

Certification Examinations for Oklahoma Educators™



Faculty Guide

Revised July 2012

This document was prepared by the Evaluation Systems group of Pearson for the Oklahoma Commission for Teacher Preparation. It provides information pertaining to the Certification Examinations for Oklahoma Educators™ (CEOETM).

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***Effective with the 2015–2016 program year, all CEOE tests are offered only as computer-based tests.
See the CEOE website at www.ceoe.nesinc.com for current program and test information.***

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Dear Faculty Member:

The job of any educator requires a depth of knowledge and range of skills. Educators must know their subject matter and be able to communicate effectively with students, parents, and others in the school community.

In 1995 House Bill 1549 required the Oklahoma Commission for Teacher Preparation to develop and implement a competency-based teacher assessment system. The assessment requirements for teacher certification include tests of general education, subject-area knowledge, and knowledge of basic professional education. As a result, the Certification Examinations for Oklahoma Educators™ (CEOETM) were developed and fully implemented in 1999. The purpose of the CEOE is to help ensure that licensed/certified teachers have the knowledge and skills that are essential to be an educator in Oklahoma public schools.

The Oklahoma Commission for Teacher Preparation is committed to working with and supporting faculty and staff at Oklahoma educator preparation institutions to ensure that prospective educators receive quality preparation for teaching as evidenced by meeting the testing requirement. This *Faculty Guide* is one aspect of our support. In it you will find information pertaining to the program and how to use test results and score report information as you counsel your students who are preparing for careers in the teaching profession.

I hope that you and your students will find it helpful.

Sincerely,

Renée Launey-Rodolf
State Director of Accreditation and Assessment

Preparing Exceptional Educators to Teach All Students

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Table of Contents

FOREWORD	i
INTRODUCTION	1
Purpose of This Guide.....	1
Further Information	1
OVERVIEW OF THE PROGRAM	2
Basis of the Certification Examinations for Oklahoma Educators™ (CEOETM) Program	2
Customization of the Program to Oklahoma Requirements	2
Oklahoma Educator Involvement.....	2
Validation of the Certification Examinations for Oklahoma Educators.....	3
Bias Prevention	3
Test Administration.....	4
Test Scoring	4
THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS.....	5
General Characteristics	5
Structure of the Content of the Tests.....	5
OVERVIEW OF THE TESTS.....	10
The Oklahoma General Education Test™.....	10
The Oklahoma Professional Teaching Examination™	12
The Oklahoma Subject Area Tests™	14
Types of Test Items	20
TEST SCORING	21
Passing Score.....	21
Total Test Scores.....	21
Test Form Equating.....	22
Selected-Response Item Scoring	22
Constructed-Response Assignment Scoring.....	22
Score Reporting	26
INTERPRETING EXAMINEES' INDIVIDUAL SCORE REPORTS	27
Examinee Score Reports	27
Sample Examinee Score Report (Page 1).....	29
Subarea Performance Information.....	33
OPTE™ Diagnostic Indicators for the Constructed-Response Assignments	33

HELPING EXAMINEES PREPARE FOR THE TESTS.....	34
Developing a Study Plan.....	34
The Student Profile	34
Meeting with the Student	34
Additional Preparation Information	35
INTERPRETING INSTITUTION REPORTS	37
Institution Reports	37
Examinees Whose Scores Are Included in the Reports.....	37
Alphabetical Examinee Score Roster	37
Examinee Score Roster by Test.....	37
Interpretive Guidelines for the Institution Reports	37
Interpretive Cautions	37
Use of Scaled Scores.....	38
Subarea Performance	38
Sample Alphabetical Examinee Score Roster (Page 1)	39
Sample Alphabetical Examinee Score Roster (Page 2)	40
Sample Examinee Score Roster by Test (Page 1)	41
Sample Examinee Score Roster by Test (Page 2)	42
REVIEWING CONTENT COVERAGE AT YOUR INSTITUTION	43
Performing a Competency-to-Course Matching Analysis.....	43
Using the Sample Competency-to-Course Matching Chart	43
 APPENDIX A: INFORMATIONAL HANDOUTS/WORKSHEETS	
Frequently Asked Questions	A-1
Developing a Study Plan.....	A-4
Test-Taking Strategies	A-6
Student Profile Worksheet.....	A-7
SAMPLE Competency-to-Course Matching Chart.....	A-9
 APPENDIX B: TEST OVERVIEW CHARTS	
 APPENDIX C: INFORMATION ON SCORING RUBRICS FOR HOLISTICALLY SCORED CONSTRUCTED-RESPONSE ASSIGNMENTS	
 APPENDIX D: SCORING RUBRICS FOR HOLISTICALLY SCORED CONSTRUCTED-RESPONSE ASSIGNMENTS	

FOREWORD

The Certification Examinations for Oklahoma Educators™ (CEOETM) are a collaborative product of the state (represented by the Oklahoma Commission for Teacher Preparation [OCTP]) and its contractor (the Evaluation Systems group of Pearson). The OCTP supervised, reviewed, and approved the plans, activities, and products of the CEOE that were provided by Evaluation Systems.

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

Please note that the information in this manual is current as of the time of publication, July 2011, but that information regarding tests may change as tests undergo redevelopment.

***Effective with the 2015–2016 program year, all CEOE tests are offered only as computer-based tests.
See the CEOE website at www.ceoe.nesinc.com for current program and test information.***

Introduction

Purpose of This Guide

This guide is designed to help faculty and administrators in educator preparation programs by:

- providing information about the design, development, and administration of the testing program;
- describing the structure of the test competencies and tests;
- offering guidance on the interpretation of individual and group test results from the program;
- suggesting ways in which information about and from the testing program can be used to help examinees prepare for the tests; and
- providing an analytical tool to help educator preparation programs match test content with the content of their course offerings and other program components at their institutions.

At the end of this *Faculty Guide* are a number of handouts and worksheets that are designed to help educator preparation faculty and administrators achieve these goals.

Further Information

Further information about the testing program is available in the current version of the CEOE registration bulletin, which is available on the CEOE Web site at www.ceoe.nesinc.com. A PDF version of the bulletin can be printed from the Web site or requested from Evaluation Systems.

The test competencies describe the content of the tests using a structured format of subareas, competencies, and descriptive statements that is described in more detail in this guide. The test competencies may be also obtained from the CEOE Web site at www.ceoe.nesinc.com.

If you have questions regarding testing policy or test requirements, contact:

Oklahoma Commission for Teacher
Preparation (OCTP)
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Oklahoma City, OK 73112-4725
Telephone: (405) 525-2612
E-mail: octp@octp.org
Web site: www.ok.gov/octp

If you have questions about test registration, administrative procedures, admission tickets, or score reports, contact:

CEOE Program
Evaluation Systems
Pearson
P.O. Box 660
Amherst, MA 01004-9007

Telephone: (866) 565-4893 or
(413) 256-2879

Web site: www.ceoe.nesinc.com

Overview of the Program

Basis of the Certification Examinations for Oklahoma Educators™ (CEOE™) Program

The CEOE program is a specific requirement of Oklahoma law. It is based on House Bill 1549, which required the Oklahoma Commission for Teacher Preparation (OCTP) to develop and implement a competency-based teacher assessment system that includes a test of general education, tests of subject-area knowledge, and tests of basic professional education. As a result, the following tests were implemented and meet the requirements of House Bill 1549:

Test Required	Test Implemented
Test of General Education	Oklahoma General Education Test™ (OGET™)
Tests of Subject-Area Knowledge	Oklahoma Subject Area Tests™ (OSAT™)
Tests of Basic Professional Education	Oklahoma Professional Teaching Examination™ (OPTE™)

To comply with the requirements for the testing component of the assessment system, the OCTP requested bids for test development and administration. The OCTP selected the Evaluation Systems group of Pearson to develop and administer the CEOE.

Customization of the Program to Oklahoma Requirements

The OCTP specified many features of the design of the CEOE in its Invitation to Bid. The test competencies upon which test content is based were derived from the Oklahoma Full Subject Matter Competencies as well as significant emerging national standards for subject-matter knowledge and skills of entry-level educators.

The program was created through a collaborative process involving the state and Evaluation Systems. A broadly inclusive group of Oklahoma public school educators and college faculty at institutions of higher education with educator preparation programs was involved in the development and validation of the tests. The CEOE program is particularly matched to the context within which it is used and the purposes that it serves.

