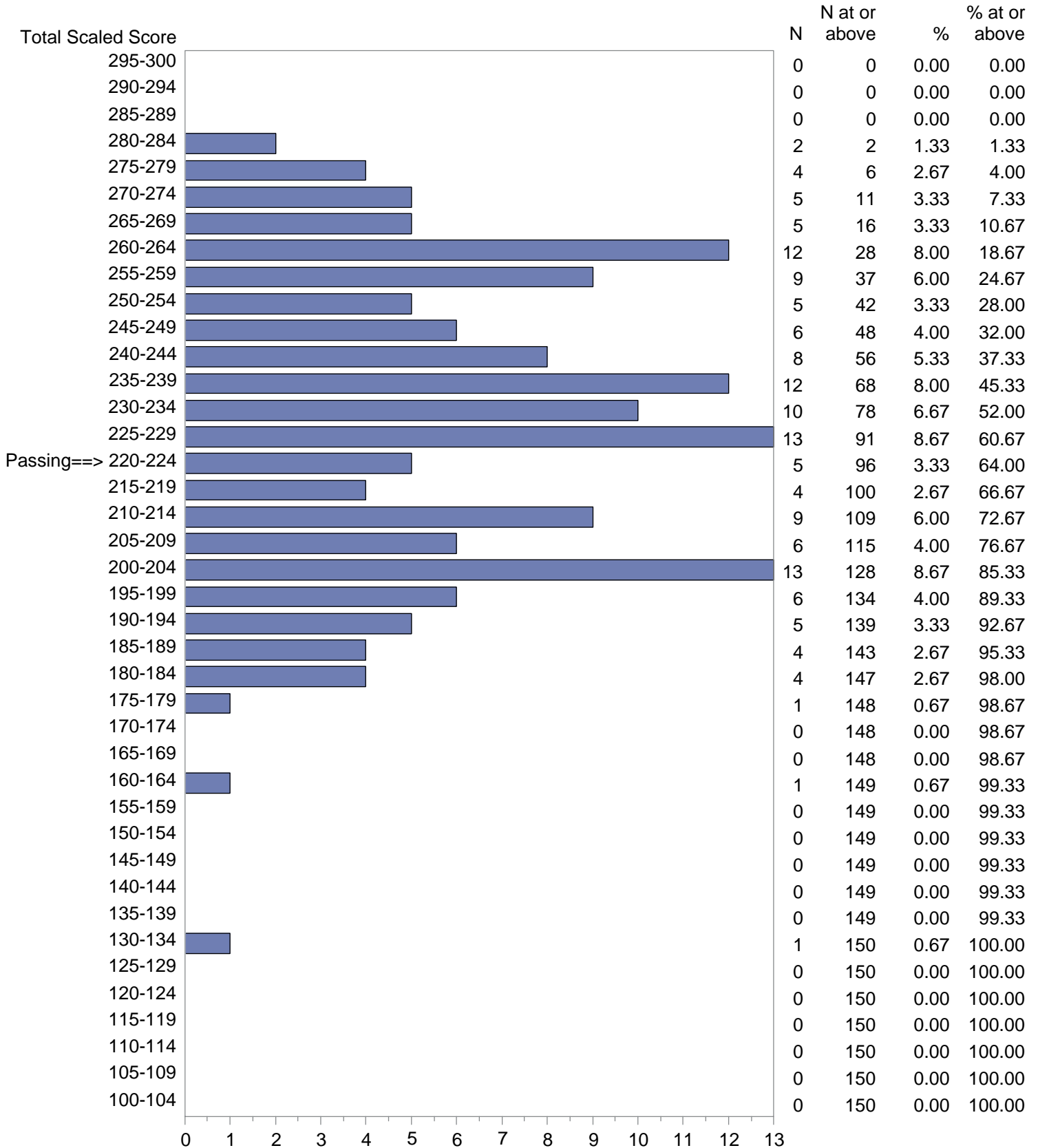
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=005 Agriscience



Total Scaled Score Distribution by Test Field (All Forms)

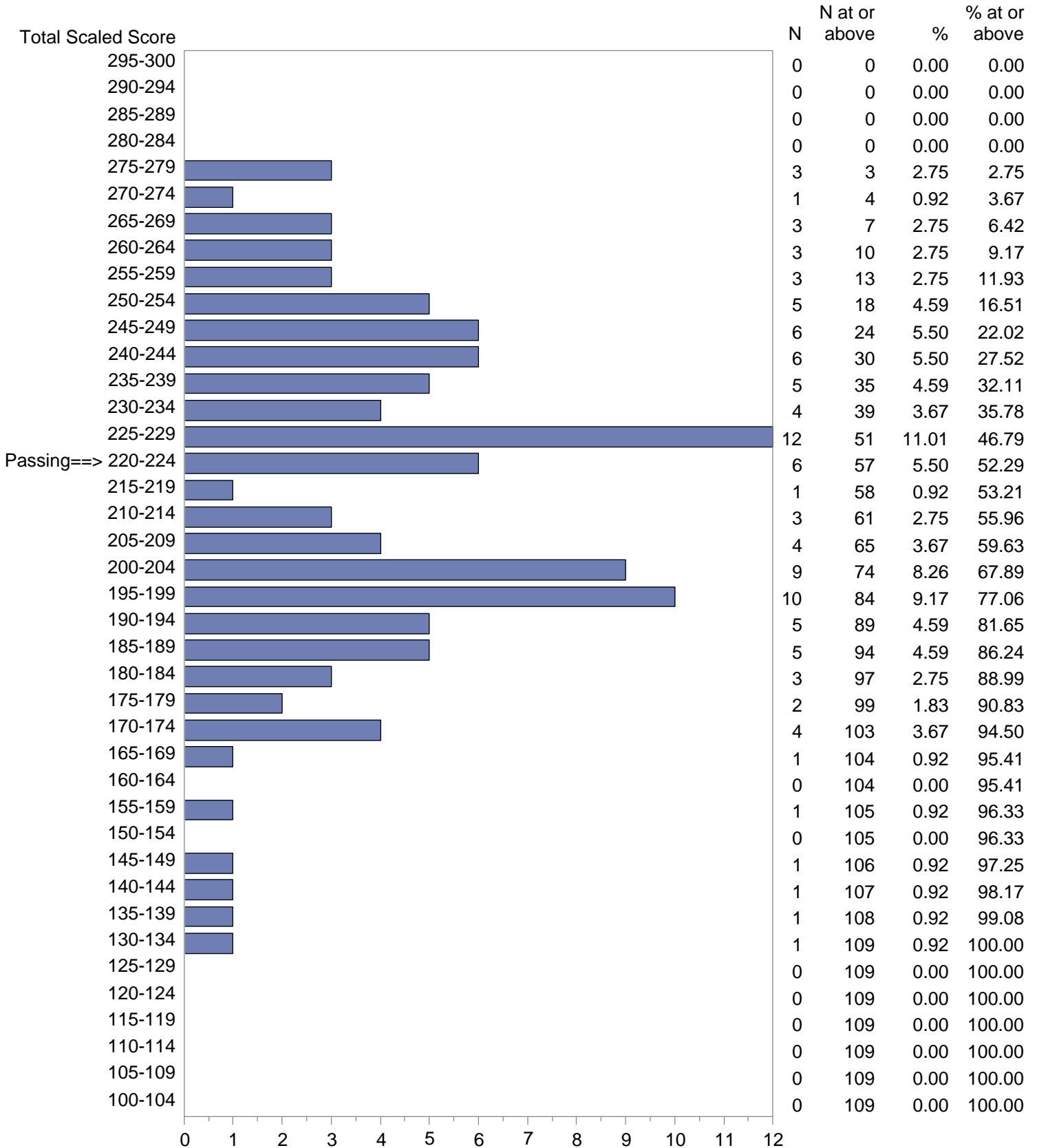
Test Field=006 Art



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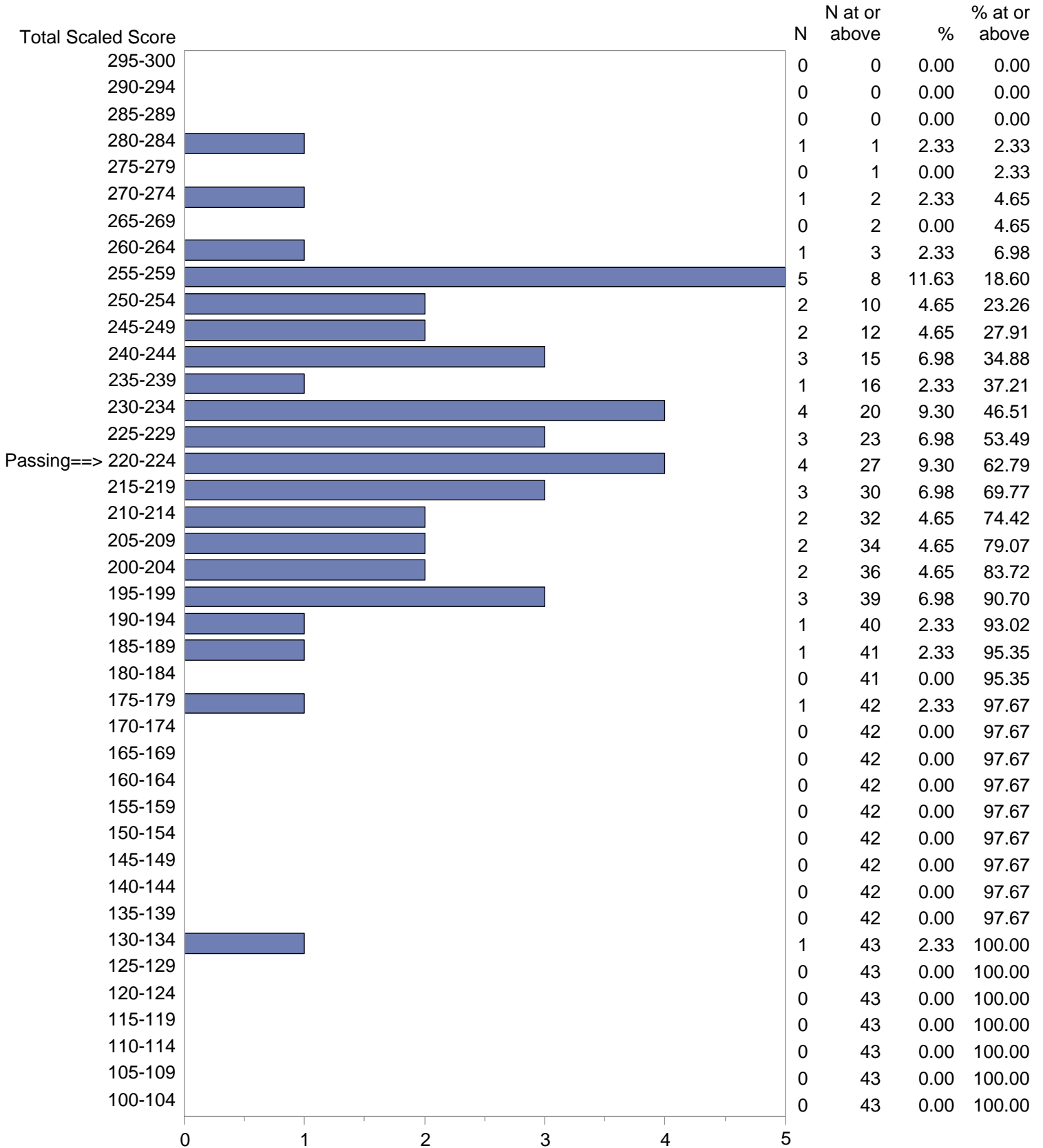
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=007 Biology



Total Scaled Score Distribution by Test Field (All Forms)

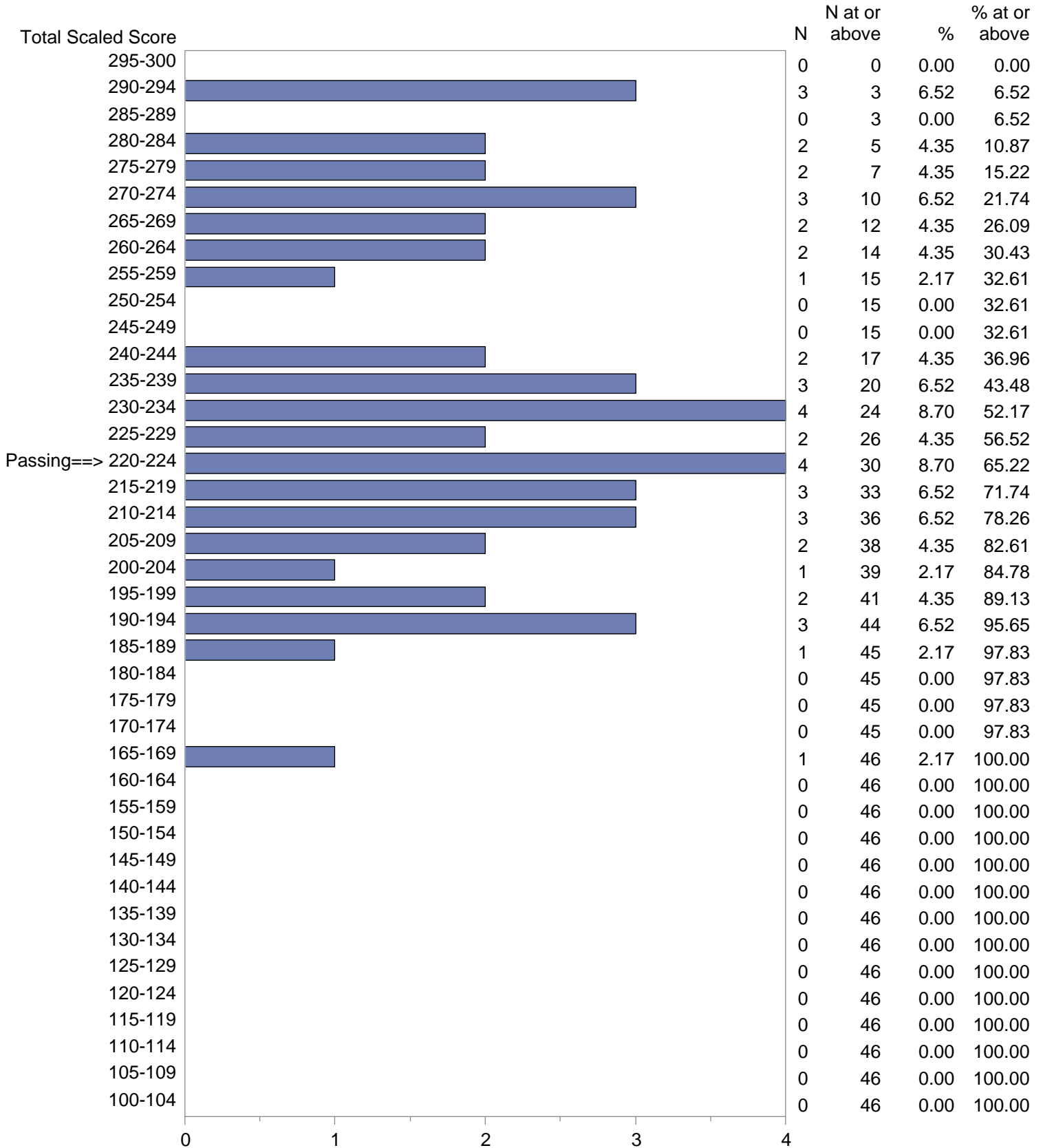
Test Field=008 Business Education



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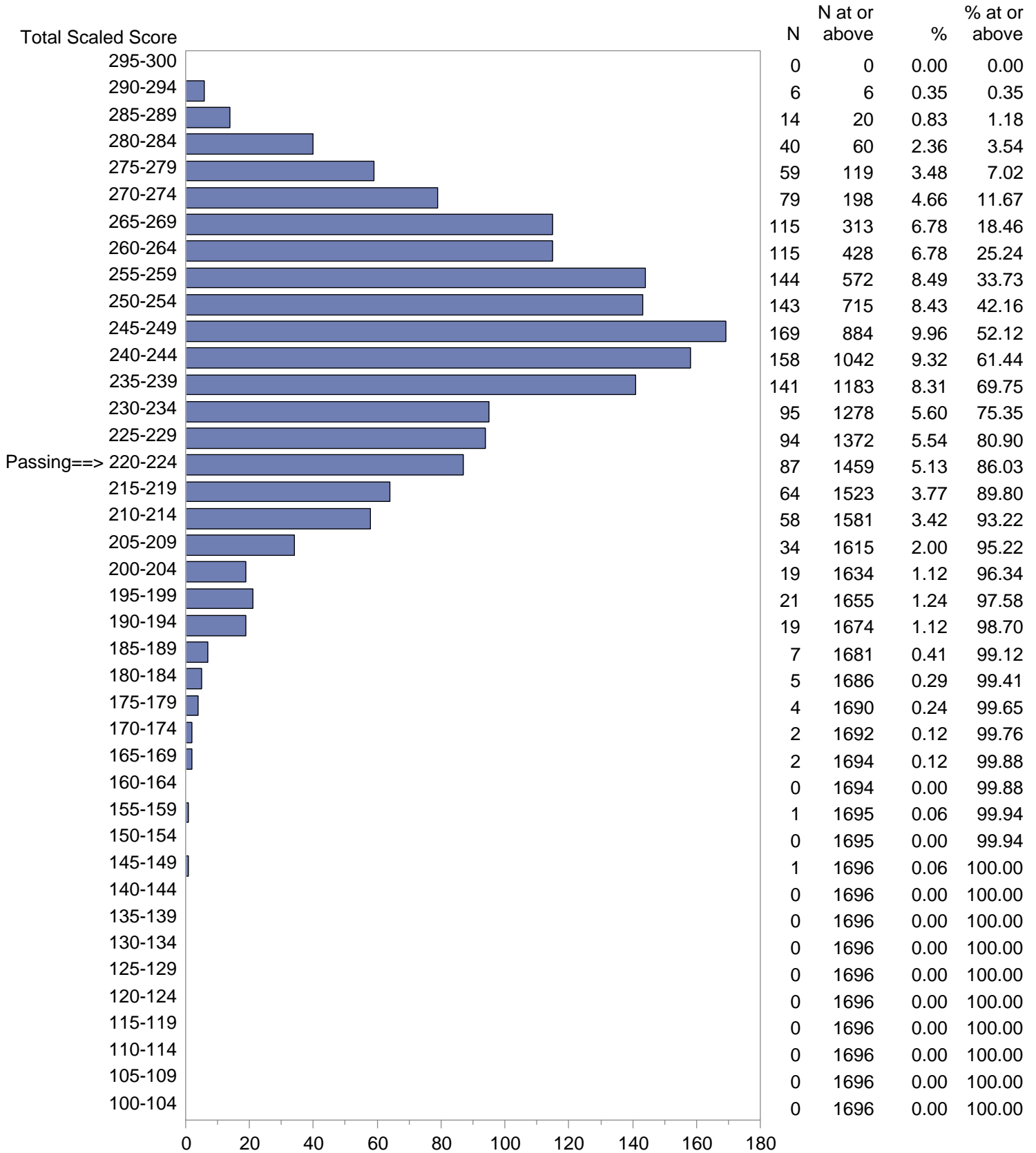
Test Field=009 Chemistry



