

APPENDIX C

OVERVIEW OF AEPA TESTS

This section of the *AEPA Faculty Manual* contains an alphabetical list of the AEPA tests. Also included are the performance characteristics and scoring scale used to score performance assignments and links to the test's objectives, score report information, and study guide. On the AEPA Web site at www.aepa.nesinc.com, the reader can find a summary of the characteristics and features of each of the tests included in the AEPA program, including certificate information, the score scale, the subarea and structure of the test, and test administration and scoring information.

NOTE: The information in this Appendix may change as tests undergo redevelopment.

Art (13)

Purpose

The purpose of the Art test is to ensure that each certified Art teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Art or an Art endorsement. Candidates who have successfully completed 24 semester hours of ADE-approved coursework in art are exempt from this requirement for the Art endorsement.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Art test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Art test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Creating Art	35%
II.	Art in Context	45%
III.	Art as Inquiry	20%

Test Administration

On each test date, the Art test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

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Biology (07)

Purpose

The purpose of the Biology test is to ensure that each certified Biology teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Biology.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Biology test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Biology test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Scientific Inquiry	22%
II.	Cells and Cell Theory	16%
III.	Characteristics of Organisms	16%
IV.	Human Biology	13%
V.	Principles of Heredity	16%
VI.	Matter and Energy in Ecosystems	17%

Test Administration

On each test date, the Biology test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
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Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

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PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

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A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

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Study Guide

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Business (20)

Purpose

The purpose of the Business test is to ensure that each certified Business teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Business.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Business test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Business test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Business Management	30%
II.	Accounting	17%
III.	Business Technology and Information Systems	22%
IV.	Economics and Consumer Finance	18%
V.	Entrepreneurship and Employment	13%

Test Administration

On each test date, the Business test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

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Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

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Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
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A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

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Study Guide

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Chemistry (08)

Purpose

The purpose of the Chemistry test is to ensure that each certified Chemistry teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Chemistry.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Chemistry test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Chemistry test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Scientific Inquiry	23%
II.	Matter and Atomic Structure	23%
III.	Energy, Chemical Bonds, and Molecular Structure	20%
IV.	Chemical Reactions	19%
V.	Quantitative Relationships	15%

Test Administration

On each test date, the Chemistry test is administered during the afternoon test session. The test session is four hours long.

All examinees taking the Chemistry test are provided with a Texas Instruments TI 30X Solar Scientific calculator with functions that include the following: addition, subtraction, multiplication, division, square root, percent, sine, cosine, tangent, exponents, and logarithms. **You may NOT bring your own calculator to the test.**

A copy of the Periodic Table is also provided.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

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A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

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Study Guide

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Constitutions of the United States and Arizona (33)

Purpose

The Arizona Revised Statutes §15-532 require candidates applying for teacher or administrator certification to pass an examination of the provisions and principles of the Constitutions of the United States and Arizona. Thus, candidates seeking certification as teachers or administrators are required to pass the Constitutions of the United States and Arizona test. Candidates who have successfully completed ADE-approved coursework in this area are exempt from this requirement.

Candidates have three years under a valid teaching certificate to fulfill this requirement, unless they are teaching a course in history, government, social studies, citizenship, law, or civics. Candidates teaching courses in the above named areas have one year to fulfill the requirement.

Test Characteristics

Number of test items: 100 selected-response test items. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Constitutions of the United States and Arizona test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Constitutions of the United States and Arizona test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	U.S. Constitution	60%
II.	Arizona Constitution	40%

Test Administration

On each test date, the Constitutions of the United States and Arizona test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on the number of selected-response items answered correctly.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Test Objectives

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Study Guide

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Economics (35)

Purpose

The purpose of the Economics test is to ensure that each certified Economics teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Economics.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Economics test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Economics test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Basic Economic Concepts and Microeconomics	28%
II.	Macroeconomics, Economic Theories, and International Economics	36%
III.	Economic Inquiry	22%
IV.	Consumer Economics	18%

Test Administration

On each test date, the Economics test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their scaled score is provided. To preclude the use of AEPAs scores for purposes other than credentialing (e.g., employment, assignment), scores of passing candidates are not reported.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
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Interpreting the Performance Assignment Score

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PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
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Study Guide

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Elementary Education (01)

Purpose

The purpose of the Elementary Education test is to ensure that each certified Elementary Education teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an Elementary Education certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Elementary Education test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Elementary Education test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Language Arts	30%
II.	Mathematics	24%
III.	Science	16%
IV.	Social Studies	19%
V.	The Arts	11%

Test Administration

On each test date, the Elementary Education test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

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Test Objectives

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Study Guide

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English (02)

Purpose

The purpose of the English test is to ensure that each certified English teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in English.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The English test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The English test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Reading	33%
II.	Writing	34%
III.	Listening and Speaking	22%
IV.	Viewing and Presenting	11%

Test Administration

On each test date, the English test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

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- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

French (16)

Purpose

The purpose of the French test is to ensure that each certified French teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in French.