Oklahoma Educator Involvement

Oklahoma educators were involved in all aspects of the test development process. First, committees of Oklahoma classroom teachers and administrators, arts and sciences faculty, and educator preparation faculty were convened to review the draft test frameworks (sets of test competencies and descriptive statements organized in professionally meaningful ways) for each test. The committee-suggested revisions were incorporated into the test frameworks, which were then sent out to thousands of Oklahoma public school educators and educator faculty for review in a Content Validation Survey. Once the test frameworks were final, they were used as a basis to draft test items. Draft test items were also reviewed and validated by committees of Oklahoma educators.

A Bias Review Committee, which was also made up of Oklahoma educators, reviewed the test frameworks and items to ensure that they were free from bias and reflective of the diversity of the Oklahoma population.

Passing scores were set for each test by the OCTP through a process involving the professional judgments of Oklahoma public school teachers and administrators, arts and sciences faculty, and educator preparation faculty serving on Passing Score Panels.

Validation of the Certification Examinations for Oklahoma Educators

The validation process for the CEOE (establishing that the tests meet the purposes for which they were designed) followed professionally accepted procedures for the validation of licensure and certification tests.

The test development process was structured to provide information for test validation at several points in the process, including:

- the analysis of Oklahoma documents and resources in developing the test frameworks (including especially the Oklahoma Full Subject Matter Competencies);
- the review of test competencies by the OCTP and its content, curriculum, and technical experts;
- the review of test competencies by Oklahoma educators on the Bias Review Committee and Content Advisory Committee for each subject area;
- the validation of test competencies by Oklahoma educators through the Content Validation Survey; and
- the review of test items by Oklahoma educators on the Bias Review Committee and the Content Advisory Committee for each subject area.

The validation approach used for the CEOE was largely content based, as is appropriate for licensing and certification tests, which measure specific content knowledge required for licensure or certification. This content is specified clearly in the test competencies and test items, and the focus of validation efforts for the CEOE was accordingly on test-competency and test-item content.

A detailed description of the test development and validation process is provided in the CEOE Technical Report, which is available from the OCTP.

Bias Prevention

Prevention of bias in the CEOE is important as a matter of fairness and as an aspect of test validity. Guarding against bias in the CEOE materials involved the collaboration of educators and reviewers focused on excluding language, content, or perspectives that might disadvantage examinees and on including content and perspectives that reflect the diversity of the Oklahoma population.

Educators from diverse backgrounds were invited to participate throughout the preparation of the CEOE. Although the Bias Review Committee had a particular role in bias-prevention activities, bias review was a responsibility of every educator who reviewed test materials.

Test Administration

The CEOE tests are administered under standardized, consistent procedures at sites across Oklahoma. Test administrations are designed to provide a professional, equitable, and secure testing environment for all examinees, including examinees with needs for alternative testing arrangements. Testing sites are screened and selected based on criteria relating to test security, accessibility, and appropriate testing conditions and facilities.

Test administrators are oriented and provided with procedural manuals to use before and during the test administration. The orientation process and the manuals are designed to facilitate secure, efficient, and professional test administrations for all examinees.

Test Scoring

Scoring of the CEOE tests is accomplished promptly and accurately. The results from the selected-response item section of each test are generated and checked to verify accuracy. For constructed-response assignments, qualified scorers are selected, oriented to the process, and monitored for accuracy and consistency. Scorers score responses to the constructed-response assignments using standardized procedures. Scorers are typically certified teachers, administrators, arts and sciences faculty, teacher education faculty, and other content specialists.

The scores for the selected-response section and the constructed-response section are combined according to rules approved by the OCTP to generate examinees' score reports, institution reports, and information for the state.

The Certification Examinations for Oklahoma Educators

General Characteristics

The CEOE includes a test of general education (Oklahoma General Education Test), tests of professional teaching knowledge (Oklahoma Professional Teaching Examination), and tests of subject-area knowledge (Oklahoma Subject Area Tests). To become certified in Oklahoma, an examinee must take and pass both the OGET and the OPTE, as well as the appropriate OSAT(s) for each certificate sought.

Examinees should consult with their college advisors before registering to take the tests. The tests may be retaken as often as necessary at regularly scheduled test administrations, which are held several times each year. Specific information regarding the dates and times of test administrations is available in the current edition of the CEOE registration bulletin. Current information is also available online at www.ceoe.nesinc.com.

All tests included in the program are criterion referenced; that is, they are designed to measure examinees' knowledge in relation to an established standard of competence (criterion) rather than in relation to the performance of other examinees. The explicit purpose of the tests is to help identify those examinees who have the appropriate level of knowledge and skills that are judged important for teachers in Oklahoma public schools.

Each test is based on content stated in the set of test competencies (framework) for that test field. The test competencies describe the content eligible to be included in any given test.

Structure of the Content of the Tests

The content of each test is based on the competencies for that test. Although the set of competencies for each test describes different content, the structure of all sets of competencies is similar. In general, the structure is as follows:

- The content of each subject test field is organized into two to seven subareas. These subareas define the major content domains of the test.
- Each subarea includes one or more test competencies. The test competencies are broad, conceptual statements, written in language that reflects some of the skills, knowledge, and understanding that an educator needs to teach the test field in Oklahoma public schools.
- Each test competency is clarified and further described by descriptive statements, which provide *examples* of the types of knowledge and skills covered by the test competency.
- Each selected-response item is written to assess understanding of the knowledge or skills defined by a test competency.
- Constructed-response assignments are written to assess understanding of one or more test competencies within the *entire* test, *except* for the tests listed in the table on the following page, where the constructed-response assignment(s) are anchored to a particular subarea.

Test	Constructed-Response Assignment Title	Anchored to Subarea (Subareas are listed in the CEOE study guides.)
042 Agricultural Education	No Title	Subarea VI
011 Advanced Mathematics	No Title	Subarea II
010 Biological Sciences	No Title	Subarea I
040 Business Education	No Title	Subarea I
004 Chemistry	No Title	Subarea I
079 Cherokee	Listening Comprehension Reading Comprehension Language Structures and Comparisons Cultural Perspectives, Comparisons, and Connections Language Acquisition and Instruction Written Expression Oral Expression	Subarea I Subarea II Subarea III Subarea IV Subarea V Subarea VI Subarea VII
080 Chinese (Mandarin)	Listening Comprehension Reading and Vocabulary Written Expression Oral Expression	Subarea I Subarea II Subarea VI Subarea VII
081 Computer Science	No Title	Subarea III
078 Dance	No Title	Subarea II
030 Deaf/Hard of Hearing	No Title	Subarea III
036 Driver/Safety Education	No Title	Subarea III
005 Early Childhood Education	No Title	Subarea I
008 Earth Science	No Title	Subarea I
050 Elementary Education Subtest 1: Reading/Language Arts	No Title	Subarea I
007 English	No Title	Subarea IV
077 English as a Second Language	No Title	Subarea III
009 Family and Consumer Sciences	No Title	Subarea II
020 French 021 German 022 Russian	Listening Comprehension Reading and Vocabulary Written Expression Oral Expression	Subarea I Subarea II Subarea V Subarea VI
001 Instrumental/General Music	No Title	Subarea II
037 Journalism	No Title	Subarea II
023 Latin	Transcription Assignment Speaking Assignment	Subarea IV Subarea IV
038 Library-Media Specialist	No Title	Subarea II
024 Middle Level English	No Title	Subarea IV
025 Middle Level/Intermediate Mathematics	No Title	Subarea II
026 Middle Level Science	No Title	Subarea I
027 Middle Level Social Studies	No Title	Subarea I

(continued on next page)

Test	Constructed-Response Assignment Title	Anchored to Subarea (Subareas are listed in the CEOE study guides.)
029 Mild-Moderate Disabilities	No Title	Subarea III
074 OGET	Writing Assignment	Subarea VI
075 OPTE: PK-8 076 OPTE: 6-12	Critical Analysis Module Student Inquiry Module Teacher Assignment Module	Subarea I Subarea II Subarea III
012 Physical Education/Health/Safety	No Title	Subarea III
014 Physics	No Title	Subarea I
044 Principal Common Core	Case Study Assignments 1 and 2	Subarea I
045, 046, 047 Principal Specialty Tests (Elementary, Middle Level, Secondary)	Instructional Leadership Assignment Educational Management Assignment	Subarea II Subarea III
032 Psychology/Sociology	No Title	Subarea II
015 Reading Specialist	No Title	Subarea II
039 School Counselor	No Title	Subarea III
033 School Psychologist	No Title	Subarea II
031 Severe-Profound/Multiple Disabilities	No Title	Subarea III
019 Spanish	Written Expression Oral Expression	Subarea VI Subarea VII
016 Speech/Drama/Debate	No Title	Subarea II
048 Superintendent	Case Study Assignments 1 and 2 Instructional Leadership Assignment Educational Management Assignment	Subarea I Subarea II Subarea III
043 Technology Engineering	No Title	Subarea I
017 U.S. History/Oklahoma History/ Government/Economics	No Title	Subarea I
003 Vocal/General Music	No Title	Subarea II
018 World History/Geography	No Title	Subarea I

- The number of test competencies within a given subarea generally relates directly to the proportion of selected-response items that will address that subarea on a test. In other words, subareas with a greater number of test competencies will generally receive more emphasis (i.e., have a greater number of corresponding selected-response items) on the test than those with a smaller number of test competencies. The approximate number of scorable selected-response items and the number of constructed-response assignments included on each CEOE test is presented in the Test Overview Charts in Appendix B of this guide.