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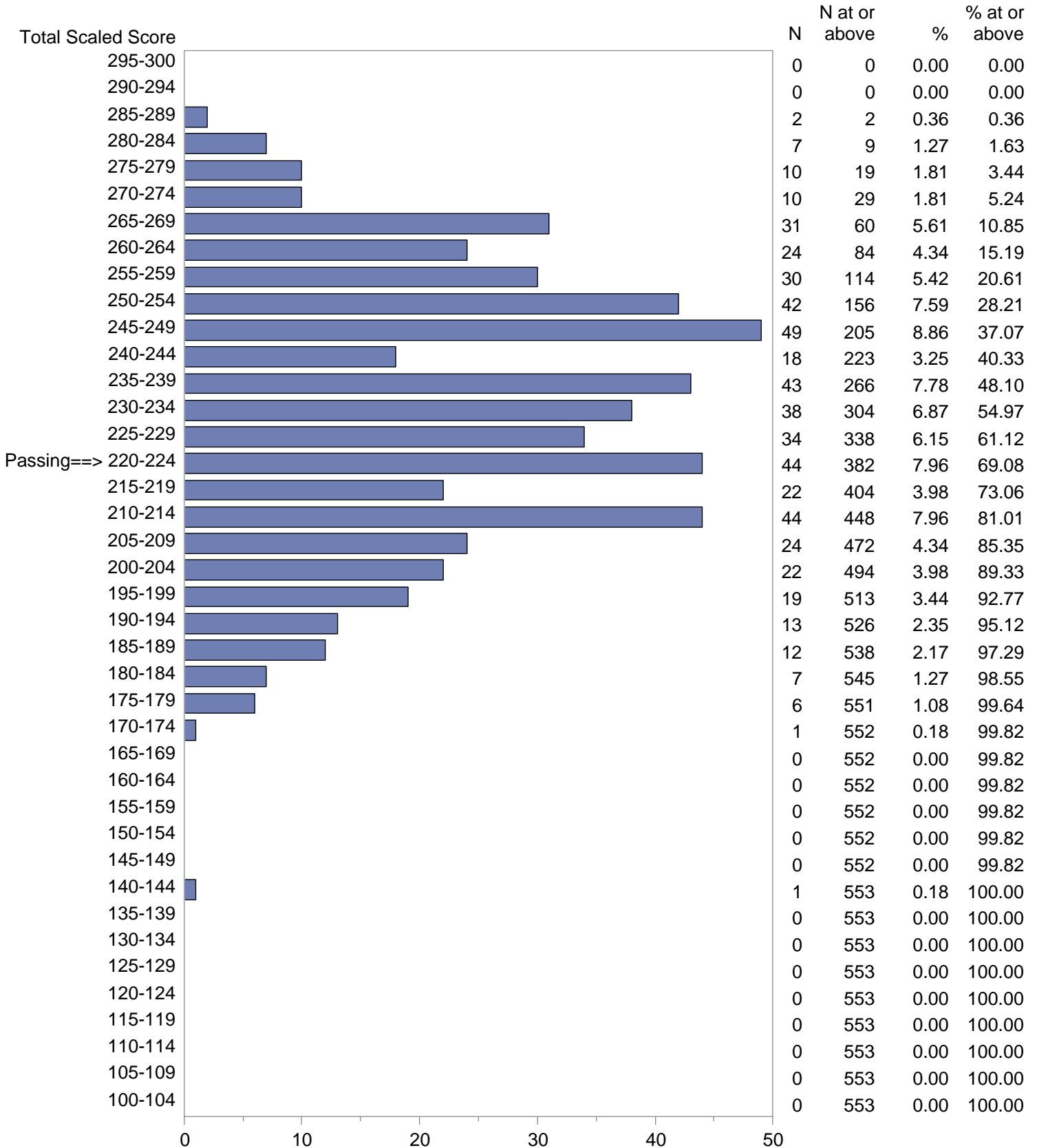
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=012 Early Childhood Education



Total Scaled Score Distribution by Test Field (All Forms)

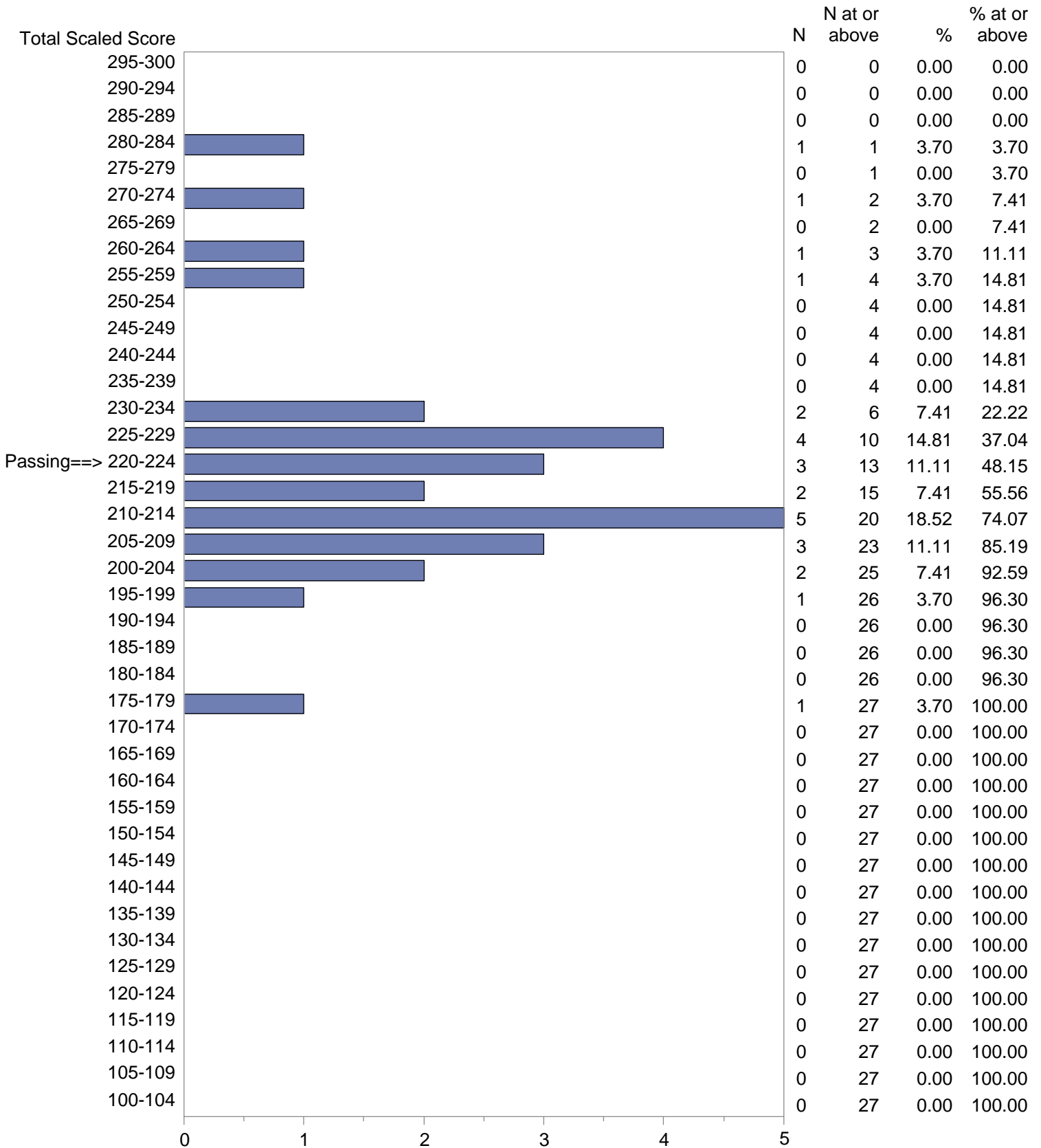
Test Field=013 Early Childhood Special Education



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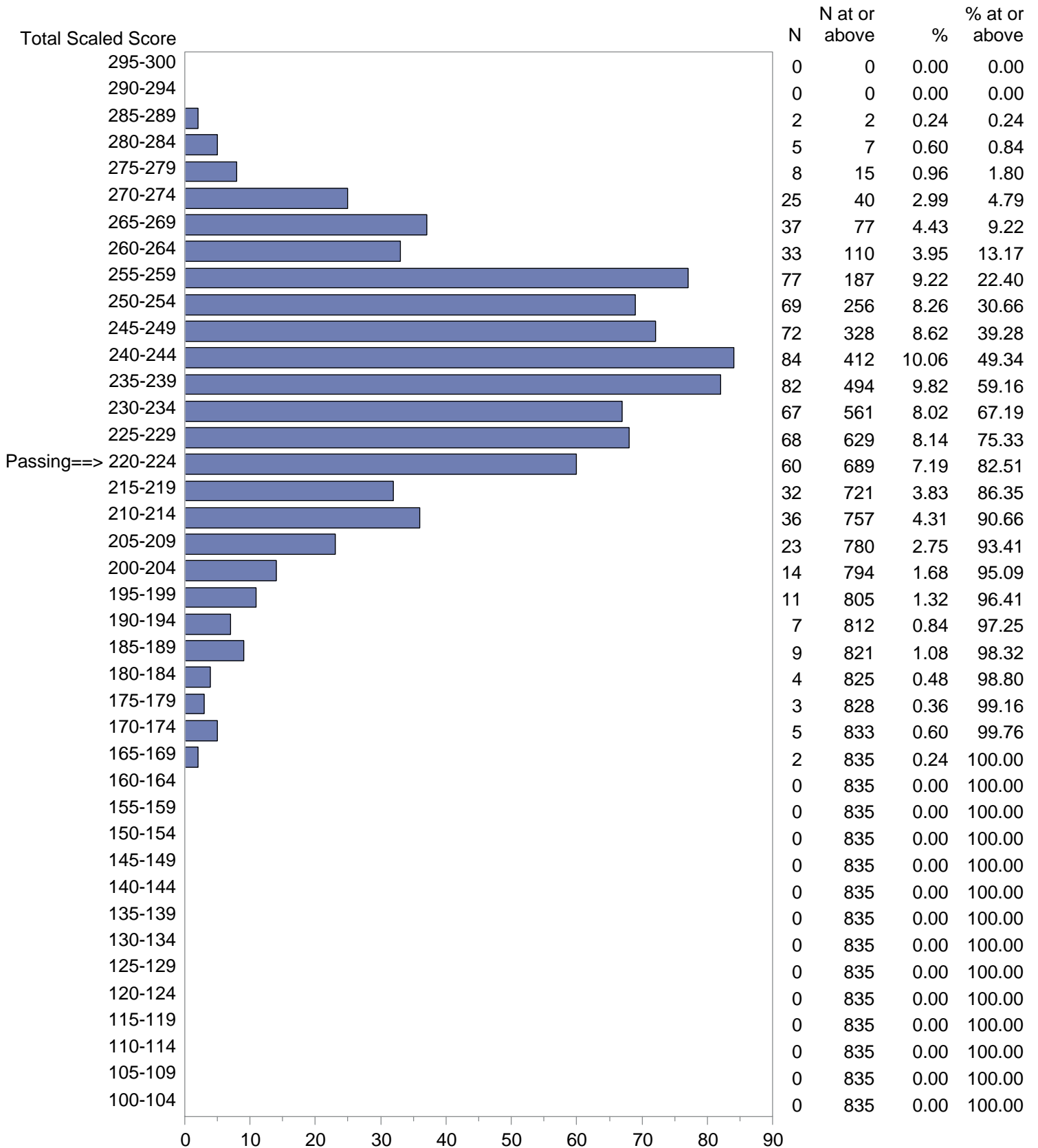
Test Field=014 Earth and Space Science



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Total Scaled Score Distribution by Test Field (All Forms)

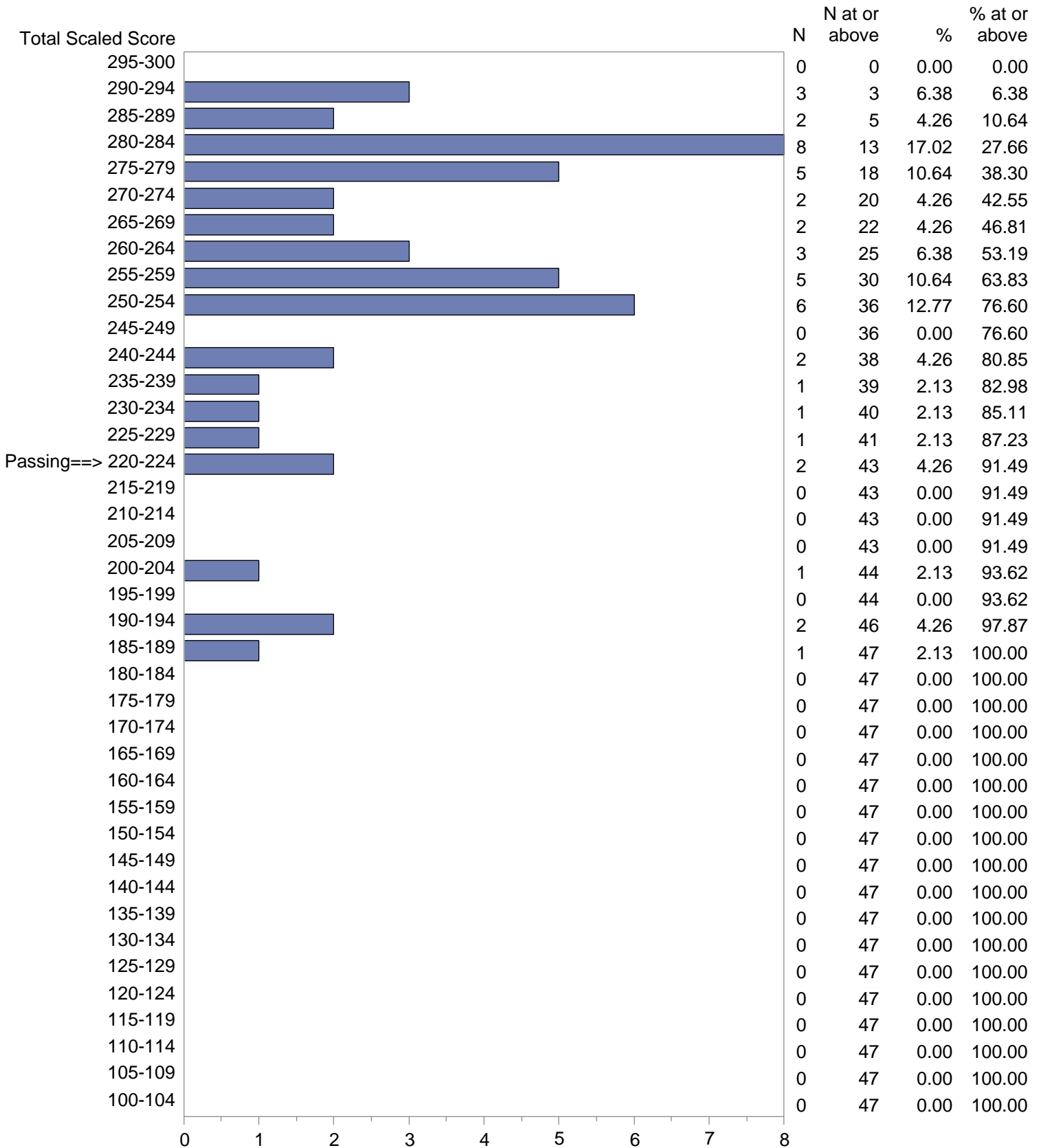
Test Field=015 Educational Leadership



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Total Scaled Score Distribution by Test Field (All Forms)

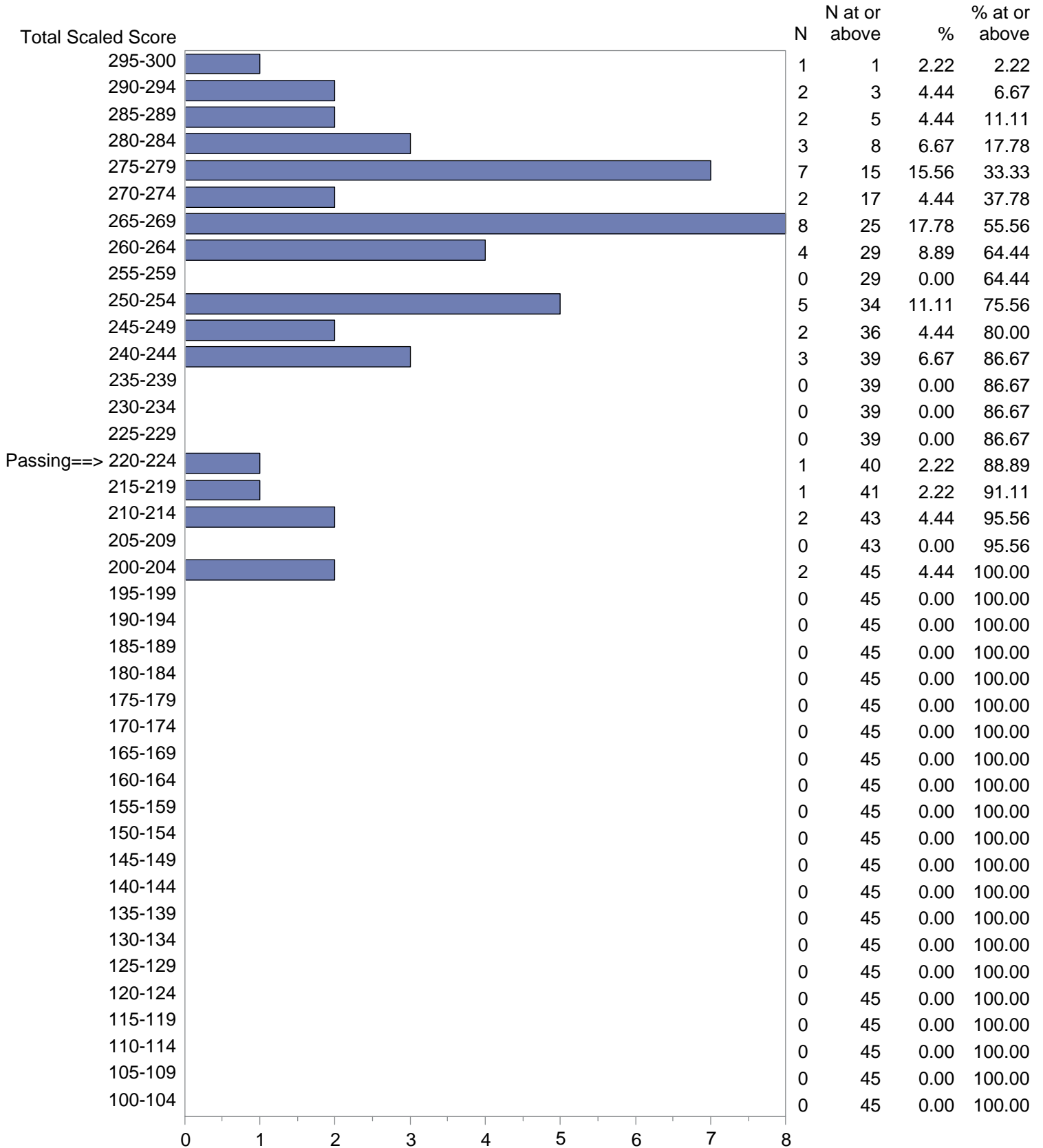
Test Field=016 Computer/Technology Subtest I