Test Characteristics

Number of test items: 55 selected-response test items, one written performance assignment, and one oral performance assignment. Typically, 44 selected-response items are scorable and 11 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The French test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The French test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Listening Comprehension	16%
II.	Reading and Vocabulary	29%
III.	Language Structures	22%
IV.	Cultural Understanding	16%
V.	Foreign Language Methodology	16%
VI.	Written Expression	*
VII.	Oral Expression	*

*The percentages represent the distribution of selected-response items only and do not include the writing and speaking components.

Test Administration

On each test date, the French test is administered during the afternoon test session. The test session is four hours long.

The AEPA French test consists of four sections: 1) a listening section with selected-response items, 2) a reading section with selected-response items, 3) a writing assignment section, and 4) a speaking section. The first three sections are administered in a standard group examination room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room. Both the listening and speaking sections (Sections One and Four) employ the use of audiotape recorders/players.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the scores received on the performance assignments. The proportion of the total test score derived from the selected-response items is 80 percent; the proportion derived from the performance assignments is 20 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Scores

All AEPA tests but one include a performance assignment that requires an extended written response, recorded in a Written Response Booklet. This test also includes a performance assignment that requires an extended oral response, recorded on audiotape.

Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

For the written performance assignment, examinees are required to write about the general assignment that they are given, and part of their score is based on the degree to which they elaborate on the assignment by addressing either the suggested points or points of their own choosing. Responses must be written in the target language and must be original work.

Responses are evaluated based on the following criteria.

WRITTEN PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the objective of the assignment is achieved and the response is appropriate for the intended audience
Coherence	organization and clarity of ideas
Content	development of ideas and relevance of supporting details
Grammar	accuracy of grammatical forms and syntax
Vocabulary	command of vocabulary and idiomatic expressions
Mechanics	accuracy of spelling, diacritical marks, and punctuation

For the oral performance assignment, examinees are required to speak about the situation with which they are presented, and part of their score is based on the degree to which they elaborate on the assignment by addressing either the suggested points or points of their own choosing.

Responses are evaluated based on the following criteria.

ORAL PERFORMANCE ASSIGNMENT CRITERIA	
Content	the adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
Coherence	the organization and clarity of the ideas communicated
Grammar	the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
Vocabulary	the command of vocabulary and idiomatic expressions and appropriateness of word choice
Fluency	the ability to maintain a flow of speech, without hesitations or pauses that affect the overall comprehensibility of the response
Pronunciation	the comprehensibility of articulation and the appropriateness of stress

Each response is scored on a scale from 1 to 4, with 1 representing inadequate application and a lack of command of the performance characteristics and 4 representing thorough application and a strong command of the performance characteristics. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read or heard and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Geography (04)

Purpose

The purpose of the Geography test is to ensure that each certified Geography teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Geography.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Geography test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Geography test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Geographic Concepts and Skills	25%
II.	World Geography	34%
III.	United States and Arizona Geography	25%
IV.	Contemporary Issues and Future Trends	16%

Test Administration

On each test date, the Geography test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).

- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

German (17)

Purpose

The purpose of the German test is to ensure that each certified German teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in German.

Test Characteristics

Number of test items: 55 selected-response test items, one written performance assignment, and one oral performance assignment. Typically, 44 selected-response items are scorable and 11 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The German test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The German test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Listening Comprehension	16%
II.	Reading and Vocabulary	29%
III.	Language Structures	22%
IV.	Cultural Understanding	16%
V.	Foreign Language Methodology	16%
VI.	Written Expression	*
VII.	Oral Expression	*

*The percentages represent the distribution of selected-response items only and do not include the writing and speaking components.

Test Administration

On each test date, the German test is administered during the afternoon test session. The test session is four hours long.