The information on the following page illustrates the relationship among subareas, test competencies, descriptive statements, and test items in a typical test field; it is followed by a sample page from the English test framework that shows each element of a test framework (i.e., subarea, test competency, and descriptive statement).

Organization of Content within a Test Field

Example	Description
English (Field 007)	Test Field This is the name and code number of the test field. The test field corresponds to a particular Oklahoma certification area.
Listening, Viewing, and Speaking (Subarea I)	Subarea Each test field is divided into major content subareas—broad content domains within the test field that reflect an organizational principle that is understandable to individuals studying and working in the field. The number of test competencies within each subarea may vary, depending on the breadth of content contained within the subarea.
Understand listening, viewing, and speaking for social interaction and personal expression. (Test Competency 0003)	Test Competency Each subarea contains several test competencies that define content knowledge that Oklahoma educators determined to be important to the job of an educator in this field. Test competencies are broad, conceptual statements that reflect some of the skills, knowledge, and understanding needed by educators in Oklahoma public schools.
Evaluate strategies of organization and delivery in relation to given content, audience, purpose, and occasion. (Descriptive Statement for Test Competency 0003)	Descriptive Statement Each test competency is further elaborated by descriptive statements that provide examples of the range of knowledge and skills included within the test competency. The examples that are provided in descriptive statements are not inclusive of all content that may be covered.
When determining whether a message being conveyed by a speaker is based on fact or opinion, it is generally most helpful to: *A. note what kinds of supporting details are provided by the speaker. B. evaluate what the listener knows about the speaker's background. C. attend to nonverbal cues that the speaker is giving. D. identify the organizational pattern used by the speaker.	Selected-Response Item Each selected-response item corresponds to one test competency and typically presents examinees with introductory information, a statement or question to be answered, and a choice of four responses, one of which is the best choice of the responses given.* *The correct response to the sample item, which corresponds to Test Competency 0003, is A.

Field 007: English
Test Competencies (Excerpt)

SUBAREAS:

- I. LISTENING, VIEWING, AND SPEAKING**
- II. WRITING PROCESS AND APPLICATIONS**
- III. READING PROCESS AND COMPREHENSION**
- IV. LANGUAGE AND LITERATURE**

EXCERPT: SUBAREA I

LISTENING, VIEWING, AND SPEAKING

0001 Understand listening, viewing, and speaking for information and understanding.

The following topics are examples of content that may be covered under this competency.

Analyze techniques for selecting and organizing information for an oral presentation.

Analyze factors affecting a listener's ability to understand spoken language in different contexts.

Distinguish styles of language and levels of usage (e.g., slang, informal and formal language, jargon, technical language, regionalisms) appropriate for various purposes, content, audiences, and occasions.

Evaluate visual materials for use in an oral presentation.

Interpret messages communicated in news broadcasts, television commercials, and other media.

0002 Understand listening, viewing, and speaking for critical analysis, evaluation, and persuasion.

The following topics are examples of content that may be covered under this competency.

Evaluate strategies of organization and delivery in relation to given content, audience, purpose, and occasion.

Analyze the role of critical-thinking skills (e.g., selecting and evaluating supporting data, evaluating a speaker's point of view, distinguishing fact from opinion, recognizing bias) in effective listening, viewing, and speaking.

Recognize the roles of body language, gestures, and visual images in communicating a point of view.

0003 Understand listening, viewing, and speaking for social interaction and personal expression.

The following topics are examples of content that may be covered under this competency.

Recognize language conventions for various social situations (e.g., informal conversations, job interviews, workplace interactions).

Recognize elements of effective listening, viewing, and speaking in conversation (e.g., using appropriate language, providing verbal and nonverbal responses to the speaker, allowing "wait time" for questions from an audience).

Analyze techniques for effective listening, viewing, and speaking in small- and large-group situations (e.g., paraphrasing to clarify, monitoring reactions by interpreting nonverbal cues).

Recognize elements of effective listening, viewing, and speaking in situations involving people of various cultures and ages and of different genders.

Overview of the Tests

The Oklahoma General Education Test™

The Oklahoma General Education Test (OGET™) is explicitly designed to help identify those examinees who have demonstrated the level of general education knowledge and skills required for entry-level educators in the state of Oklahoma. Teacher candidates must be able to read with understanding, analyze and reason with respect to ideas presented in print, and evaluate written arguments. They must also have mathematical problem-solving skills, use numerical reasoning, and demonstrate facility with the use of mathematics within the context of daily life. Teacher candidates should also be able to analyze the writing and reasoning of others, as well as produce reasoned writing themselves. In keeping with these desired competencies, OGET content is divided into six subareas addressing areas associated with general education and critical thinking in liberal arts and sciences. The assessment of critical-thinking as well as basic skills makes the OGET distinctive from many other tests of a similar type. Subareas associated with the OGET are:

- **Critical-Thinking Skills: Reading and Communications**—items with extended written stimuli from authentic sources that require analysis of the writer's purpose, point of view, meaning, reasoning, assumption, effectiveness, credibility, etc.
- **Communication Skills**—items that require candidates to recognize elements of effective written communication, including mechanics, grammar, word choice and usage, and sentence structure
- **Critical-Thinking Skills: Mathematics**—items with graphic stimuli or word problems drawn from authentic sources that require interpretation and analysis of graphic or verbal information, algebraic analyses, interpretation of word problems, reasoning, and problem solving
- **Computation Skills**—items with authentic word problems or geometric or graphic stimuli that require computation, calculation, estimation, problem solving, graphing, and the use of algebraic skills
- **Liberal Studies: Science, Art and Literature, Social Sciences**—This section includes items with three foci:
 1. Items with graphic, textual, or pictorial stimuli drawn from authentic contexts, or written passages illustrating important scientific developments, concepts, cultural influences, and history. Items require familiarity with scientific concepts and methods as applied to real situations, and with the human, societal, and cultural contexts of science.
 2. Items with pictorial or textual stimuli illustrating important aspects of the relationship between art and society. Items require knowledge and understanding of artistic development, links with historical movements and occurrences, relationships with society and culture, and contributions to civilization.
 3. Items with authentic written or pictorial stimuli requiring the knowledge and understanding of political, economic, and social forces that have shaped history, and knowledge of democratic principles of freedom, diversity, and tolerance.

- **Critical-Thinking Skills: Writing**—Written assignment in response to a prompt that may present opposing viewpoints, criticism, arguments, or conclusions. Examinees are required to take a position in writing and support it with logical arguments, supporting detail, and examples.

The OGET consists of approximately 100 selected-response items and 1 constructed-response assignment. For each selected-response item there are four response options. Examinees record their answers to the items by filling in the associated answer bubbles on an electronically scored answer sheet. Although examinees may write in their test booklets, only those answers recorded on the answer sheet are used in the calculation of examinee performance. Answers to constructed-response assignments are recorded on a written-response form.