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Total Scaled Score Distribution by Test Field (All Forms)

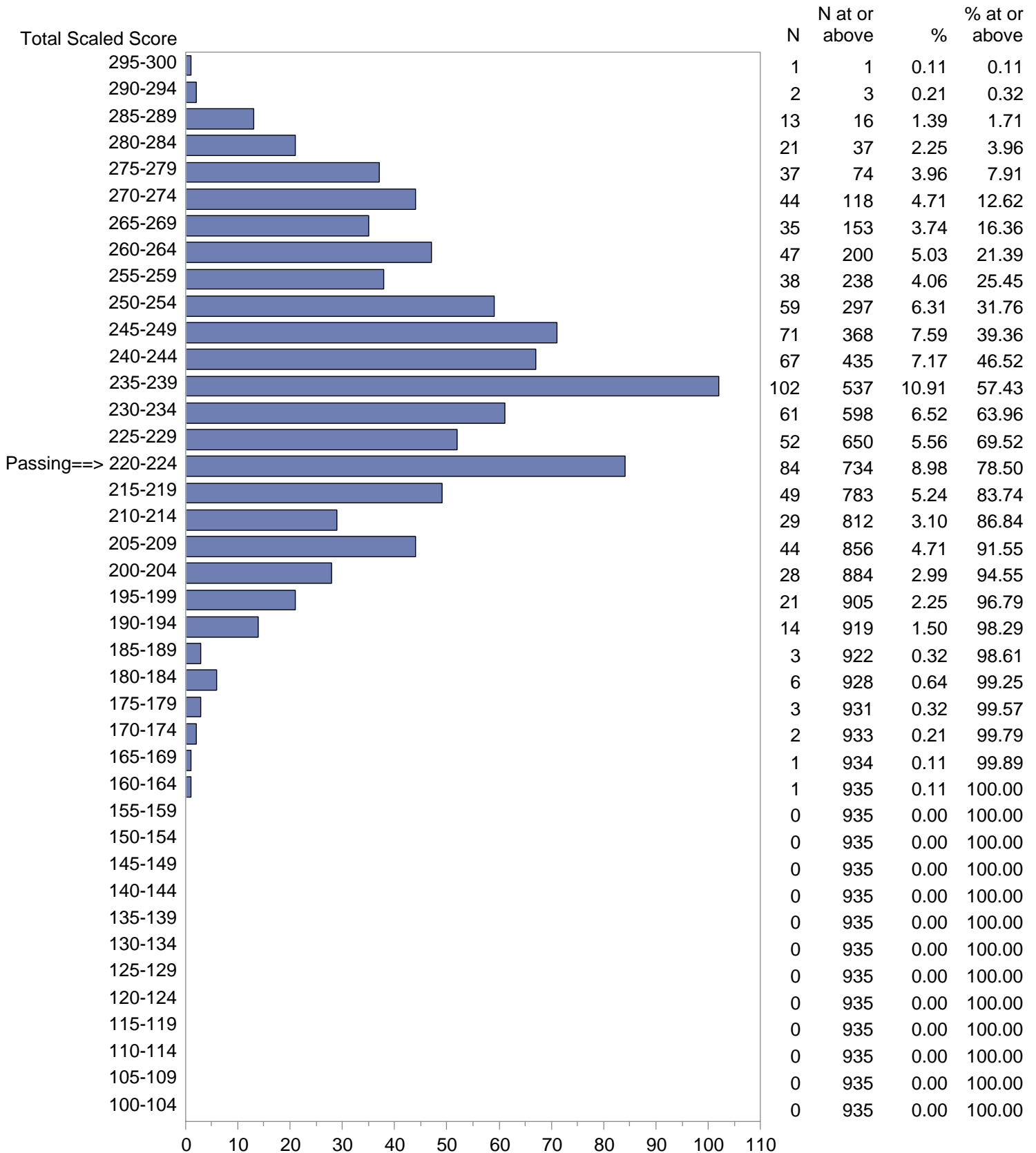
Test Field=017 Computer/Technology Subtest II



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Total Scaled Score Distribution by Test Field (All Forms)

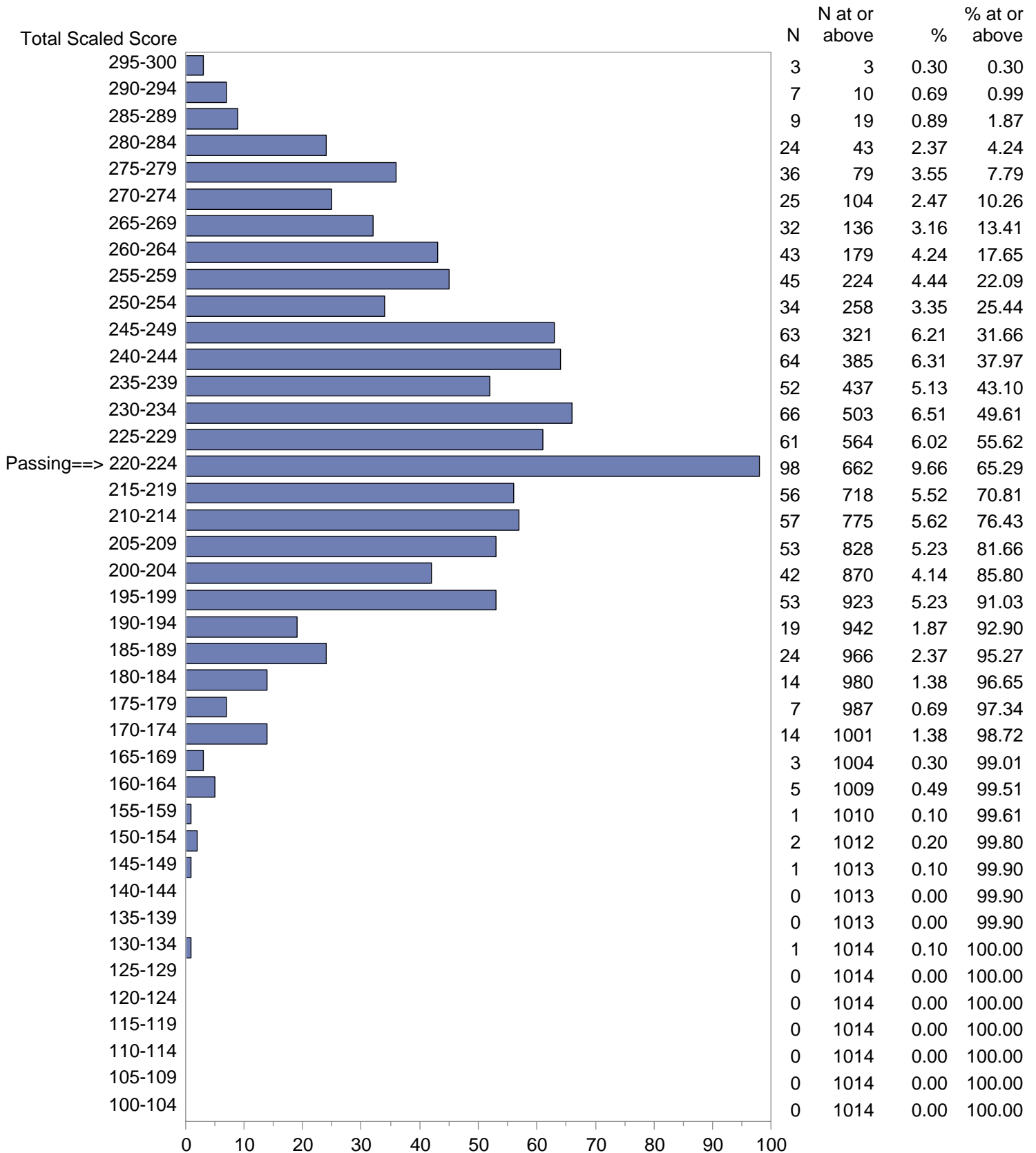
Test Field=018 Elementary Education Subtest I



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Total Scaled Score Distribution by Test Field (All Forms)

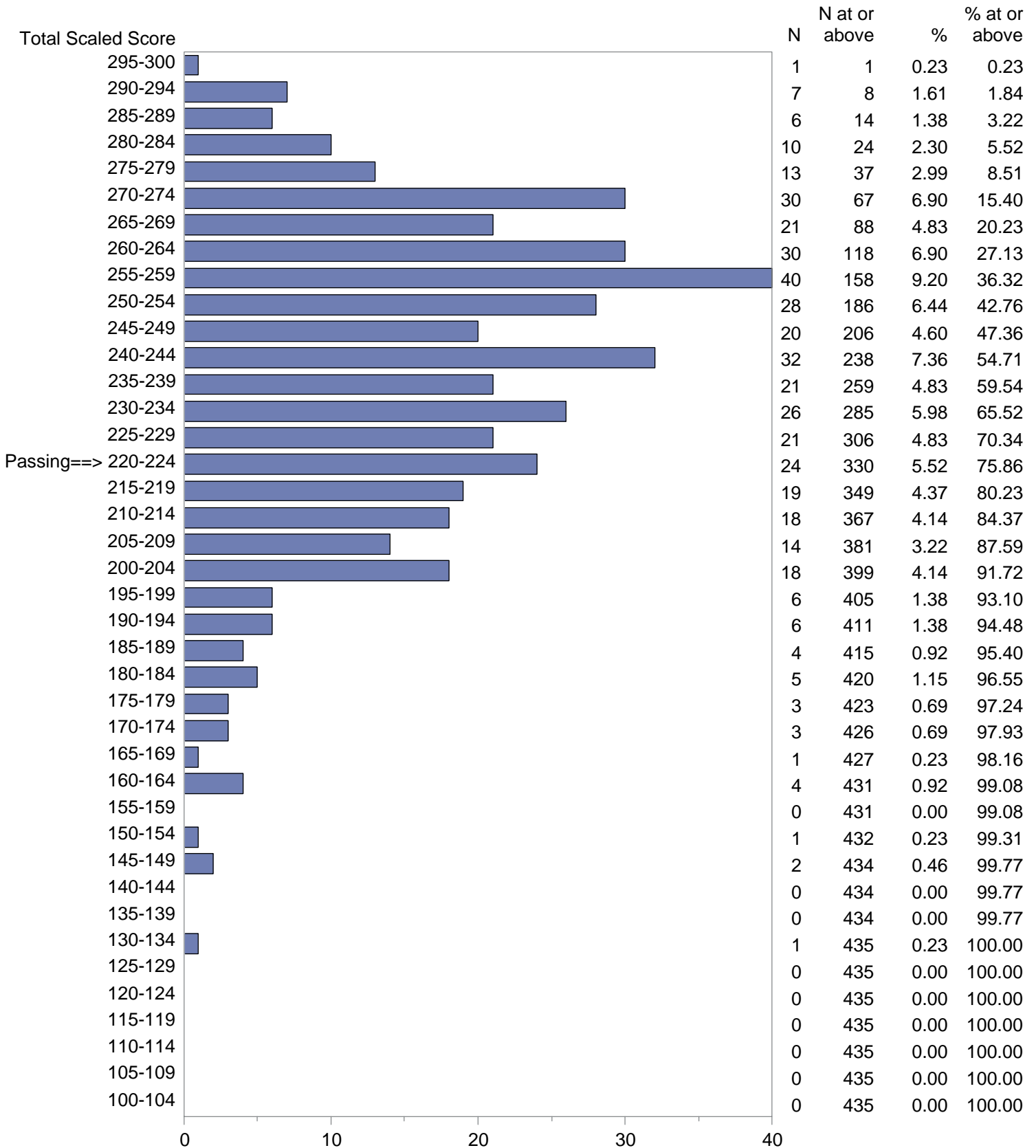
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Total Scaled Score Distribution by Test Field (All Forms)

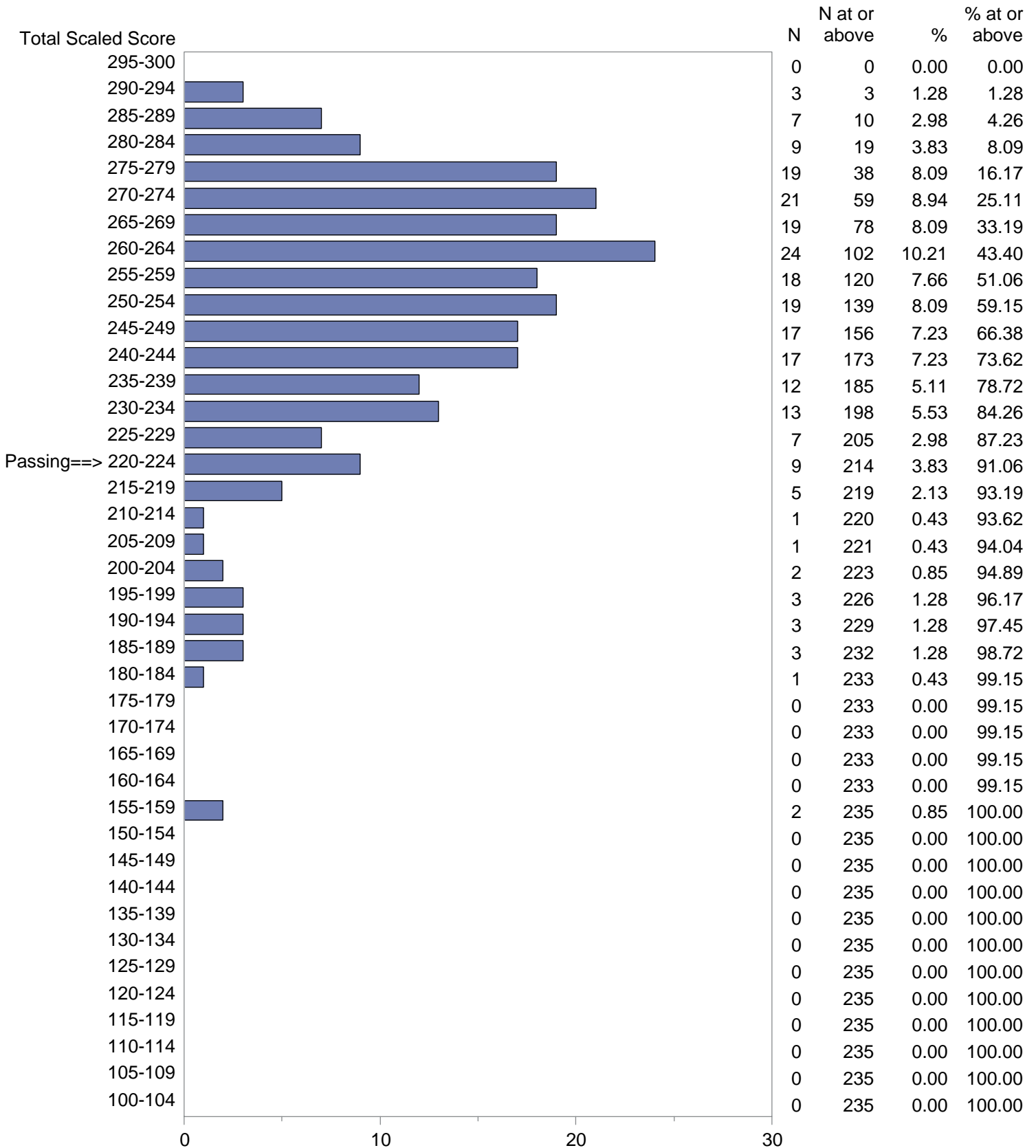
Test Field=020 English Language Arts



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Total Scaled Score Distribution by Test Field (All Forms)

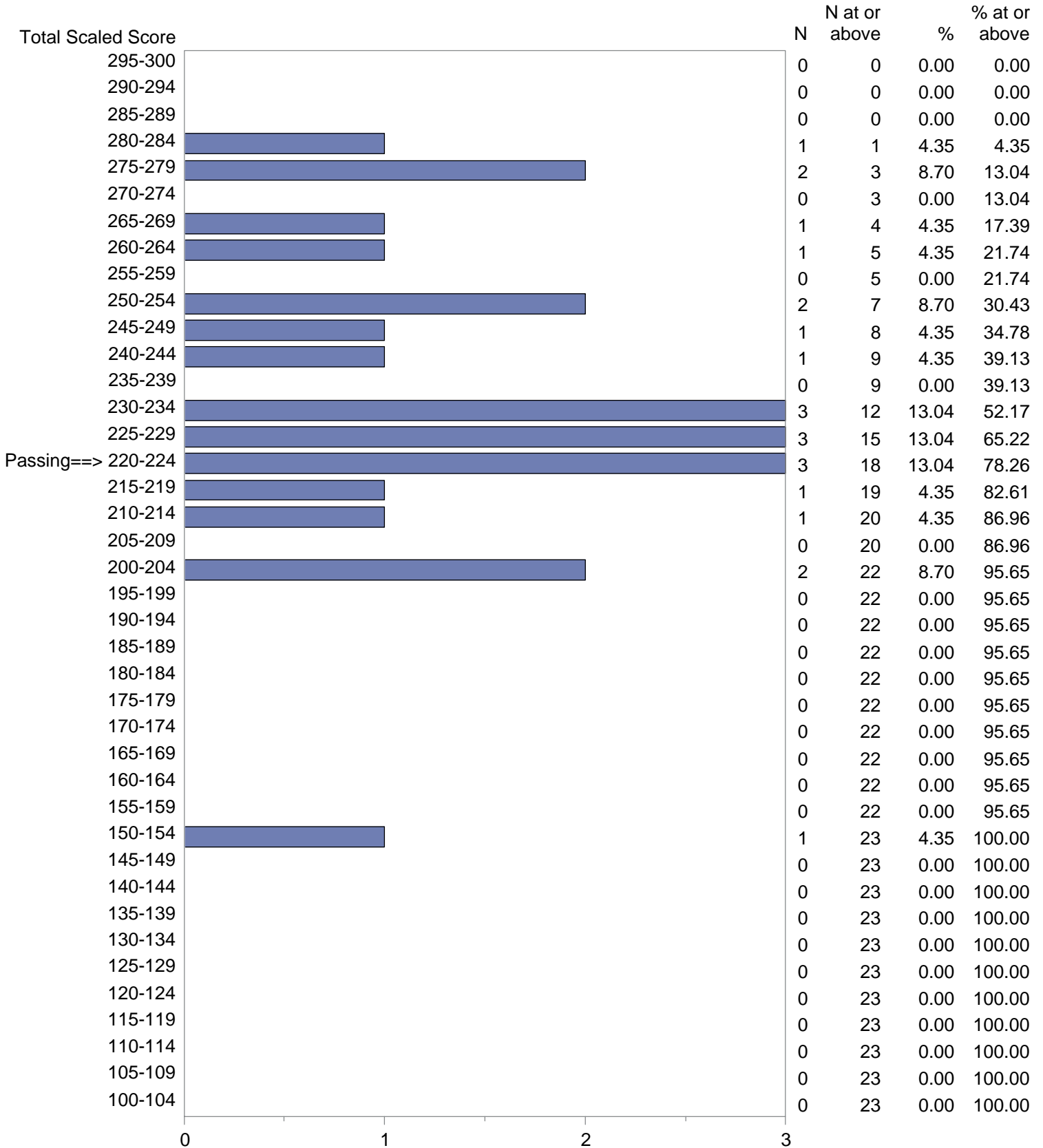
Test Field=021 English to Speakers of Other Languages (ESOL)



