

Florida Teacher Certification Examinations (FTCE)
Florida Educational Leadership Examination (FELE)

2015 Annual Administration and Technical Report

January 1, 2015–December 31, 2015

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**Prepared for
Bureau of Postsecondary Assessment
Office of Assessment and School Performance
Florida Department of Education**



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I. PREFACE

The Annual Administration and Technical Report for the Florida Teacher Certification Examinations (FTCE) and the Florida Educational Leadership Examination (FELE) contains technical information and describes activities associated with the FTCE and the FELE programs for the reporting period of January 1, 2015, through December 31, 2015.

This document was developed by Evaluation Systems group of Pearson (hereafter referred to as “Pearson”) for the Florida Department of Education Bureau of Postsecondary Assessment (hereafter referred to as “the Department”). It is intended to serve Florida’s educational stakeholders, including the Department, institutions of higher education (IHEs), local school districts, and policy makers. The report includes the following key topics:

- Executive Summary of the 2015 FTCE/FELE Annual Administration and Technical Report
- Background of the FTCE/FELE program, including legislative basis
- Test development of FTCE/FELE, including an overview of validity and validation tasks
- Test administration of FTCE/FELE, including testing procedures and computer-based testing
- Scoring and reporting, including for multiple-choice and performance examination items
- Summary statistics reports regarding FTCE/FELE psychometric characteristics

II. EXECUTIVE SUMMARY

The Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE) are integral to fulfilling the mission of the Florida Department of Education. The Department’s mission is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Purpose of FTCE/FELE

The purpose of the FTCE and the FELE programs is to provide the state of Florida with an assessment tool that allows prospective educators to demonstrate their knowledge and skills in the areas of general knowledge, professional education competence, and/or subject area knowledge. The tests measure prospective teachers’ and school administrators’ achievement of the benchmarks established by the Florida State Board of Education as stated in Rules 6A-4.0021 and 6A-4.00821 of the Florida Administrative Code (FAC) and published in the Competencies and Skills Required for Teacher Certification in Florida.

The FTCE/FELE program consists of 43 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 44 tests. The FTCE tests include the Professional Education Test, the General Knowledge (GK) Test, and 41 Subject Area Examinations. The FELE consists of three subtests covering 13 domains of core curriculum in Educational Leadership.

The Department develops and administers the FTCE and FELE examinations in partnership with its contractor, Pearson. Beginning in October 2007, Pearson assumed responsibility for the FTCE/FELE test administration, scoring, and reporting activities.

III. BACKGROUND OF FTCE/FELE

Legislative Basis of FTCE and FELE

Certification testing requirements are set forth in Florida Statute 1012.56. Educators must pass the FTCE as one of the requirements for their first five-year Florida Professional Certificate. Upon evaluation of the application for a teaching certificate, qualified educators may be issued a three-year Temporary Certificate while testing and performance requirements are being completed for the five-year Professional Certificate. Candidates seeking certification in Educational Leadership are required by Florida State Board of Education Rule to take and pass the Florida Educational Leadership Examination (FELE). [See State Board of Education Rule 6A-4.00821, FAC].

The 1999 Florida Legislature adopted the Teacher Quality Act of 1999, a legislative initiative that required the Department to conduct a review of all statutes and rules relating to teacher certification, followed by recommendations for improvement of the teacher certification process.

The 2000 Florida Legislature adopted EDUCATE 2000, a legislative initiative that implemented many recommendations for improving the teacher certification process. This legislative change specified that by July 1, 2002, the examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student content standards approved by the State Board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

Test Form Information

The FTCE and FELE examinations contain multiple-choice items, performance items, or both multiple-choice and performance items. Some tests are composed of three or more subtests (e.g., FELE, General Knowledge, Prekindergarten/Primary PK–3). The design and length of the tests vary across the subject areas. Each test was designed to reflect the requirements of the state with respect to the content to be covered and the method to be used for assessment, and to enable, to the extent possible, stable scores to be derived from the tests. The tests are administered as timed tests. The time allotted for each test (or subtest, as applicable) is based on test length and method of assessment. A table providing the number of multiple-choice and performance items in each test and the test administration time allotted for each of the FTCE and FELE tests is included in [Appendix A](#).

IV. TEST DEVELOPMENT

This section of the report presents an overview of test validity, the test development process, and a summary of 2015 development activities.

Validity

Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validation techniques traditionally used to support the use of tests for licensure and certification are described in *Standards for Educational and Psychological Testing* (American Educational Research Association, 2014).

For the FTCE and the FELE, the primary validity focus is content validity. Content validation evidence supports the notion that a test measures a representative sample of qualities in a desired domain. The intended content domain measured by the FTCE and FELE is that of entry-level skills identified by the Department in conjunction with Florida subject matter experts (SMEs). The content validity of the FTCE and FELE is reinforced through the involvement of Florida educators, including teachers, district supervisors, teacher educators, and other education personnel, throughout the test development process. These Florida subject matter experts may (1) develop competencies and skills to be the basis of the test; (2) participate in a statewide survey of those competencies and skills, as appropriate; (3) develop test item specifications, (4) write test items; and/or (5) review and validate draft test items and test forms.

The statutory basis for the FTCE/FELE certification examinations is 1012.56, F.S., which provides that each applicant for initial professional certification shall demonstrate mastery of general knowledge (subsection 3), subject area knowledge (subsection 5), and professional preparation and education competence (subsection 6). The statute addresses the status only at initial certification and does not require that inferences be made from test scores concerning future success as a classroom teacher. No claims have been made with regard to measurement of specific aptitudes or traits, and no attempt has been made to establish relationships between the FTCE/FELE and independent, concurrent, or future criteria. It is claimed only that the test adequately measures the knowledge and skills for which it was developed. Construct and criterion-related validation approaches are not appropriate to the validity issues related to the development and use of the FTCE/FELE.

FTCE/FELE Test Development, Revision, and Validation Process

The various steps of the test development process involve qualified Florida educators (i.e., classroom teachers, district coordinators, college and university faculty), the gathering of validity information over the course of the development, and the creation of assessment materials that are job-related, accurate, measurable, free from bias, and aligned with State Board of Education-approved educational standards for the subject area.

All examinations that undergo test development are revised to be aligned to State Board of Education-approved educational standards. For example, if a subject area has completely new education standards (e.g., Florida Educator Accomplished Practices [FEAPs]), then the revision of the current competencies and skills may range anywhere from 75% to 100% revision. If the current competencies and skills are in near alignment with newly-adopted standards, then revision of the current competencies and skills may range anywhere from 20% to 75% revision.

Establish Committees

Committees are established for each subject area to develop or review test materials for each stage of the development process. The committees are typically composed of Florida public school teachers, district coordinators, and college and university faculty. Committee members are selected to represent various institutions and educational philosophies and to reflect the diversity of the Florida population.

Develop, Validate, and Finalize Competencies and Skills and Test Blueprints

For each subject area undergoing development, a committee of Florida educators is established to review existing competencies and skills and to revise, delete, or add competencies and skills to reflect current job-related teaching practice, accepted teaching theory, Florida Statutes, and State Board of Education-approved educational standards. The committee also reviews and adjusts the proportions of the test used to measure each competency as needed, resulting in the test blueprint.

For each subject area, another committee of Florida educators is convened to validate the revised competencies and skills and test blueprint according to specified review criteria. Following this meeting, a statewide survey is conducted to gather data regarding the degree to which each skill statement is important to the job of an entry-level educator in the field and to gather input on the appropriateness of the test blueprint weighting.

A third committee of Florida educators is convened to finalize the revised competencies and skills and test blueprint according to specified review criteria. Content validation survey data, where appropriate, is presented to the committee and used during the finalization process.

Develop and Validate Item Specifications

Item specifications are used to guide the development of test items. Following finalization of the competencies and skills for each subject area, item specifications are updated. Item specifications include identification of the competency and skill for which the specification is developed, possible item formats and content to be tested, and an exemplary test item. A committee of Florida educators is convened to validate the item specifications according to specified review criteria.

Item Development, Field Testing, Pilot Testing, and Validation

For each subject area undergoing development, items from the existing item bank that have not been previously administered are selected and revised, as appropriate, and new test items are written, according to the item specifications. Newly written and revised test items are added to current test forms for field testing or pilot tested in stand-alone testing. Following field testing/pilot testing, a committee of Florida educators is convened to review and validate each item according to specified review criteria. Field test and/or pilot test data is provided to help the committee with this task.

Test Form Assembly and Validation

For each subject area undergoing development, test forms are assembled in accordance with the test blueprint and other specified measurement guidelines and criteria. A committee of Florida educators is convened to review and validate the forms according to specified review criteria. Committee members take each test form, and their results (as well as examinee data) guide them in the task. Before and after the first administration of each test form, a Florida educator serves as a key validator, reviewing each test item to confirm validity and accuracy.

Test Information Guide Development

For each subject area undergoing development, updated test information guides are developed. The updated guides include competencies and skills, test blueprint, sample test items linked to specific competencies, and an annotated bibliography of textbooks or other preparation resources.