Selected-response items on the OGET are designed to be sophisticated, yet appropriate for assessing this type of content in entry-level educators. Contexts for stimuli will be primarily authentic sources (e.g., newspapers, magazines, political speeches, journals, novels, instructional manuals, maps, charts, etc.). Item content will be reasonable for teacher candidates to interpret and recognize. Additionally, selected-response items will elicit appropriate levels of critical thought, calculation, and reasoning, without relying unnecessarily on unfamiliar situations or abstract concepts. Specific types of selected-response items used on the OGET are as follows:

- **Single Questions**—In the single-question format, a problem is presented as a direct question or as an incomplete statement, and four response options (A, B, C, D) appear below the question or statement.
- **Multiple-Correct-Response Questions**—In the multiple-correct-response question format, a problem is presented, followed by a set of statements numbered with Roman numerals. Below the set of statements are the four response options (A, B, C, D). Each Roman numeral statement may or may not be correct in the provided context. Thus, the response options offer various combinations to be considered as a possible correct answer. Although any or all of the Roman numeral statements may be correct, only one response option (A, B, C, D) is correct.
- **Questions with Stimulus Material**—Some questions are preceded by stimulus material that relates to the question. Among the types of stimulus material included on the OGET are tables, diagrams, descriptions of scientific problems or procedures, and reproductions of works of art. Excerpts from textbooks, newspaper or magazine articles, and literary works may also be used as stimulus material. In some cases, there is only one question related to the stimulus provided. In other cases, two or more questions are related to a single stimulus.

The constructed-response assignment on the OGET requires examinees to prepare an organized, developed composition of up to four pages in length. Examinees may take different approaches in responding, as there is no "best" or "correct" answer. Responses are evaluated and scored by a minimum of two qualified scorers using a four-point (1–4) scale that has been validated by a committee of Oklahoma educators. In addition to the four-point numeric scale, responses can be scored "B" (blank) if no response is provided by the examinee or "U" (unscorable) if the response is not scorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to be scored. Scorers judge the overall effectiveness of each OGET written response by focusing on a set of performance characteristics that have been defined as important aspects of the written response. The performance characteristics for the OGET can be found in Appendix D of this guide.

The chart below summarizes the type of questions in each section and the proportion of the total test scaled score each section accounts for on the OGET.

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Score: Selected-Response Questions	Proportion of Total Test Score: Constructed-Response Assignment
074 Oklahoma General Education Test (OGET)	100	1	80%	20%

The Oklahoma Professional Teaching Examination™

The Oklahoma Professional Teaching Examination (OPTE™) is designed to assess the professional knowledge and skills associated with being an entry-level educator in Oklahoma. In recognition of the differences in learning environment and appropriate instructional practice at various developmental levels, the OPTE is offered for two levels: PK-8 and 6-12. Each level is assessed by the same set of competencies, but the conceptualization of test content may vary between levels. Candidates are assessed by both selected-response items and constructed-response assignments with respect to:

- **Learners and the Learning Environment**—This subarea addresses two components of professional knowledge: learners and the learning environment. With respect to learners, it includes competencies that address developmental, personal, home, economic, ability/disability, racial, and ethnic backgrounds encountered by entry-level educators. It also addresses the role of the teacher in planning for and accommodating individual learner characteristics, understanding typical and divergent developmental paths, and creating a classroom environment with diversity and inclusion. Competencies associated with the learning environment focus on planning and setting up a space for learning, including the physical arrangement of the classroom and management of human, technological, environmental, and material resources.
- **Instruction and Assessment**—This subarea addresses issues related to appropriate instruction, including the planning and implementation of instruction using a variety of approaches, the utilization of multiple assessment strategies, and professional functioning in a collegial environment. Entry-level educators are expected to demonstrate competency in planning, curriculum knowledge, and the instructional strategies necessary to help students learn and become self-directed learners. This includes evaluation and using a variety of instructional approaches, communication modes, appropriate technologies, and other resources.
- **The Professional Environment**—This subarea addresses examinees' understanding of the legal framework surrounding students, teachers, parents, and administrators; the role of the school within the community; and the accomplishment of professional development. Entry-level educators are expected to demonstrate competency with respect to a specific understanding of U.S. and Oklahoma laws and regulations, the nature of schooling in a democratic society, the rights and responsibilities of students and teachers, and current issues in education.

The OPTE consists of approximately 75 selected-response items and a constructed-response section containing three different performance assignments. For each selected-response item there are four response options. Examinees record their answers to the items by filling in the associated answer

bubbles on an electronically scored answer sheet. Although examinees may write in their test booklets, only those answers recorded on the answer sheet are used in the calculation of examinee performance. Answers to the constructed-response assignments are recorded on a written-response form.

Specific types of selected-response items used on the OPTE are as follows:

- **Single Questions**—In the single-question format, a problem is presented as a direct question or as an incomplete statement, and four response options (A, B, C, D) appear below the question or statement.
- **Multiple-Correct-Response Questions**—In the multiple-correct-response question format, a problem is presented, followed by a set of statements numbered with Roman numerals. Below the set of statements are the four response options (A, B, C, D). Each Roman numeral statement may or may not be correct in the provided context. Thus, the response options offer various combinations to be considered as a possible correct answer. Although any or all of the Roman numeral statements may be correct, only one response option (A, B, C, D) is correct.
- **Questions with Stimulus Material**—Some questions are preceded by stimulus material that relates to the question. Among the types of stimulus material included on the OPTE are charts, classroom floor plans, drawings, dialogues, and descriptions of classroom situations. In some cases, there is only one question related to the stimulus provided. In other cases, two or more questions are related to a single stimulus.
- **Teacher Decision Sets**—Some questions on the OPTE appear in Teacher Decision Sets (TDS). Each TDS begins with a stimulus specific to education (e.g., a first-grade classroom, a lesson plan) and asks one or more questions related to that stimulus. Then more stimuli are presented that lead to additional questions. A typical TDS contains two or more stimuli and six to nine items, which address a wide range of competencies. While Teacher Decision Sets often include descriptions of classes or lessons in which specific subject matter is being taught, questions focus on general professional knowledge and skills and do not require the examinee to have knowledge of the specific content area.

The constructed-response section of the OPTE requires examinees to complete three written assignments, one for each of the subareas described on page 12. Specific constructed-response assignments are as follows:

- **Critical Analysis Module**—Examinees analyze an educational issue related to learners and the learning environment.
- **Student Inquiry Module**—Examinees describe an instructional activity that would help students in an identified grade level and subject area achieve a specific learning goal.
- **Teacher Assignment Module**—Examinees apply professional knowledge to evaluate a school or classroom situation and recommend a course of action to address that situation.

OPTE constructed-response assignments measure professional knowledge and skills, not writing ability. However, examinee responses must be in edited American English and communicated clearly enough to permit valid judgments of the examinees' teaching knowledge and skills. Responses are evaluated and scored by a minimum of two qualified and oriented scorers using a four-point (1–4) scale that has been validated by a committee of Oklahoma educators. In addition to the four-point numeric scale, responses can be scored "B" (blank) if no response is provided by the examinee or "U" (unscorable) if the response is not scorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to be scored.

Scorers judge the overall effectiveness of each OPTE written response by focusing on a set of performance characteristics that have been defined as important aspects of the written response. The performance characteristics for the OPTE can be found in Appendix D. The chart below summarizes the type of questions in each section and the proportion of the total test scaled score each section accounts for on the OPTE.

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Score: Selected-Response Questions	Proportion of Total Test Score: Constructed-Response Assignments
075 OPTE: PK-8	75	3	70%	30%
076 OPTE: 6-12	75	3	70%	30%

The Oklahoma Subject Area Tests™

The Oklahoma Subject Area Tests (OSAT™) are offered in 54 test fields that match the certification/licensure categories currently approved by the OCTP. The OSATs are designed to assess subject-matter knowledge and skills of entry-level educators in Oklahoma. The OSATs are criterion referenced; that is, each test is designed to measure an examinee's knowledge in relation to an established standard of competence (criterion) rather than in relation to the performance of other examinees. The OSATs include the following tests.