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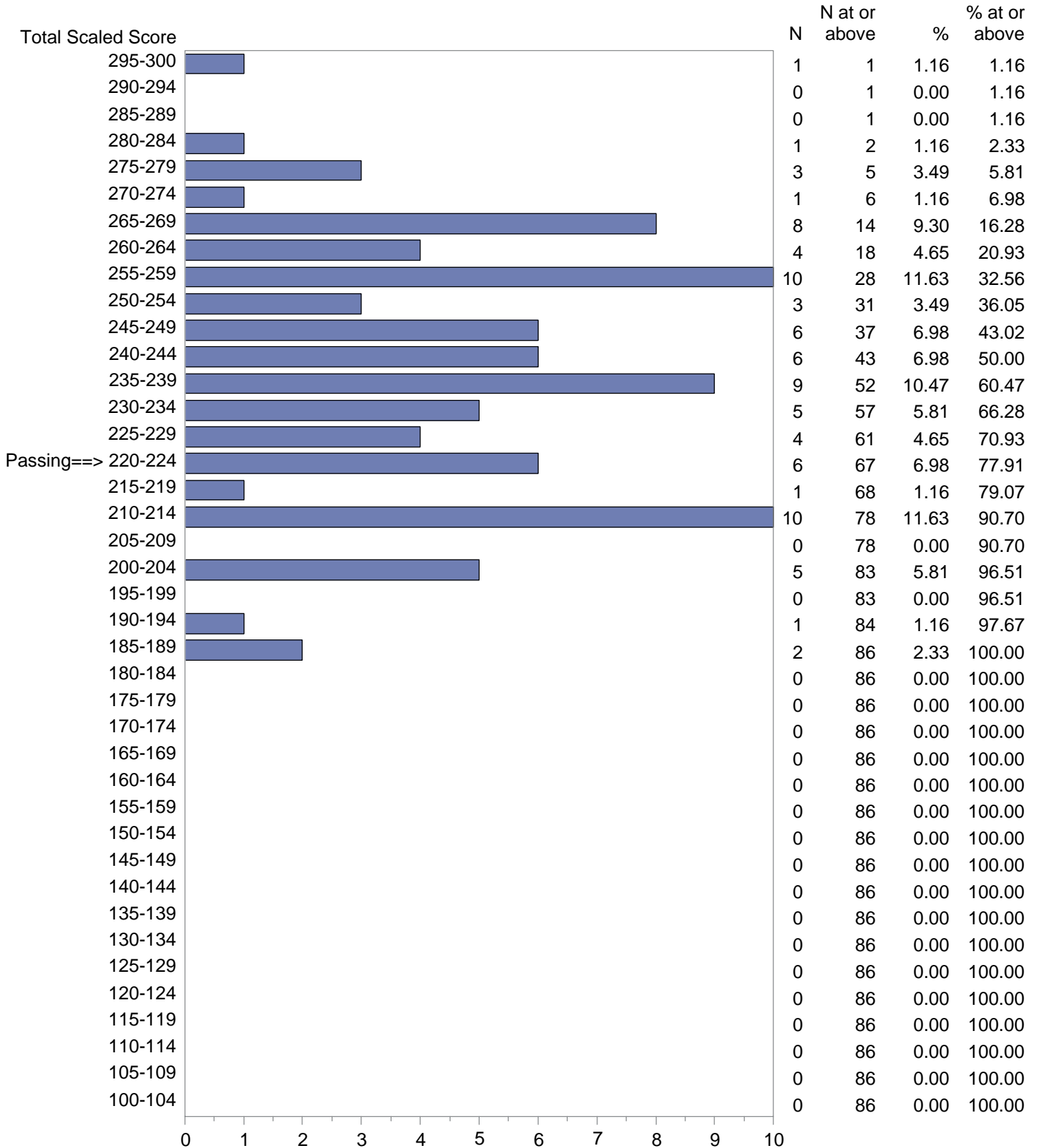
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Test Field=022 Family and Consumer Sciences



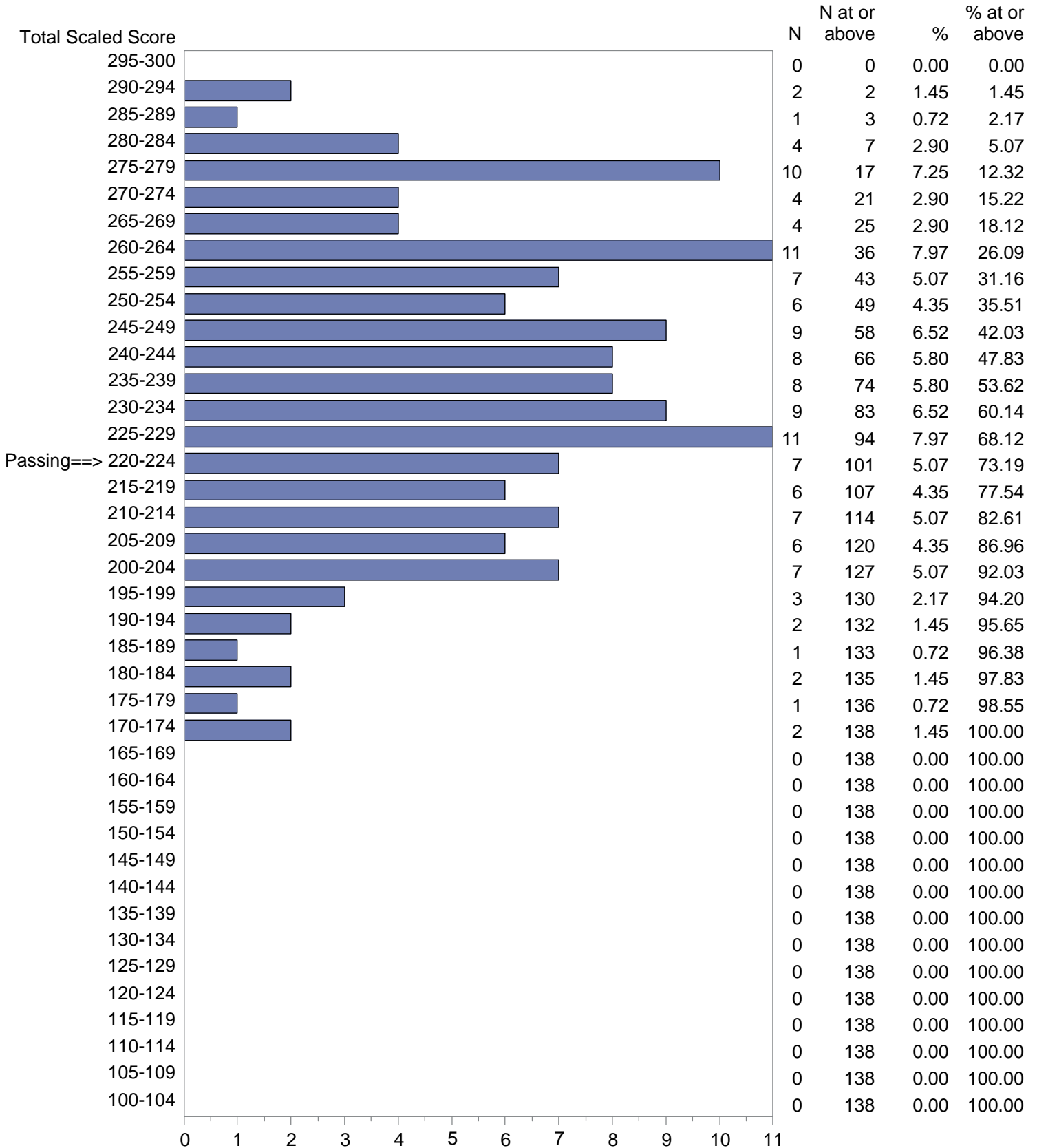
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=023 Health



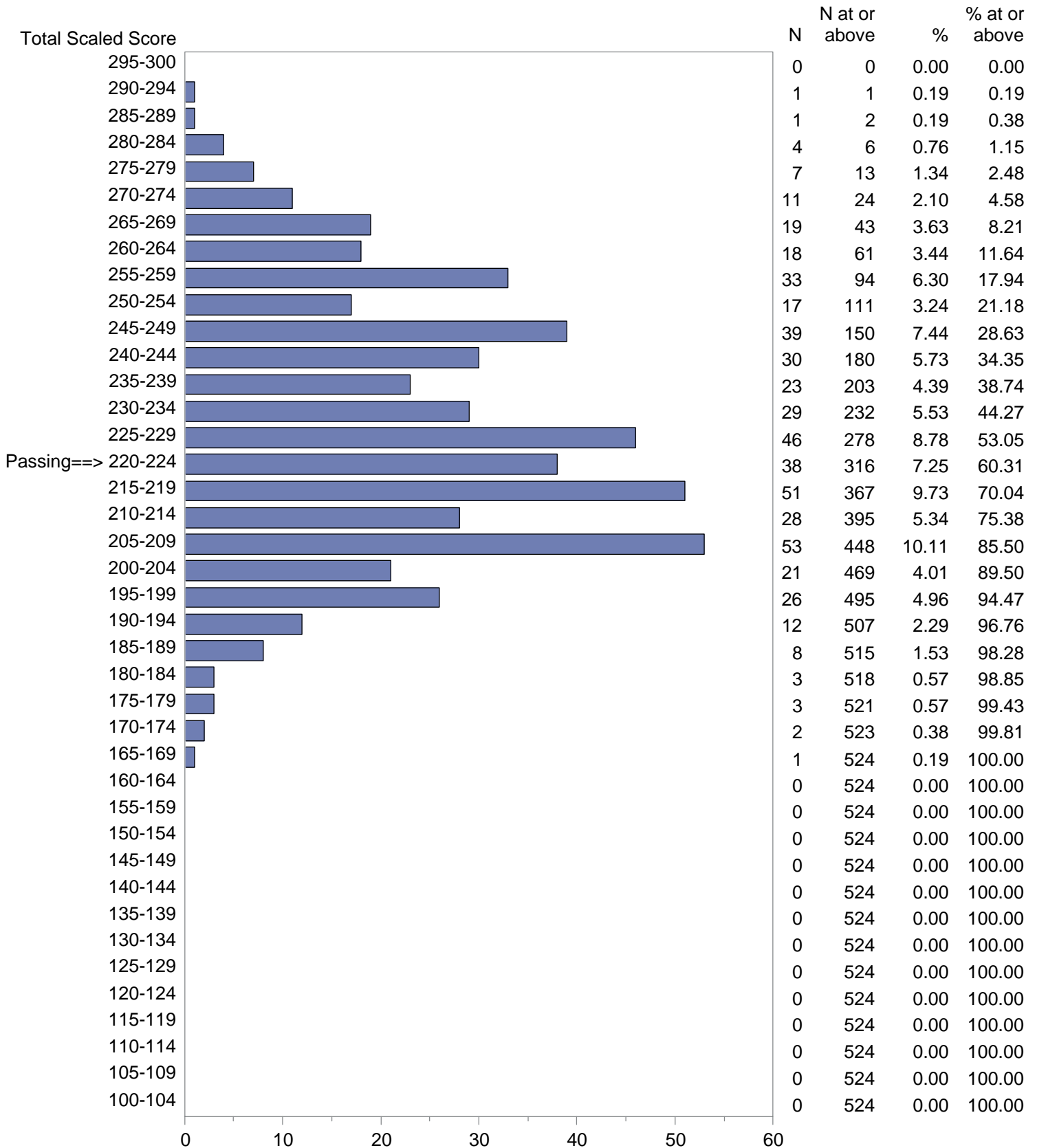
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=024 Integrated Science



Total Scaled Score Distribution by Test Field (All Forms)

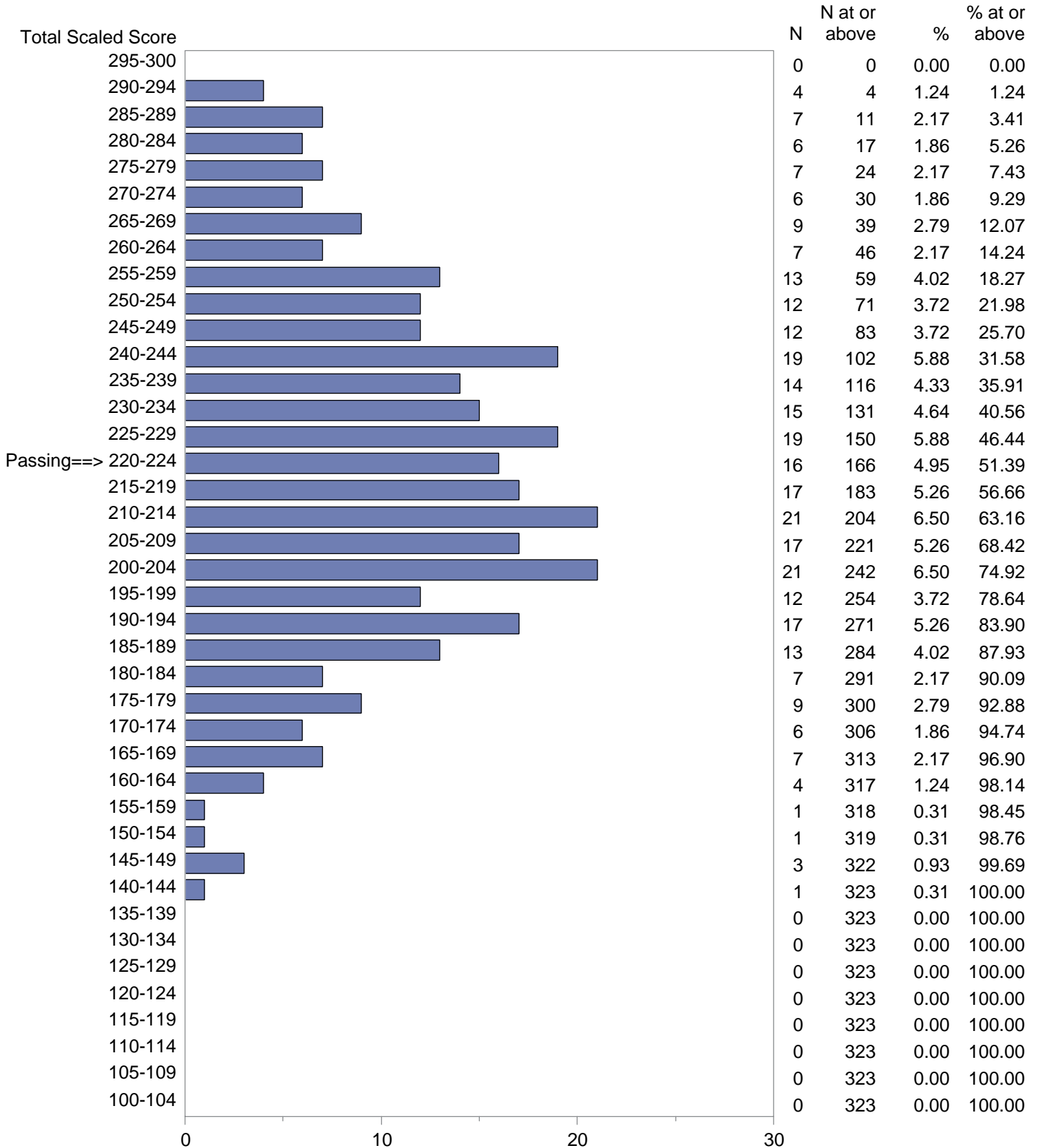
Test Field=025 Integrated Social Studies



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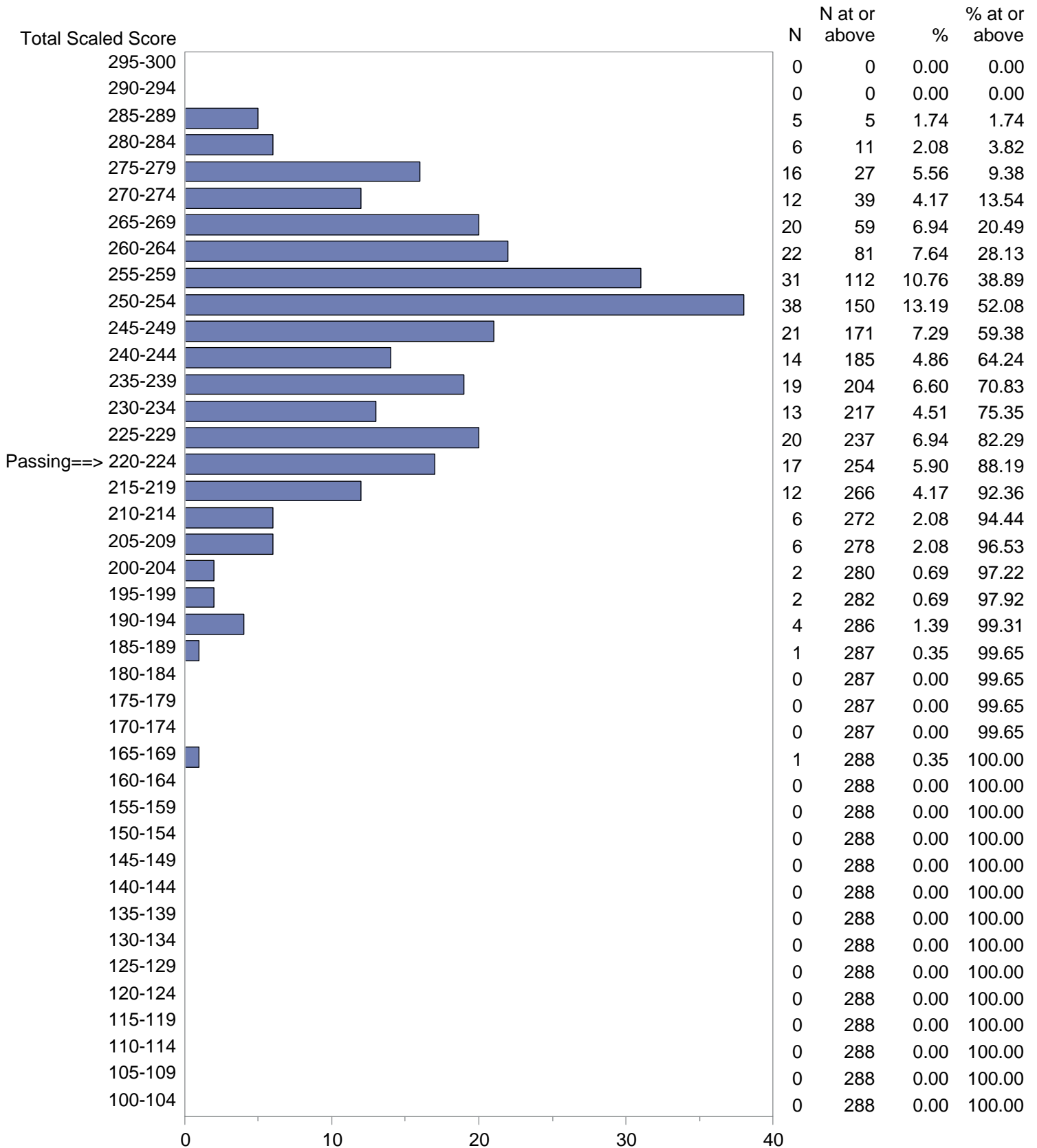
Test Field=027 Mathematics