Standard Setting

Standard setting is the process of determining a score on a test that reflects the boundary line between candidates who satisfy the testing component of state requirements for teacher licensure and those who do not. Standard setting relates directly to test validation since the standard setting process produces a recommended passing score (also referred to as a “cut score”) — a boundary line between just acceptable knowledge and skills relative to the construct of interest and unacceptable knowledge and skills. The *Standards for Educational and Psychological Testing* require that passing scores be set high enough to distinguish adequate from inadequate performance, but not so high to be unreasonably limiting (AERA, APA, NCME, 2014). The Department oversees the ongoing review and updating of the FTCE and FELE in order to maintain professional standards and ensure alignment with the latest Florida state standards. Hambleton and Pitoniak (2006) recommend that standard setting processes include the following nine steps:

- Selecting standard setting method
- Choosing panelists
- Preparing performance-level descriptors
- Training panelists
- Collecting item ratings
- Providing feedback to panelists
- Compiling panelists’ ratings to obtain performance standards
- Conducting panelists’ evaluation, and
- Compiling validity evidence and preparing documentation

Standard setting method

The modified Angoff method (Angoff, 1971) is used to set passing scores for the examinations. Using this method, subject matter experts review each item and mark the proportion of the “beginning effective teacher candidate” population that would provide a correct response. An extended explanation of the Angoff method appears within Section V of this report.

Standard setting panel

Committees formed to participate in standard setting activities for the tests consist of public school teachers licensed and practicing in the field and college faculty from Florida colleges and universities who are currently preparing (or have prepared) prospective teachers in the field. Panel members are selected to include educators from public schools and colleges who represent districts and colleges across the state and generally reflect the diversity of the state of Florida.

Test Development for 2015

In 2015, the Bureau of Postsecondary Assessment conducted test development activities for 5 FTCE/FELE examinations. These examinations were developed according to the development process described previously.

The fields were as follows:

- Business Education 6–12
- Exceptional Student Education K–12
- Preschool Education Birth–Age 4
- Reading K–12
- Spanish K–12

Test development activities for Business Education 6–12 and Spanish K–12 began in 2014, continued in 2015, and will culminate with standard setting in 2016.

Test development activities for Preschool Education Birth–Age 4 and Reading K–12 also began in 2014, continued throughout 2015, and will culminate with standard setting in 2016.

Test development activities for Exceptional Student Education K–12 began in 2015 and will continue in 2016 and 2017, culminating with standard setting in 2017.

IV. TEST ADMINISTRATION

Overview of Test Administration Activities

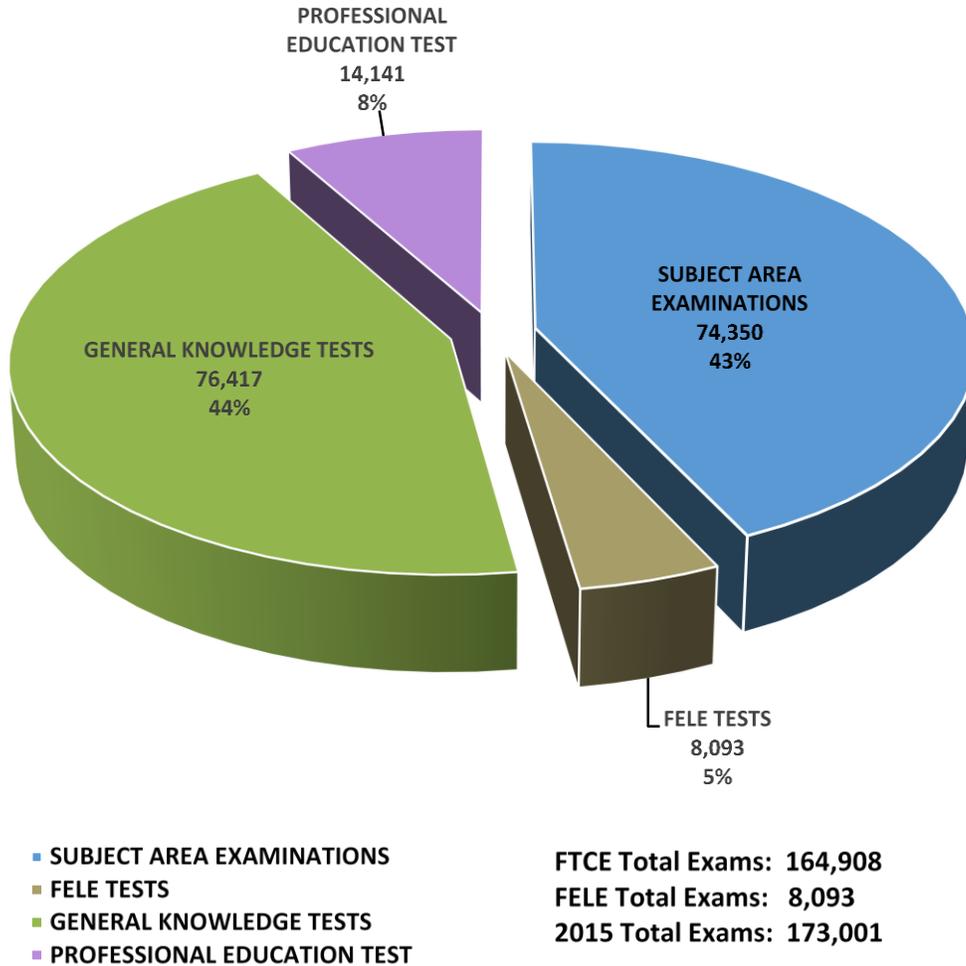
This section of the report outlines the administration processes for computer-based testing (CBT) for the Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE) and provides specific data about the test sites used, examinees tested, examinations administered, and supplementary materials produced during the 2015 administration year. The section also includes additional information pertaining to key test administration processes. Figures 1 and 2 present, respectively, a brief summary of the 2015 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in year 2015.

Figure 3 shows the number of examinees that took the various FTCE/FELE examinations in 2015. In this chart only the examinees' best attempt is represented regardless of the number of attempts they had for a particular test. For examinees that took the subtest based assessments, only one attempt is represented across all subtests.

The numbers of examinees with at least one retake attempt in 2015 are presented in Figure 4. Examinees with multiple retake attempts are only represented one time. For examinees that retook the subtest based assessments, only one retake attempt is represented across all subtests.

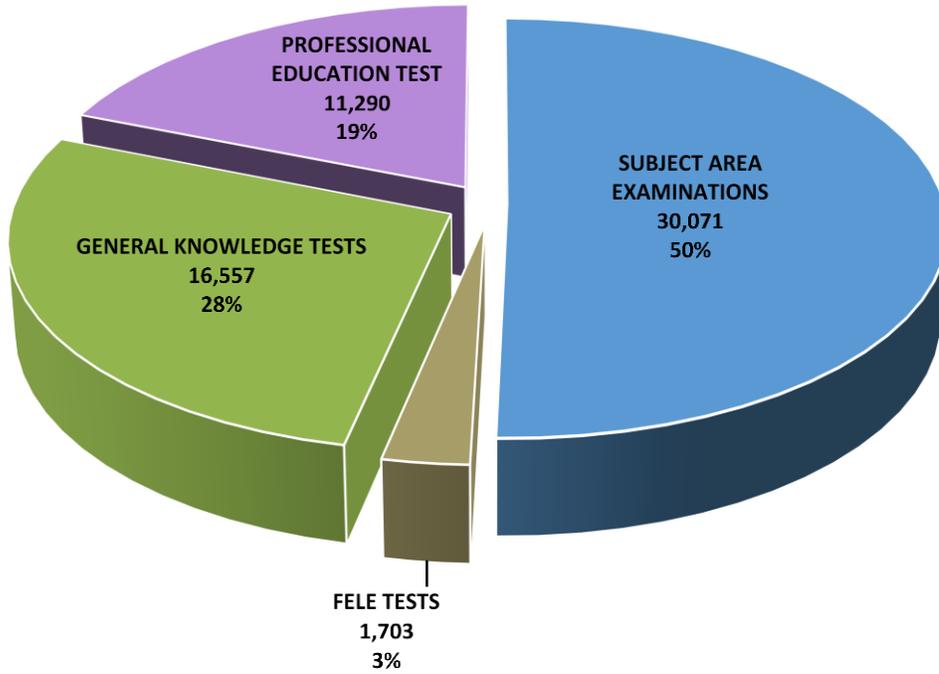
<p align="center">Figure 1 2015 Administration Year January 1, 2015–December 31, 2015</p>	
<p align="center">Program Overview</p>	
<p>The FTCE/FELE testing program offered 44 unique examinations, including</p>	
<ul style="list-style-type: none"> • General Knowledge • Professional Education 	<ul style="list-style-type: none"> • 41 Subject Area Examinations • FELE
<p align="center">Computer-Based Testing (CBT)</p>	
<ul style="list-style-type: none"> • Administered Monday–Saturday at Pearson VUE locations • Evening hours available (at Pearson VUE locations) 	
<p>Number of Sites</p>	<p>39 in Florida, 252 out of state, 81 Military</p>
<p align="center">Total Examinations Administered: 173,001</p>	

**Figure 2
Total FTCE/FELE Test Administration
Counts for 2015**



Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas.