The AEPA German test consists of four sections: 1) a listening section with selected-response items, 2) a reading section with selected-response items, 3) a writing assignment section, and 4) a speaking section. The first three sections are administered in a standard group examination room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room. Both the listening and speaking sections (Sections One and Four) employ the use of audiotape recorders/players.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the scores received on the performance assignments. The proportion of the total test score derived from the selected-response items is 80 percent; the proportion derived from the performance assignments is 20 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Scores

All AEPA tests but one include a performance assignment that requires an extended written response, recorded in a Written Response Booklet. This test also includes a performance assignment that requires an extended oral response, recorded on audiotape.

Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

For the written performance assignment, examinees are required to write about the general assignment that they are given, and part of their score is based on the degree to which they elaborate on the assignment by addressing either the suggested points or points of their own choosing. Responses must be written in the target language and must be original work.

Responses are evaluated based on the following criteria.

WRITTEN PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the objective of the assignment is achieved and the response is appropriate for the intended audience
Coherence	organization and clarity of ideas
Content	development of ideas and relevance of supporting details
Grammar	accuracy of grammatical forms and syntax
Vocabulary	command of vocabulary and idiomatic expressions
Mechanics	accuracy of spelling, diacritical marks, and punctuation

For the oral performance assignment, examinees are required to speak about the situation with which they are presented, and part of their score is based on the degree to which they elaborate on the assignment by addressing either the suggested points or points of their own choosing.

Responses are evaluated based on the following criteria.

ORAL PERFORMANCE ASSIGNMENT CRITERIA	
Content	the adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
Coherence	the organization and clarity of the ideas communicated
Grammar	the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
Vocabulary	the command of vocabulary and idiomatic expressions and appropriateness of word choice
Fluency	the ability to maintain a flow of speech, without hesitations or pauses that affect the overall comprehensibility of the response
Pronunciation	the comprehensibility of articulation and the appropriateness of stress

Each response is scored on a scale from 1 to 4, with 1 representing inadequate application and a lack of command of the performance characteristics and 4 representing thorough application and a strong command of the performance characteristics. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read or heard and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Health (18)

Purpose

The purpose of the Health test is to ensure that each certified Health teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Health.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Health test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Health test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Personal Health	19%
II.	Healthy Interpersonal Relationships	18%
III.	Community Health	15%
IV.	Accessing Health-Related Information	15%
V.	Health-Related Skills and Behaviors	15%
VI.	Health-Related Physical Fitness	18%

Test Administration

On each test date, the Health test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

History (05)

Purpose

The purpose of the History test is to ensure that each certified History teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in History.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee’s score).

Score scale: The History test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The History test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Concepts and Skills	17%
II.	World History	45%
III.	United States and Arizona History	38%

Test Administration

On each test date, the History test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees’ test status is listed as “Passed” if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as “Not Passed” and their scaled score is provided. To preclude the use of AEPAs scores for purposes other than credentialing (e.g., employment, assignment), scores of passing candidates are not reported.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).

- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Library/Educational Media (12)

Purpose

The purpose of the Library/Educational Media test is to ensure that each certified Library/Educational Media educator has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Library-Media Specialist endorsement.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Library/Educational Media test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Library/Educational Media test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	The Library Media Program	27%
II.	Information Literacy Skills and Strategies	23%
III.	Curriculum and Resources	23%
IV.	Program Administration and Leadership	27%

Test Administration

On each test date, the Library/Educational Media test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Mathematics (10)

Purpose

The purpose of the Mathematics test is to ensure that each certified Mathematics teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Mathematics.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Mathematics test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Mathematics test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Number Sense	14%
II.	Data Analysis and Probability	14%
III.	Patterns, Algebra, and Functions	18%
IV.	Geometry and Measurement	18%
V.	Trigonometry and the Conceptual Foundations of Calculus	18%
VI.	Mathematical Structure and Logic	18%

Test Administration

On each test date, the Mathematics test is administered during the afternoon test session. The test session is four hours long.

All examinees taking the Mathematics test are provided with a Texas Instruments TI 30X Solar Scientific calculator with functions that include the following: addition, subtraction, multiplication, division, square root, percent, sine, cosine, tangent, exponents, and logarithms. **You may NOT bring your own calculator to the test.**

A list of commonly-used formulae is also provided.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance

assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Music (14)

Purpose

The purpose of the Music test is to ensure that each certified Music teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Music or a Music endorsement. Candidates who have successfully completed 24 semester hours of ADE-approved coursework in music are exempt from this requirement for the Music endorsement.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Music test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Music test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Music Theory	17%
II.	Music Performance	27%
III.	Listening Skills	21%
IV.	Music History and Culture	21%
V.	Music and Other Disciplines	14%

Test Administration

On each test date, the Music test is administered during the afternoon test session. The test session is four hours long.

