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# TABLE OF CONTENTS

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<b>FOREWORD .....</b>	<b>i</b>
<b>INTRODUCTION .....</b>	<b>1</b>
Purpose of the <i>AEPA Faculty Manual</i> .....	1
Further Information .....	1
<b>OVERVIEW OF THE PROGRAM.....</b>	<b>3</b>
Basis of the Arizona Educator Proficiency Assessments (AEPA) .....	3
Alignment of the AEPA with Arizona Educational Standards .....	3
The Test Development Process .....	4
Bias Prevention.....	5
Validation .....	6
Test Administration.....	6
Test Scoring .....	6
<b>USING THE TEST OBJECTIVES .....</b>	<b>7</b>
Test Structure .....	7
Organization of Content Within a Test Field.....	8
Test Objectives Illustrated.....	9
Using the Objectives for Student Advisement and Planning.....	10
Helping Students Prepare for an AEPA Test.....	10
The Objective-To-Course Matching Chart .....	10
Developing a Study Plan.....	13
Additional Preparation Information.....	15
Using the Objectives for Curriculum and Instructional Planning .....	16
<b>SCORE REPORTING.....</b>	<b>17</b>
Passing Scores .....	17
Scaled Scores .....	17
Total Test Scores and Subarea Performance .....	17
<b>USING AEPA SCORE REPORTS .....</b>	<b>19</b>
Unofficial Individual Score Reports .....	19
Official Individual Score Reports .....	21
Reading the Institution Reports.....	24
Interpretive Cautions .....	24
Sample Alphabetical Report Roster (Cover Page) .....	26
Sample Alphabetical Report Roster (Sample) .....	27
Sample Institution Roster Report by Test (Cover Page) .....	28
Sample Institution Roster Report by Test (Sample) .....	29
<b>APPENDIX A: WORKSHEETS</b>	
Objective-to-Course Matching Chart	
Student Profile Worksheet	

## **APPENDIX B: INFORMATIONAL HANDOUTS**

Frequently Asked Questions

Developing a Study Plan

Test-Taking Strategies

## **APPENDIX C: OVERVIEW OF AEPA TESTS**

# FOREWORD

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The Arizona Educator Proficiency Assessments (AEPA™) program is the outcome of a collaborative development process conducted by the state (represented by the Arizona State Board of Education [ABE] and the Arizona Department of Education [ADE]) and the contractor (National Evaluation Systems, Inc. [NES®]). The state supervised, reviewed, and approved the plans, activities, and products of the AEPA that NES provided.

Readers are advised that this manual, including many of the excerpts used herein, is protected by federal copyright law. Test policies and materials, including but not limited to test objectives, tests, item types, item formats, scoring policies, score reports, and other documents, are subject to change.

Please note that the information in this manual is current as of the time of publication, February 2005. Information regarding tests may change as tests undergo redevelopment.



# INTRODUCTION

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## Purpose of the *AEPA Faculty Manual*

The Arizona Educator Proficiency Assessments (AEPA) program fulfills a legislated requirement that calls for testing all candidates seeking certification as educators in Arizona public schools. The AEPA program provides information of several types that can be useful to candidates for certification and educator preparation program faculty and administrators.

The *AEPA Faculty Manual* is designed to help faculty and administrators in educator preparation programs make use of the information produced by the program for:

- understanding the design, development, structure, and administration of the AEPA tests;
- helping candidates prepare for an AEPA test by reviewing the objectives on which the test is based;
- helping candidates understand their score reports so that they can focus their studies on addressing preparation deficiencies and choosing courses, library materials, or other resources that correspond to the knowledge and skills assessed by an AEPA test; and
- assisting faculty and departments in planning, evaluating, or modifying their courses, curricula, or other program components to achieve closer alignment with the Arizona Professional Teaching Standards, Arizona Professional Administrative Standards, and Arizona Academic (K–12) Standards for educators and students that are the basis of the AEPA tests.

The *AEPA Faculty Manual* contains information about the testing program, its basis in Arizona law and alignment with Arizona standards, the structure of the tests in the program, and the uses of the test objectives and reports prepared for examinees and Arizona educator preparation institutions. The manual also contains handouts and worksheets designed to help educator preparation faculty and administrators make use of AEPA program information, as well as links to Internet-based information about the program and its tests.

## Further Information

Further information about the testing program is available in the AEPA Registration Bulletin and study guides. These materials may be obtained from the ADE, campus educator preparation program offices, or the AEPA Web site at **[www.aepa.nesinc.com](http://www.aepa.nesinc.com)**.

If you have questions regarding program policies or test requirements, contact the ADE at:

**Web site:**

**[www.ade.az.gov/certification](http://www.ade.az.gov/certification)**

**Mailing Address:**

Post Office Box 6490  
Phoenix, AZ 85005-6490

If you have questions about the test registration process, test dates, or registration deadlines, contact:

Arizona Educator Proficiency Assessments  
National Evaluation Systems, Inc.  
Post Office Box 660  
Amherst, MA 01004-9011  
Telephone: (800) 239-8105

**Web site: [www.aepa.nesinc.com](http://www.aepa.nesinc.com)**



# OVERVIEW OF THE PROGRAM

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## Basis of the Arizona Educator Proficiency Assessments (AEPA)

ARS §15-533(A) states, “To qualify for either a basic or standard teaching certificate . . . a person must pass each component of the proficiency examination.”

Arizona is committed to maintaining a body of educators capable of enhancing student achievement and meeting the demands and expectations of the state's dynamic and diverse society. In November 1997, the Arizona Department of Education (ADE) adopted new rules regarding the evaluation of educators applying for state certification. The new rules require that applicants for certification pass a test of subject knowledge. Candidates for teacher certification must also pass a test of professional knowledge and meet a requirement for understanding the United States and Arizona Constitutions. The purpose of the AEPA program is to ensure that each certified educator has the necessary knowledge to practice effectively in Arizona public schools.

For current information on requirements and program policies for the AEPA, see the most recent version of the AEPA Registration Bulletin.

The authority for implementing the new assessment program resided with the ADE. Through a competitive bidding process, the ADE selected National Evaluation Systems, Inc. (NES®), to develop and administer the AEPA.

## Alignment of the AEPA with Arizona Educational Standards

The objectives on which the tests are based reflect certification standards, curriculum materials, and the content of educator preparation programs in Arizona. The objectives for each test field were refined and validated by advisory panels composed of university educators and certified Arizona educators practicing in public schools. For each test field, NES conducted a Content Validation Survey of randomly selected Arizona educators and college and university faculty members. Each survey participant reviewed the objectives in his or her field to ensure that those selected for the tests are important to the job of an Arizona educator and reflect the knowledge and skills that are important to the job performance of educators in Arizona public schools. The test questions and performance assignments were matched to the objectives for the test fields and were verified as valid by the advisory panel for each field.

An individual's performance on an AEPA test is evaluated against an established standard. The passing score for each test is established by the Arizona State Board of Education (ABE) and is based on the professional judgments and recommendations of Arizona educators.

During their development, the AEPA tests were directly aligned with the applicable Arizona standards. The standards that have been addressed within the AEPA tests are the following:

- **The Arizona Professional Teaching Standards.** These standards are addressed most directly in the Elementary and Secondary Professional Knowledge tests. The Arizona Professional Teaching Standards describe pedagogical knowledge and skills, instructional strategies, assessment principles and practices, and an understanding of students with special needs.

- **The Arizona Professional Administrative Standards.** These standards define the knowledge and skills that educators who receive Arizona administrative certificates must possess. The standards are the basis of the test objectives developed for the three AEPA Administrator tests: Superintendent, Principal, and Supervisor.
- **The Arizona Academic (K–12) Standards.** These standards define the content-area knowledge and skills that are to be taught to Arizona students. These standards provided the basis of the test objectives for the corresponding AEPA subject knowledge tests.