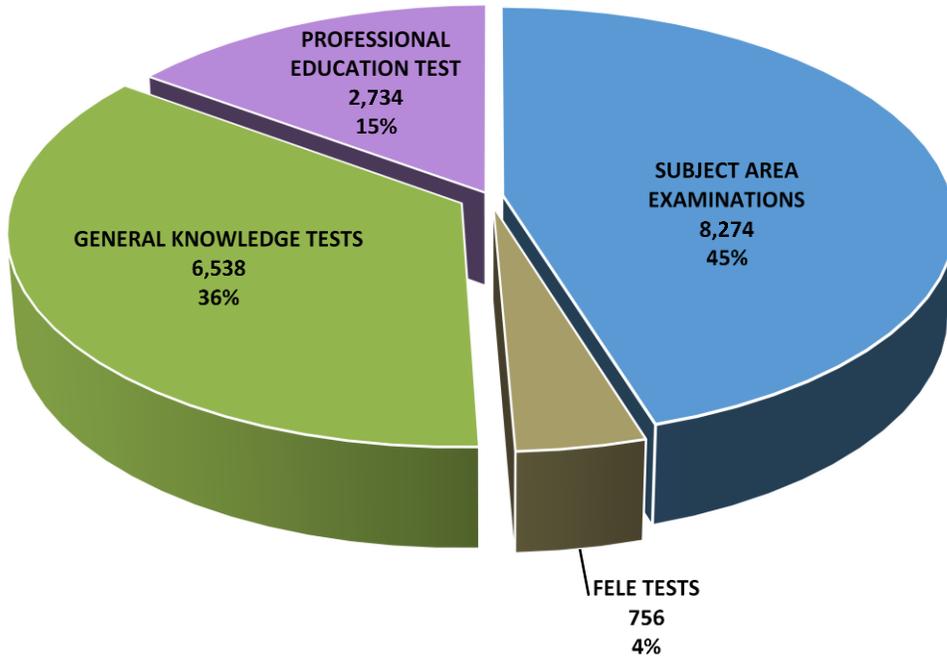
Figure 3
Unique FTCE/FELE Examinee
Counts for 2015



- SUBJECT AREA EXAMINATIONS
- FELE TESTS
- GENERAL KNOWLEDGE TESTS
- PROFESSIONAL EDUCATION TEST

FTCE Total Unique Examinees: 57,918
FELE Total Unique Examinees: 1,703
2015 Total Unique Examinees: 59,621

Figure 4
Unique FTCE/FELE Examinee
Retake Counts for 2015



- SUBJECT AREA EXAMINATIONS
- FELE TESTS
- GENERAL KNOWLEDGE TESTS
- PROFESSIONAL EDUCATION TEST

FTCE Total Retakers: 17,546
FELE Total Retakers: 756
2015 Total Retakers: 18,302

Test Administration Procedures

The process involved in the administration cycle is traced in this section following the progression of a typical examinee from gathering information and registration through taking the test.

Program Information & Communications to Examinees

There are a number of sources of information about the FTCE/FELE testing program for potential examinees, school districts, universities and colleges, and the general public.

Website

The FTCE/FELE contractor website provides the most accurate and up-to-date information on the FTCE/FELE program (<http://www.fl.nesinc.com/>). The website includes information on

- each FTCE/FELE examination;
- test sites and the examinations offered;
- instructions for registration;
- what to expect on the day of the test;
- score release information; and
- post-score release information, including ordering additional score reports, and score verification.

Examinees can access Test Information Guides directly from the website, deliverable by immediate download to a computer as a PDF file. The website also includes forms for ordering additional score reports, requests for score verification, and requests for testing accommodations.

The website includes an “Important Announcements” section on the home page. This section is used for specific announcements including, but not limited to

- notice of changes to the FTCE/FELE program;
- notification of score release;
- information about FTCE/FELE pilot testing; and
- emergency announcements pertaining to delayed or cancelled testing.

These announcements link to stand-alone webpages that can be added, edited, and removed as needed.

Program Information Flyer

A downloadable and printable program information flyer is available on the contractor website that provides an overview of the FTCE/FELE testing program.

Customer Service

Examinees can speak with a representative from 8 a.m. to 6 p.m. Monday through Friday. Customer Service Representatives have access to examinees’ registration and testing history and can assist with completing registration, changing a test registration, and answering questions about the program and the testing process. In some cases representatives may refer examinees to a more appropriate agency for the information they are seeking, as Pearson cannot answer questions about certification requirements

or the process to obtain or renew teaching certification for the State of Florida. Representatives have access to the FTCE/FELE contractor website, the Department of Education website, and the Bureau of Educator Certification website and are trained to help examinees navigate these sites.

Customer service is also available via the website, and examinees can contact Pearson by email at any time. This email account is monitored continuously during call center operational hours. All queries receive a response within 1 to 2 business days.

Registration Process

Online registration is available 24 hours a day, 7 days a week via the FTCE/FELE contractor website. Examinees registering online are asked to create a user account and are guided through selecting a testing date, testing site, and the specific examinations for which they wish to register. Examinees can review this registration information, print a new admission ticket, and change their registration by logging into “My Account” from the website.

Online registration for alternative arrangements and certain FTCE/FELE examinations is a three-part process. Examinees initiate the registration process online, send in their requests for accommodations, and are contacted by a Customer Service Representative to complete the registration process.

Paper-Based Testing (PBT) Administration

The FTCE/FELE system does not administer paper-based tests (PBT) except as an accommodation when requested and supported by appropriate documentation.

Computer-Based Testing (CBT) Administration

The FTCE/FELE system was the first in the nation to move to a totally computer-based testing system. In 2015, computer-based testing was available six days a week at 291 sites nationwide, including 39 test sites within Florida, 252 test sites out of state, and 81 Military/DOD-only sites in the United States and abroad. The Troops to Teachers program for military applicants serving overseas continues to offer on-base computer-based testing for the FTCE/FELE examinations.

V. SCORING AND REPORTING FOR FTCE/FELE

This section of the report addresses the scoring and reporting processes and procedures for the FTCE and the FELE.

Multiple-Choice Item Scoring

Examinee responses are processed and analyzed in order to produce scores and prepare score reports. Responses are electronically scored based on established answer keys. Quality control procedures are implemented at this stage of scoring.

Test and Item Analyses

Test and item analyses are generated for the tests administered as part of the FTCE, as well as for the FELE. These analyses provide various statistical descriptions of the items and the total test.

The analyses for the total test include the following:

- Number of examinees
- Total number of items on form
- Number of scored items
- Number of non-scored items
- Number in 27% group (see item discrimination index)
- Raw score statistics:
 - Mean
 - Median
 - Mode
 - Standard deviation
 - Maximum raw score
 - Minimum raw score
 - Range of raw scores
- Average p-value
- Average point biserial
- KR20 test reliability
- Standard error of measurement
- Brennan-Kane index

The analyses for each item include

- item response distribution by response alternative (number and proportion);
- p-value (the percentage of examinees selecting the keyed correct response);
- item-to-test point biserial correlations; and
- item discrimination index (the difference in proportion correct between the upper and lower 27% of examinees).

These analyses are reviewed before examinee scores are reported. Items designated as “scored” are used to calculate examinee scores.

Reliability

The *Standards for Educational and Psychological Testing* refers to reliability as the consistency of test scores for a group of candidates across administrations (AERA, APA, NCME, 2014). Reliability is a property of test scores for a particular group of examinees, not a fixed property of a test. Many factors may affect statistical estimates of test

reliability, including the variability of the examinee group, test length, test design, test content, and number of examinees.

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

The Kuder-Richardson index of item homogeneity (KR20) is an overall test consistency (reliability) estimate based on a single test administration (Kuder & Richardson, 1937). It is generally applicable to tests composed of multiple-choice items.

Item Bias

Efforts to avoid bias begin with the manner in which the assessment materials are created and reviewed. The FTCE development process includes the review criterion of “freedom from bias” for the competencies and skills, test blueprint, item specifications, items, test forms, and Test Information Guide. The consistent use of this criterion assists in the validation of assessment materials, ensuring they are an accurate representation of the competencies being evaluated and that the materials or content are not offensive to or biased against any identified group.

In addition, on a monthly basis, item bias statistics are reported for forms that meet the specified criteria for focal groups (focal group: N=30 or more examinees). Item bias statistics measure the extent to which item performance may reflect group membership rather than the knowledge or skill that the item is designed to measure.

Performance Assessment Scoring

Several tests in the FTCE/FELE program include performance items. Responses to the performance items are scored by qualified Florida educators (raters) using holistic scoring procedures. In these methods, raters judge the overall effectiveness of each response using a set of characteristics that have been defined as important to help inform the overall score. The score is holistic in that each score is based on the overall effectiveness of these characteristics working together, focusing on the response as a whole.

Rater Selection Criteria

Raters are selected and approved by the Department to score based on their qualifications according to criteria defined in conjunction with the Department. While some qualifications may vary depending on the subject matter area and the specific requirements in place at the time the rater was recruited and approved, typically FTCE raters meet the following qualifications:

- Hold a minimum of a Bachelor's degree
- Hold a current professional teaching certificate in the same subject area for which they will be scoring OR hold or have held a position at a college, university, or community college in the same subject area for which they will be scoring
- Have at least five (5) years of teaching experience in the same subject area for which they will be scoring
- Are approved to score by the Florida Department of Education

Additional applicable internal guidelines for FTCE are as follows:

- Rater applicants who hold a current professional teaching certificate in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.
- Rater applicants who hold or have held a position at a college, university, or community college and teach courses in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.

FELE raters must meet the following qualifications:

- Be either an active school administrator (i.e., principal or assistant principal) or a district-level administrator with at least three years of experience; a school or district-level administrator with at least three (3) years of experience who has retired within the past two years; or a retired faculty member who has had three (3) years of experience as a school administrator or district-level administrator within the last ten years
- Hold or have held a certificate in educational leadership
- Have content knowledge in English language skills and educational leadership
- Be approved to score by the Florida Department of Education

Additionally, the following internal guidelines are applicable:

- If a school or district-level administrator is also teaching as a professor in an educational leadership program at a university, then this applicant will not qualify to be a FELE rater.