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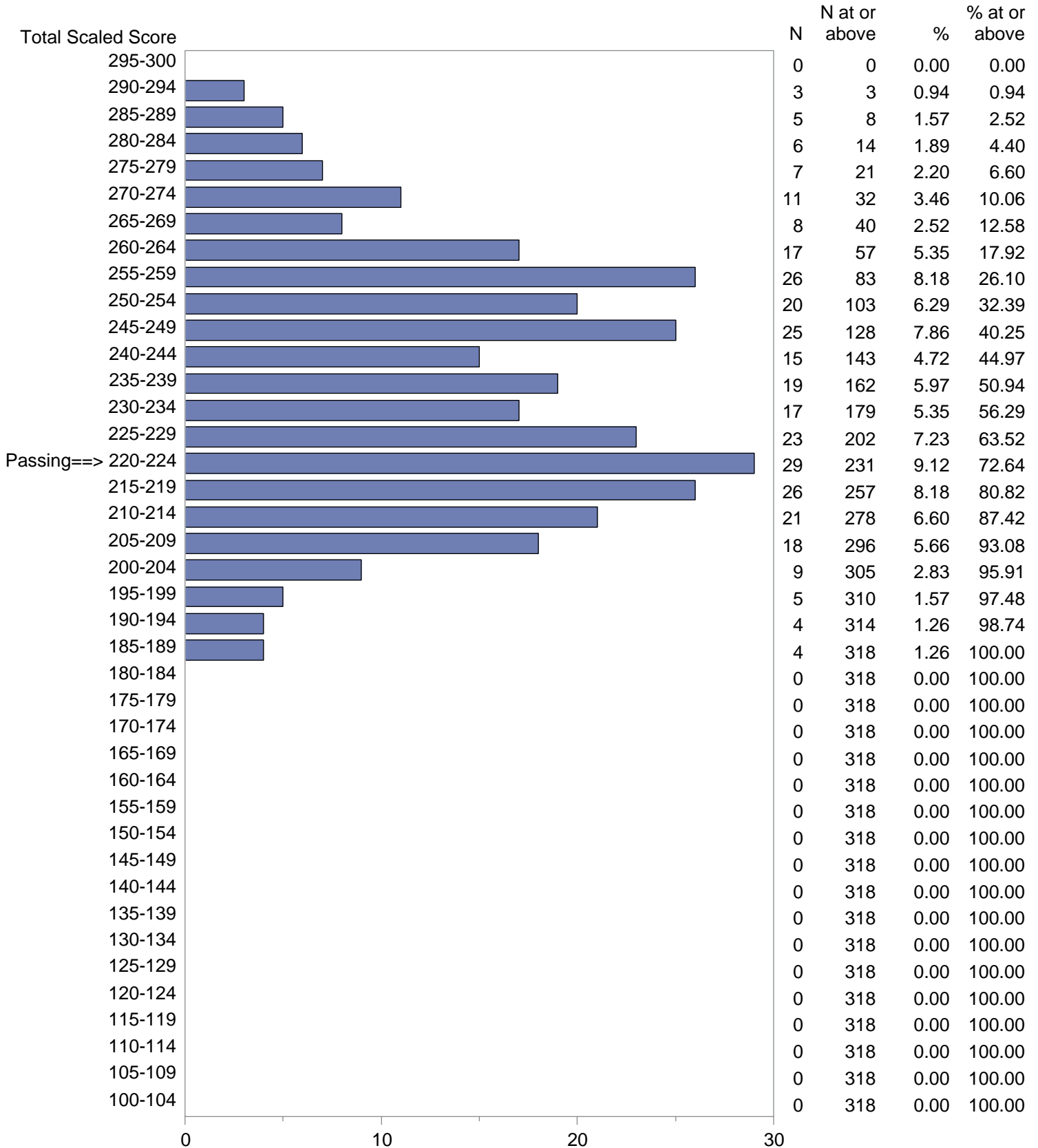
Test Field=028 Middle Grades English Language Arts



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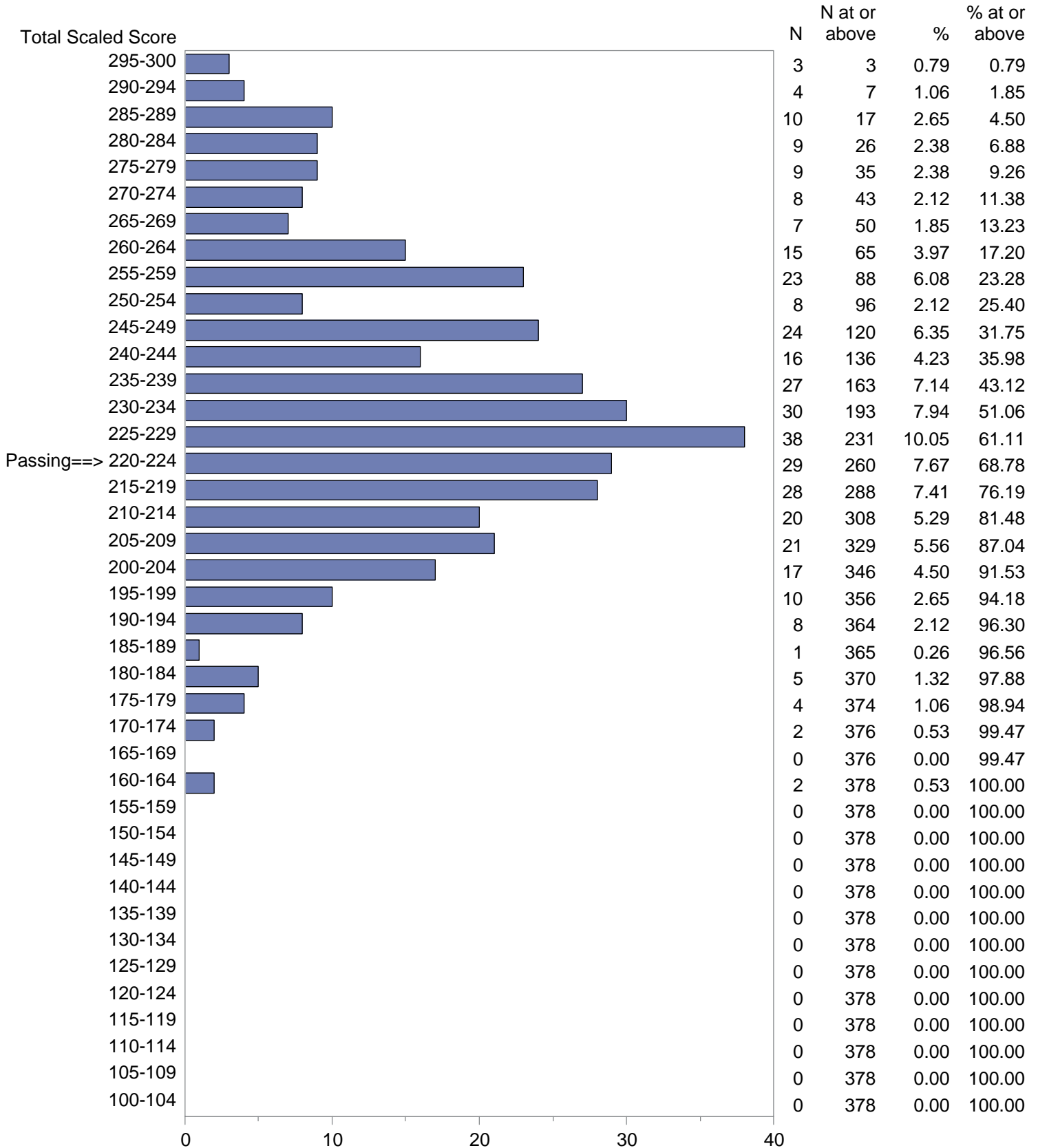
Test Field=029 Middle Grades Science



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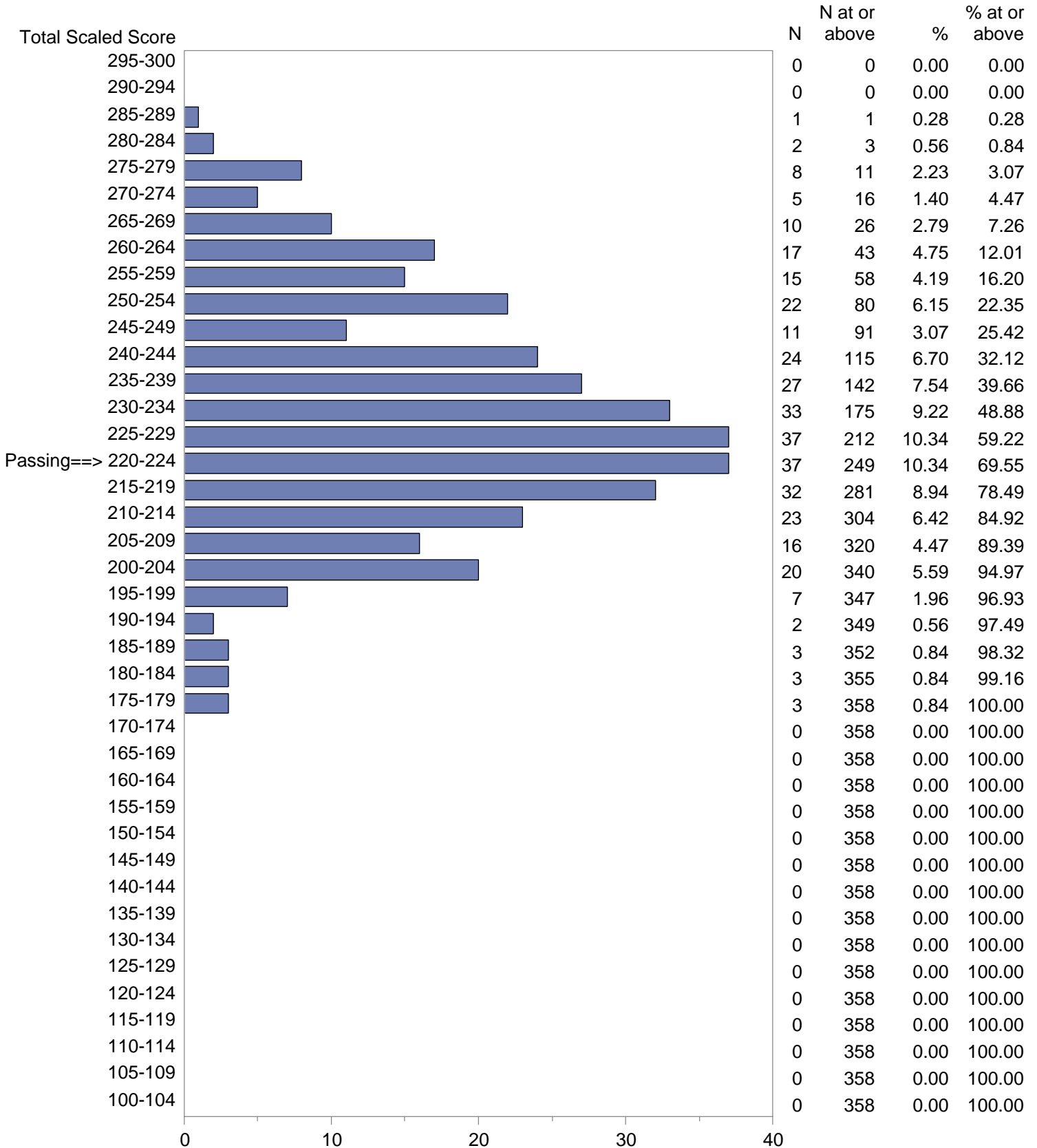
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Test Field=030 Middle Grades Mathematics



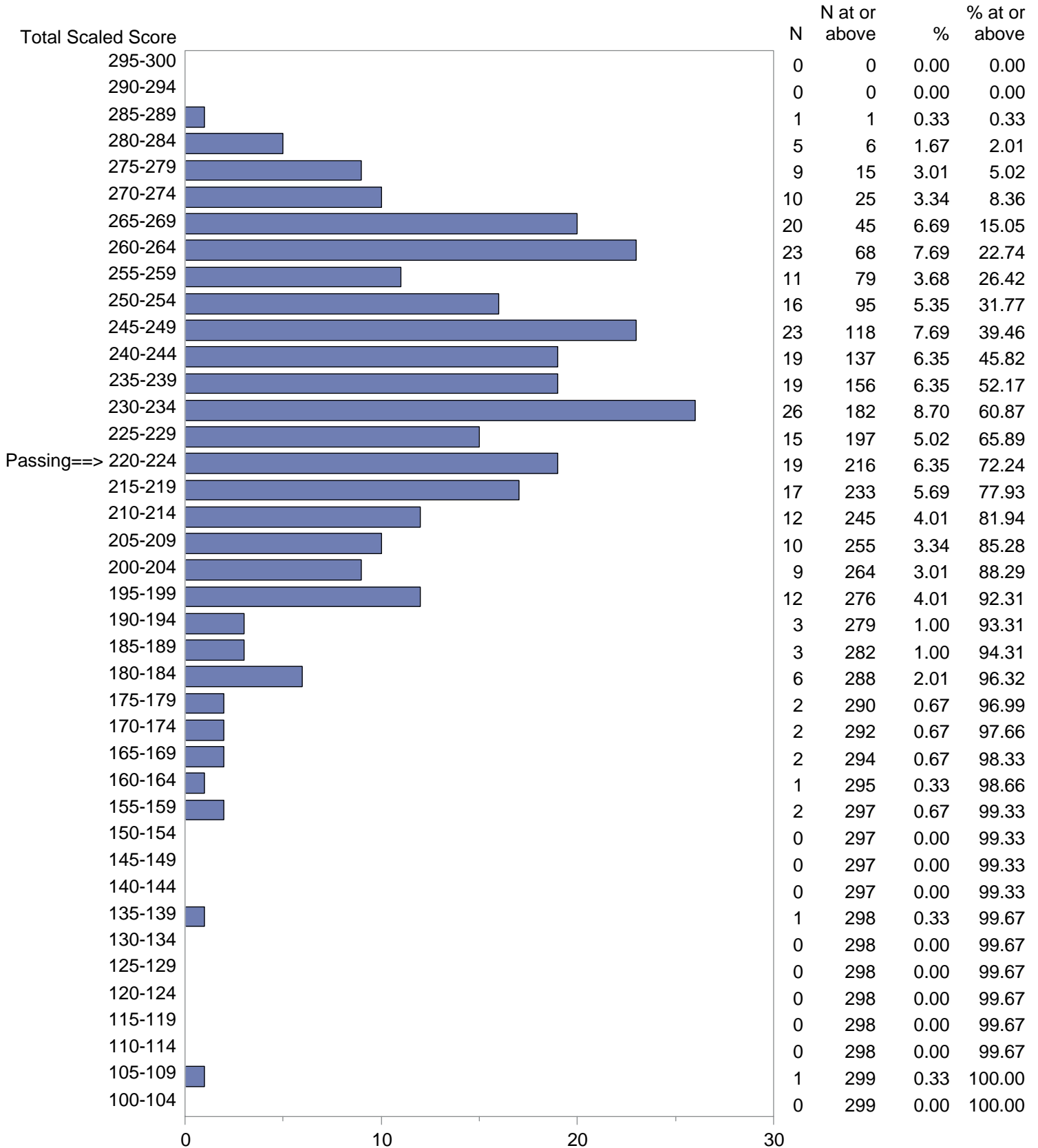
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Test Field=031 Middle Grades Social Studies