Test Title	Test Code	Test Title	Test Code
Advanced Mathematics.....	011	Middle Level English.....	024
Agricultural Education	042	Middle Level/Intermediate Mathematics ...	025
Art.....	002	Middle Level Science.....	026
Biological Sciences	010	Middle Level Social Studies	027
Blind/Visual Impairment	028	Mild-Moderate Disabilities.....	029
Business Education	040	Physical Education/Health/Safety	012
Chemistry.....	004	Physical Science	013
Cherokee	079	Physics.....	014
Chinese (Mandarin)	080	Psychology/Sociology	032
Computer Science.....	081	Psychometrist.....	034
Dance.....	078	Reading Specialist.....	015
Deaf/Hard of Hearing	030	Russian.....	022
Driver/Safety Education	036	School Counselor	039
Early Childhood Education.....	005	School Psychologist	033
Earth Science.....	008	Severe-Profound/Multiple Disabilities	031
Elementary Education		Spanish	019
Subtest 1: Reading/Language Arts.....	050	Speech/Drama/Debate.....	016
Subtest 2: Social Studies/Mathematics/		Speech-Language Pathologist	035
Science/Health, Fitness, and the Arts	051	Technology Engineering	043
English.....	007	U.S. History/Oklahoma History/	
English as a Second Language	077	Government/Economics	017
Family and Consumer Sciences.....	009	Vocal/General Music.....	003
French.....	020	World History/Geography.....	018
German.....	021	OSAT School Administrator Tests	
Instrumental/General Music.....	001	Elementary Principal Specialty Test.....	045
Journalism	037	Middle Level Principal Specialty Test.....	046
Latin	023	Principal Common Core	044
Library-Media Specialist.....	038	Secondary Principal Specialty Test	047
Marketing Education	041	Superintendent.....	048

All items on the OSATs, both selected-response and constructed-response, can be classified in terms of the cognitive processes required for successful resolution. Cognitive-process descriptions for the OSATs include:

- **Content-Area Factual Knowledge Items**—In each subject-matter area there is a body of factual knowledge that is essential. Items of this sort directly address an examinee's responsibility for possessing this body of knowledge. Examinees may be presented with stimuli (e.g., passages, graphs, charts, dialogues, situations) about which factual questions are asked.
- **Content-Area Conceptual Understanding Items**—Each subject-matter area presents certain concepts, principles, and ways of knowing that must be grasped and applied by the teacher. Conceptual understanding items address this need by presenting stimuli that embody important content-area-specific concepts and principles, which candidates must analyze, compare, interpret, and apply in order to answer the question.
- **Content-Area Problem-Solving Types**—In problem-solving items, candidates are presented with background information and data together with a problem to solve using their factual and conceptual knowledge base.

Item formats that are appropriate for subject-matter tests will vary across the content area and cognitive processes. Item formats utilized on the OSATs include:

- **Single Questions**—In the single-question format, a problem is presented as a direct question or as an incomplete statement, and four response options (A, B, C, D) appear below the question or statement.
- **Multiple-Correct-Response Questions**—In the multiple-correct-response question format, a problem is presented, followed by a set of statements numbered with Roman numerals. Below the set of statements are the four response options (A, B, C, D). Each Roman numeral statement may or may not be correct in the provided context. Thus, the response options offer various combinations to be considered as a possible correct answer. Although any or all of the Roman numeral statements may be correct, only one response option (A, B, C, D) is correct.
- **Questions with Stimulus Material**—Some questions are preceded by stimulus material that relates to the question. Among the types of stimulus material included on the OSATs are maps, charts, tables, graphs, reading passages, and descriptions of classroom situations. In some cases, there is only one question related to the stimulus provided. In other cases, two or more questions are related to a single stimulus.
- **Decision Sets**—Some questions on the OSAT School Administrator tests appear in Principal or Superintendent Decision Sets. Each decision set begins with a stimulus specific to the job of a school administrator and asks one or more questions related to that stimulus. Then more stimuli are presented that lead to additional questions. A typical decision set contains two or more stimuli and four to eight items, which address a wide range of competencies.

The following table summarizes the type of questions in each section and the proportion of the total test scaled score each section accounts for on the OSATs.

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

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Score: Selected-Response Questions	Proportion of Total Test Score: Constructed-Response Assignment(s)
011 Advanced Mathematics (C)	80	1	85%	15%
042 Agricultural Education	80	1	85%	15%
002 Art	80	1	85%	15%
010 Biological Sciences	80	1	85%	15%
028 Blind/Visual Impairment	100	0	100%	0%
040 Business Education	80	1	85%	15%
004 Chemistry (C)	80	1	85%	15%
079 Cherokee (T)	0	8	0%	14% Listening Comprehension 14% Reading Comprehension 14% Language Structures and Comparisons 14% Cultural Perspectives, Comparisons, and Connections 14% Language Acquisition and Instruction 15% Written Expression 15% Oral Expression
080 Chinese (Mandarin) (T)	35	4	38%	16% Listening Comprehension 16% Reading and Vocabulary 15% Written Expression 15% Oral Expression
081 Computer Science	80	1	85%	15%
078 Dance	80	1	85%	15%

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Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Score: Selected-Response Questions	Proportion of Total Test Score: Constructed-Response Assignment(s)
030 Deaf/Hard of Hearing	80	1	85%	15%
036 Driver/Safety Education	80	1	85%	15%
005 Early Childhood Education	80	1	85%	15%
008 Earth Science	80	1	85%	15%
Elementary Education				
050 Subtest 1: Reading/Language Arts	52	1	85%	15%
051 Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts	66	0	100%	0%
007 English	80	1	85%	15%
077 English as a Second Language	80	1	85%	15%
009 Family and Consumer Sciences	80	1	85%	15%
020 French (T)	35	4	50%	10% Listening Comprehension 10% Reading and Vocabulary 15% Written Expression 15% Oral Expression
021 German (T)	35	4	50%	10% Listening Comprehension 10% Reading and Vocabulary 15% Written Expression 15% Oral Expression
001 Instrumental/General Music (T)	80	1	85%	15%
037 Journalism	80	1	85%	15%

(continued on next page)

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Score: Selected-Response Questions	Proportion of Total Test Score: Constructed-Response Assignment(s)
023 Latin (T)	65	2	80%	10% Transcription Assignment 10% Speaking Assignment
038 Library-Media Specialist	80	1	85%	15%
041 Marketing Education	100	0	100%	0%
024 Middle Level English	80	1	85%	15%
025 Middle Level/Intermediate Mathematics (C)	80	1	85%	15%
026 Middle Level Science	80	1	85%	15%
027 Middle Level Social Studies	80	1	85%	15%
029 Mild-Moderate Disabilities	80	1	85%	15%
012 Physical Education/Health/Safety	80	1	85%	15%
013 Physical Science	80	1	85%	15%
014 Physics (C)	80	1	85%	15%
044 Principal Common Core	50	2	70%	30% Case Study requiring two written responses
Principal Specialty Tests (045 Elementary, 046 Middle Level, and 047 Secondary)	50	2	70%	15% Instructional Leadership Assignment 15% Educational Management Assignment
032 Psychology/Sociology	80	1	85%	15%
034 Psychometrist	100	0	100%	0%
015 Reading Specialist	80	1	85%	15%
022 Russian (T)	35	4	50%	10% Listening Comprehension 10% Reading and Vocabulary 15% Written Expression 15% Oral Expression
039 School Counselor	80	1	85%	15%

(continued on next page)

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Score: Selected-Response Questions	Proportion of Total Test Score: Constructed-Response Assignment(s)
033 School Psychologist	80	1	85%	15%
031 Severe-Profound/Multiple Disabilities	80	1	85%	15%
019 Spanish (T)	65	2	70%	15% Written Expression 15% Oral Expression
016 Speech/Drama/Debate	80	1	85%	15%
035 Speech-Language Pathologist	100	0	100%	0%
048 Superintendent (NOTE: This is an all-day test.)	80	4	60%	20% Case Study requiring two written responses 10% Instructional Leadership Assignment 10% Educational Management Assignment
043 Technology Engineering	80	1	85%	15%
017 U.S. History/Oklahoma History/Government/Economics	80	1	85%	15%
003 Vocal/General Music (T)	80	1	85%	15%
018 World History/Geography	80	1	85%	15%

(C)=Examinees will be provided with a scientific calculator.

(T)=The test includes a recorded component.

Additionally, the tests may include a number of test items that are being tried out for future administrations of the CEOE and that do not count toward an examinee's score.

On each test date, the subject tests are administered during the morning and afternoon test sessions. Each test session is four hours long. Examinees will be assigned one test to complete within the four-hour session, with the following exceptions. Examinees who are taking both OSAT Elementary Education subtests will be assigned **both** subtests to complete during the four-hour session. The OSAT Superintendent test is a full-day, two-session test, for which one test booklet is administered in the morning session and one test booklet is administered in the afternoon session. For any test that has an audio recording component (e.g., music, foreign languages), the audio recording component is administered first in the test session. Except for the audio recording components, examinees are permitted to work on the sections of the test in any order they choose and at their own pace until time is called at the end of the session.