Overview of Holistic Scoring Sessions

Holistic scoring sessions include a number of different tasks, sets of procedures, and areas of focus. Scoring events for performance assessments are typically seven-day sessions and are conducted on a predetermined schedule throughout the year in order to meet CBT score reporting dates. While sessions may differ slightly for low-incidence fields or for sessions where

new prompts/rubrics are introduced, the following topics are critical to conducting FTCE/FELE holistic scoring sessions:

- Security and oversight
- Rater training
- Rater calibration
- Scoring operational responses
- Invalid response procedures

Holistic Scoring Manuals

Holistic Scoring Procedures Manual

This manual summarizes the policy and criteria associated with operationalizing the holistic scoring program for all FTCE and FELE assessments with performance scoring components. The manual includes criteria for identifying and approving qualified raters and Chief Raters, as well as detailing rater training and calibration procedures for each scoring session. Additionally, the manual includes all of the scoring scales (rubrics) used in the holistic scoring process along with an overview of the holistic scoring models used for each assessment, including score discrepancy resolution models and procedures for handling invalid responses.

Rater Manual

The Rater Manual is used by each group of raters in scoring performance assessments and is specific to the field being scored. Topics include the following:

- General background information
- Confidentiality statement
- Description of the test
- Score scales
- Holistic scoring definition
- Orientation description
- Calibration process and assessment descriptions
- Scoring procedures for paired scoring
- Explanation of the rater form
- Test directions for the examinee
- Competencies and skills
- Information about pre-prepared essays
- Historic anchor sets for each field
- Instructions for using the On-Screen Scoring system

Quality Control

The rating process is designed to maintain the quality of the scores through training, calibration, and recalibration of raters. Rater performance is monitored throughout the scoring session to ensure that raters are calibrated and scoring accurately, fairly, and consistently. This process includes the random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and the introduction of “validation” papers into the FELE scoring process. Information regarding inter-rater reliability and rater agreement for test administrations are calculated by reporting period.

In addition, the Department has made arrangements to randomly listen to scoring sessions during scoring cycles via teleconference technology and to participate in the rater-feedback process. This constant monitoring of the scoring process and outcomes is coupled with an annual on-site monitoring visit by the Department to insure that all holistic scoring procedures are being followed in an effective manner.

Analysis and Reporting of Results

This section of the report describes the analyses that are conducted following administrations of the FTCE and FELE for the purposes of test form equating and reporting results to candidates, institutions, and the Department.

Equating

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

For FTCE/FELE examinations with 50 or more examinees per a given test form's administration (except for the Professional Education test), one of two equating methods is used as described below. The choice of method is directed by the Department.

- Linear (Z-score) Equating
- Angoff Equating

For test forms with fewer than 50 examinees per a given test form's administration, the equal percentage parallel form method is used, unless otherwise directed by the Department. A passing score on a new form is set as the score that results in the same proportion correct on the new form as the proportion correct on the other comparable test forms.

Equal percentage parallel form equating is used for test forms from redeveloped test fields. This procedure is implemented to determine a passing score on a test form prior to the implementation of passing scores from standard setting. Equal percentage parallel form equating involves transforming a score on the new form to the score on the base form that has the same percentile rank. For a redeveloped test, the passing score on a new form is set as a score that would produce the same or similar pass rate on the new form as the annual pass rate for first time examinees in the previous year.

Item Response Theory (IRT) equating method is implemented for the Professional Education test. IRT is a model for design, analysis, and scoring of tests that postulates that examinee performance on an item is dependent on the examinees' ability. Under this model, a true score equating procedure was used to link a raw score on new form with an equivalent raw score on the base form via test characteristics curves for the two test forms.

Score Reports for Examinees, Institutions, and the Department

Scale Scores

Examinee performance on the FTCE and FELE is reported in terms of scale scores rather than raw scores. The advantage of using scale scores is that the various tests can be interpreted in the same scale units, unaffected by the fact that there may be different numbers of questions. The reporting scale is a linear transformation of the original raw score for each test. For each of the FTCE subject area tests, the passing score is set to a scale score of 200. That is, each test is adjusted so that the passing score is always 200 regardless of which subject area test, or which form of the subject area test, is being administered. Some of the subject area tests have both a multiple-choice and a holistically scored performance component. For most of these

tests, composite scores are derived to permit combining the two separate parts into a single total score.

For example, the total score for the Spanish test taken in 2015 is based on combining and weighting the multiple-choice (equated) raw score (60%), the writing score (15%), and the speaking score (25%). The weighting schemes differ from test to test depending on the recommendations of the test development committees. Beginning in January 2015, the multiple-choice and performance sections of the English 6-12 and Middle Grades English 5-9 examinations were scored separately, and examinees must pass both sections, independently.

For FELE 2.0, which began in January 2009, and FELE 3.0, which began in January 2014, the reporting scale score is also a linear transformation of the original raw score for each subtest. Prior to January 2015, FELE Subtest 3 scores were based on combining and weighting the multiple-choice score (70%) and performance score (30%). Beginning in January 2015, the multiple-choice and performance sections of FELE Subtest 3 were scored separately so that examinees are now required to pass both sections independently.

Score Reporting

Score reports are released to examinees on a biweekly schedule dependent on the examination taken and mode of testing. For multiple-choice (MC) tests, examinee scores are reported approximately four weeks after the test date. For examinations with performance components (French K–12, German K–12 Subtest 2, Spanish K–12, Speech 6–12 Subtest 2, General Knowledge Essay, Middle Grades English 5-9 Essay, English 6-12 Essay, and FELE Subtest 3 Written Performance section), examinee scores are reported approximately six weeks after the test date. There might be a one week delay in scores for all newly administered test forms due to additional statistical and key validation reviews. Unofficial reports for computer-based tests containing only multiple-choice items are provided to the examinee at the conclusion of each test except for those new test forms.

Official score reports are available to examinees through the score website for 60 days. Examinees are sent an email notifying them of the availability of their score reports electronically on the score reporting date. A copy of the score report is also sent directly to the school district, college, or university indicated upon examinee registration. All passing scores are submitted electronically to the State Bureau of Educator Certification.

As of July 2013, enhancements were made to the score reports to provide more information regarding examinee performance. For any examinee who obtains a scale score that results in a status of “Not Pass,” the score report provides detailed information of their performance on each competency area. For each competency area, the detailed report displays the total number of items for the competency area and the proportion of items that the examinee answered correctly. A sample report is provided in [Appendix D](#).

Some enhancements were also made to the Institution Score Reporting System beginning July 2013. This is the system that colleges or universities can access upon request to receive examinee performance results. The improved Institutional Score Reporting System now provides institutions with the ability to specify a title for a requested report and select the examinations to include in the report. In addition to providing results on performance by competency area for a specified group of examinees, the report also provides statewide performance levels for competencies of any selected examinations. A sample report is provided in [Appendix D](#).

On June 20, 2012, the FTCE/FELE program released ResultsAnalyzer™, a new tool for institutions of higher education to use in analyzing results from the FTCE/FELE examinations.

Using ResultsAnalyzer™, faculty can generate tailored reports by examination or examinee and filter these results through many factors including time period, examinee demographics, and Title II eligibility. Some analyses can be presented as charts or graphs. These analyses can be printed or downloaded into a local Excel program for further analysis and merging with other data sets. Upon release, webinars were held to provide higher education faculty with information on how to access and generate reports for their individual needs. Webinars, individual working sessions, and group presentations continue to be held upon request.

VI. SUMMARY STATISTICS REPORTS

This section of the report describes the total test and test item summary statistics for the FTCE/FELE examinations administered between January and December 2015. This includes the following reports:

- FTCE/FELE Test Information ([Appendix A](#))
- First-Time Examinees Longitudinal Passing Rates by Field ([Appendix B](#))
- Examinations Summary Data by Examination Count (Yearly Total) ([Appendix C](#))
- Site Summary Data by Examinee Count (Yearly Total) ([Appendix D](#))

The following FTCE/FELE report summaries are followed by the corresponding data charts, which appear in the appendices.

FTCE/FELE Test Information

This report includes information about key aspects of the FTCE/FELE examinations. For each field, the report lists the number of multiple-choice items on the examination, along with the number and type of performance items, if applicable. The report also includes total testing time that examinees receive and what, if any, supplemental testing materials an examinee may receive during the test (e.g., math reference sheet).

First-Time Examinees Longitudinal Passing Rates by Field

This report provides the number of first-time examinees and their passing rates by field for the last four years (2012 to 2015).

Examination Summary Data by Examination Count

This report provides the number of examinations registered for and taken in 2014, by examination name.

Site Summary Data by Examinee Count

This report provides the number of examinations registered for and taken in 2014 by test center.

Examinee Count by Test Site Location

This report provides the number of examinations registered for and taken in 2015 by location of the test center.

Sample Enhanced Access Report

This report provides samples of Institution Score Reports generated by the enhanced Institution Score Reporting System. The enhancements to the reporting system were implemented in July 2013.