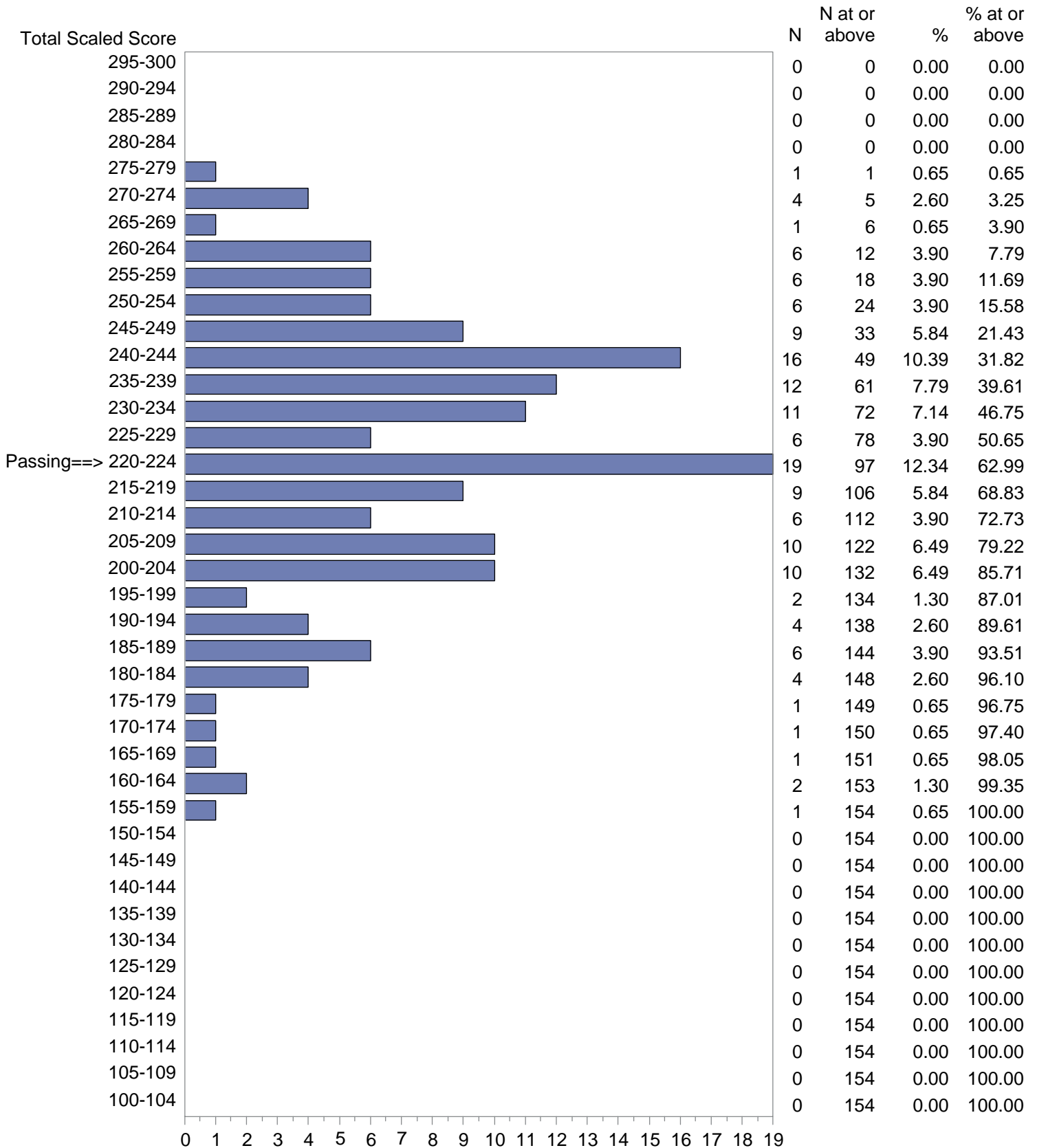
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=032 Music



Total Scaled Score Distribution by Test Field (All Forms)

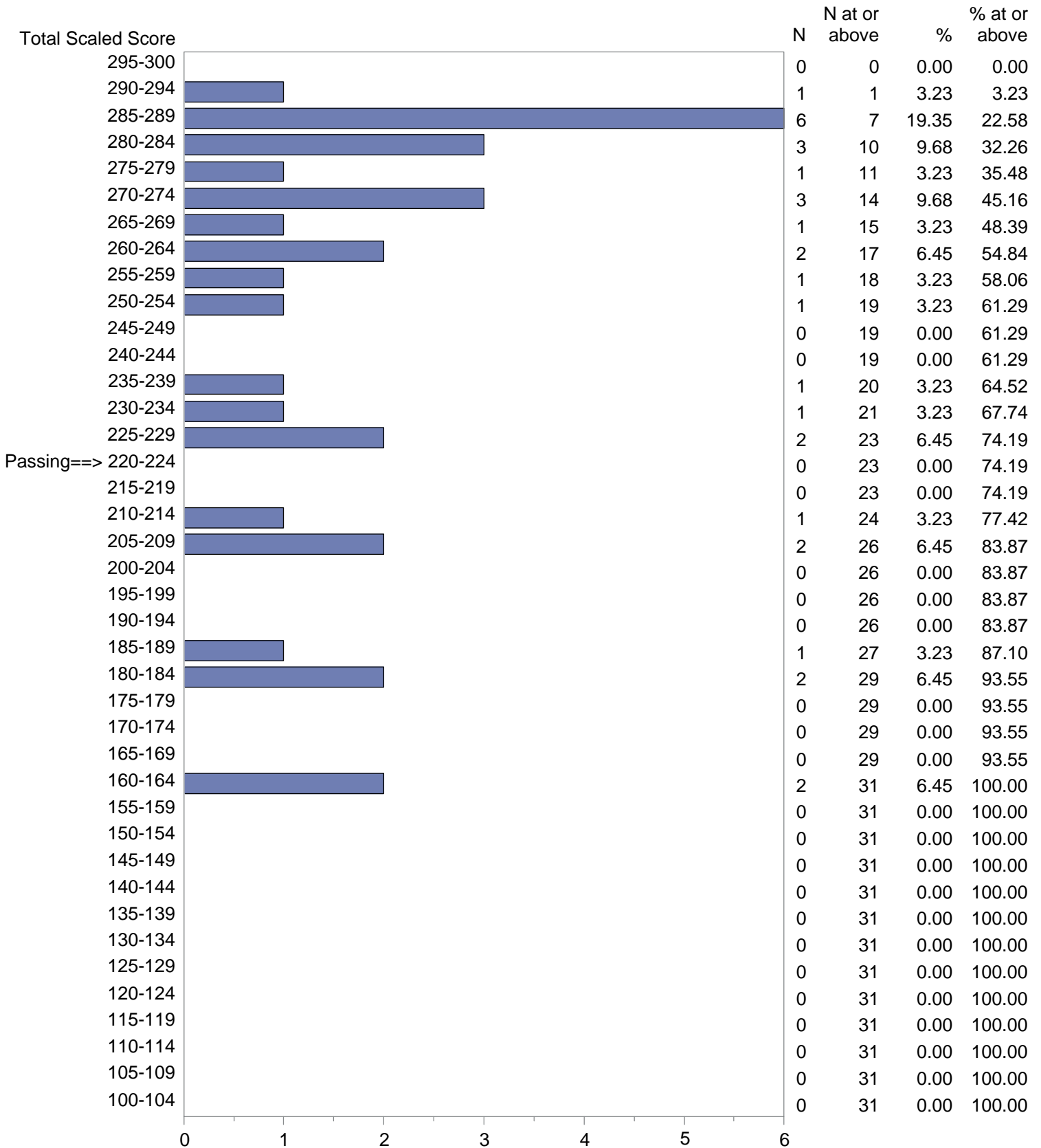
Test Field=034 Physical Education



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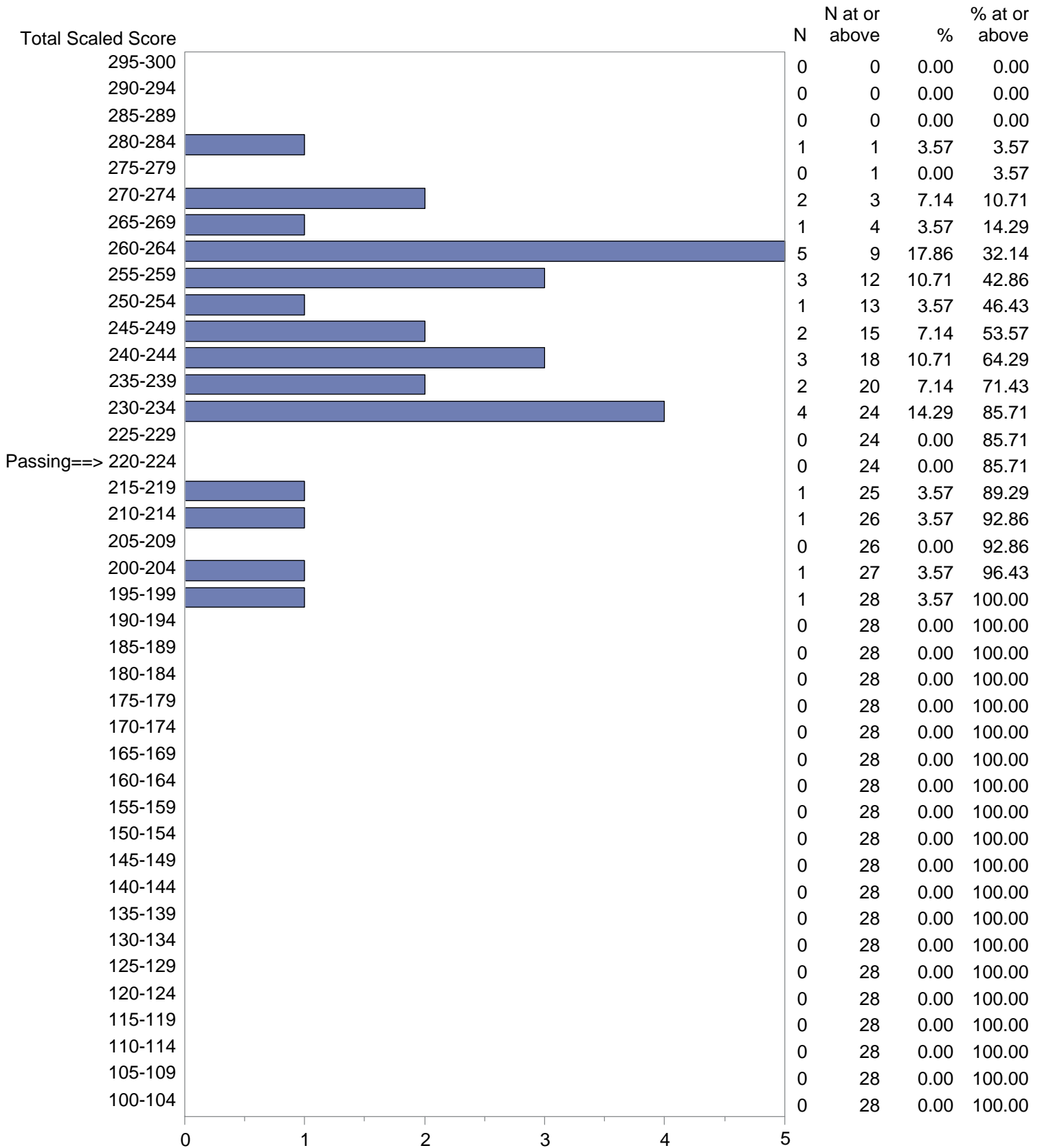
Test Field=035 Physics



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Total Scaled Score Distribution by Test Field (All Forms)

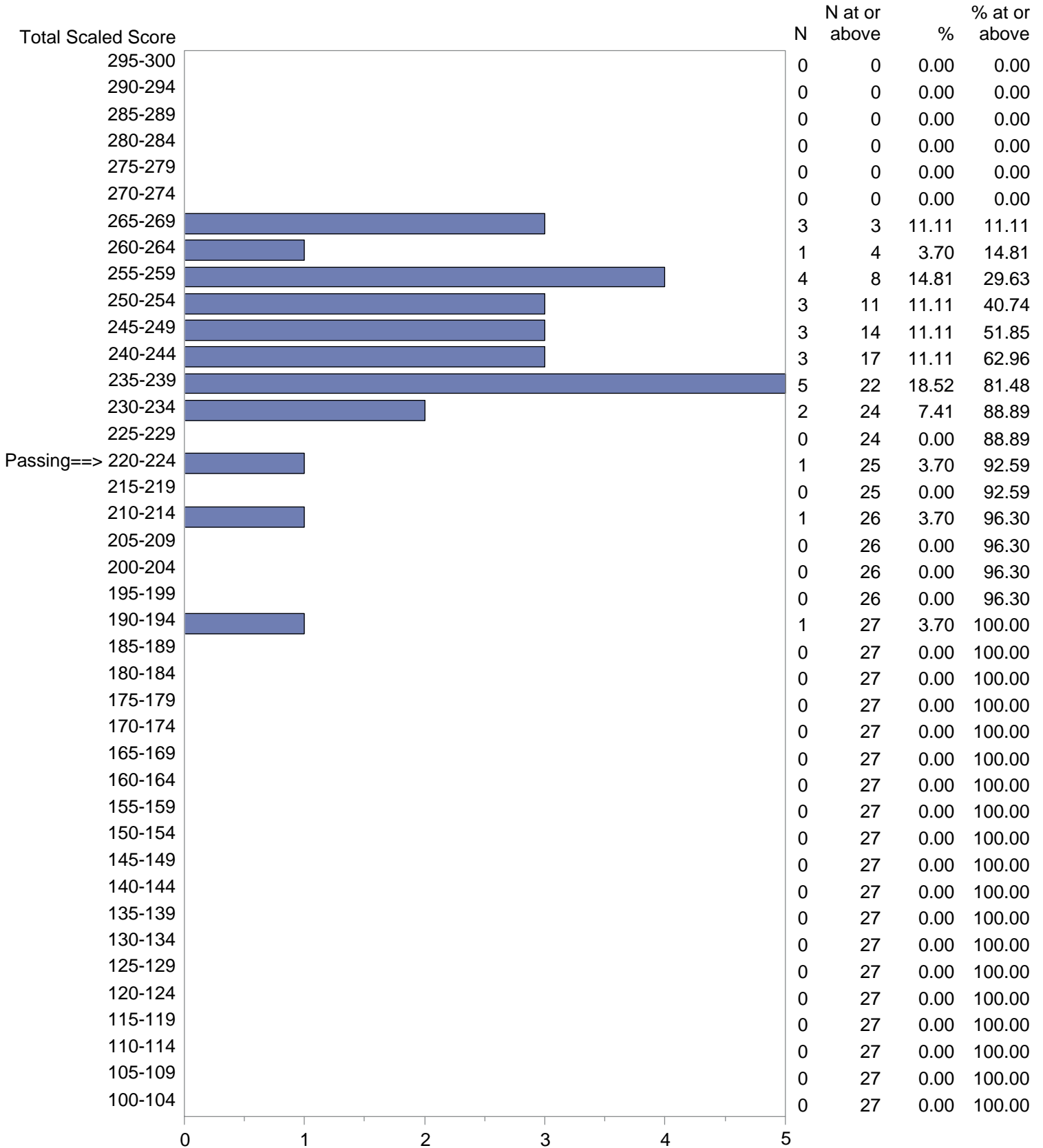
Test Field=036 Prekindergarten Subtest I



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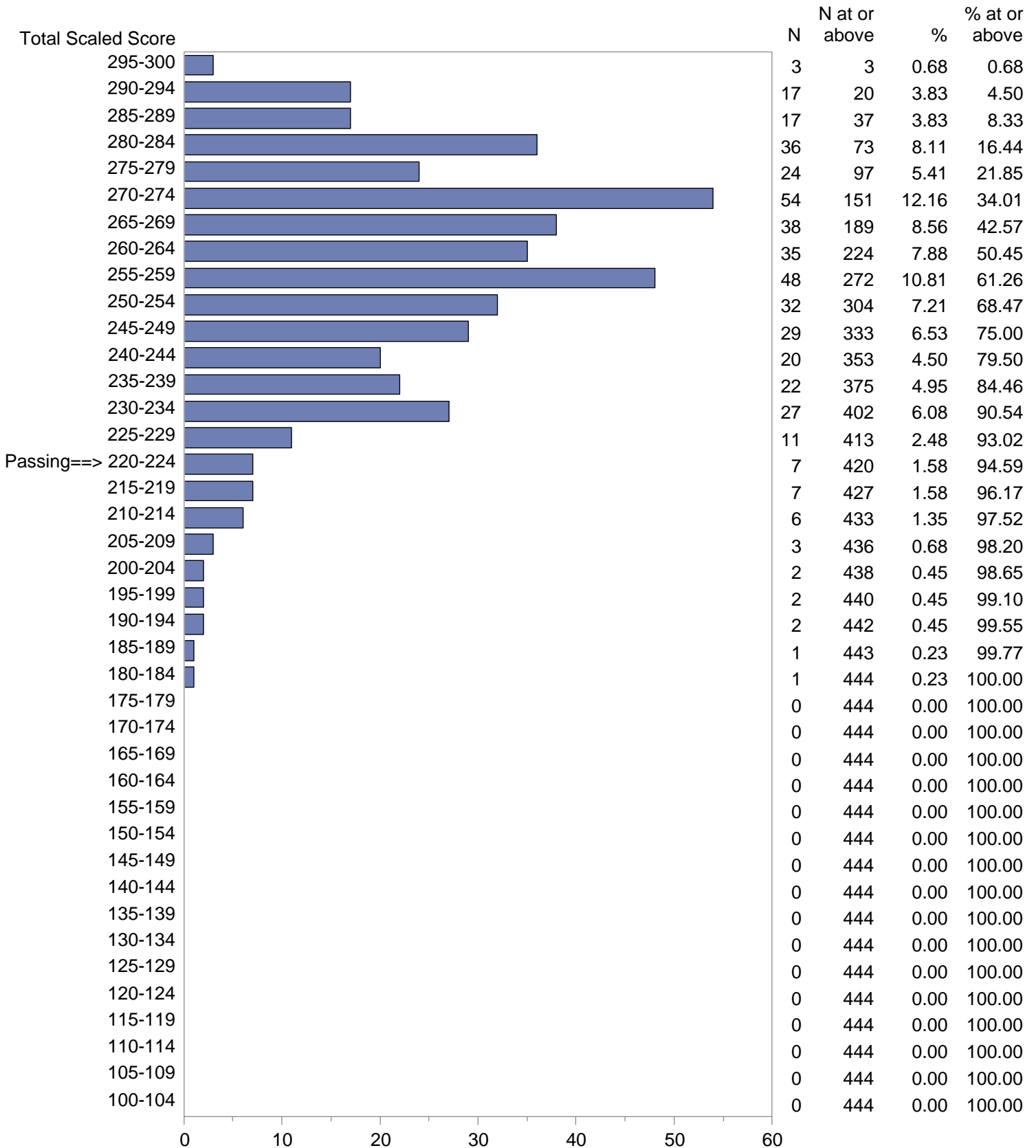
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Test Field=037 Prekindergarten Subtest II