## The Test Development Process

The test development process that the ADE and NES designed for the AEPA involved numerous steps to ensure that the resulting tests would be customized for the Arizona educational context, aligned with Arizona educational standards, and judged to be appropriate and important for assessing the knowledge and skills required of entry-level educators by the State of Arizona. NES consulted Arizona documents, collaborated with Arizona educators, validated each AEPA test objective in multiple ways, and engaged Arizona educators in providing professional judgments concerning the passing standards for each test, which were presented to the ABE for consideration. In addition, to ensure compliance with technical and professional standards, NES obtained the ongoing guidance of a committee of assessment experts made up of Arizona and national assessment experts.

Key components of the process that the ADE and NES employed to develop the AEPA are summarized below.

- **Establishment of Arizona Content Advisory and Bias Review Committees.** The ADE approved Arizona public school educators and educator preparation faculty to participate on either the Arizona Bias Review Committee (BRC) or one of the test field Content Advisory Committees (CACs). The committees had an ongoing role in the review and revision of draft test materials, the consideration of proposed test designs and policies, and the establishment of scoring criteria for the tests. Through the review committees, hundreds of Arizona educators directly participated in the test development process.
- **Definition and Review of Test Content.** Using Arizona standards documents and other Arizona-approved resources, NES developed draft sets of test objectives, which were reviewed and revised as necessary by the BRC and the appropriate CAC. After those reviews, the ADE was provided the opportunity to review and approve the draft objectives. NES prepared the ADE-approved test objectives for the Content Validation Survey.
- **The Content Validation Survey.** The approved test objectives were prepared for additional validation through the Arizona Content Validation Survey. NES drew a sample of thousands of Arizona public school educators and educator preparation faculty to rate the importance of each objective in each test field for performing the job of an entry-level educator in Arizona. When the surveys were returned, NES analyzed the data and reviewed the results with the ADE. The ADE held the authority to remove from the list any test objectives that were rated low in importance by survey participants.

- **Distribution of Final Test Objectives.** The outcome of the Content Validation Survey and the subsequent review and approval of the test objectives by the ADE was a set of test objectives that were aligned with Arizona standards and verified as important by Arizona educators. NES distributed the final test objectives to Arizona colleges and universities with educator preparation programs and to Arizona community colleges. The Arizona test objectives can also be found on the AEPA Web site at [www.aepa.nesinc.com](http://www.aepa.nesinc.com).
- **Preparation of Test Items.** NES prepared sets of test items that matched the final list of test objectives for each field. This correspondence establishes the alignment of the test items—through the test objectives—with approved Arizona standards.
- **Bias and Content Review of Test Items.** The Arizona BRC reviewed the proposed test items for issues of bias and equity, recommending changes and deletions as needed. The CAC reviewed proposed test items during initial implementation of the AEPA program through an item validation panel review process, in which each test item was evaluated by each panel member for its match to the corresponding test objective(s), accuracy, freedom from bias, and job-relatedness for an entry-level Arizona educator. In addition, a number of AEPA test fields have undergone subsequent expansion and updating, in which both the BRC and CACs have reviewed, revised, and approved additional test items using the same review criteria.
- **Pilot Testing.** NES pilot tested the test items at Arizona colleges and universities. The data showed how the items performed with actual Arizona educator preparation candidates. Items that did not perform acceptably on the pilot tests were identified for deletion from the item banks.
- **Preparation of Study Guides.** NES, with the collaboration of the ADE, prepared study guides for each field, which were distributed to Arizona educator preparation institutions. Arizona study guides can also be found at the AEPA Web site at [www.aepa.nesinc.com](http://www.aepa.nesinc.com).
- **Preparation and Administration of the AEPA Tests.** The new tests were administered according to standardized AEPA testing procedures. Information about AEPA test administrations is provided in the current version of the AEPA Registration Bulletin, which can be found on the AEPA Web site at [www.aepa.nesinc.com](http://www.aepa.nesinc.com).
- **Determination of Passing Scores.** For each test field, Standard Setting Panels of Arizona educators met to participate in a structured process for recommending a passing score for each test.

## Bias Prevention

Prevention of bias in the AEPA was recognized as essential to the fairness and validity of the program. Bias prevention measures included careful development and sustained scrutiny of test items by NES and structured reviews in Arizona by members of the BRC and CACs. Both committees were directed to review the test materials for potential bias, and the BRC especially focused on this review criterion.

In test development processes that involved the participation of Arizona educators, efforts were made to include a diverse group of participants. Such processes included the review of the test objectives, the Content Validation Survey, the validation of test items, and the recommendation of passing scores.

## Validation

Validation of the AEPA was designed to establish that the tests met the purposes for which they were designed. With input from the CAC and the BRC, the test development process involved accepted procedures for the validation of licensure and certification tests. The validation approach was content based, as is appropriate for tests of this type that measure content knowledge required for licensure or certification. The content of the AEPA tests is specified clearly in the test objectives and test items, and the focus of AEPA validation steps was on these test elements.

The test preparation process was structured to gather validity evidence at multiple points, including:

- the analysis of Arizona standards documents and other Arizona-approved resources in developing the test objectives;
- the review of test objectives by Arizona educators on the BRC and the CAC for each test field;
- the validation of test objectives by Arizona educators through the Content Validation Survey; and
- the validation of test items by Arizona educators on the BRC and the CAC for each test field.

## Test Administration

The tests in the AEPA program are administered under standardized, consistent procedures at sites across Arizona, with additional administrations available in other cities across the United States. Test administrations are designed to provide a professional, equitable, and secure testing environment for examinees, including those who need alternative testing arrangements. Testing sites are screened and selected based on criteria relating to test security, accessibility, and the quality of testing conditions and facilities.

Test administrators are prepared for their responsibilities and are provided with procedural manuals to use before and during the test administration.

## Test Scoring

The AEPA tests are scored promptly and accurately. Selected-response answer documents are scanned for electronic scoring and the process is checked to verify accuracy. For performance assignments, qualified scorers are selected, prepared for the scoring process, and monitored for accuracy and consistency. Scoring of performance assignments typically involves two or more scorers working independently.

The scores of tests that comprise both selected-response items and performance assignments require combining selected-response section and performance-assignment section scores according to rules approved by the ADE. Test results are reported to individual examinees, their institutions of higher education, and the ADE.

# USING THE TEST OBJECTIVES

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## Test Structure

All AEPA tests are criterion referenced; that is, they are designed to measure examinees' knowledge in relation to an established standard of competence (a criterion) rather than in relation to the performance of other examinees. The purpose of the tests is to help identify examinees who have the appropriate level of knowledge and skills that have been judged to be important for educators in Arizona public schools.

Each AEPA test is also objective based; that is, it is based on content stated in a set of test objectives for the test field. The AEPA test objectives are available in the study guides at no cost on the AEPA Web site at **[www.aepa.nesinc.com](http://www.aepa.nesinc.com)**, as well as on Arizona college campuses and directly from NES. The objectives are intended to be public documents clearly describing the content upon which the AEPA tests are based. They are typically used by educator preparation faculty, students, examinees, parents, and interested Arizona citizens.

The AEPA test objectives are explicitly aligned with appropriate Arizona standards documents, as mandated by Arizona legislative and regulatory provisions. The various Arizona standards documents with which the AEPA test objectives are aligned mandate coverage of content-area knowledge and skills for teachers and administrators and professional knowledge and skills for all educators.