The AEPA Music test includes a listening section (Subarea Three) with selected-response items. The listening employs the use of audio tape players.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at **www.aepa.nesinc.com**.

Study Guide

The study guide for this field can be found on the AEPA Web site at **www.aepa.nesinc.com**.

Physics (09)

Purpose

The purpose of the Physics test is to ensure that each certified Physics teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Physics.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Physics test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Physics test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Scientific Inquiry	19%
II.	Mechanics and Heat Energy	36%
III.	Electricity and Magnetism	15%
IV.	Waves, Sound, and Light	15%
V.	Quantum Theory and the Atom	15%

Test Administration

On each test date, the Physics test is administered during the afternoon test session. The test session is four hours long.

All examinees taking the Physics test are provided with a Texas Instruments TI 30X Solar Scientific calculator with functions that include the following: addition, subtraction, multiplication, division, square root, percent, sine, cosine, tangent, exponents, and logarithms. **You may NOT bring your own calculator to the test.**

A list of commonly-used constants and formulae is also provided.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Political Science/American Government (06)

Purpose

The purpose of the Political Science/American Government test is to ensure that each certified Political Science/American Government teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Political Science/American Government.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Political Science/American Government test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Political Science/American Government test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Concepts and Skills	21%
II.	Political Thought, Comparative Government, and International Relations	21%
III.	United States and Arizona Government	58%

Test Administration

On each test date, the Political Science/American Government test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Principal (81)

Purpose

The purpose of the Principal test is to ensure that each certified Principal has the necessary knowledge and skills to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Principal certificate.

Test Characteristics

Number of test items: 100 selected-response test items and four performance assignments. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Principal test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Principal test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Leadership of the Educational Organization	19%
II.	Social, Cultural, and Legal Context	19%
III.	Effective Communication	19%
IV.	Management of the Educational Organization	24%
V.	Curriculum and Instruction	19%

Test Administration

On each test date, the Principal test is administered during both the morning and the afternoon test sessions. Each test session is four hours long. Thus, the Principal test comprises eight hours altogether.

The Principal test's four written performance assignments consist of: 1) an educational issue assignment, 2) a work product assignment, and 3) one case study with two performance assignments.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the scores received on the performance assignments. The proportion of the total test score derived from the selected-response items is 60 percent; the proportion derived from the performance assignments is 40 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Scores

This AEPA test includes performance assignments that require extended written responses, recorded in Written Response Booklets.

Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses to the case study and educational issue assignments are evaluated based on the following criteria.

CASE STUDY AND EDUCATIONAL ISSUE PERFORMANCE ASSIGNMENTS CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Content Knowledge	accuracy and appropriateness in the application of content knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument in relation to the assigned topic

Responses to the work product assignment are evaluated based on the following criteria.

WORK PRODUCT PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Content Knowledge	accuracy and appropriateness in the application of content knowledge
Clarity and Organization	the extent to which the response is clear and well organized

The performance assignments are intended to assess content knowledge and skills, not writing ability. However, responses must be communicated clearly enough to permit scorers to make a valid evaluation according to the criteria listed above. Responses should be written for an audience of educators in this field. Final versions of responses should conform to the conventions of edited American English. Written responses must be original work.

Each response is scored on a scale from 1 to 4, with 1 representing thorough knowledge and understanding of the content and 4 representing weak knowledge and understanding. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read or heard and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at **www.aepa.nesinc.com**.

Study Guide

The study guide for this field can be found on the AEPA Web site at **www.aepa.nesinc.com**.

Professional Knowledge—Elementary (91)

Purpose

The purpose of the Professional Knowledge—Elementary test is to ensure that each certified Elementary or Special Education teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking Special Education or Elementary Education certificates.

Test Characteristics

Number of test items: 100 selected-response test items and three written performance assignments. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee’s score).

Score scale: The Professional Knowledge—Elementary test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Professional Knowledge—Elementary test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Student Development and Learning	36%
II.	Instructional Planning and Management	45%
III.	The Professional Environment	19%

Test Administration

On each test date, the Professional Knowledge—Elementary test is administered during the morning test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignments is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees’ test status is listed as “Passed” if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as “Not Passed” and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).

- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Scores

This AEPA test includes three performance assignments that require extended written responses. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a depth of understanding of the knowledge and skills of teaching practice demonstrated by the examinees' ability to apply their knowledge and skills to the situation presented in the assignments.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the candidate fulfills the purpose of the assignment by demonstrating an understanding of relevant pedagogical knowledge
Application of Knowledge	the candidate accurately and effectively applies relevant pedagogical knowledge
Support	the candidate supports the response with appropriate examples, evidence, and rationales based on relevant pedagogical knowledge

Each response is scored on a scale from 1 to 3, with 3 reflecting a thorough understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea and 1 reflecting limited or no understanding. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Professional Knowledge—Secondary (92)

Purpose

The purpose of the Professional Knowledge—Secondary test is to ensure that each certified Secondary or Career and Technical Education teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking Secondary Education or Career and Technical Education certificates.

Test Characteristics

Number of test items: 100 selected-response test items and three written performance assignments. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee’s score).

Score scale: The Professional Knowledge—Secondary test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Professional Knowledge—Secondary test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Student Development and Learning	36%
II.	Instructional Planning and Management	45%
III.	The Professional Environment	19%

Test Administration

On each test date, the Professional Knowledge—Secondary test is administered during the morning test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignments is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees’ test status is listed as “Passed” if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as “Not Passed” and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).

- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Scores

This AEPA test includes three performance assignments that require extended written responses. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a depth of understanding of the knowledge and skills of teaching practice demonstrated by the examinees' ability to apply their knowledge and skills to the situation presented in the assignments.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the candidate fulfills the purpose of the assignment by demonstrating an understanding of relevant pedagogical knowledge
Application of Knowledge	the candidate accurately and effectively applies relevant pedagogical knowledge
Support	the candidate supports the response with appropriate examples, evidence, and rationales based on relevant pedagogical knowledge

Each response is scored on a scale from 1 to 3, with 3 reflecting a thorough understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea and 1 reflecting limited or no understanding. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Social Studies (03)

Purpose

The purpose of the Social Studies test is to ensure that each certified Social Studies teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Social Studies.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Social Studies test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Social Studies test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	History	22%
II.	Geography	22%
III.	Economics	19%
IV.	Political Science and Government	19%
V.	Social Science Skills	18%

Test Administration

On each test date, the Social Studies test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Spanish (15)

Purpose

The purpose of the Spanish test is to ensure that each certified Spanish teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking an approved area in Spanish.

Test Characteristics

Number of test items: 55 selected-response test items, one written performance assignment, and one oral performance assignment. Typically, 44 selected-response items are scorable and 11 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Spanish test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Spanish test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Listening Comprehension	16%
II.	Reading and Vocabulary	29%
III.	Language Structures	22%
IV.	Cultural Understanding	16%
V.	Foreign Language Methodology	16%
VI.	Written Expression	*
VII.	Oral Expression	*

*The percentages represent the distribution of selected-response items only and do not include the writing and speaking components.

Test Administration

On each test date, the Spanish test is administered during the afternoon test session. The test session is four hours long.

The AEPA Spanish test consists of four sections: 1) a listening section with selected-response items, 2) a reading section with selected-response items, 3) a writing assignment section, and 4) a speaking section. The first three sections are administered in a standard group examination room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room. Both the listening and speaking sections (Sections One and Four) employ the use of audiotape recorders/players.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the scores received on the performance assignments. The proportion of the total test score derived from the selected-response items is 80 percent; the proportion derived from the performance assignments is 20 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Scores

All AEPA tests but one include a performance assignment that requires an extended written response, recorded in a Written Response Booklet. This test also includes a performance assignment that requires an extended oral response, recorded on audiotape.

Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

For the written performance assignment, examinees are required to write about the general assignment that they are given, and part of their score is based on the degree to which they elaborate on the assignment by addressing either the suggested points or points of their own choosing. Responses must be written in the target language and must be original work.

Responses are evaluated based on the following criteria.

WRITTEN PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the objective of the assignment is achieved and the response is appropriate for the intended audience
Coherence	organization and clarity of ideas
Content	development of ideas and relevance of supporting details
Grammar	accuracy of grammatical forms and syntax
Vocabulary	command of vocabulary and idiomatic expressions
Mechanics	accuracy of spelling, diacritical marks, and punctuation

For the oral performance assignment, examinees are required to speak about the situation with which they are presented, and part of their score is based on the degree to which they elaborate on the assignment by addressing either the suggested points or points of their own choosing.