Types of Test Items

For the selected-response test items, there are four response options per test item, one of which is the best answer of the choices given. There is no penalty for guessing. Examinees record their responses to the selected-response items on a scannable answer sheet.

Many OSATs contain one or more constructed-response assignments for which examinees are typically asked to prepare a written response of up to two to four pages, depending on the requirements of the particular test. These items are designed to measure the depth and breadth of the examinee's knowledge, understanding of fundamental concepts, and familiarity with field-specific methodologies.

OSAT constructed-response assignments measure subject-matter knowledge and skills, not writing ability. However, examinee responses must be in edited American English and communicated clearly enough to permit valid judgments of the examinees' knowledge and skills. Responses are evaluated and scored by a minimum of two qualified and oriented scorers using a four-point (1–4) scale that has been validated by a committee of Oklahoma educators. In addition to the four-point numeric scale, responses can be scored "B" (blank) if no response is provided by the examinee or "U" (unscorable) if the response is not scorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score. Scorers judge the overall effectiveness of each OSAT written response by focusing on a set of performance characteristics that have been defined as important aspects of the written response. The performance characteristics for the OSAT can be found in Appendix D of this guide.

Test Scoring

This section of the *Faculty Guide* provides information about how the tests in the program are scored. For those tests that have selected-response items only, test scores are based on the number of selected-response items answered correctly. For those tests that have both selected-response items and one or more constructed-response assignments, test scores are based on the number of selected-response items answered correctly plus the score achieved on the constructed-response assignment(s).

For those tests that have one or more constructed-response assignments, focused holistic scoring is used to score the constructed-response assignment(s). The exceptions for this are the Latin test and the Cherokee test, which contain items for which dichotomous scoring is used. More information on these methods is provided on the following pages and in Appendix C and Appendix D of this guide.

Passing Score

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

- The passing score for each test was established by the OCTP based on recommendations from Passing Score Review Panels for each test field that included Oklahoma public school educators and college and university faculty.
- The passing score for each test was set to reflect the appropriate level of knowledge and skills required for effective performance by an entry-level teacher in Oklahoma public schools.
- The passing score for each test is a scaled score of 240 or higher.

Total Test Scores

An examinee's **total test score** is reported as a **scaled score** on a 100 to 300 scale. **The scaled score does not represent the percentage of items that were answered correctly.** The scaled score is a conversion of the score achieved on the test to a score in the range from 100 to 300, with a score of 240 or higher representing the passing score.

- For each test, the total test scaled score is derived by combining the scaled scores for the component test sections (i.e., the section score for the selected-response items and, if applicable, the constructed-response assignment[s], for which focused holistic scoring is used).
- The scaled score for the selected-response items is derived from the number of items answered correctly. The scaled score for the holistically scored constructed-response assignments is derived from the scores assigned by scorers to the examinee's responses.
- To pass a test, an examinee must attain a total test scaled score of 240 or higher.

Test Form Equating

Equating is the process of ensuring that different forms of a test (i.e., test forms with different test items) produce similar results. Statistical equating is used for the selected-response components of the CEOE tests with the intent of providing test forms that remain similar in their effects on examinees, although the actual items on the test forms change over time (i.e., from one test administration to another).

For the CEOE, different forms of a test are designed (i.e., blueprinted) to contain similar numbers of test items in each subarea of the test. They are also typically blueprinted to contain both scorable items (i.e., items that contribute to an examinee's score) and nonscorable items (i.e., items that are placed on a test form to gather data on their performance characteristics so that they can be used on later test forms as scorable items). Typically, test items that were formerly nonscorable are introduced onto test forms as scorable items in such a way as to produce new test forms that have performance characteristics that are similar to those of the test forms that they will replace. This test-blueprinting process is conducted before tests are administered. The purpose of the blueprinting process is to create new test forms that will perform similarly to the test forms that they will replace.

After a new test form is administered, statistical data are gathered on the selected-response items to verify that the new test form is similar to the previous test form. Even with the care that is taken before the test administration to achieve correspondence between the previous and new forms of the same test, the new form of a test may be slightly more or less difficult than the previous form. Test-equating analyses are used after the test administration, and before examinees' scores are calculated and reported, to adjust for possible differences in test difficulty.

The equating analyses for the CEOE determine the selected-response item raw score (i.e., number-correct score) on the new form that is equivalent to the passing score of the previous form. A conversion equation, based on the equated passing score, is used to transform raw scores on the new test form into a set of scaled scores. The scaled scores are used for score reporting.

Selected-Response Item Scoring

Following test administrations, examinees' answer documents are analyzed to produce scores and score reports. The examinee's machine-scorable answer document is checked to ensure that the necessary identifying information (e.g., examinee identification information, test code, etc.) has been appropriately recorded. Each answer document is scanned, and answer documents that cannot be read by the scanner are checked visually. Examinees' responses to the selected-response items are electronically scored based on established answer keys.

Constructed-Response Assignment Scoring

Constructed-response assignments are scored using a focused holistic scoring process, except for the OSAT Latin transcription assignment and the OSAT Cherokee language structures assignment, for which a dichotomous (right or wrong) scoring model is used. Typically, each response is scored independently by two scorers, with additional scoring by third scorers or the Chief Reader as needed to resolve discrepancies. In some cases (for fields with low numbers of examinees), each response is scored using consensus scoring. In consensus scoring, two or more scorers work together to determine a score.

Scorers are oriented to scoring procedures and must meet calibration expectations in order to participate in scoring activities. While scorers' qualifications may vary depending on the types of items they will score, in general scorers have qualifications relevant to the test being scored, such as:

- a teaching certificate in the area of the test being scored;
- teaching experience in public schools; and/or
- experience as college educators responsible for preparing prospective teachers.

Focused holistic scoring. Focused holistic scoring is typically used for items intended to elicit an extended and/or complex response that must be judged according to several performance characteristics. Focused holistic scoring entails assigning scores based on an overall, holistic impression of the response, informed by a focus on performance characteristics that responses are expected to display at each score point of the scoring scale. Copies of the scoring scales that are applied to the holistically scored constructed-response assignments are provided in Appendix D of this guide. Scores typically range from a low of 1 to a high of 4 (with separate codes for blank or unscorable responses, such as responses that are illegible, not written or spoken in the required language, or completely off the topic).

The independent scorers' scores are summed to yield a final score, which is converted to a scaled score on the same scale as selected-response item scores. Scores may not be discrepant; discrepant scores (defined as scores differing by more than one point) are resolved by further readings, either by a third reader or by the Chief Reader.

Dichotomous scoring. Dichotomous (right or wrong) scoring generally entails assigning a score of either correct or incorrect to responses. Typically, this type of scoring is used for items intended to elicit a short response to a specific question or prompt.

For the OSAT Latin test, the transcription exercise is scored dichotomously in that responses are scored by totaling the number of errors in spelling. Each response to the transcription exercise is assigned a score on a four-point scale based on the total number of errors, as follows:

Score Point	Score Point Description
4	<ul style="list-style-type: none">• accurately transcribes 13–16 of the selected 16 words
3	<ul style="list-style-type: none">• accurately transcribes 9–12 of the selected 16 words
2	<ul style="list-style-type: none">• accurately transcribes 5–8 of the selected 16 words
1	<ul style="list-style-type: none">• accurately transcribes 0–4 of the selected 16 words

For the OSAT Cherokee test, the Language Structures assignment is scored dichotomously in that responses are scored on the number of grammatical items they handle successfully, out of a total of 12. Each response to the Language Structures assignment is assigned a score on a four-point scale based on the total number of items handled correctly, as follows:

Score Point	Score Point Description
4	10 to 12 items handled correctly [0 to 2 items handled incorrectly]
3	7 to 9 items handled correctly [3 to 5 items handled incorrectly]
2	4 to 6 items handled correctly [6 to 8 items handled incorrectly]
1	0 to 3 items handled correctly [9 to 12 items handled incorrectly]

The following table illustrates the types of test sections and scoring that are used for the various tests in the CEOE program.