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State Board of Education Rule 6A-4.0021(9)(b), Florida Administrative Code
State Board of Education Statute: Section 1012.56(2)(3)(4)(5), Florida Statutes

APPENDIX A

FTCE/FELE Test Form Information January 2015–December 2015

**FTCE/FELE Test Form Information
January 2015-December 2015**

Test code	Test name	# of multiple-choice items	# of performance items	Performance score scale range	Test time	Supplemental materials
Florida Educational Leadership Examination (FELE)						
841	Subtest 1: Leadership for Student Learning	70			120 min	
842	Subtest 2: Organizational Development	70			120 min	
843	Subtest 3: Systems Leadership Multiple-Choice Section	55			90 min	
844	Subtest 3: Systems Leadership Written Performance Section		1 written	1-6	60 min	
General Knowledge Test – Through June 2015						
825	Subtest 1: Essay		1 written	1-6	50 min	
826	Subtest 2: English Language Skills	40			40 min	
827	Subtest 3: Reading – <i>through June 2015</i>	40			40 min	
827	Subtest 3: Reading – <i>effective July 2015</i>	40			55 min	
828	Subtest 4: Mathematics	45			100 min	on-screen calculator & math reference sheet
Professional Education Test						
083	Professional Education	120			150 min	
Subject Area Exams						
054	Agriculture 6–12	120			150 min	
001	Art K–12	110			150 min	
002	Biology 6–12	120			150 min	
051	Business Education 6–12	120			150 min	
003	Chemistry 6–12	100			150 min	scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	120			150 min	
006	Drama 6–12	120			150 min	
008	Earth/Space Science 6–12	120			150 min	
010	Educational Media Specialist PK–12	120			150 min	
601	Elementary Education K–6 Subtest I: Language Arts and Reading	60			65 min	
602	Elementary Education K–6 Subtest II: Social Science	55			65 min	
603	Elementary Education K–6 Subtest III: Science	55			70 min	
604	Elementary Education K–6 Subtest IV: Mathematics	50			70 min	math reference sheet

Please note, # of multiple-choice items is approximate and may vary by test form, dependent on number of nonscorable and/or experimental items included.

Source: Data provided by Evaluation Systems group of Pearson

**FTCE/FELE Test Form Information
January 2015-December 2015**

Test code	Test name	# of multiple-choice items	# of performance items	Performance score scale range	Test time	Supplemental materials
131	English 6–12 Multiple-Choice Section	80			90 min	
132	English 6–12 Written Performance Section		1 written	1-6	60 min	
047	English for Speakers of Other Languages (ESOL) K–12	120			150 min	
061	Exceptional Student Education (ESE) K–12	120			150 min	
052	Family and Consumer Science 6–12	120			150 min	
015	French K–12 Speaking Writing	83	2 oral 1 written	1-6 (5 components) 1-5	150 min	special character chart
171	German K–12 Subtest I: Multiple Choice and Written Performance	95	2 written	1-4	150 min	special character chart
172	German K–12 Subtest II: Oral Interview		oral interview	below inter/high, inter/high or above	45 mins	
018	Guidance and Counseling PK–12	120			150 min	
019	Health K–12	120			150 min	
020	Hearing Impaired K–12	120			150 min	
022	Humanities K–12	120			150 min	
023	Journalism 6–12	120			150 min	
024	Latin K–12	100			150 min	
057	Marketing 6–12	120			150 min	
026	Mathematics 6–12	75			150 min	scientific calculator
141	Middle Grades English 5–9 Multiple-Choice Section	80			90 min	
142	Middle Grades English 5–9 Written Performance Section		1 written	1-6	60 min	
004	Middle Grades General Science 5–9	120			150 min	
025	Middle Grades Mathematics 5–9	75			150 min	scientific calculator
038	Middle Grades Social Science 5–9	120			150 min	
028	Music K–12	105			150 min	
063	Physical Education K–12	120			150 min	
032	Physics 6–12	90			150 min	scientific calculator & reference sheet

Please note, # of multiple-choice items is approximate and may vary by test form, dependent on number of nonscorable and/or experimental items included.

Source: Data provided by Evaluation Systems group of Pearson

**FTCE/FELE Test Form Information
January 2015-December 2015**

Test code	Test name	# of multiple-choice items	# of performance items	Performance score scale range	Test time	Supplemental materials
531	Prekindergarten/Primary PK–3 Subtest I: Developmental Knowledge	60			70 min	
532	Prekindergarten/Primary PK–3 Subtest II: Language Arts and Reading	60			70 min	
533	Prekindergarten/Primary PK–3 Subtest III: Mathematics	50			70 min	
534	Prekindergarten/Primary PK–3 Subtest IV: Mathematics	50			60 min	
007	Preschool Education Birth–Age 4	120			150 min	
035	Reading K–12	120			150 min	
036	School Psychologist PK–12	120			150 min	
037	Social Science 6–12	120			150 min	
039	Spanish K–12 Speaking Writing	80	6 oral 1 written	1-6 (4 components) 1-5	150 min	special character chart
411	Speech 6–12 Subtest I: Multiple Choice	90			90 min	
412	Speech 6–12 Subtest II: Oral Interview		1 speech	1-4	45 min	note cards (20 per candidate) & timing chart
042	Speech-Language Impaired K–12	120			150 min	
055	Technology Education 6–12	120			150 min	
044	Visually Impaired K–12	120			150 min	

Please note, # of multiple-choice items is approximate and may vary by test form, dependent on number of nonscorable and/or experimental items included.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX B

First-Time Examinees' Longitudinal Passing Rates by Field (2012–2015)

First-Time Examinees' Longitudinal Passing Rates by Field (2012-2015)

Examination	2012		2013		2014		2015	
	Number Tested	Percent Passed						
Agriculture 6–12	73	85%	68	85%	49	90%	60	83%
Art K–12	300	90%	367	89%	356	90%	443	92%
Biology 6–12	561	86%	579	73%	620	73%	614	69%
Business Education 6–12	284	76%	359	77%	363	73%	433	73%
Chemistry 6–12	238	76%	254	59%	214	65%	211	69%
Computer Science K–12	50	78%	27	70%	33	85%	54	69%
Drama 6–12	73	82%	75	83%	89	80%	75	79%
Earth/Space Science 6–12	278	85%	249	73%	254	73%	231	69%
Educational Media Specialist PK–12	265	80%	238	78%	282	77%	258	74%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading*	n/a	n/a	n/a	n/a	4,322	86%	6,894	51%
Elementary Ed K–6 Subtest 2: Social Science*	n/a	n/a	n/a	n/a	4,322	86%	6,894	59%
Elementary Ed K–6 Subtest 3: Science*	n/a	n/a	n/a	n/a	4,320	86%	6,893	61%
Elementary Ed K–6 Subtest 4: Mathematics*	n/a	n/a	n/a	n/a	4,320	85%	6,893	55%
Elementary Education K–6*	7,421	84%	6,901	83%	3,314	84%	n/a	n/a
English 6–12**	1,523	73%	1,668	69%	1,554	67%	n/a	n/a
English 6–12 Multiple-Choice Section**	n/a	n/a	n/a	n/a	n/a	n/a	1,521	55%
English 6–12 Written Performance Section**	n/a	n/a	n/a	n/a	n/a	n/a	1,520	61%
English to Speakers of Other Languages (ESOL) K–12	998	78%	846	79%	1,013	55%	1,001	57%
Exceptional Student Education K–12	2,917	87%	3,136	86%	3,232	86%	3,431	87%
Family and Consumer Science 6–12	88	65%	111	74%	111	69%	130	72%
French K–12	69	77%	70	83%	58	86%	64	77%
GK Subtest 1: Essay	12,780	97%	13,288	96%	14,230	93%	14,259	63%
GK Subtest 2: English Language Skills (ELS)	12,904	91%	13,231	89%	14,595	90%	14,389	67%
GK Subtest 3: Reading	12,863	85%	13,255	84%	14,967	85%	14,471	56%
GK Subtest 4: Mathematics	12,896	81%	13,262	80%	15,391	80%	14,720	57%
German K–12 Interview	5	80%	5	60%	6	100%	10	80%
German K–12 Written	7	71%	5	60%	8	88%	14	64%
Guidance and Counseling PK–12	429	95%	376	92%	355	95%	387	95%
Health K–12	273	67%	213	48%	213	40%	243	49%
Hearing Impaired K–12	48	96%	46	87%	41	85%	54	93%
Humanities K–12	22	73%	25	60%	28	68%	21	71%
Journalism 6–12	36	97%	43	93%	49	94%	51	100%
Latin K–12	17	82%	9	89%	15	80%	15	67%
Marketing 6–12	43	70%	29	66%	34	68%	34	59%
Mathematics 6–12	1,158	63%	1,156	58%	1,073	55%	973	55%
Middle Grades English 5–9**	536	85%	470	85%	510	82%	n/a	n/a
Middle Grades English 5–9 Multiple-Choice Section**	n/a	n/a	n/a	n/a	n/a	n/a	484	37%
Middle Grades English 5–9 Written Performance Section**	n/a	n/a	n/a	n/a	n/a	n/a	485	42%
Middle Grades General Science 5–9	782	73%	786	55%	717	53%	710	53%
Middle Grades Mathematics 5–9	1,630	73%	1,523	75%	1,377	54%	1,428	51%
Middle Grades Social Science 5–9	451	86%	428	81%	442	82%	471	74%
Music K–12	307	92%	363	87%	358	87%	366	89%

*New subtest structure as of 05/01/2014. **New section structure as of 01/01/2015. ***New subtest structure as of 07/01/2013.