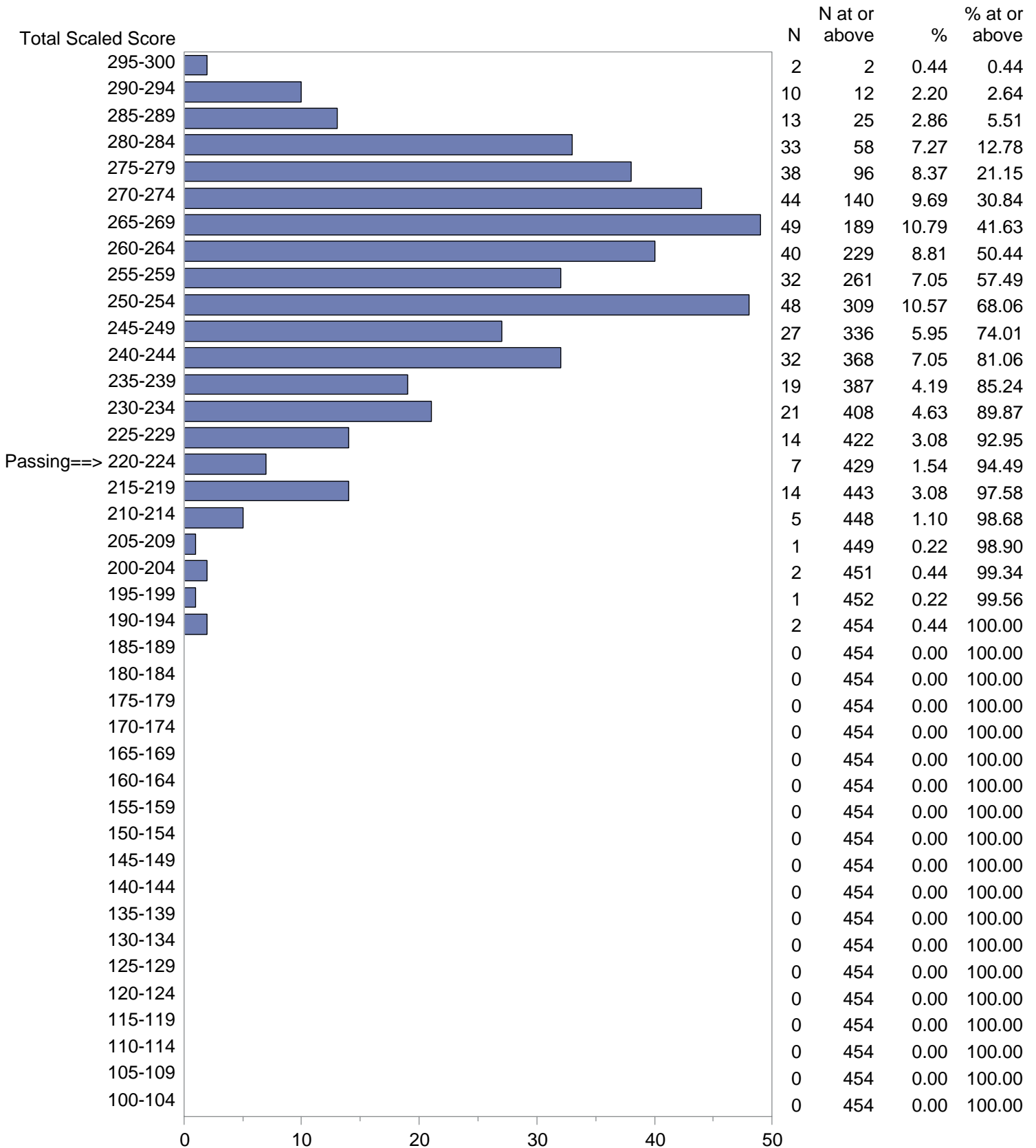
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=038 Reading Subtest I



Total Scaled Score Distribution by Test Field (All Forms)

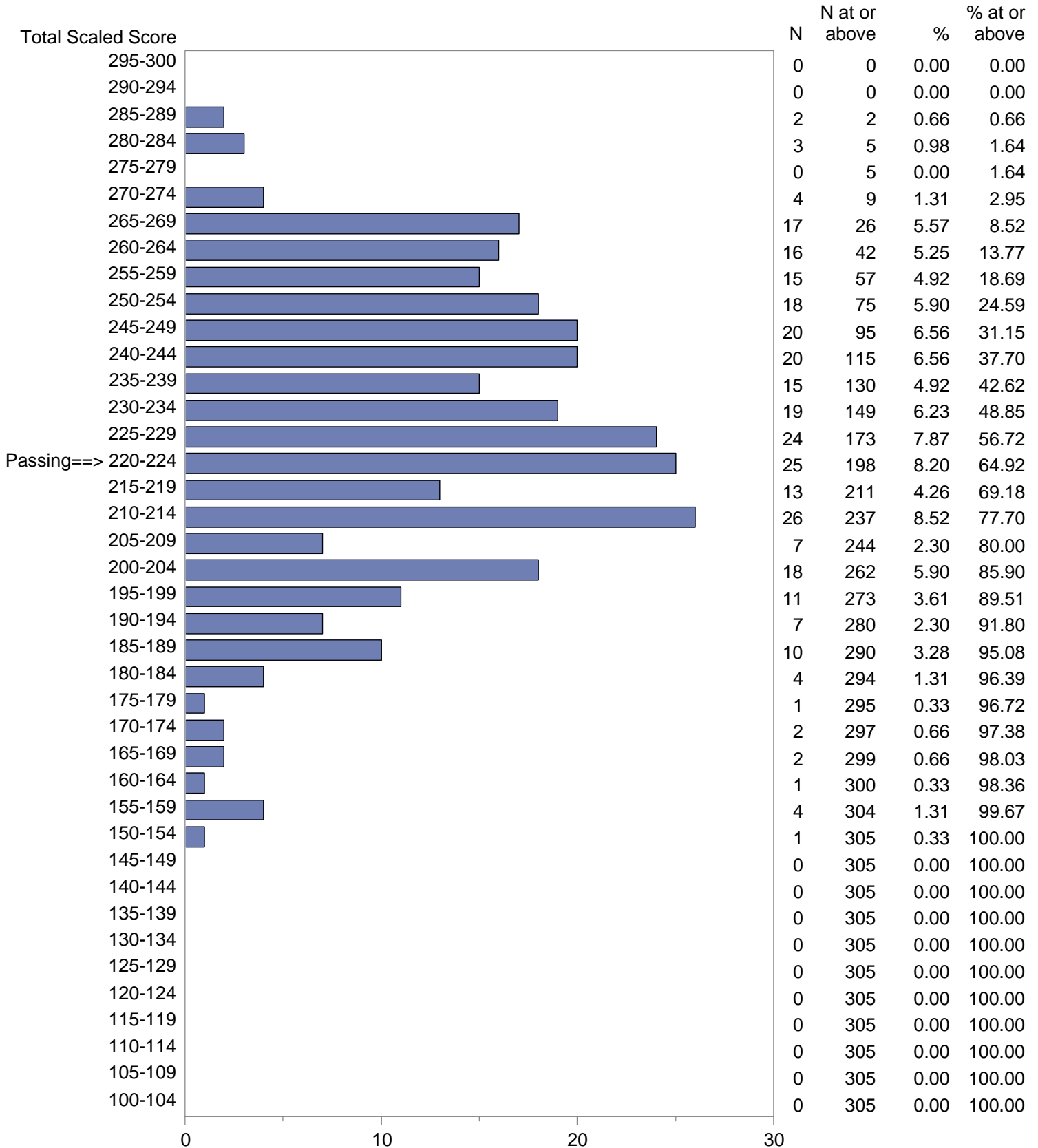
Test Field=039 Reading Subtest II



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Total Scaled Score Distribution by Test Field (All Forms)

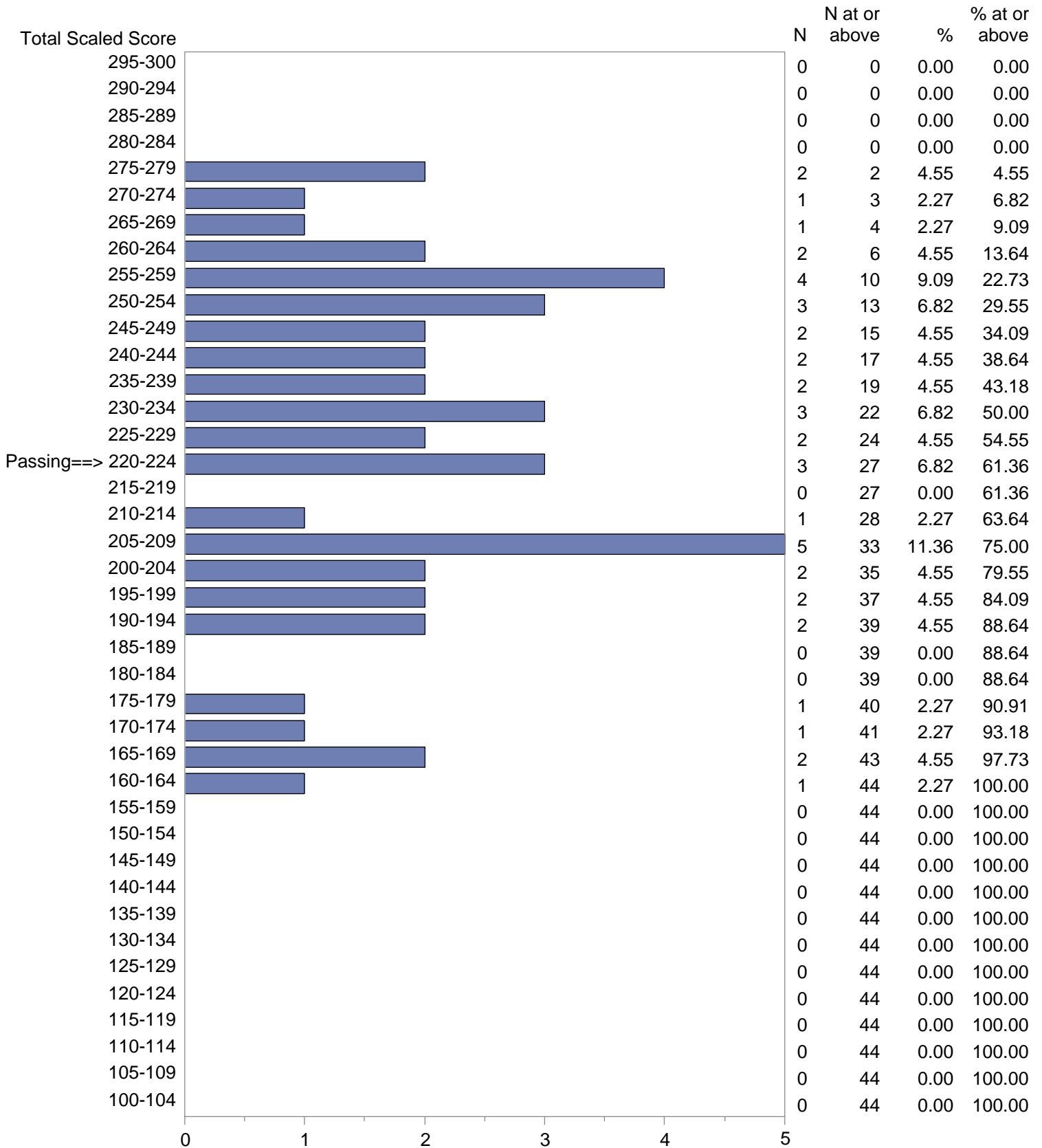
Test Field=040 School Counselor



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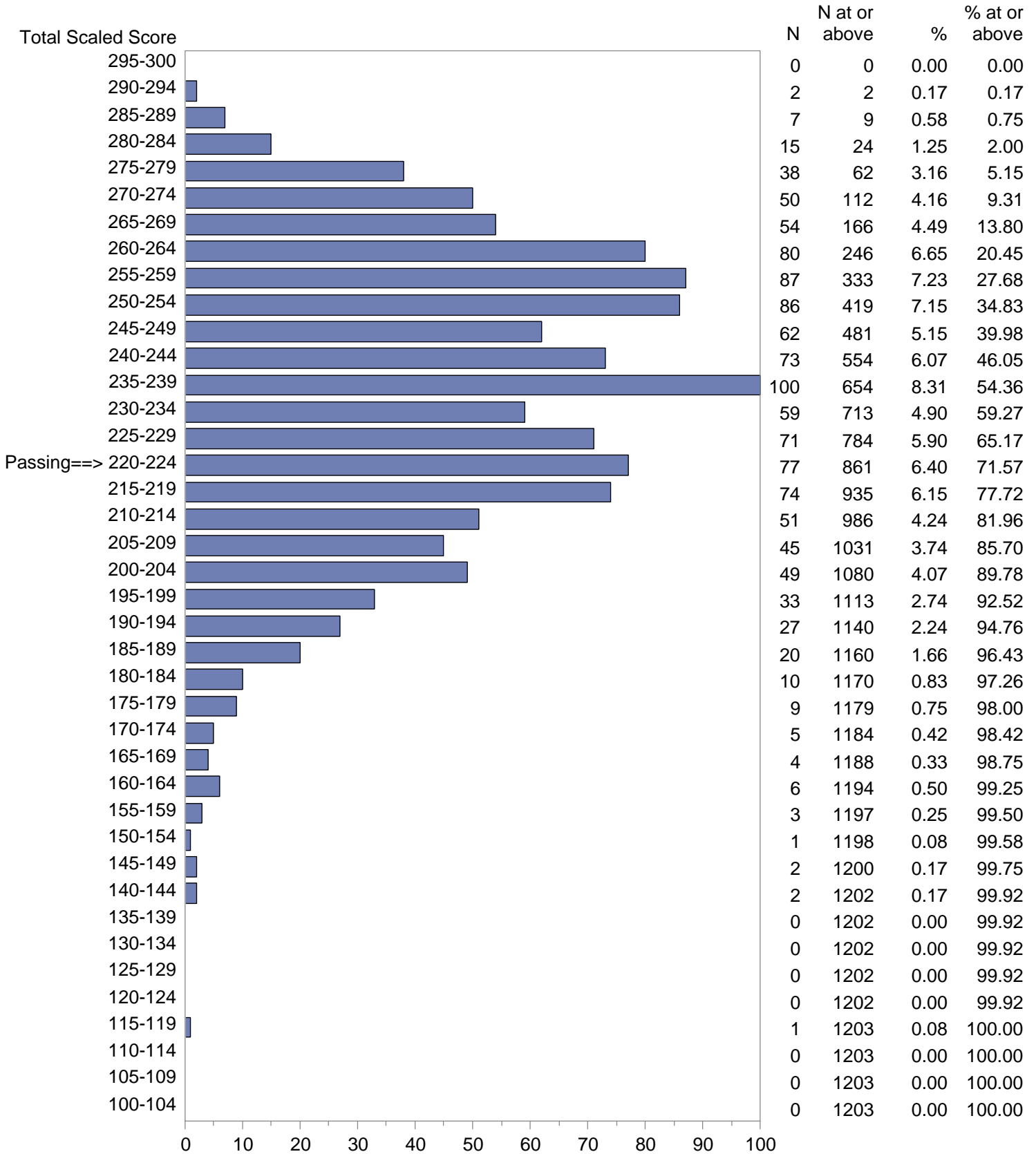
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=041 School Library Media Specialist



Total Scaled Score Distribution by Test Field (All Forms)