Responses are evaluated based on the following criteria.

ORAL PERFORMANCE ASSIGNMENT CRITERIA	
Content	the adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
Coherence	the organization and clarity of the ideas communicated
Grammar	the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
Vocabulary	the command of vocabulary and idiomatic expressions and appropriateness of word choice
Fluency	the ability to maintain a flow of speech, without hesitations or pauses that affect the overall comprehensibility of the response
Pronunciation	the comprehensibility of articulation and the appropriateness of stress

Each response is scored on a scale from 1 to 4, with 1 representing inadequate application and a lack of command of the performance characteristics and 4 representing thorough application and a strong command of the performance characteristics. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read or heard and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Cross Category (22)

Purpose

The purpose of the Special Education: Cross Category test is to ensure that each certified Special Education: Cross Category teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Cross-Categorical certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Cross Category test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Cross Category test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Special Needs	29%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	26%
III.	Promoting Student Development and Learning	32%
IV.	Working in a Collaborative Learning Community	13%

Test Administration

On each test date, the Special Education: Cross Category test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Early Childhood (23)

Purpose

The purpose of the Special Education: Early Childhood test is to ensure that each certified Special Education: Early Childhood teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Early Childhood certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee’s score).

Score scale: The Special Education: Early Childhood test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Early Childhood test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Young Children with Special Needs	30%
II.	Promoting Young Children’s Development and Learning	50%
III.	Working in a Collaborative Learning Community	20%

Test Administration

On each test date, the Special Education: Early Childhood test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees’ test status is listed as “Passed” if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as “Not Passed” and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Emotional Disability (24)

Purpose

The purpose of the Special Education: Emotional Disability test is to ensure that each certified Special Education: Emotional Disability teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Emotional Disability certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 78 selected-response items are scorable and 22 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Emotional Disability test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Emotional Disability test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Emotional Disabilities	24%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	19%
III.	Promoting Student Development and Learning	38%
IV.	Working in a Collaborative Learning Community	19%

Test Administration

On each test date, the Special Education: Emotional Disability test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Hearing Impaired (26)

Purpose

The purpose of the Special Education: Hearing Impaired test is to ensure that each certified Special Education: Hearing Impaired teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Hearing Impaired certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Hearing Impaired test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Hearing Impaired test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students Who Are Deaf or Hard of Hearing	19%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	26%
III.	Promoting Student Development and Learning	36%
IV.	Working in a Collaborative Learning Community	19%

Test Administration

On each test date, the Special Education: Hearing Impaired test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Learning Disability (27)

Purpose

The purpose of the Special Education: Learning Disability test is to ensure that each certified Special Education: Learning Disability teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Learning Disability certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 79 selected-response items are scorable and 21 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Learning Disability test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Learning Disability test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Specific Learning Disabilities	19%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	19%
III.	Promoting Student Development and Learning	46%
IV.	Working in a Collaborative Learning Community	16%

Test Administration

On each test date, the Special Education: Learning Disability test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Mental Retardation (28)

Purpose

The purpose of the Special Education: Mental Retardation test is to ensure that each certified Special Education: Mental Retardation teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Mental Retardation certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Mental Retardation test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Mental Retardation test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Mental Retardation	22%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	17%
III.	Promoting Student Development and Learning	39%
IV.	Working in a Collaborative Learning Community	22%

Test Administration

On each test date, the Special Education: Mental Retardation test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Orthopedic Impairments/Other Health Impairments (29)

Purpose

The purpose of the Special Education: Orthopedic Impairments/Other Health Impairments test is to ensure that each certified Special Education: Orthopedic Impairments/Other Health Impairments teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Orthopedic Impairments/Other Health Impairments certificate.