Source: Data provided by Evaluation Systems group of Pearson

First-Time Examinees' Longitudinal Passing Rates by Field (2012-2015)

Examination	2012		2013		2014		2015	
	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
PK-3 Subtest 1: Developmental Knowledge***	n/a	n/a	574	91%	1,986	77%	1,989	73%
PK-3 Subtest 2: Language Arts and Reading***	n/a	n/a	574	95%	1,986	60%	1,989	52%
PK-3 Subtest 3: Mathematics***	n/a	n/a	574	93%	1,986	70%	1,989	65%
PK-3 Subtest 4: Science***	n/a	n/a	574	97%	1,986	77%	1,989	73%
Physical Education K-12	685	79%	767	47%	816	47%	845	49%
Physics 6-12	113	61%	118	55%	127	61%	97	51%
Prekindergarten/Primary PK-3***	2,182	92%	1,715	91%	n/a	n/a	n/a	n/a
Preschool Education Birth-Age 4	141	84%	170	76%	197	75%	206	78%
Professional Education (PED)	10,022	87%	9,628	88%	9,817	75%	9,836	77%
Reading K-12	469	91%	393	87%	391	92%	337	88%
School Psychologist PK-12	96	97%	90	97%	93	96%	81	100%
Social Science 6-12	1,785	66%	1,781	66%	1,704	67%	1,748	68%
Spanish K-12	538	87%	499	87%	555	88%	656	87%
Speech 6-12 Speaking	9	100%	12	92%	7	100%	10	90%
Speech 6-12 Written	9	89%	12	100%	6	100%	10	80%
Speech-Language Impaired K-12	37	92%	51	90%	34	88%	24	96%
Technology Education 6-12	95	61%	126	69%	115	68%	165	45%
Visually Impaired K-12	29	79%	32	69%	46	72%	34	79%
FTCE TOTAL FOR ALL AREAS	88,580	86%	91,167	85%	115,092	82%	123,210	63%
FELE Subtest 1: Leadership for Student Learning	1,543	88%	2,615	89%	1,495	84%	1,526	65%
FELE Subtest 2: Organizational Development	1,538	94%	2,611	93%	1,485	90%	1,523	60%
FELE Subtest 3: Systems Leadership Multiple-Choice Section**	1,538	88%	2,618	86%	1,485	82%	1,520	52%
FELE Subtest 3: Systems Leadership Written Performance Section**	n/a	n/a	n/a	n/a	n/a	n/a	1,518	55%
FELE TOTAL FOR ALL SUBTESTS	4,619	90%	7,844	90%	4,465	85%	6,087	58%
GRAND TOTAL FOR ALL EXAMS	93,154	86%	98,995	85%	119,552	82%	129,297	62%

*New subtest structure as of 05/01/2014. **New section structure as of 01/01/2015. ***New subtest structure as of 07/01/2013.
Source: Data provided by Evaluation Systems group of Pearson

APPENDIX C

Examinations Summary Data by Examination Count (Yearly Total)

Examinations Summary Data by Examination Count (Yearly Total)

Examination	Yearly Total	
	Registered	Tested
Agriculture 6–12 (054)	70	68
Art K–12 (001)	513	499
Biology 6–12 (002)	825	786
Business Education 6–12 (051)	534	518
Chemistry 6–12 (003)	319	304
Computer Science K–12 (005)	61	57
Drama 6–12 (006)	92	89
Earth/Space Science 6–12 (008)	288	277
Educational Media Specialist PK–12 (010)	331	326
Elementary Ed K–6 Subtest 1: Lang Arts and Reading (601)	10,017	9,724
Elementary Ed K–6 Subtest 2: Social Science (602)	9,755	9,465
Elementary Ed K–6 Subtest 3: Science (603)	9,395	9,099
Elementary Ed K–6 Subtest 4: Mathematics (604)	9,796	9,486
English 6–12 Multiple-Choice Section (131)**	2,317	2,233
English 6–12 Written Performance Section (132)**	2,171	2,085
English to Speakers of Other Languages (ESOL) K–12 (047)	1,299	1,234
Exceptional Student Education K–12 (061)	4,127	4,030
Family and Consumer Science 6–12 (052)	168	162
French K–12 (015)	80	77
German K–12 Interview (172)	24	18
German K–12 Written (171)	18	18
Guidance and Counseling PK–12 (018)	450	445
Health K–12 (019)	352	344
Hearing Impaired K–12 (020)	65	63
Humanities K–12 (022)	26	22
Journalism 6–12 (023)	58	57
Latin K–12 (024)	25	24
Marketing 6–12 (057)	46	44
Mathematics 6–12 (026)	1,523	1,438
Middle Grades English 5–9 Multiple-Choice Section (141)**	690	664
Middle Grades English 5–9 Written Performance Section (142)**	659	633
Middle Grades General Science 5–9 (004)	1,046	1,007
Middle Grades Mathematics 5–9 (025)	2,066	2,000
Middle Grades Social Science 5–9 (038)	613	596

**New section structure as of 01/01/2015.

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Examination Count (Yearly Total)

Examination	Yearly Total	
	Registered	Tested
Music K–12 (028)	476	469
PK–3 Subtest 1: Developmental Knowledge (531)	2,478	2,404
PK–3 Subtest 2: Language Arts and Reading (532)	3,065	2,977
PK–3 Subtest 3: Mathematics (533)	2,730	2,645
PK–3 Subtest 4: Science (534)	2,498	2,416
Physical Education K–12 (063)	1,324	1,286
Physics 6–12 (032)	137	128
Preschool Education Birth–Age 4 (007)	258	244
Reading K–12 (035)	397	379
School Psychologist PK–12 (036)	89	85
Social Science 6–12 (037)	2,460	2,357
Spanish K–12 (039)	773	749
Speech 6–12 Speaking (412)	10	10
Speech 6–12 Written (411)	12	11
Speech-Language Impaired K–12 (042)	26	26
Technology Education 6–12 (055)	221	215
Visually Impaired K–12 (044)	58	57
SAE TOTAL	76,831	74,350
GK Subtest 1: Essay	19,119	18,197
GK Subtest 2: English Language Skills (ELS)	18,795	18,026
GK Subtest 3: Reading	20,706	19,875
GK Subtest 4: Mathematics	21,234	20,319
GK TOTAL	79,854	76,417
FELE Subtest 1: Leadership for Student Learning	1,988	1,919
FELE Subtest 2: Organizational Development	1,993	1,927
FELE Subtest 3: Systems Leadership Multiple-Choice Section**	2,196	2,126
FELE Subtest 3: Systems Leadership Written Performance Section**	2,209	2,121
FELE TOTAL	8,386	8,093
Professional Education (PED)	14,558	14,141
GRAND TOTAL	179,629	173,001

**New section structure as of 01/01/2015.

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Examination Count (Yearly Total)

Center Code(s)	Test Center	Registered	Tested
47086	Akron (Copley Township) OH	48	47
47001	Albany NY	83	75
47069	Albuquerque NM	27	27
57937	Alexandria VA	22	22
47099	Allentown PA	16	16
47120	Amarillo TX	5	5
46972	Anaheim (LA) CA	43	43
46959	Anchorage AK	28	28
47036	Ann Arbor MI	31	31
47053	Asheville NC	16	16
47003	Atlanta (North) GA	92	88
47002	Atlanta (Stockbridge)	81	77
47065	Atlantic City NJ	38	38
47004	Augusta GA	20	20
56136	Austin (South)	4	4
50509	Austin TX	53	52
47031	Baltimore MD	41	41
47035	Bangor ME	11	11
47023	Baton Rouge LA	22	22
47089	Beachwood (Cleveland)	41	39
47097	Beaverton Portland OR	18	18
47121	Bellaire (Houston) TX	37	35
47032	Bethesda MD	27	27
46960	Birmingham AL	76	70
48623	Bloomington (MPLS)	18	18
53457	Boston (Back Bay)	19	19
47026	Boston MA	21	21
51883	Boynton Beach FL	7,142	6,814
47146	Brookfield (Milwaukee)	10	10
47074	Brooklyn NY	45	40
47043	Brooklyn Park (MPLS)	12	12
65597	Buffalo Grove IL	1	1
47152	Casper WY	17	17
47150	Charleston WV	16	16
47054	Charlotte (East-Hwy74)	56	51
47114	Chattanooga TN	16	15
57938	Chesapeake	38	37
53460	Chicago Financial Dis	95	90
47087	Cincinnati (Mason) OH	17	17
51872	Colorado Springs CO	110	108
47033	Columbia SC	60	55
47090	Columbus (North) OH	18	18
47091	Columbus (South) OH	12	12
47064	Concord NH	31	31
47010	Coralville (Iowa City)	3	3
47122	Corpus Christi TX	10	10
47123	Dallas TX	26	24
63105	Daly City CA	16	16
47169	Davenport (Quad Cities)	19	19
47092	Dayton OH	16	16
65522	Daytona State College	1,490	1,433
46962	Decatur AL	32	32
52808	Doral FL	3,270	3,097
46961	Dothan AL	903	865
46991	Dover DE	28	28
47133	Draper (Salt Lake City)	48	48
63115	Durham NC	7	7
47042	Eagan (Minneapolis, SE)	24	24
51960	East Providence RI	60	55

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Examination Count (Yearly Total)