Because the content of each test is based on its test objectives, the content of each score report is related to the list of test objectives as well. Total test scores are reported to examinees who have not passed. All examinees are presented a graphic display of their relative subarea performance, reflecting the examinees' level of performance on test items corresponding to groups of test objectives that address broadly similar content areas. *The correspondence between examinees' performance and stated test objectives can be especially helpful to faculty members as they advise students who are preparing to retake an AEPA test, because it permits advisors to link specific courses and other campus resources to areas of study in which a student may benefit from focused work.*

The chart on the following page illustrates the relationship among subareas, test objectives, descriptive statements, and test items in a typical test field (English—Field 02); it is followed by a sample page from the list of English test objectives that illustrates each element.

## Organization of Content Within a Test Field

CONTENT	EXAMPLE
<b>Test Field</b> This is the name and code number of the test field. The test field corresponds to a particular Arizona certification area.	English (Field 02)
<b>Subarea</b> Each test field is divided into major content subareas—broad content domains within the test field that reflect an organizational principle that is understandable to individuals studying and working in the field. The number of test objectives within each subarea may vary depending on the breadth of content contained within the subarea.	Reading (Subarea 1)
<b>Test Objective</b> Each subarea contains several test objectives that define content knowledge that Arizona educators determined to be important to the job of an educator in the field. Test objectives are broad, conceptual statements that reflect some of the skills, knowledge, and understanding needed by educators in Arizona public schools.	Understand and apply reading strategies for the acquisition, interpretation, and application of information. (Test Objective 0001)
<b>Descriptive Statement</b> Each test objective is further elaborated by descriptive statements that provide examples of the range of knowledge and skills included within the test objective. The examples that are provided in descriptive statements are not inclusive of all content that may be covered.	For example: identifying and applying distinctions between general statements and specific details; summarizing a given passage; drawing conclusions from a given passage; and interpreting implied information (e.g., causal relations) in a given passage. (Descriptive Statement for Test Objective 0001)
<b>Selected-response Item</b> Each selected-response item corresponds to one test objective and typically presents examinees with introductory information, a statement or question to be answered, and a choice of four responses, one of which is the best choice of the responses given.	<p>1. Read the passage below; then answer the question that follows.</p> <p><sup>1</sup>Our town library is a small, square, granite building. <sup>2</sup>In its pleasantly cluttered rooms—amid pots of daffodils, books in the process of being logged in, a basket of photos from last year’s costume party—musical performances are held on Sunday afternoons. <sup>3</sup>There’s almost always an evening reading-and-discussion group available for adults, on subjects from world religions to Native Americans and the colonial landscape. <sup>4</sup>In the back corner is the volunteer-staffed homework center, which includes a computer with a CD-ROM that is used by everyone from six year olds reading animated storybooks to middle school students researching their reports on the states. <sup>5</sup>Modest as it is, our little library is a vital center of our community.</p> <p>Which of the following sentences from the passage above is a general statement?</p> <p>A. sentence 1  B. sentence 2  C. sentence 4  D. sentence 5</p> <p>(The correct response to the sample item, which corresponds to Test Objective 0001, is D.)</p>

## Test Objectives Illustrated

### Field 02: English

#### Test Objectives (Excerpt)

##### SUBAREAS:

1. **READING**
2. **WRITING**
3. **LISTENING AND SPEAKING**
4. **VIEWING AND PRESENTING**

#### **EXCERPT: SUBAREA I**

##### **READING**

**0001 Understand and apply reading strategies for the acquisition, interpretation, and application of information.**

*[Descriptive statements intentionally omitted from this excerpt.]*

**0002 Understand and apply approaches to reading for literary response.**

*[Descriptive statements intentionally omitted from this excerpt.]*

**0003 Understand and apply techniques of critical analysis and evaluation.**

For example:

- identifying an author's purpose and strategies in a persuasive selection;
- distinguishing between fact and opinion in a passage;
- judging the relevance, importance, and sufficiency of support in a writer's argument;
- assessing the credibility and objectivity of a source of information;
- determining how the author uses tone and style to present a particular point of view;
- analyzing consumer information; and
- evaluating workplace documents for purpose, organization, accuracy, and relevance.

**0004 Understand the use of metacognitive techniques in reading comprehension.**

*[Descriptive statements intentionally omitted from this excerpt.]*

**0005 Understand the characteristic features of various genres of fiction, drama, nonfiction, and poetry.**

*[Descriptive statements intentionally omitted from this excerpt.]*

**0006 Understand the historical, social, and cultural aspects of literature and the ways in which both literary works and movements, including their major themes, characteristics, trends, and writers, reflect and shape culture and history.**

*[Descriptive statements intentionally omitted from this excerpt.]*

## Using the Objectives for Student Advisement and Planning

The test objectives for each AEPA test field articulate the Arizona-specific knowledge and skills expected of public school educators in Arizona and offer examples of topics that may be covered on the test. This information can be used by faculty advisors to identify course offerings and other program components at their institution that will help students gain essential job-appropriate knowledge and prepare for an AEPA test. Subarea information can also be used in conjunction with individual students' score reports to evaluate the areas of need of students who have unsuccessfully taken an AEPA test and to focus those students' academic and other work appropriately to address identified deficiencies.

### HELPING STUDENTS PREPARE FOR AN AEPA TEST

Faculty members involved in the preparation of Arizona public school educators may be asked by their students for help as students prepare to take an AEPA test for the first time or to improve their score when retaking a test. This section of the *AEPA Faculty Manual* offers some suggestions for providing support.

### THE OBJECTIVE-TO-COURSE MATCHING CHART

The AEPA Objective-to-Course Matching Chart (sample in Appendix A) may be used to compare the institution's course offerings to the content described by the test objectives and descriptive statements for a particular test field. The content of the test objectives and descriptive statements was developed with the participation of Arizona educators and was reviewed and approved by the ADE. That content reflects specific educational standards for Arizona educators mandated for coverage on the tests by the Arizona Legislature and the ADE. It is reasonable to expect that Arizona faculty members will find a close correspondence between the test objectives and the content covered by the course offerings that students are either required or encouraged to experience during their preparation for teaching.

The completed chart can be used to direct students who are preparing to take an AEPA test to appropriate courses or, if the students have taken those courses already, to the course notes and texts they used in those courses. The chart may also help students select additional courses to learn more about areas in which they feel underprepared.

A copy of the relevant list of test objectives can be found at [www.aepa.nesinc.com](http://www.aepa.nesinc.com). Then a process such as the following can be used to complete the Objective-to-Course Matching Chart.

- **Step 1: Determine the number of test objectives.** AEPA test fields have different numbers of test objectives. Use the list of test objectives for the field to determine the number of objectives covered by the test. Cross off any unused objective numbers on the chart or, if necessary, use the blank chart provided to include additional objectives beyond the 25 listed across the top of the chart.
- **Step 2: Group the objectives into subareas.** Using the test objectives, indicate on the chart the subareas to which the groups of test objectives belong. Draw lines in the row above the objective numbers to indicate the boundaries between subareas. For example, if Subarea I contains objectives 1 to 6, draw a vertical line in the "Subarea No." row between the numbers 6 and 7. Subarea information is especially useful for linking performance information on students' score reports to sets of test objectives and the courses that correspond to them.

- **Step 3: List the courses offered at the institution.** In the first column of the chart, list the courses in the institution's curriculum that students are typically advised or required to include in their programs of study leading to educator certification. List courses within and beyond the department as appropriate. To make completion of the chart easier, it is advisable to list the courses in an order corresponding to the organizational pattern of the test objectives (i.e., first identifying and listing the courses that cover the content described by the objectives in the first subarea, then listing the courses that cover the content of the second subarea, and so on).
- **Step 4: Match the test objectives to the courses.** Read each test objective and its associated descriptive statements carefully and review the descriptions of the course offerings.
  - ♦ If a listed course or set of courses adequately covers the content of the objective, place a check mark in the column corresponding to that objective number in the row of the chart on which the course name is listed.
  - ♦ If no specific course or set of courses can be found that adequately covers the content of the objective, leave the column corresponding to the objective number blank and make a separate note about this finding.
- **Step 5 (optional): Identify additional resources for selected test objectives.** If particular library, Internet, or other resources suggest themselves for particular objectives, you may amplify the chart by noting that information at the bottom or on the reverse side. This may facilitate your advisement of students who need focused assistance beyond or in lieu of coursework or who need help with objectives for which courses may not be available.