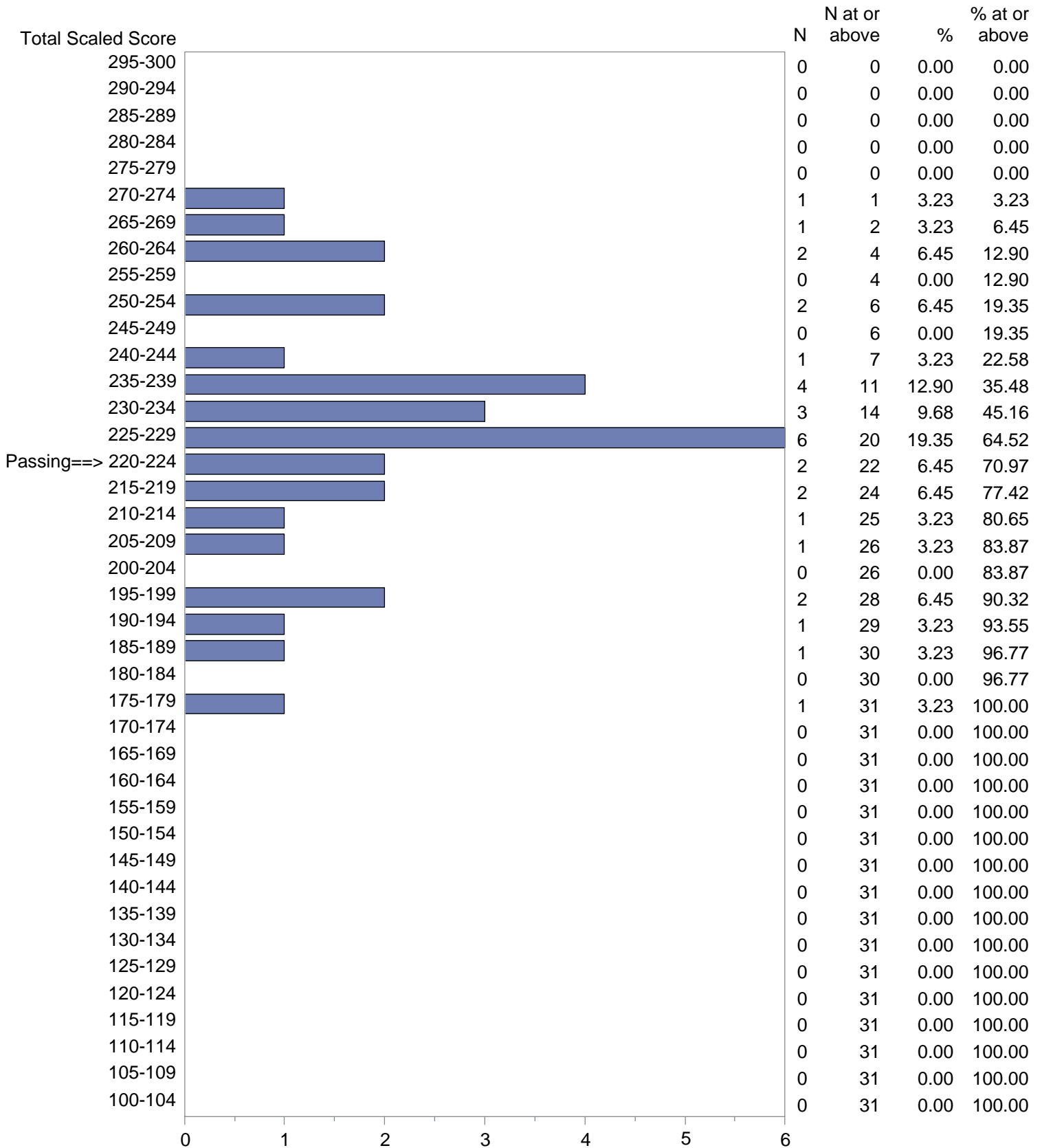
Test Field=043 Special Education



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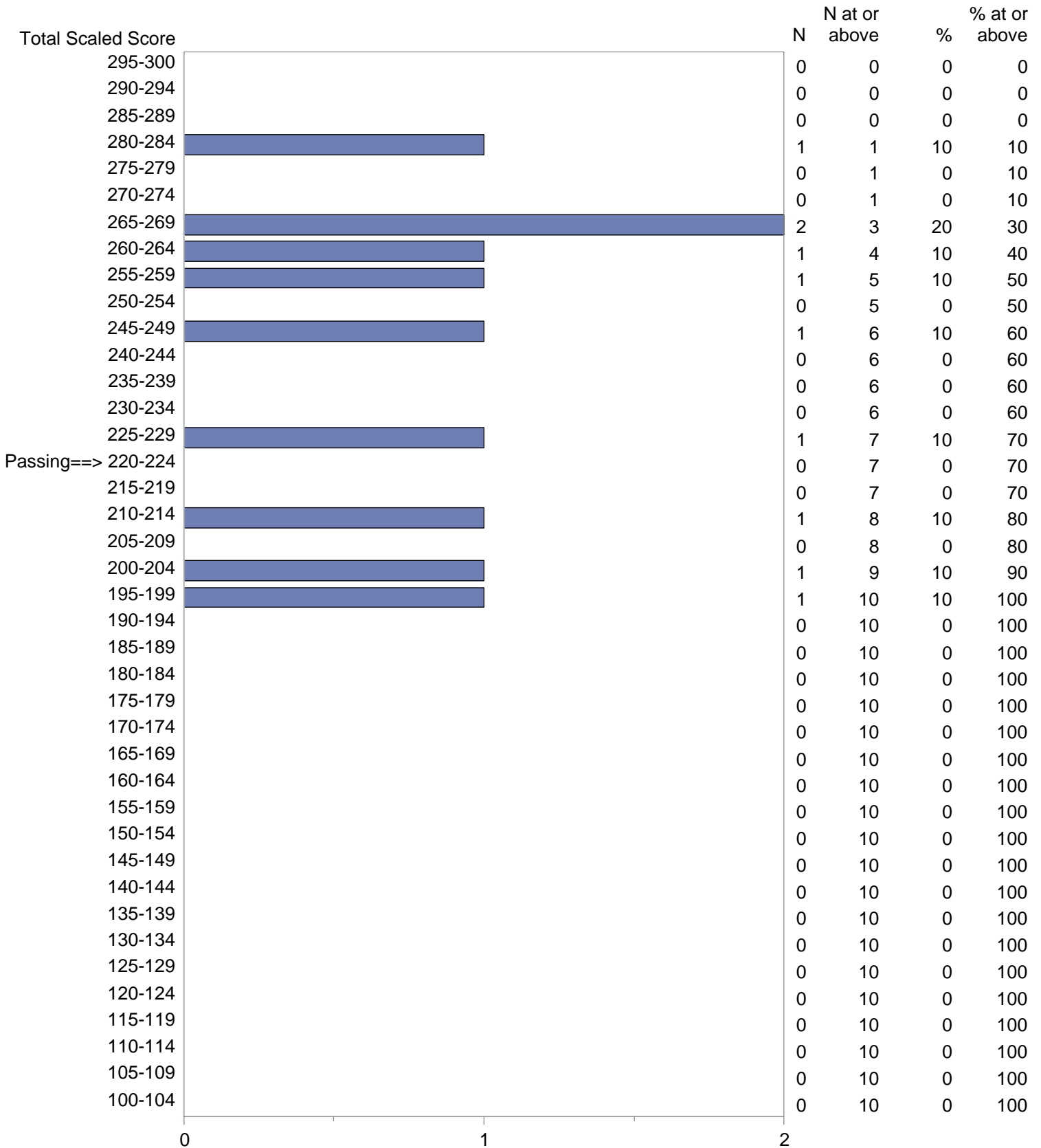
Test Field=045 Special Education Specialist: Visually Impaired



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Total Scaled Score Distribution by Test Field (All Forms)

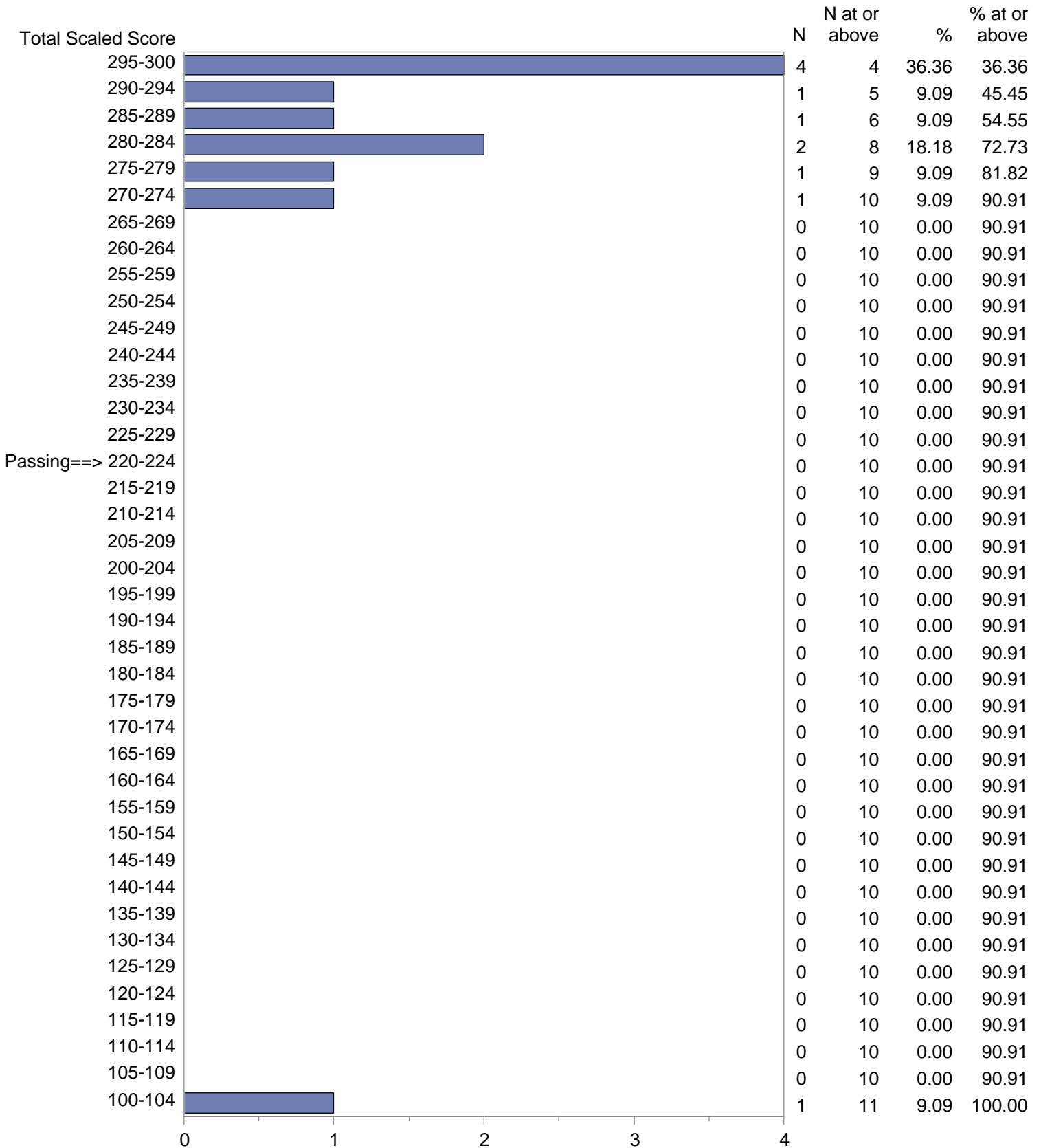
Test Field=050 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest



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Total Scaled Score Distribution by Test Field (All Forms)

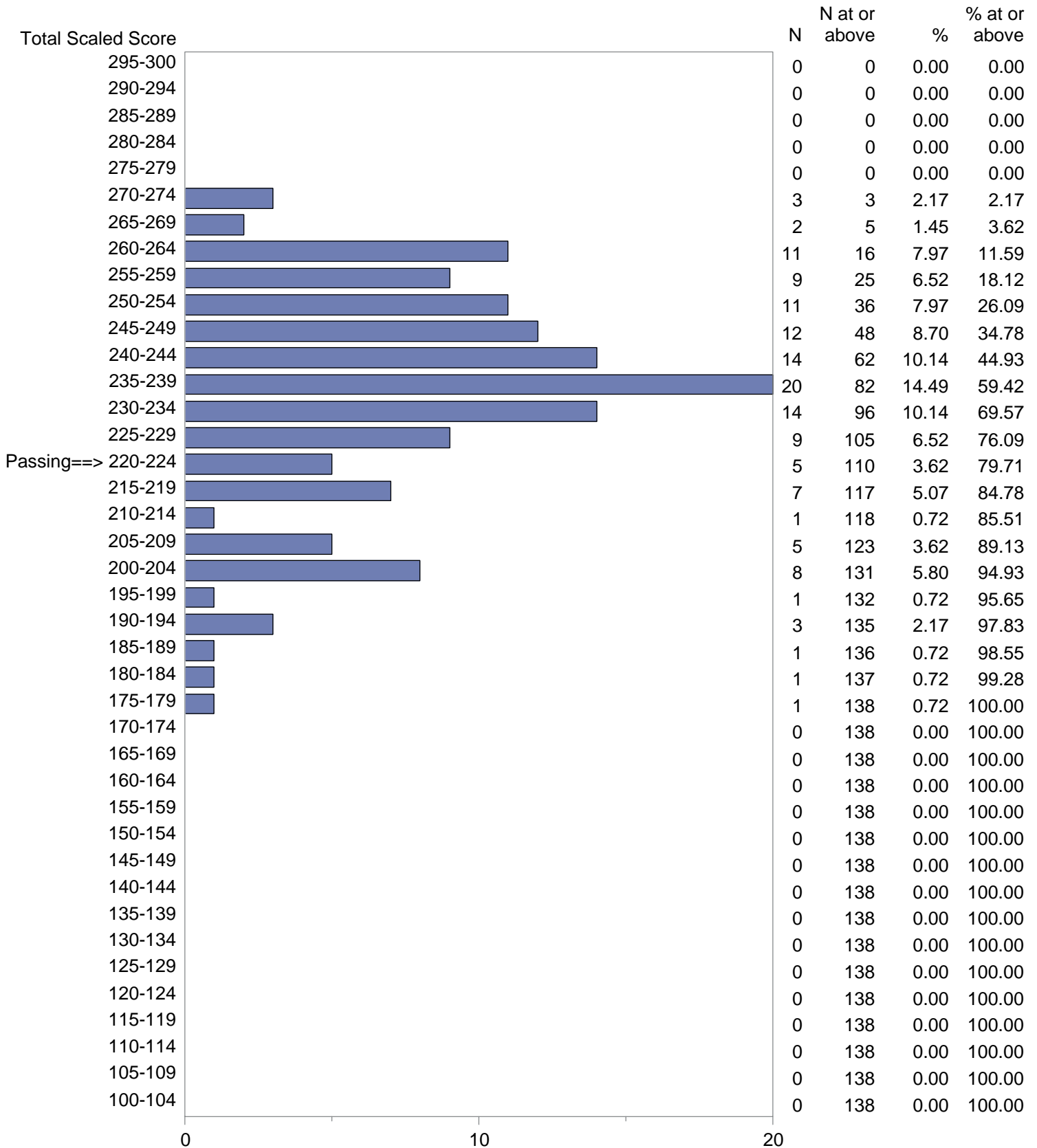
Test Field=051 American Sign Language (ASL) Assessment for World Language Teachers of ASL (Subtest



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Total Scaled Score Distribution by Test Field (All Forms)

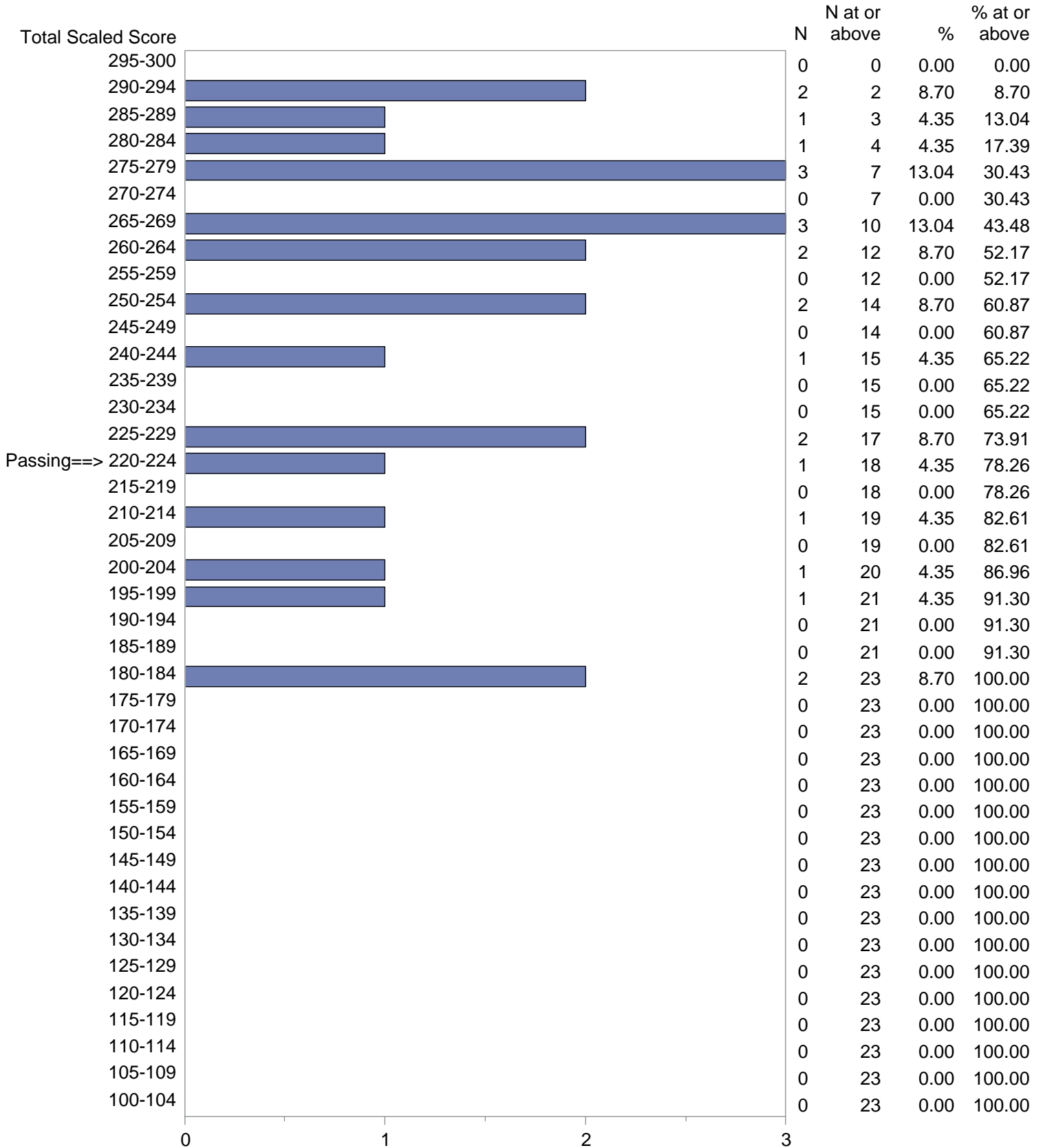
Test Field=053 Gifted Education



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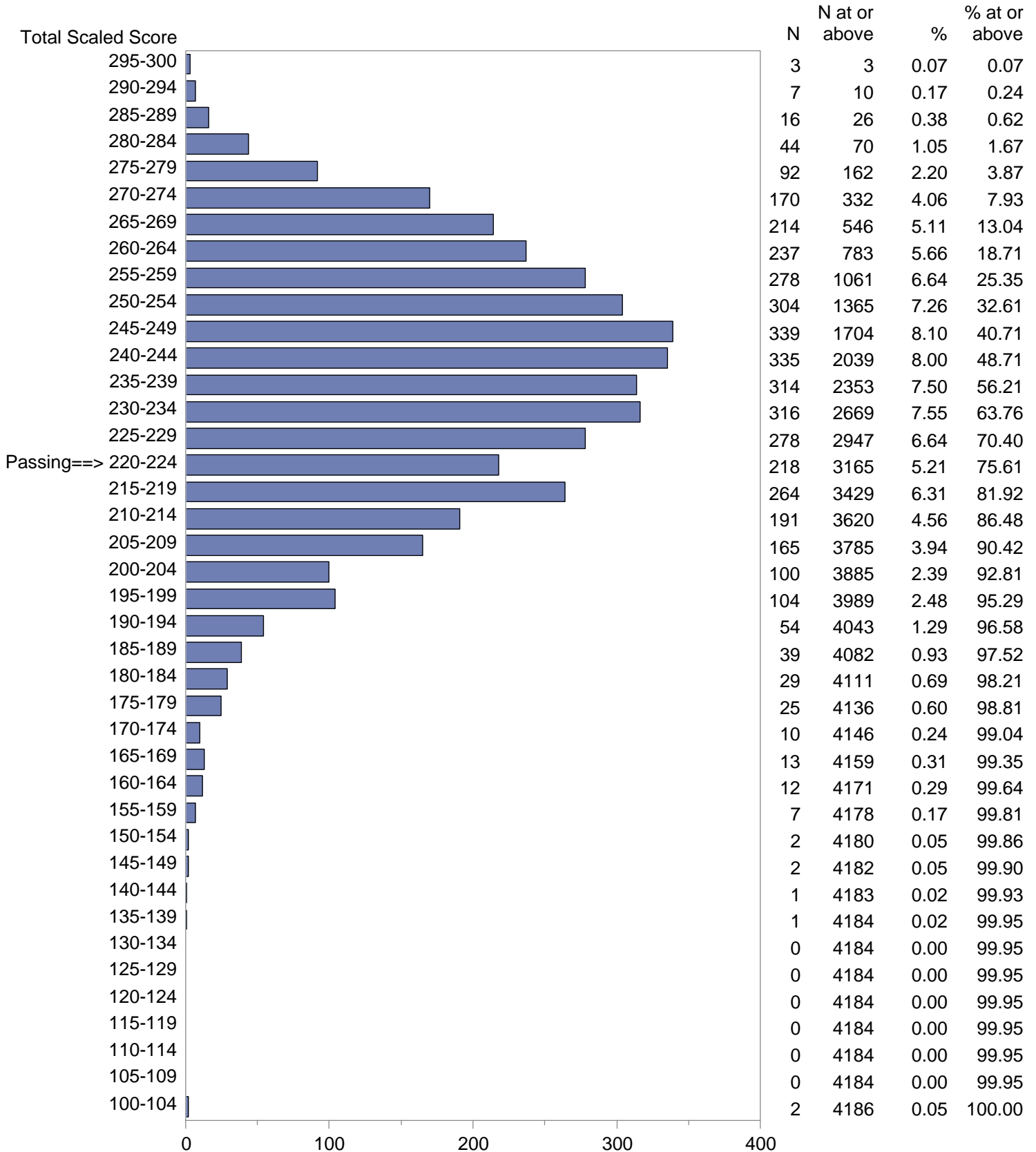
Total Scaled Score Distribution by Test Field (All Forms)

Test Field=054 Computer Science



Total Scaled Score Distribution by Test Field (All Forms)

Test Field=090 Foundations of Reading



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