Center Code(s)	Test Center	Registered	Tested
47082	East Syracuse NY	8	8
47124	El Paso TX	16	16
47073	Endicott (Binghamton)	24	24
47100	Erie PA	13	13
62691	Evaluation Systems group of Pearson	1	1
47171	Evansville IN	24	24
51977	Everett WA	39	39
24629	FL State College at Jacksonville - Downtown Campus	4,225	4,158
63106	Fairfield CA	33	33
47177	Fargo ND	2	2
65319	Florida Atlantic University	7,769	7,496
66190	Florida Gateway College	1,555	1,518
66582	Florida Gulf Coast University	4,776	4,594
55331	Florida Keys Community College	372	362
65575	Florida Southern College	1,971	1,943
47079	Forest Hills NY	41	37
51885	Fort Myers (Gateway Blvd)	3,502	3,413
51886	Fort Myers (Towne Lake Dr)	1,571	1,510
46965	Fort Smith AR	5	5
47018	Fort Wayne IN	21	21
46973	Fresno CA	9	9
53083	Ft Lauderdale (33rd Ave)	5,076	4,896
52075	Ft Lauderdale NW 10th Terr	2,894	2,799
51887	Gainesville FL	5,373	5,239
46974	Gardena (LA) CA	24	24
47137	Glen Allen (Richmond)	33	33
51873	Grand Junction CO	15	15
47037	Grand Rapids MI	49	49
51874	Greeley CO	93	89
51986	Green Bay WI	14	14
47055	Greenville SC	51	46
46986	Greenwood Village (Den)	51	51
47108	Guaynabo PR	75	65
58099	Gulf Coast State College	574	557
63113	Harlingen TX	3	3
47101	Harrisburg PA	22	22
47415	Hays KS	2	2
47052	Helena MT	6	6
47041	Hermantown (Duluth) MN	17	17
51888	Hollywood FL	4,459	4,207
47008	Honolulu HI	81	80
47126	Houston North (1960W)	81	78
47125	Hurst (Fort Worth) TX	16	16
51914	Indianapolis (West)	64	64
47020	Indianapolis IN	27	27
47076	Islandia (Long Island)	163	148
51889	Jacksonville FL	8,101	7,755
66809	Jersey City NJ	56	55
47115	Johnson City TN	17	17
47046	Kansas City MO (East)	21	20
51978	Kennewick WA	5	5
47149	Kenosha WI	12	12
47103	King of Prussia PA	19	16
47116	Knoxville TN	41	41
51979	Lacey WA	15	15
51890	Lake Mary FL	6,175	5,927
57939	Lake Success (Queens)	24	23
51891	Lakeland FL	5,053	4,878
47102	Lancaster PA	20	16

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Examination Count (Yearly Total)

Center Code(s)	Test Center	Registered	Tested
47176	Lansing MI	68	68
47070	Las Vegas NV	32	32
47174	Lexington KY	27	23
47061	Lincoln NE	1	1
51865	Little Rock AR	15	15
47022	Louisville KY	30	30
47127	Lubbock TX	8	8
47135	Lynchburg VA	14	14
47068	Lyndhurst NJ	47	47
47005	Macon GA	52	43
47145	Madison WI	32	32
51903	Marietta North GA	185	179
47013	Marion IL	4	4
47093	Maumee (Toledo) OH	28	28
47096	Medford OR	20	20
51892	Melbourne FL	5,533	5,346
47117	Memphis (Midtown) TN	47	38
47019	Merrillville IN	16	16
47024	Metairie LA	20	19
66861	Miami Dade College - Kendall Campus	5,006	4,682
66889	Miami Dade College - North Campus	5,098	4,848
66912	Miami Dade College - Wolfson Campus	2,944	2,843
66894	Miami Dade College - Inter-American Campus	1,968	1,869
51893	Miami FL	4,168	3,938
47128	Midland TX	4	4
63109	Milwaukee WI	14	14
46963	Mobile AL	202	197
46964	Montgomery AL	79	75
47151	Morgantown WV	23	23
47077	NY (19 W 44th STE507)	66	64
49074	NY (Herald Square)	150	147
47118	Nashville TN	36	36
51966	Nashville (Brentwood)	76	75
46992	Newark (Wilmington) DE	30	30
47136	Newport News VA	32	29
63112	Norman OK	6	6
47110	North Charleston SC	41	41
51922	North Dartmouth MA	6	6
54993	Northwest Florida State College	2,357	2,265
54862	Norwalk CT	53	53
51910	Oak Brook IL	105	101
46975	Oakland CA	35	23
47132	Ogden UT	12	12
47094	Oklahoma City OK	19	19
47063	Omaha NE	15	15
46976	Ontario (LA) CA	22	21
51894	Orlando FL	8,977	8,669
51895	Ormond Beach FL	2,745	2,646
67566	Overland Park KS	36	36
46977	Pasadena (LA) CA	62	61
51896	Pensacola FL	4,096	4,018
49953	Pensacola State College	535	520
47014	Peoria IL	10	10
54859	Philadelphia PA	68	64
46969	Phoenix (Chandler) AZ	22	22
46970	Phoenix AZ	36	36
47105	Pittsburgh (West) PA	69	64
65599	Plymouth Meeting PA	10	8
51908	Pocatello ID	4	4

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Examination Count (Yearly Total)

Center Code(s)	Test Center	Registered	Tested
63111	Portland OR	43	39
47067	Princeton (Trenton) NJ	55	51
46987	Pueblo CO	2	2
47056	Raleigh NC	68	64
46978	Redding CA	10	10
63104	Redlands (LA) CA	5	5
47071	Reno NV	22	22
47141	Renton (Seattle) WA	34	34
66960	Richmond VA	36	29
47049	Ridgeland (Jackson) MS	17	17
47138	Roanoke VA	15	11
47044	Rochester NY	53	53
46979	Roseville (Sacramento)	11	11
56133	Sacramento CA	40	40
47098	Salem OR	40	39
47034	Salisbury MD	1	1
47129	San Antonio (NW)	42	38
46980	San Diego (North) CA	103	97
56132	San Dimas (LA)	15	14
46981	San Francisco	19	18
46982	San Jose (Milpitas) CA	33	21
63107	San Marcos CA	27	27
46983	Santa Maria CA	11	10
51897	Sarasota FL	4,363	4,175
47006	Savannah GA	91	86
47015	Schaumburg IL	48	42
47107	Scranton PA	5	5
53458	Seattle (Northgate)	58	58
47025	Shreveport LA	13	12
47113	Sioux Falls SD	4	4
47066	Somerset NJ	65	63
47140	South Burlington VT	25	25
54015	South Florida State College	887	863
47039	Southfield (Detroit)	88	87
47142	Spokane WA	22	21
51864	Springdale AR	4	4
47016	Springfield IL	8	8
47028	Springfield MO	27	21
66806	St. Paul MN	10	10
47048	St. Louis South	42	37
51898	St. Petersburg FL	5,426	5,235
47081	Staten Island NY	21	21
51939	Statesville NC	27	27
51899	Tallahassee FL	6,677	6,476
51900	Tampa FL	6,988	6,743
47021	Terre Haute IN	34	29
47172	Topeka KS	14	14
47040	Troy (Detroit) MI	39	35
46971	Tucson AZ	17	17
47095	Tulsa OK	8	8
47050	Tupelo MS	15	15
47130	Tyler TX	4	4
53404	US Military Fort Hood DoD	10	6
62843	US Military NTC Campbell Univ-Pope AFB-DoD	1	1
66828	US Military NTC Campbell University-Fort Bragg-DoD	13	13
57264	US Military NTC Coastline Colg-Pensacola-DoD	2	2
64033	US Military NTC Craven CC- Cherry Point DoD	2	2
54586	US Military NTC HI Pacific Univ-Hickam-DoD	1	1
54588	US Military NTC Hawaii Pac Univ-Kaneohe-DoD	2	2

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Examination Count (Yearly Total)

Center Code(s)	Test Center	Registered	Tested
54585	US Military NTC Hawaii Pac Univ-Schofield-DoD	7	7
57160	US Military NTC Pierce College Ft Lewis - DoD	2	2
57762	US Military NTC Troy University-Ft Rucker DoD	1	1
73509	US Military NTC U of AK Fairbanks CTC Eielson AFB	5	5
66427	US Military NTC UMUC Ali Al Salem - DoD	4	4
55659	US Military NTC UMUC Andersen AFB - DoD	41	41
56687	US Military NTC UMUC Andrews AFB - DoD	2	1
55656	US Military NTC UMUC Camp Humphreys	113	111
65944	US Military NTC UMUC Eglin AFB - DoD	38	38
55609	US Military NTC UMUC Incirlik AFB - DoD	18	18
72092	US Military NTC UMUC Landstuhl EMEA - DoD	2	2
57027	US Military NTC UMUC Naples EMEA - DoD	6	6
68844	US Military NTC UMUC Ramstein AFB EMEA - DoD	6	6
57064	US Military NTC UMUC Travis AFB - DoD	2	2
57856	US Military NTC UMUC Vicenza EMEA - DoD	6	4
62913	US Military NTC UMUC Vilseck - DoD	2	2
57743	US Military NTC UMUC-Camp Henry Korea - DoD	24	24
62028	US Military NTC USMC Air Station Natl Univ Miramar	4	0
57645	US Military NTC Univ of Louisville FtKnox - DoD	3	3
57129	US Military NTC Wayland Bap Univ-Elmendorf AF - DoD	8	8
53677	US Military USAG Schinnen,NLD - DoD	17	12
66311	University of Central Florida/Univ Testing Center	9,786	9,578
67399	University of Florida	2,386	2,275
67773	University of North Florida	2,070	1,945
65655	University of South Florida	13,597	13,155
47083	Utica NY	17	17
51982	Vancouver WA	4	0
47134	Vienna VA	44	44
63108	Visalia CA	5	5
47131	Waco TX	5	5
46989	Wallingford (New Haven)	37	35
47027	Waltham (Boston West)	6	6
47109	Warwick RI	2	2
46990	Washington DC	202	199
47084	Watertown NY	9	9
65598	Wellesley MA	7	7
47009	West Des Moines IA	20	20
47175	Westbrook (Portland)	26	23
46984	Westlake Village (LA)	3	3
47088	Westlake (Cleveland) OH	9	8
46985	Westminster (Denver N)	32	32
46988	Wethersfield (Hartford)	26	26
51878	Wheat Ridge CO	282	276
47085	White Plains NY	42	40
47173	Wichita KS	2	2
47075	Williamsville (Buff)	41	33
47057	Wilmington NC	27	27
47058	Winston-Salem NC	8	8
51924	Woburn MA	44	43
47029	Worcester MA	11	11
47143	Yakima WA	4	4
TOTAL		179,629	173,001