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

Test Code and Name	Selected-Response Machine-Scorable Answer Document	Focused Holistic Scoring	Dichotomous Scoring
011 Advanced Mathematics	✓	✓	
042 Agricultural Education	✓	✓	
002 Art	✓	✓	
010 Biological Sciences	✓	✓	
028 Blind/Visual Impairment	✓		
040 Business Education	✓	✓	
004 Chemistry	✓	✓	
079 Cherokee		✓	✓
080 Chinese (Mandarin)	✓	✓	
081 Computer Science	✓	✓	
078 Dance	✓	✓	
030 Deaf/Hard of Hearing	✓	✓	
036 Driver/Safety Education	✓	✓	
005 Early Childhood Education	✓	✓	
008 Earth Science	✓	✓	
Elementary Education			
050 Subtest 1: Reading/Language Arts	✓	✓	
051 Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts	✓		

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Test Code and Name	Selected-Response Machine-Scorable Answer Document	Focused Holistic Scoring	Dichotomous Scoring
007 English	✓	✓	
077 English as a Second Language	✓	✓	
009 Family and Consumer Sciences	✓	✓	
020 French	✓	✓	
021 German	✓	✓	
001 Instrumental/General Music	✓	✓	
037 Journalism	✓	✓	
023 Latin	✓	✓	✓
038 Library-Media Specialist	✓	✓	
041 Marketing Education	✓		
024 Middle Level English	✓	✓	
025 Middle Level/Intermediate Mathematics	✓	✓	
026 Middle Level Science	✓	✓	
027 Middle Level Social Studies	✓	✓	
029 Mild-Moderate Disabilities	✓	✓	
074 OGET	✓	✓	
075 OPTe: PK-8	✓	✓	
076 OPTe: 6-12	✓	✓	
012 Physical Education/Health/Safety	✓	✓	
013 Physical Science	✓	✓	
014 Physics	✓	✓	
044 Principal Common Core	✓	✓	
Principal Specialty Tests 045 Elementary 046 Middle Level 047 Secondary	✓	✓	
032 Psychology/Sociology	✓	✓	
034 Psychometrist	✓		
015 Reading Specialist	✓	✓	
022 Russian	✓	✓	
039 School Counselor	✓	✓	

(continued on next page)

Test Code and Name	Selected-Response Machine-Scorable Answer Document	Focused Holistic Scoring	Dichotomous Scoring
033 School Psychologist	✓	✓	
031 Severe-Profound/Multiple Disabilities	✓	✓	
019 Spanish	✓	✓	
016 Speech/Drama/Debate	✓	✓	
035 Speech-Language Pathologist	✓		
048 Superintendent	✓	✓	
043 Technology Engineering	✓	✓	
017 U.S. History/Oklahoma History/ Government/Economics	✓	✓	
003 Vocal/General Music	✓	✓	
018 World History/Geography	✓	✓	

Score Reporting

Score reports are available approximately four weeks after a test administration. An exception to this may be score reports for tests that are undergoing redevelopment. The score reports for such tests may be delayed due to activities involved in setting the passing standards for these tests. Refer to the current version of the CEOE registration bulletin for more information regarding the availability of score reports and potential score report delays.

After each test administration, the following types of score reports are produced and distributed.

- **Individual Examinee Score Report**—Examinees receive an examinee score report showing the total test scaled score and subarea performance for each test taken. Examinees' scores are securely posted on the Internet on the score report date, which is published in the current version of the CEOE registration bulletin. Scores posted on the Internet can be accessed only by the examinee. Examinees who register on the Internet may also request scores via email.
- **Institution Score Reports Posted on the Internet**—Institution reports are posted on the Internet on the score report date, which is published in the current version of the CEOE registration bulletin. Institution reports can only be accessed by the OCTP-approved official at your institution. Each institution will receive an Alphabetical Examinee Score Roster and an Examinee Score Roster by Test listing all examinees from the institution who took CEOE tests.
- The OCTP receives reports that include individual and institution results.

Examples of the score reports sent to examinees and to teacher preparation institutions are presented in the next section.

Interpreting Examinees' Individual Score Reports

This section of the *Faculty Guide* provides an example of the examinee score report and outlines some interpretive cautions that faculty members and advisors should consider when reading the reports. Previous sections of the *Faculty Guide* provide further information about the CEOE scoring procedures and the terminology used in the program.

The data reported on the examinees' score reports are also reported on the institution reports, which are described later in this guide. The data on the institution reports are formatted differently and are presented in condensed form to serve the particular purposes for which those reports are intended. The section of the *Faculty Guide* called "Interpreting Institution Reports" (page 37) describes the content and format of the CEOE institution reports in greater detail.

Examinee Score Reports

After a test administration, examinee score reports are released on the score report date for the test administration, according to the procedures and schedule published in the current CEOE registration bulletin. Examinees receive a total score for each test taken. Total test scores are reported as scaled scores. Scaled scores are reported using a range from 100 to 300, with 240 as the minimum passing scaled score. Examinee score reports indicate whether an examinee has passed the test and include the total test scaled score and a description of the examinee's performance on the major content subareas of the test. These scores provide examinees with valuable information for identifying their strengths and weaknesses in content preparation. This information can be used as a guide to further study or for preparing to retake the test. An insert is also included with the report to help examinees interpret results.

Examinee pass/fail status is based on the examinee's performance on the total test at a single test administration. Examinees cannot combine results on sections of a test across test administrations. However, if an examinee receives a passing score on one but not both OSAT Elementary Education subtests at a single test administration, the examinee may bank a passing score on one subtest for up to two years from the test date at which the subtest was passed. If examinees take two tests on a specific test date, they may receive more than one score report, and these may arrive separately, up to one week apart.

Advisors should consider the following interpretive and cautionary information when helping students understand the information provided on their score reports.

- Total test scores are reported as scaled scores on a scale of 100 to 300.
- The passing score for each test is a scaled score of 240 or higher. That is, an examinee must achieve a total test scaled score of 240 or higher to pass a test.
- The passing score for each Elementary Education subtest is a scaled score of 240 or higher. That is, an examinee must achieve a total scaled score of 240 or higher on *each subtest* in order to pass. However, these scores may be achieved on different test administration dates.
- For those tests that contain both selected-response items and one or more constructed-response assignments, the total test scaled score is calculated by combining the scaled scores for the selected-response items and the constructed-response assignment(s). Therefore, an examinee does not need to obtain a high score on all subareas individually in order to pass a test.

- The scaled score for the selected-response items is obtained from the number of items answered correctly.
- The scaled score for the constructed-response assignment(s) is obtained from the scores assigned to the examinee's written and/or oral response(s).

A sample of an examinee score report along with the score report insert is shown on pages 29–32.

Sample Examinee Score Report (page 1)

Certification Examinations for Oklahoma Educators™

OSAT™ SCORE REPORT

Page 1 of 1

Test Date: XXXXXX X, XXXX

See insert for an explanation of how to read your score report.

FirstName LastName
123 Example Lane
Example, OK 12345

Your scores have been reported
to the Oklahoma Commission for
Teacher Preparation.



Test: 005 Early Childhood Education
Scaled Minimum Passing Score: 240

Your Scaled Total Test Score: 223
Your Status: Did Not Pass

Number of Questions	Subarea Performance	Scaled Score	Performance Graph
11 to 20	Language and Literacy Development.....	242	
21 to 30	Learning Across the Curriculum.....	204	
11 to 20	Child Develop & Early Childhood Programs.....	269	
1	Constructed Response.....	180	
	SCALED TOTAL TEST SCORE.....	223	

Test: 009 Family and Consumer Sciences
Scaled Minimum Passing Score: 240

Your Scaled Total Test Score: 237
Your Status: Did Not Pass

Number of Questions	Subarea Performance	Scaled Score	Performance Graph
11 to 20	Child Development and Care.....	220	
1 to 10	Food Science and Nutrition.....	180	
11 to 20	Consumer Econ & Personal Resource Mgmt.....	220	
1 to 10	Housing and Interior Design.....	270	
1 to 10	Interpersonal and Family Relationships.....	276	
1 to 10	Clothing and Textiles.....	228	
1 to 10	Career and Leadership Skills.....	228	
1	Constructed Response.....	248	
	SCALED TOTAL TEST SCORE.....	237	

Examinee Name: FirstName LastName

Social Security Number: XXX - XX - XXXX



This barcode contains unique candidate information

OKT-SR-LASER0 04

Sample Examinee Score Report (page 2)

APPLYING FOR CERTIFICATION

To obtain your Oklahoma certificate, you must apply through the Oklahoma State Department of Education. The Oklahoma Commission for Teacher Preparation will provide the Oklahoma State Department of Education with verification of your assessment. Successful completion of the appropriate assessment requirements does NOT equal certification. For further information regarding certification, contact the Oklahoma State Department of Education at (405) 521-3337.