At the conclusion of this process, the chart will display a listing of specific courses that cover the content described by the test objectives within each subarea. This information will be helpful in advising students regarding their future course selections or their review strategies. It may also serve as a helpful reference tool during discussions about your institution's curriculum in relation to Arizona certification requirements (see the section of this manual titled "Using the Objectives for Curriculum and Instructional Planning").

**Example.** An example of the first page of an Objective-to-Course Matching Chart as it might be completed by a faculty member is shown on the following page. It illustrates the use of the chart with the English test (Field 02). Note that the person completing the form has indicated that there are 18 test objectives in this field. Note too that the 18 objectives have been grouped into the four subareas in the test objectives. Courses that cover content in the first subarea have been listed in the first column and matched to test objectives in subsequent columns. Finally, the person completing the form has cited at the foot of the chart, in abbreviated form, additional student resources.

## Arizona Educator Proficiency Assessments (AEP<sup>TM</sup>) Objective-to-Course Matching Chart

This chart may be used to review courses in relation to AEP<sup>TM</sup> objectives.

**Directions:** Use a separate copy of this worksheet for each test field. Obtain a copy of the test objectives for the test field you are analyzing. Indicate which subareas contain which objectives by drawing lines between objective numbers that mark the beginning and end of a subarea (e.g., if Subarea I contains objectives 1 to 6, draw a line upwards between objective numbers 6 and 7 to separate Subarea I from Subarea II). In the left-hand column, fill in the names of the courses that may cover content related to the test field. In the row for each course, place a check under each test objective that is covered by the course. A blank grid is provided on a separate page if you need additional columns.

02 English \_\_\_\_\_ E. Nabil \_\_\_\_\_ 1/8/05  
 Test field number and name \_\_\_\_\_ Date \_\_\_\_\_  
 Chart prepared by \_\_\_\_\_

Test Objectives and Subareas																		
Subarea No.: Objective No.:	I					II						III					IV	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Course Name:																		
EDU 32. TEACHING ELEM-LEVEL READING	✓				✓													
EDU 34. TEACHING LANG. ARTS & LIT.	✓	✓	✓															
EDU 230. WRITING INSTRUCTION			✓															
ENG 220/EDU 220 COMPOSITION			✓															
EDU 340. TEACHING LIT. TO CHILDREN & YOUTH		✓																
EDU 344. FOSTERING READING INDEPENDENCE		✓			✓													
ENG 420/EDU 420. PROCESSES OF WRITING			✓	✓														
EDU 346. LANG. & LITERACY IN THE CLASSROOM		✓		✓	✓													
EDU 420. CORRECTIVE READING INSTRUCT.	✓				✓													

Other student resources:

- OBJ 1 Adams, Beginning to Read; Noats, Speech to Print; Lang. Essentials for Teachers.
- OBJ 2 Harris & Hodge, The Literacy Dictionary; LAPP, Flood & Farnan, Content-Area Reading & Learning.
- OBJ 3 White, Teaching & Assessing Writing; ENOS, A Sourcebook for Basic Writing Teachers.

CONTINUED

## DEVELOPING A STUDY PLAN

This section of the *AEPA Faculty Manual* offers suggestions for helping students identify the areas on which to focus their preparation before testing (or retesting). The specific assistance provided by the faculty member will vary depending on the stage of collegiate preparation that the student has reached.

**The Student Profile.** Faculty members should advise students who are preparing to take or retake an AEPA test to begin by completing the AEPA Student Profile Worksheet that is provided in Appendix A of this manual. The Student Profile Worksheet is an organized way for students to gather and consider information about their preparation needs.

The Student Profile Worksheet contains four pages.

- The first page gathers general background information about the student. At the bottom of the page, which is to be filled out after the rest of the worksheet is completed, the faculty member may formulate specific recommendations for additional coursework, materials, and/or activities that may help the student prepare for the test.
- The following pages gather information about the student's prior experience (if any) with each test for which he or she is preparing and the preparation steps he or she has already taken.

**Meeting with the Student.** The faculty member may find the information on the completed Student Profile Worksheet useful in preparing to meet with the student to plan the student's test preparation approach. The meeting may also help the faculty member learn of any confusion or misinformation the student might have about the role the tests play in the certification process, the content and structure of the tests, expectations for performance on the test, or available program and institutional resources.






Before the meeting, the faculty member should review the completed Student Profile Worksheet and use the information to structure the meeting. The faculty member should try to learn more about the student—how well prepared he or she is in the knowledge and skills measured by the test and the extent of his or her familiarity with the testing program. A review of the student's transcript may be advisable, and the Objective-to-Course Matching Chart (see description on pages 10–12) can help to identify specific coursework or areas of study to recommend.

Based on the worksheet information, it may be clear that the student should obtain additional study materials. For example, the student may be advised to download a copy of the appropriate AEPA study guide, which can be found on the AEPA Web site at [www.aepa.nesinc.com](http://www.aepa.nesinc.com); to obtain other study materials, such as textbooks; or to seek out other campus resources, such as study or skills centers.

**Developing a Plan for Students Who Are Retaking a Test.** If a student has already taken an AEPA test without success and is preparing to retake the test, the testing history recorded on the Student Profile Worksheet, together with the scoring information on the student's Individual Score Report, should inform the discussion about the student's areas of strength and weakness. Students retaking a test should be strongly encouraged to study for it appropriately, even if they must delay retesting until a later date.

**Using the Student's Score Report.** The student's Individual Score Report contains useful information about the student's performance on the test. In particular, the graphic display of examinee performance on the score report provides information about the examinee's strengths and weaknesses relative to the knowledge or skills described by the test objectives in each subarea on the test. For the selected-response items, examinee performance information is provided for each subarea; for the performance assignments, it is provided for each type of performance assignment (e.g., written expression performance assignments, oral expression performance assignments).

The example below shows the section of a hypothetical score report for the English test in which a numerical total test score and a graphic display are provided. The English test contains selected-response items, which are grouped into four subareas as shown below, and one written performance assignment. The range of possible scaled scores is 100 to 300, with a total test scaled score of 240 or above representing passing status.

Hypothetical Individual Score Report Section		
Test: 02 English		
Your Score: 237	Minimum Passing Score: 240	Status: Not Passed
Number of Questions	Subarea Name	Graphic Display
30 to 35	Reading.....	
30 to 35	Writing.....	
20 to 25	Listening and Speaking.....	
10 to 15	Viewing and Presenting.....	
1	Performance Assignment.....	

The score report shows that the examinee did not pass the test, earning a scaled total test score of 237. An analysis of the report reveals that the student came close to achieving a passing score on the entire test, largely because of a strong performance in the Listening and Speaking subarea, which partially compensated for weaker performances in other subareas. Performance in the Reading and Writing subareas was relatively weakest. The score report further reveals that the two subareas with which the examinee experienced the greatest difficulty—Reading and Writing—contain the largest number of test items.