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Test Center Location

Examination	Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	67	65	3	3	70	68
Art K–12	513	499	*	*	513	499
Biology 6–12	773	735	52	51	825	786
Business Education 6–12	508	492	26	26	534	518
Chemistry 6–12	301	287	18	17	319	304
Computer Science K–12	58	54	3	3	61	57
Drama 6–12	84	82	8	7	92	89
Earth-Space Science 6–12	278	267	10	10	288	277
Educational Media Specialist PK–12	322	317	9	9	331	326
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	9,482	9,209	535	515	10,017	9,724
Elementary Ed K–6 Subtest 2: Social Science	9,258	8,988	497	477	9,755	9,465
Elementary Ed K–6 Subtest 3: Science	8,897	8,622	498	477	9,395	9,099
Elementary Ed K–6 Subtest 4: Mathematics	9,279	8,991	517	495	9,796	9,486
English 6–12 Multiple-Choice Section	2,130	2,049	187	184	2,317	2,233
English 6–12 Written Performance Section	2,004	1,923	167	162	2,171	2,085
English to Speakers of Other Languages (ESOL) K–12	1,220	1,159	79	75	1,299	1,234
Exceptional Student Education K–12	3,979	3,889	148	141	4,127	4,030
Family and Consumer Science 6–12	165	159	3	3	168	162
French K–12	80	77	*	*	80	77
German K–12 Interview	24	18	*	*	24	18
German K–12 Written	18	18	*	*	18	18
Guidance and Counseling PK–12	436	431	14	14	450	445
Health K–12	339	332	13	12	352	344
Hearing Impaired K–12	65	63	*	*	65	63
Humanities K–12	20	18	6	4	26	22
Journalism 6–12	55	54	3	3	58	57
Latin K–12	24	23	1	1	25	24
Marketing 6–12	46	44	*	*	46	44
Mathematics 6–12	1,435	1,354	88	84	1,523	1,438
Middle Grades English 5–9 Multiple-Choice Section	658	634	32	30	690	664
Middle Grades English 5–9 Written Performance Section	626	602	33	31	659	633
Middle Grades General Science 5–9	987	952	59	55	1,046	1,007
Middle Grades Mathematics 5–9	1,956	1,894	110	106	2,066	2,000
Middle Grades Social Science 5–9	585	569	28	27	613	596
Music K–12	476	469	*	*	476	469
Physical Education K–12	1,255	1,219	69	67	1,324	1,286
Physics 6–12	126	119	11	9	137	128
PK–3 Subtest 1: Developmental Knowledge	2,417	2,345	61	59	2,478	2,404
PK–3 Subtest 2: Language Arts and Reading	2,996	2,911	69	66	3,065	2,977
PK–3 Subtest 3: Mathematics	2,664	2,582	66	63	2,730	2,645
PK–3 Subtest 4: Science	2,439	2,359	59	57	2,498	2,416
Preschool Education Birth–Age 4	257	243	1	1	258	244
Reading K–12	378	362	19	17	397	379
School Psychologist PK–12	86	82	3	3	89	85
Social Science 6–12	2,290	2,197	170	160	2,460	2,357
Spanish K–12	772	748	1	1	773	749
Speech 6–12 Speaking	10	10	*	*	10	10
Speech 6–12 Written	12	11	*	*	12	11
Speech-Language Impaired K–12	26	26	*	*	26	26
Technology Education 6–12	209	204	12	11	221	215
Visually Impaired K–12	55	54	3	3	58	57
Professional Education (PED)	13,779	13,387	779	754	14,558	14,141
GK Subtest 1: Essay	18,151	17,277	968	920	19,119	18,197
GK Subtest 2: English Language Skills (ELS)	17,865	17,136	930	890	18,795	18,026
GK Subtest 3: Reading	19,670	18,883	1,036	992	20,706	19,875
GK Subtest 4: Mathematics	20,219	19,349	1,015	970	21,234	20,319

* No examinees

Source: Data provided by Evaluation Systems group of Pearson

Examinations Summary Data by Test Center Location

Examination	Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
FELE Subtest 1: Leadership for Student Learning	1,937	1,869	51	50	1,988	1,919
FELE Subtest 2: Organizational Development	1,942	1,877	51	50	1,993	1,927
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,141	2,072	55	54	2,196	2,126
FELE Subtest 3: Systems Leadership Written Performance Section	2,151	2,064	58	57	2,209	2,121
TOTAL	170,995	164,725	8,634	8,276	179,629	173,001

* No examinees

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX D

Sample Score and Enhanced Access Reports

Sample Score Report with Detail

Florida Teacher Certification Examinations SCORE REPORT

Social Security Number: 123456789

Score Report Date: December 30, 2015

FIRST M LASTNAME
123 STREET NAME
CITY, STATE 12345

Barcode appears here

This barcode contains unique examinee information (including Pass/Fail status). Any attempt to manipulate this barcode and/or the contents of the score report will result in distortion of the barcode and/or mismatch of data.

Passing the Multiple-choice section of English 6-12, the Multiple-choice section of Middle Grades English 5-9, any other Subject Area Examination, the Professional Education Test, and the multiple-choice subtests of the General Knowledge Test requires a scale score of 200 or higher on each. Passing the General Knowledge Essay, the English 6-12 Written Performance Section, or the Middle Grades English 5-9 Written Performance Section requires an essay score of 8 or higher. If the General Knowledge Essay subtest was taken prior to January 1, 2015 an essay score of 6 or higher is the minimum passing score for that attempt

Current Test Administration Results

Test	Status	Date
Spanish K-12	Not Pass (186)	December 16, 2015

Cumulative Results* as of January 12, 2016

Test	Status	Date
Professional Education (PED)	Not Taken	N/A
GK Subtest 1: Essay	Not Taken	N/A
GK Subtest 2: English Language Skills (ELS)	Not Taken	N/A
GK Subtest 3: Reading	Not Taken	N/A
GK Subtest 4: Mathematics	Not Taken	N/A

*Includes all Subject Area Examinations passed, your status on the Professional Education Test, and your status on each subtest of the General Knowledge Test, as of the score reporting date. If applicable, your status on each section of English 6-12 or Middle Grades English 5-9 tests, and/or each subtest of the German K-12, Speech 6-12, Elementary Education K-6, and Prekindergarten/Primary PK-3 tests, as of the score reporting date, is also provided.

Note that passing scores have been automatically submitted to the Department of Education's Bureau of Educator Certification.

SEE NEXT PAGE FOR IMPORTANT INFORMATION

Florida Teacher Certification Examinations

DETAILED PERFORMANCE ANALYSIS

Name: FIRST M LASTNAME
Test: Spanish K-12

Administration Date: December 16, 2015
Total Test Scaled Score: 186

Multiple-Choice Section Performance

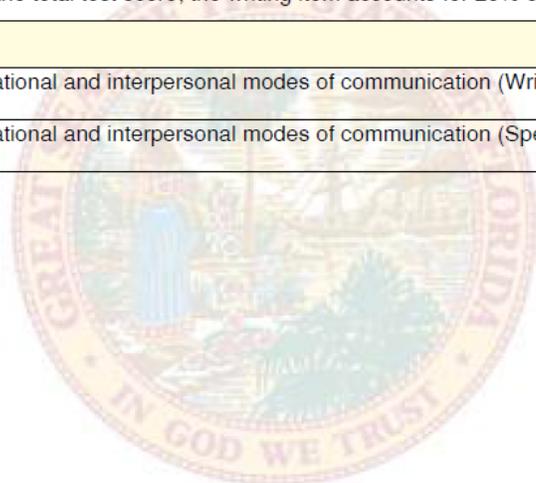
The multiple-choice section accounts for 60% of your total test score.

Competency Area	Number of Items	Percent Correct
03 Proficiency in interpretive modes of communication (Listening and Reading)	28	64%
04 Knowledge of Hispanic cultures (Spain, Latin America, and the United States)	15	80%
05 Knowledge of language structure	21	38%
06 Knowledge of second language acquisition principles and teaching methods	12	50%

Constructed-Response Section Performance

The constructed-response section of the test accounts for 40% of your total test score. The speaking items account for 15% of the total test score; the writing item accounts for 25% of the total test score.

Competency Area	Maximum Score	Percent Earned
02 Proficiency in presentational and interpersonal modes of communication (Writing)	10	60%
01 Proficiency in presentational and interpersonal modes of communication (Speaking)	48	71%



**The Number One University Competency Report - First Attempt
Report Title**

For Exam Period June 1, 2014 – May 31, 2015

Elementary Education K-6 Subtest 4: Mathematics					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.00	76.92%	9.41	72.41%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.42	81.58%	10.36	73.99%
03 Knowledge of fractions, ratios, and integers	9	6.47	71.93%	6.28	69.77%
04 Knowledge of measurement, data analysis, and statistics	8	5.95	74.34%	5.55	69.44%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.05	67.50%
Number of Students included for Institution Totals: 19 Number of Students included for Statewide Totals: 2,703					

Statewide averages are based on the last 12 months (June 1, 2014 – May 31, 2015).

**The Number One University Competency Report - Best Attempt
Report Title
For Exam Period June 1, 2014 – May 31, 2015**

Elementary Education K-6 Subtest 4: Mathematics					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.37	79.76%	9.51	73.12%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.47	81.95%	10.51	75.09%
03 Knowledge of fractions, ratios, and integers	9	6.74	74.85%	6.39	71.01%
04 Knowledge of measurement, data analysis, and statistics	8	5.68	71.05%	5.67	70.85%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.16	69.36%
Number of Students included for Institution Totals: 19 Number of Students included for Statewide Totals: 2,683					

Statewide averages are based on the last 12 months (June 1, 2014 – May 31, 2015).