Test Characteristics

Number of test items: 80 selected-response test items and one written performance assignment. Typically, 64 selected-response items are scorable and 16 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Orthopedic Impairments/Other Health Impairments test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Orthopedic Impairments/Other Health Impairments test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Orthopedic Impairments	15%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	20%
III.	Promoting Student Development and Learning	45%
IV.	Working in a Collaborative Learning Community	20%

Test Administration

On each test date, the Special Education: Orthopedic Impairments/Other Health Impairments test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Severely and Profoundly Disabled (30)

Purpose

The purpose of the Special Education: Severely and Profoundly Disabled test is to ensure that each certified Special Education: Severely and Profoundly Disabled teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Severely and Profoundly Disabled certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Severely and Profoundly Disabled test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Severely and Profoundly Disabled test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Severe and Profound Disabilities	24%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	24%
III.	Promoting Student Development and Learning	33%
IV.	Working in a Collaborative Learning Community	19%

Test Administration

On each test date, the Special Education: Severely and Profoundly Disabled test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Speech and Language Impaired (31)

Purpose

The purpose of the Special Education: Speech and Language Impaired test is to ensure that each certified Special Education: Speech and Language Impaired teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Speech and Language Impaired certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Speech and Language Impaired test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Speech and Language Impaired test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Communication Disorders	24%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	29%
III.	Promoting Student Development and Learning	28%
IV.	Working in a Collaborative Learning Community	19%

Test Administration

On each test date, the Special Education: Speech and Language Impaired test is administered during the afternoon test session. The test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Scores are based on a demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. Scorers form an overall impression of the quality of the response based on the examinee's ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses are evaluated based on the following criteria.

PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Special Education: Visually Impaired (32)

Purpose

The purpose of the Special Education: Visually Impaired test is to ensure that each certified Special Education: Visually Impaired teacher has the necessary knowledge to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Special Education: Visually Impaired certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one written performance assignment. Typically, 78 selected-response items are scorable and 22 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Special Education: Visually Impaired test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Special Education: Visually Impaired test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Understanding Students with Visual Impairments	22%
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	22%
III.	Promoting Student Development and Learning	38%
IV.	Working in a Collaborative Learning Community	18%

Test Administration

On each test date, the Special Education: Visually Impaired test is administered during the afternoon test session. The test session is four hours long.

Examinees must bring their own braillewriter to the test session.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the score received on the performance assignment. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

All AEPA tests but one include a performance assignment that requires an extended written or oral response, recorded in a Written Response Booklet or on an audiotape. Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

The performance assignment for this test involves transcribing a passage into Grade 2 Literary Braille. Transcriptions must be made using a braillewriter that can accommodate the 8½" × 11" paper provided by the test administrator. Examinees must use a 28-cell line and should make maximum use of each line.

The following errors are counted as incorrect in transcriptions: contractions omitted or misused; characters misformed (including added or omitted dots); letters inserted or omitted; text omitted or repeated; spacing errors; format irregularities (including improper cell format and improper indentation at the beginning of a paragraph); punctuation or composition signs omitted or inserted; and erasures detectable by touch.

Each response is scored dichotomously as “correct” or “not correct.”

PERFORMANCE ASSIGNMENT CRITERIA	
C	Correct—The candidate’s response is a correct and appropriate representation of the word, partial word, letter, number, or symbol transcribed from the written passage, i.e., the response conforms to the standards of Grade 2 Literary Braille.
NC	Not Correct—The candidate’s response is an incorrect representation of the word, partial word, letter, number, or symbol transcribed from the written passage, i.e., the response does not conform to the standards of Grade 2 Literary Braille.

A performance assignment response is designated unscorable if it is blank, illegible, or not in braille.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.

Superintendent (80)

Purpose

The purpose of the Superintendent test is to ensure that each certified Superintendent has the necessary knowledge and skills to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Superintendent certificate.

Test Characteristics

Number of test items: 100 selected-response test items and four performance assignments. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee's score).

Score scale: The Superintendent test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Superintendent test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Leadership of the Educational Organization	19%
II.	Social, Cultural, and Legal Context	19%
III.	Effective Communication	19%
IV.	Management of the Educational Organization	24%
V.	Curriculum and Instruction	19%

Test Administration

On each test date, the Superintendent test is administered during both the morning and the afternoon test sessions. Each test session is four hours long. Thus, the Superintendent test comprises eight hours altogether.

The Superintendent test's four written performance assignments consist of: 1) an educational issue assignment; 2) a work product assignment; and 3) one case study with two performance assignments.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the scores received on the performance assignments. The proportion of the total test score derived from the selected-response items is 60 percent; the proportion derived from the performance assignments is 40 percent.

Please note:

- There is no penalty for guessing.
- Examinees' test status is listed as "Passed" if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as "Not Passed" and their 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.
- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Scores

This AEPA test includes performance assignments that require extended written responses, recorded in Written Response Booklets.

Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses to the case study and educational issue assignments are evaluated based on the following criteria.