Using this information, the faculty member might advise the student to concentrate most heavily on (a) Reading and (b) Writing, in which the greatest improvement is needed and, because of the comparatively large number of items in each of these subareas, the greatest opportunity for a score gain may be found. The student might also be advised that, while emphasizing these two subareas, he or she should not neglect the other subareas because improvement in any of those subareas will also move the student closer to, or above, the passing score. For example, simply paying greater attention or spending additional "thinking time" while responding to the test items in other subareas—or increasing checking time after completing the test—could produce a score improvement. The student might be reminded that examinees taking AEPA tests typically find that they have ample time to complete their tests and to check their work because the tests are essentially untimed.

**Using the Objective-to-Course Matching Chart.** In advising students who have taken an AEPA test without success and who could benefit from additional coursework or individual work with supplemental resources, the faculty member can use the student's score report in concert with the Objective-to-Course Matching Chart previously described. These two resources, used together, can help the faculty member guide the student toward an appropriate preparation strategy for retaking the test. Once problematic subareas have been identified on the score report, the completed Objective-to-Course Matching Chart can suggest coursework or other resources that pertain directly to the objectives that correspond to those subareas. Instead of facing the task of preparing generally for the entire test and all its subareas, the student can target preparation efforts to improving his or her knowledge of focused content that is likely to have an effect on test performance and the test score.

#### **ADDITIONAL PREPARATION INFORMATION**

**Test objectives.** For a detailed, structured view of the content of each subarea, the student and faculty member should use the objective and descriptive statements in each list of test objectives. The test objectives and their associated descriptive statements describe the content of each test and offer examples of the types of content that is likely to be covered on the test. The organized set of test objectives provides structure to help students identify specific areas in which they may need to strengthen their knowledge.

**Study guides.** An examinee's test preparation should include a review of the relevant AEPA study guide. The study guides gather a great deal of useful information about the tests into a single volume. They provide general information on the AEPA program, a description of the structure and format of the tests, sample selected-response items and performance assignments and responses, and a summary of the performance characteristics and scoring criteria for the performance assignments. The AEPA test objectives and descriptive statements are available in their entirety in the AEPA study guides, which can be found at **[www.aepa.nesinc.com](http://www.aepa.nesinc.com)**. These documents may be downloaded free of charge.

**Informational handouts.** Students may have questions about the AEPA program that can best be answered by consulting one of several informational handouts. Having accurate information about the AEPA program should help students understand the relationship between the testing program and their chosen career and may help them focus on developing their knowledge and skills.

Appendix B of this manual provides copies of the following informational handouts about the testing program. Faculty members should feel free to make copies to distribute to their students.

- **Frequently Asked Questions.** This handout addresses many of the most frequently asked questions about the program. Answers to many other questions raised by examinees can be found in the AEPA Registration Bulletin, which is available online at the AEPA Web site at **[www.aepa.nesinc.com](http://www.aepa.nesinc.com)** and on each campus.
- **Developing a Study Plan.** This handout provides a quick overview of activities that may help a student prepare to take one of the tests.
- **Test-Taking Strategies.** This handout provides a set of simple strategies for taking a test and may be especially helpful for students who have not recently been in a formal testing session.

## Using the Objectives for Curriculum and Instructional Planning

In addition to using the test objectives for student advisement, faculty members may use them to assess the institution's curriculum in relation to Arizona certification requirements and the validated job knowledge and skills described by the AEPA test objectives. Such an assessment may be used to support curriculum and program planning efforts undertaken at the college or department level. Institutional reports (described later in this document) may also be useful for this purpose because they identify areas of the AEPA tests on which students from the institution performed well and areas on which they performed less well.

The most effective tool for assessing the extent to which institutional and departmental courses correspond with Arizona certification requirements and standards is the Objective-to-Course Matching Chart. This tool, which was previously described, enables faculty members and others at Arizona educator preparation institutions to consider course offerings in light of the AEPA test objectives (which are themselves aligned with Arizona standards and validated as describing important content for Arizona public school practice). Completing the Objective-to-Course Matching Chart can shed light on areas of the curriculum for educator certification candidates in which preparation is strong and areas in which preparation may benefit from adjustment designed to improve alignment.

# SCORE REPORTING

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This section of the *AEPA Faculty Manual* provides information about how test scores are derived and reported in the AEPA program. For tests that contain both selected-response items and one or more performance assignments, test scores are based on the number of selected-response items answered correctly combined with the score achieved on the performance assignment(s).

## Passing Scores

Each examinee's performance on a test is evaluated against an established level of performance represented by a passing score.

- The passing score for each test was established by the ABE based on recommendations from Standard Setting Panels, the Arizona Educator Assessment Advisory Committee (AEAAC), the ADE, and other consulted stakeholders. The Standard Setting Panels were composed of Arizona public school educators and college and university faculty.
- The passing score for each test was set by the ABE to reflect the level of knowledge and skills required to teach in Arizona public schools.

Examinee pass/fail status is based on the examinee's performance on the total test at a single test administration. Under ADE policies, examinees are not permitted to combine results on sections of a test across test administrations.

## Scaled Scores

The AEPA program uses scaled scores to summarize and report examinee performance. A scaled score is a conversion of the numeric raw score achieved on the test (e.g., 52 of 80 test items answered correctly) to a score in the predetermined range used for each test (i.e., 100 to 300, with a score of 240 representing the passing score). Scaled scores are used to ensure consistency in reporting and considering scores from tests that comprise different numbers and types of test items and different passing scores but display an overall similarity of use and purpose.

The scaled score for the selected-response items is obtained from the number of items answered correctly. The scaled score for the performance assignments is obtained from the scores assigned to the examinee's written and/or oral responses. If the total test scaled score falls below 240, the examinee has not passed the test and a numeric score will be reported to the examinee to help in preparing to retake the test. If the total test scaled score is 240 or more, the examinee will receive a report indicating passing status, but the numeric score will not be reported. This is to preclude the use of AEPA scores for purposes other than certification. An indication of performance in each subarea, or section, of the test is provided for all examinees.

## Total Test Scores and Subarea Performance

One useful feature of the AEPA scoring process is that it yields subarea performance information as well as total test scores. Subareas are composed of groups of test objectives that address generally similar content. While total test scores are of use in determining an examinee's pass/fail status and indicating in general how well the examinee did on the overall test, subarea performance information permits a more detailed analysis of the examinee's strengths and weaknesses in relation to test content.

To preclude the use of AEPA scores for purposes other than credentialing (e.g., employment, assignment), subarea performance information is not reported directly. Rather, relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).

Subarea performance information permits the student to understand his or her performance on specified, defined areas of the test. Because of its finer focus, subarea performance information enables analysis of specific areas of content that the examinee may not have grasped completely and thereby supports focused selection of additional coursework or independent reading, or targeted preparation for retesting if necessary.

## USING AEPA SCORE REPORTS

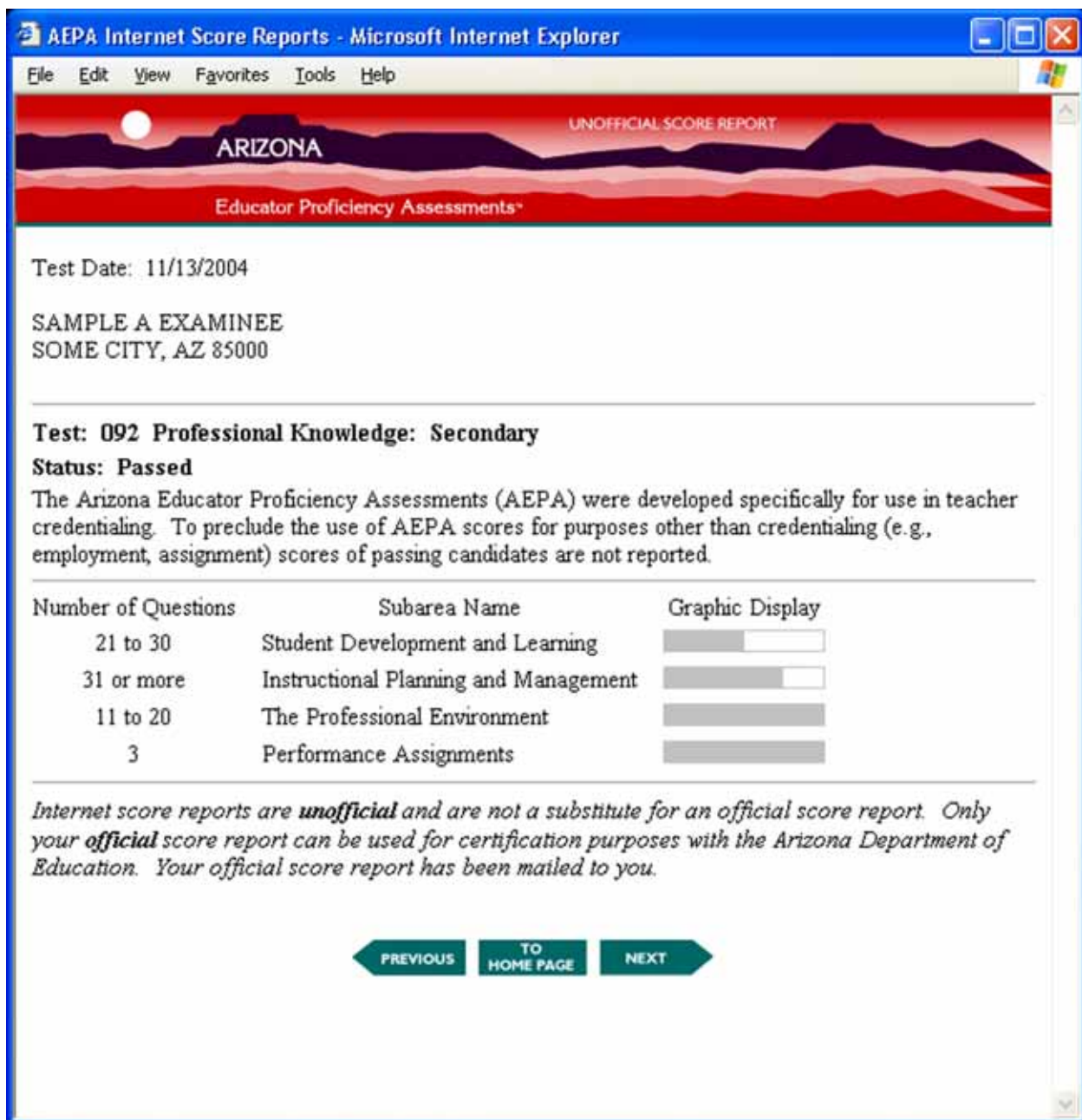
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Following each test administration, examinees may receive two kinds of individual score reports: an unofficial score report and an official score report. Both contain similar information, but the unofficial score report provides score information very quickly via the Internet, while the official score report, which is sent by mail, provides more detailed information a few days later.

AEPA test data are also used as the basis of reports that are prepared for Arizona educator preparation institutions. After AEPA test administrations, each institution receives access to two institution score reports designed for use by faculty and administrators: an "Alphabetical Roster Report" and an "Institution Roster Report by Test." These reports are available via secure Internet access by an ADE-approved official at each institution. The institution reports are described later in this manual.

### Unofficial Individual Score Reports

After a test administration, an examinee's unofficial score report is posted on the Internet on the day that official score reports are mailed to examinees. This date is listed as the "Score Report Mailing Date" in each year's AEPA Registration Bulletin, which can be found on the AEPA Web site at **[www.aepa.nesinc.com](http://www.aepa.nesinc.com)**. The unofficial score report provides, for each test that the examinee took on the test administration date, the pass/fail status and a graphic representation of their performance on the major subareas of the test. A sample of an unofficial score report is presented on the following page. Only an official score report can be used for certification purposes with the ADE.



## Official Individual Score Reports

Official score reports are mailed to examinees on the mailing date indicated in each year's AEPA Registration Bulletin, which can be found at the AEPA Web site at **[www.aepa.nesinc.com](http://www.aepa.nesinc.com)**. If examinees take two tests on the same date, they may receive multiple score reports, which may arrive separately.

The score report provides the pass/fail status for each test the examinee took on the test administration date. Examinees receive a graphic representation of their performance on the major subareas of the test. The examinee's total test scaled score is provided if the examinee failed the test.

**Score report explanation.** Each official score report contains a section titled "How to Read Your Score Report" to help examinees interpret their test results accurately. A sample of an official score report is presented on the following pages.

**Subarea performance information.** Subarea performance information can be valuable for helping the student understand his or her test performance and prepare, if necessary, to retake the test. Although examinees do not pass or fail individual subareas of an AEPA test, the subarea performance information can serve as an indicator of areas of strength and weakness in the student's preparation.

**Interpretive information.** Faculty members and examinees reviewing subarea performance information should keep the following points in mind:

- The relative emphasis given to each subarea on the selected-response section of the test is generally determined by the number of test objectives in that subarea.
- In general, subareas with a greater number of test objectives receive more emphasis and are addressed by more selected-response items than are subareas with a smaller number of test objectives.
- An examinee does not have to perform equally well in all subareas of the test in order to pass the test.
- The total test scaled score does NOT represent an average of performance across subareas, because the subareas may contain different numbers of selected-response items.

# Arizona Educator Proficiency Assessments™

101/061

Individual Score Report  
Administration Date: November 23, 2002  
Report 1 of 1





TO: SAMPLE D. PASS  
PO BOX 444  
PHOENIX, AZ 85033

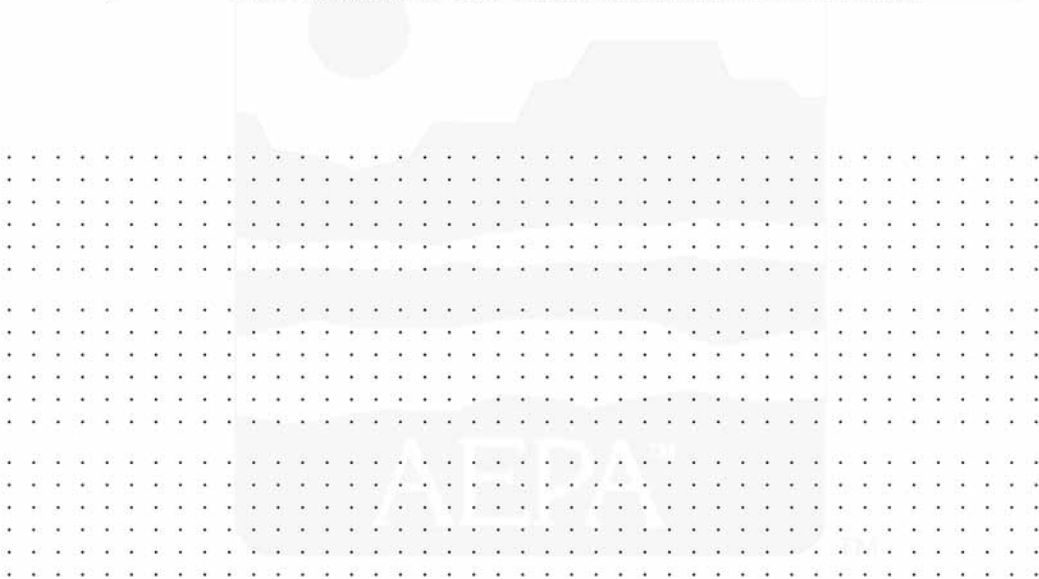
SSN: 444-44-4444  
Your results will be reported to the  
Arizona Department of Education.