CASE STUDY AND EDUCATIONAL ISSUE PERFORMANCE ASSIGNMENTS CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Content Knowledge	accuracy and appropriateness in the application of content knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument in relation to the assigned topic

Responses to the work product assignment are evaluated based on the following criteria.

WORK PRODUCT PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Content Knowledge	accuracy and appropriateness in the application of content knowledge
Clarity and Organization	the extent to which the response is clear and well organized

The performance assignments are intended to assess content knowledge and skills, not writing ability. However, responses must be communicated clearly enough to permit scorers to make a valid evaluation according to the criteria listed above. Responses should be written for an audience of educators in this field. Final versions of responses should conform to the conventions of edited American English. Written responses must be original work.

Each response is scored on a scale from 1 to 4, with 1 representing thorough knowledge and understanding of the content and 4 representing weak knowledge and understanding. No

information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read or heard and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at **www.aepa.nesinc.com**.

Study Guide

The study guide for this field can be found on the AEPA Web site at **www.aepa.nesinc.com**.

Supervisor (82)

Purpose

The purpose of the Supervisor test is to ensure that each certified Supervisor has the necessary knowledge and skills to practice effectively in Arizona public schools. The test is a requirement for candidates seeking a Supervisor certificate.

Test Characteristics

Number of test items: 100 selected-response test items and one performance assignment. Typically, 80 selected-response items are scorable and 20 are used for field testing purposes and are non-scorable (i.e., they do not contribute to the examinee’s score).

Score scale: The Supervisor test is scored on a scale from 100 to 300, with a passing score of 240 or above.

Passing Score: A scaled total test score of 240 or above.

Test Structure

The Supervisor test contains the following subarea structure.

SUBAREA NO.	SUBAREA TITLE	APPROXIMATE PERCENTAGE OF SELECTED-RESPONSE ITEMS ON TEST FORM
I.	Educational Leadership	20%
II.	Social, Cultural, and Legal Context	20%
III.	Effective Communication	20%
IV.	Educational Management	20%
V.	Curriculum and Instruction	20%

Test Administration

On each test date, the Supervisor test is administered during the afternoon test session. Each test session is four hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on an examinee's performance on the entire test, including the number of selected-response items answered correctly and the scores received on the performance assignments. The proportion of the total test score derived from the selected-response items is 90 percent; the proportion derived from the performance assignment is 10 percent.

Please note:

- There is no penalty for guessing.
- Examinees’ test status is listed as “Passed” if their scaled score is 240 or greater. If their scaled score is less than 240, their status is listed as “Not Passed” and their 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.

- Relative subarea performance on a test is illustrated in a graphic display (specifically, a histogram).
- Subarea performance is based on different numbers of questions; therefore, you should not combine your performance across the subareas.
- The subarea performance graphic display will help assess an examinee's areas of relative strength and weakness.

Interpreting the Performance Assignment Score

This AEPA test includes a performance assignment that requires an extended written response, recorded in a Written Response Booklet.

Performance assignment responses are scored by two or more educators with relevant professional backgrounds and preparation for scoring according to standardized procedures during scoring sessions held immediately after each AEPA administration.

Responses must demonstrate an understanding of the knowledge and skills of the field. Examinees are expected to demonstrate the depth of their understanding of the content area through their ability to apply their knowledge and skills rather than merely to recite factual information.

Responses to the written performance assignment are evaluated based on the following criteria.

WRITTEN PERFORMANCE ASSIGNMENT CRITERIA	
Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess content knowledge and skills, not writing ability. However, the response must be communicated clearly enough to permit scorers to make a valid evaluation according to the criteria listed above. The response should be written for an audience of educators in this field. The final version of the response should conform to the conventions of edited American English. The written response must be original work.

Each response is scored on a scale from 1 to 4, with 1 representing thorough knowledge and understanding of the subject matter and 4 representing weak knowledge and understanding. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the scorers. Each response is read or heard and scored independently by two scorers; the sum of the two scorers' scores is the total score assigned to the response. If the two initial scorers' scores differ by more than one point, the essay is scored by a third scorer.

A performance assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

Test Objectives

The complete list of test objectives for this field, organized by subarea and containing all the objective and descriptive statements, can be viewed and downloaded from the AEPA Web site at www.aepa.nesinc.com.

Study Guide

The study guide for this field can be found on the AEPA Web site at www.aepa.nesinc.com.