## Test: 92 Professional Knowledge: Secondary

### Status: Passed

The Arizona Educator Proficiency Assessments (AEPA) were developed specifically for use in teacher credentialing. To preclude the use of AEPA scores for purposes other than credentialing (e.g., employment, assignment) scores of passing candidates are not reported.

Number of Questions	Subarea Name	Graphic Display
21 to 30	Student Development and Learning .....	
21 to 30	Instructional Planning and Management .....	
11 to 20	The Professional Environment .....	
3	Written Performance Assessments .....	



Examinee Name: SAMPLE D. PASS

Social Security Number: 444-44-4444

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AZ-SR-LASER0-06

## How to Read Your Score Report

**General Information.** This score report provides your test results for the Arizona Educator Proficiency Assessments (AEPA™) that you took on the test administration date indicated on the report. The AEPA were developed specifically for use in educator credentialing. Passing scores have been established by the Arizona State Board of Education based on recommendations of committees of Arizona educators. The passing score is designed to reflect the level of knowledge required for effective performance by an entry-level educator in Arizona public schools.

**Test Status.** Your score report indicates your status for each test you have taken. Your test status is based on all sections of the test and is reported as "Passed" or "Not Passed." In order to determine your passing status, your score for the selected-response test items is combined with your score(s) on the performance assignment(s) for the test. This total test score is then converted to a score on a scale with a range of 100–300. A scaled score of 240 represents the passing score for each test. Your test status is listed as "Passed" if your scaled score is 240 or greater. If your scaled score is less than 240, your status is listed as "Not Passed" and your scaled score is provided. To preclude the use of AEPA scores for purposes other than credentialing (e.g., employment, assignment), scores of passing candidates are not reported. The report lists your total test score only if you have not met the passing score. An indication of performance in each subarea or section of the test is provided for all examinees.

**Graphic Display.** Your performance on each subarea or section of the test is indicated by a graphic display. Although you do not "pass" or "fail" individual subareas or sections, this information may help you understand your areas of strength and weakness. This information should be interpreted with caution since subareas contain a relatively small number of items. For each subarea or section, you will see one of the following graphic displays. For the selected-response section, note that the subareas with more test items contribute more to your test score than those with fewer items.

For Selected-Response Items		For Performance Assignments	
	if you answered most or all questions correctly		if your response was thorough
	if you answered many of the questions correctly		if your response was adequate
	if you answered some of the questions correctly		if your response was limited
	if you answered few or no questions correctly		if your response was weak
		Unscorable	if your response was unscorable*

\*Unscorable: Your response was designated unscorable if it was unrelated to the assigned topic, illegible, not in the target language, not of sufficient length to score, merely a repetition of the assignment, or completely blank.

**Reading a Sample Test Score Report.** Below is a sample score report.

Test: 10 Mathematics		
Your Score: 226 ◀ (A)	Minimum Passing Score: 240 ◀ (B)	Status: Not Passed
Number of Questions	Subarea Name	Graphic Display
11 to 20	Number Sense.....	
11 to 20	Data Analysis and Probability.....	
11 to 20	Patterns, Algebra, and Functions.....	
11 to 20	Geometry and Measurement.....	
11 to 20	Trigonometry and the Conceptual Foundations of Calculus.....	
11 to 20	Mathematics Structure and Logic.....	
1	Performance Assignment.....	

According to the sample, this examinee did not meet the passing score for the test. The examinee scored a 226 (A) on the total test and, therefore, did not meet the passing score of 240 (B). The examinee answered many of the items correctly in one subarea of the test: Data Analysis and Probability. However, as the graphic display indicates, the examinee answered some or few of the items correctly in the remaining subareas, and the examinee's response to the performance assignment was limited.

**Cautions.** The test scores indicated on this report are for the purpose of educator credentialing only. They are NOT intended to be used for employment decisions, college admission decisions, or any other purpose. These results will be reported directly to the Arizona Department of Education and the Arizona institution you indicated on your registration form and will automatically be added to your certification application file. Keep this score report for your own records. Candidates who wish to retake a test may do so at any subsequent test administration. See the Arizona Educator Proficiency Assessments Registration Bulletin for information on registering.

The test objectives are available at departments of education at Arizona colleges and universities.

## Reading the Institution Reports

Following each test administration, two institution reports are made available via secure Internet access to an ADE-approved official at each Arizona teacher preparation institution. The reports are posted on the Internet by 5:00 P.M. mountain time on the official score report mailing date for each test administration.

These reports are designed expressly for use by faculty and administrators. They provide information on those examinees who, during the registration process, indicated that the institution should receive their test scores.

### **Alphabetical Roster Report**

The Alphabetical Roster Report lists examinees alphabetically, along with identifying information (the last five digits of their social security number), the test(s) that they took, and their pass/fail status. The total test scaled score is provided for each test not passed; subarea and performance assignment performance information is included for all examinees. A sample Alphabetical Roster Report is provided following this section of the manual.

### **Institution Roster Report by Test**

This report is organized by test and presents score information for examinees taking the test on a given test date. In this report, examinees are listed alphabetically along with the last five digits of their social security number, their pass/fail status, the scaled score on the total test for tests not passed, and performance by subarea and for performance assignments. The report also provides a summary that includes the number of examinees tested, the number and percentage who met the passing score, and the number and percentage who did not meet the passing score on each test. A sample Institution Roster Report by Test is provided in this manual following the Alphabetical Roster Report sample.

## Interpretive Cautions

In considering these reports, the faculty member should keep in mind the interpretive cautions that appear on each institution report. In general, the cautions include the following:

- Results reported for only a small number of examinees from a given institution may not be indicative of how large numbers of examinees from that institution typically perform.
- Examinees whose data are presented in this document may not reflect the same performance as that of examinees who will take these tests in the future.
- Although examinees do not "pass" or "fail" individual subareas or sections, the subarea performance information may be useful in understanding individual areas of strength and weakness. This information should be interpreted with caution since subareas and sections contain varying numbers of test items.
- The individual examinee information contained on the institution reports is confidential and must not be disclosed to unauthorized persons or institutions. Appropriate safeguards must be implemented by all institutional personnel to protect examinees from improper disclosure of information.
- Individual examinee results are to be used only for Arizona educator certification. They are NOT intended to be used for employment decisions, college admissions, or any other purpose.

In addition, the following cautions apply.

- Because raw scores for the subareas are converted to scaled scores based on differing numbers of questions, the average of the subarea performance information may not equal the total test score.
- For all tests, subarea performance information is based on fewer questions than the total test score and may be less reliable as an indicator of performance.
- Examinee test results included in the institution reports are complete as of the date and time the report is released. Additions or changes to this information may occur after this date. The ADE maintains an updated file of official results for the purpose of certification.

On each institution report, additional cautions—as well as guidelines regarding the interpretation of the score scale and subarea performance information for each test—may be presented. The faculty member should consider this additional interpretive information for each test field under review. Different cautions and interpretive guidelines may apply to different AEPA tests.

## Sample Alphabetical Roster Report (Cover Page)

## ALPHABETICAL ROSTER REPORT

Institution: 888 Arizona Any Institution  
Test Date: November 13, 2004

## DESCRIPTION OF REPORT

This report presents score information for each test taken at the administration of the Arizona Educator Proficiency Assessments (AEPa) on the above test date. The report lists test results for examinees who indicated on their registration form that they have completed or will complete the educator preparation program at your institution.

On the report, test results for examinees appear alphabetically by examinee last name. For each test taken, the report lists each examinee's SSN (last 5 digits), test status (P = Pass, NP = Did Not Pass, -- = Not Taken), subarea performance, and performance on constructed-response items. In addition, for those examinees who did not attain a passing score, this report provides the total test scaled score. To preclude the use of AEPa scores for purposes other than credentialing (e.g., employment, assignment), the scores of passing examinees are not reported to individuals or institutions.

## TEST ORGANIZATION AND REPORTING ELEMENTS

Test results for the AEPa are calculated on a scale ranging from 100 to 300 with the passing score equal to a scaled score of 240. The selected-response section of each test is organized into content subareas. There are up to six subareas for each test field. In addition, each test will contain up to four constructed-response items. The test subarea titles and constructed-response item descriptions are presented in the companion report to this alphabetical roster. Please see the AEPa INSTITUTION ROSTER BY TEST report for a more complete description of the subareas for each test. In addition, you may refer to the AEPa test objectives that are available at Arizona colleges and universities and in AEPa study guides.

On the report, examinee performance is indicated as follows:

For Selected-Response Subareas, the examinee answered

- 1 = few or none of the questions correctly
- 2 = some of the questions correctly
- 3 = many of the questions correctly
- 4 = most or all of the questions correctly

For Constructed-Response Items, the examinee's response(s) were

- 1 = weak
- 2 = limited
- 3 = adequate
- 4 = thorough
- U = blank or unscorable

## INTERPRETIVE CAUTIONS AND NOTES

- Information regarding examinee institutional affiliation was obtained from examinees as self-reported information on the registration form during the test registration process.
- Caution about interpreting these data:
  - Results reported for only a small number of examinees from a given institution may not be indicative of how large numbers of examinees from that institution typically perform.
  - Examinees whose data are presented in this document may not reflect the same performance as that of examinees who will take these tests in the future.
  - Although examinees do not "pass" or "fail" individual subareas or sections, the subarea performance information may be useful in understanding individual areas of strength and weakness. This information should be interpreted with caution since subareas and sections contain varying numbers of test items.
- Individual examinee results are confidential and are to be used only for the purposes of certification. They are not intended to be used for employment decisions, college admission decisions, or any other purpose.

THE INFORMATION CONTAINED HEREIN IS CONFIDENTIAL AND MUST NOT BE DISCLOSED TO UNAUTHORIZED PERSONS. APPROPRIATE SAFEGUARDS MUST BE IMPLEMENTED BY ALL PERSONNEL TO PROTECT AGAINST IMPROPER DISCLOSURE OF INFORMATION.

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11:59:07

Page 4



# Sample Institution Roster Report by Test (Cover Page)

## INSTITUTION ROSTER REPORT BY TEST

Institution: 888 Arizona Any Institution  
Test Date: November 13, 2004

### DESCRIPTION OF REPORT

This report is organized by test and presents score information for each examinee who took the Arizona Educator Proficiency Assessments (AEPA) on the above test date. The report lists test results for examinees who indicated on their registration form that they have completed or will complete the educator preparation program at your institution.

On the report, test results for examinees appear alphabetically by examinee last name for each test. For each test taken, the report lists each examinee's SSN (last five digits), test status (P = Pass; NP = Did Not Pass; -- = Not Taken), subarea performance, and performance on constructed-response items. In addition, for those examinees who did not attain a passing score, this report provides the total test scaled score. To preclude the use of AEPA scores for purposes other than credentialing (e.g. employment, assignment), the scores of passing examinees are not reported to individuals or institutions.

### TEST ORGANIZATION AND REPORTING ELEMENTS

Test results for the AEPA are calculated on a scale ranging from 100 to 300 with the passing score equal to a scaled score of 240. The selected-response section of each test is organized into content subareas. There are up to six subareas for each test field. In addition, each test will contain up to four constructed-response items. The key to the test subareas or sections is presented at the top of each report for each test. In addition, you may refer to the AEPA test objectives that are available at Arizona colleges and universities and in AEPA study guides.

On the report, examinee performance is indicated as follows:

For Selected-Response Subareas, the examinee answered	For Constructed-Response Items, the examinee's response(s) were
1 = few or none of the questions correctly	1 = weak
2 = some of the questions correctly	2 = limited
3 = many of the questions correctly	3 = adequate
4 = most or all of the questions correctly	4 = thorough
	U = blank or unscorable

### INTERPRETIVE CAUTIONS AND NOTES

1. Information regarding examinee institutional affiliation was obtained from examinees as self-reported information on the registration form during the test registration process.
2. Cautions about interpreting these data:
  - Results reported for only a small number of examinees from a given institution may not be indicative of how large numbers of examinees from that institution typically perform.
  - Examinees whose data are presented in this document may not reflect the same performance as that of examinees who will take these tests in the future.
  - Although examinees do not "pass" or "fail" individual subareas or sections, the subarea performance information may be useful in understanding individual areas of strength and weakness. This information should be interpreted with caution since subareas and sections contain varying numbers of test items.
3. Individual examinee results are confidential and are to be used only for the purposes of certification. They are not intended to be used for employment decisions, college admission decisions, or any other purpose.

THE INFORMATION CONTAINED HEREIN IS CONFIDENTIAL AND MUST NOT BE DISCLOSED TO UNAUTHORIZED PERSONS. APPROPRIATE SAFEGUARDS MUST BE IMPLEMENTED BY ALL PERSONNEL TO PROTECT AGAINST IMPROPER DISCLOSURE OF INFORMATION.

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# Sample Institution Roster Report by Test (Sample)

\*\*\*\*\*  
 Arizona Educator Proficiency Assessments  
 INSTITUTION ROSTER BY TEST

Institution: 888 Arizona Any Institution  
 Test: 001 Elementary Education  
 Test Date: November 13, 2004

## Selected-Response Section

This section contains 80 scorable selected-response items.  
 The items are distributed across subareas as follows:

Subarea	Subarea Name	Approximate Percentage of Questions
1	Language Arts	30%
2	Mathematics	24%
3	Science	16%
4	Social Studies	19%
5	The Arts	11%

## Constructed-Response Section

This section contains one constructed-response assignment.

Examinee Name	Last 5 Digits of SSN	Status	--- Scaled Score ---	Examinee Performance by Test Component --- Subarea	Constructed-Response Item(s)
EXAMINEE 1	8-8888	P	3	3	1
EXAMINEE 2	8-8888	P	4	4	4
EXAMINEE 3	8-8888	P	4	4	3
EXAMINEE 4	8-8888	P	3	4	2
EXAMINEE 5	8-8888	P	4	4	3
EXAMINEE 6	8-8888	P	3	4	3
EXAMINEE 7	8-8888	P	4	4	1
EXAMINEE 8	8-8888	P	4	4	3
EXAMINEE 9	8-8888	P	4	4	4
EXAMINEE 10	8-8888	P	4	4	3
EXAMINEE 11	8-8888	NP	2	2	2
EXAMINEE 12	8-8888	P	4	3	2
EXAMINEE 13	8-8888	P	3	3	2
EXAMINEE 14	8-8888	P	3	3	3
EXAMINEE 15	8-8888	P	4	4	2
EXAMINEE 16	8-8888	P	3	4	4
EXAMINEE 17	8-8888	P	4	4	2
EXAMINEE 18	8-8888	P	4	4	3
EXAMINEE 19	8-8888	P	4	3	2
EXAMINEE 20	8-8888	P	3	4	2
EXAMINEE 21	8-8888	P	4	4	3
EXAMINEE 22	8-8888	P	3	4	1
EXAMINEE 23	8-8888	P	3	3	2
EXAMINEE 24	8-8888	P	3	4	2
EXAMINEE 25	8-8888	P	4	4	2
EXAMINEE 26	8-8888	P	4	4	2

Summary: 26 examinee(s) took the test 25 ( 96%) passed  
 1 ( 4%) did not pass

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