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Sample Examinee Score Report Insert (page 1)

HOW TO READ YOUR CEOE™ SCORE REPORT

General Information for OPTE™, OSAT™, and OGET™ Score Reports

Your Status. Your score report indicates your passing status. Passing status is based on your scaled weighted total test score. A "Passed" indicates that you passed the test (i.e., you received a scaled total test score of at least 240). A "Did not pass" indicates that you did not pass the test (i.e., you received a scaled total test score of less than 240).

Performance Graph. This section of the report provides a graphic indicator of your performance for each subarea and, if applicable, for the constructed-response assignment(s). The information will also help you identify your areas of relative strength or weakness. Scaled subarea scores are presented on the same scale (100 to 300) as the scaled weighted total test score. A scaled score at or above 240 indicates satisfactory performance. A scaled score that is less than 240 may indicate weaknesses in your understanding and application of the knowledge and skills contained in the subarea.

Please note: You do not "pass" individual subareas or, if applicable, constructed-response assignments. Passing status is based on the total number of questions you answered correctly on the entire test, including, if applicable, the quality of your response(s) to the constructed-response assignment(s).

Passing Scores. Minimum passing scores for all CEOE tests were established by the Oklahoma Commission for Teacher Preparation based on recommendations of panels of Oklahoma educators. The scaled minimum passing score for each test is designed to reflect the level of knowledge and skills required for effective performance in Oklahoma schools.

Test Descriptions. A description of the test(s) that you took, including the list of subareas and competencies, is contained in the appropriate CEOE study guide. For tests with one or more constructed-response assignments, a list of performance characteristics and scoring scale(s) are also included in the study guide.

Reporting of Scores. Your scores have been forwarded to the Oklahoma Commission for Teacher Preparation and to the applicable teacher preparation institution that you indicated on your registration form. Keep this score report for your own records.

Retaking the Test. If you need to retake a test, please refer to the current version of the CEOE registration bulletin for further information.

OPTE Score Reports

Overview. The OPTE assesses professional knowledge and skills. Each area of professional knowledge and skills is assessed through a selected-response section and a constructed-response module. The OPTE score report indicates your scaled weighted total test score, whether or not you passed the test, and your performance on the selected-response section and the constructed-response module of each subarea.

Your Scaled Total Test Score. The scaled weighted total test score is based on the total number of selected-response questions answered correctly in combination with your scores on the constructed-response modules of the test. Results are reported as scaled scores in a range of 100 to 300. A scaled total test score of 240 represents the scaled minimum passing score. To calculate your scaled total test score, your score on the selected-response section of the test was weighted 70% and your score on the constructed-response section was weighted 30%.

Constructed-Response Diagnostic Indicators. This section of the report is provided if you *did not pass* the test. It provides further information about your areas of weakness in your response to each constructed-response module. The written performance assignments included in the constructed-response modules are evaluated by at least two educators according to standardized procedures. Responses are judged as to the extent to which they fulfill four performance characteristics: purpose, appropriate application of professional knowledge, accurate and effective application of professional knowledge, and elaboration of professional knowledge.

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Sample Examinee Score Report Insert (page 2)

OSAT Score Reports

Overview. For each OSAT that you took, your OSAT score report indicates whether you passed the test, how you performed on the test as a whole, and how you performed on each content subarea of the test.

Selected-Response-Only Tests. The scaled weighted total test score is based on the total number of selected-response questions answered correctly on the entire test. Results are reported as scaled scores in a range of 100 to 300. A scaled total test score of 240 represents the scaled minimum passing score for each test. The scaled score is not the percentage of questions answered correctly. Your passing status is based on the scaled weighted total test score.

Selected-Response-and-Constructed-Response Tests. The scaled weighted total test score is based on the total number of selected-response questions answered correctly in combination with the score(s) on the constructed-response section(s) of the test. Results are reported as scaled scores in a range of 100 to 300. A scaled total test score of 240 represents the scaled minimum passing score for each test. Your scaled total test scores were calculated based on the weighting information that follows for your test category:

Test Category	Selected-Response Section Weighting	Constructed-Response Section Weighting	Listening Comprehension Weighting	Reading Comprehension Weighting	Oral Expression Weighting	Written Expression Weighting
Selected-Response Questions and One Constructed-Response Assignment	85%	15%				
French, German, and Russian	50%		10%	10%	15%	15%
Spanish	70%				15%	15%
Latin	80%		10%		10%	

School Administrator Test Category	Selected-Response Section Weighting	Case Study Weighting	Educational Issue Assignment Weighting	Work Product Assignment Weighting
Superintendent	60%	20%	10%	10%
Principal Common Core	70%	30%		
Principal Specialty Level Tests	70%		15%	15%

OGET Score Reports

Overview. The OGET assesses general education knowledge and skills. General education knowledge and skills are assessed through selected-response items and one writing assignment. The OGET score report indicates your scaled total test score, whether or not you passed the test, and your performance on each subarea of the test.

Your Scaled Total Test Score. The scaled weighted total test score is based on the total number of selected-response questions you answered correctly in combination with your score on the writing assignment. Results are reported as scaled scores in a range of 100 to 300. A scaled total test score of 240 represents the scaled minimum passing score. To calculate your scaled total test score, your score on the selected-response section of the test was weighted 80% and your score on the writing assignment was weighted 20%.

Subarea Performance Information

In addition to the total test score and passing score information for each test taken, examinees receive information regarding their general performance on each subarea or section of the test. Subarea performance information is presented in a graphic display. Although examinees do not pass or fail individual subareas or sections, this information is provided as an indicator of areas of strength and weakness on the test.

When considering subarea performance information, the following points should be kept in mind:

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

OPTE™ Diagnostic Indicators for the Constructed-Response Assignments

For the OPTE only, a diagnostic indicator section is provided on the examinee score report only if the examinee did not pass the test. It provides further information about the examinee's potential areas of weakness in regard to each of the three constructed-response assignments.

Helping Examinees Prepare for the Tests

As a faculty member involved in the preparation of Oklahoma public school educators, you may be asked by your students for help as they prepare to take the tests for the first time or to improve their scores when retaking the tests. This section of the *Faculty Guide* offers some suggestions for providing support.

Developing a Study Plan

Although the primary means of preparing for the tests is the examinee's college education, this section offers suggestions for helping students identify the areas on which to focus their preparation before testing.

The Student Profile

Students preparing to take the CEOE might begin by completing the Student Profile Worksheet (see pages A-7 to A-8 in Appendix A of this guide). The Student Profile Worksheet is an organized way to gather and consider students' preparation needs.

The Student Profile Worksheet contains two pages.

- The first page gathers general background information about the student. At the bottom of the page, which is to be filled out after the rest of the worksheet is completed, specific recommendations can be formulated for additional coursework, materials, and activities that may help the student prepare for the test.
- On the second page of the worksheet, the student is asked for information about his or her prior experience (if any) on each test that he or she is preparing for, and information on the steps he or she has taken to prepare for that test.

Meeting with the Student

You may find the information from the completed Student Profile Worksheet useful in preparing for a meeting to plan the student's test preparation. An individual meeting with the student can help reveal any confusion or misinformation the student might have about the role the tests play in the certification process, the content and structure of the tests, expectations for performance on the test, and available program and institution resources.

Before meeting with a student, review his or her Student Profile Worksheet and use the information to structure the meeting. Try to learn more about the student—how well prepared he or she is in the knowledge and skills measured by each test and the extent of his or her familiarity with the testing program. You may wish to review the student's transcript or prepare a "Competency-to-Course Matching Chart" (see description on page 35) to identify additional coursework or areas of study to recommend.

Based on the worksheet information, you may determine that the student should obtain additional study materials. For example, you may want to provide the student with a copy of the appropriate CEOE study guide(s) or suggest other study materials, such as textbooks.

If a student is preparing to retake a test, the testing history recorded on the Student Profile Worksheet (or the scoring information on the examinee score report or institution reports) may

also help guide your discussion with the student about his or her areas of strength and weakness. Students retaking a test should be encouraged to study for it even if they must delay retesting until a later date. The following information should help you in interpreting the information on the examinee score report.

- The graphic displays of examinee performance on the first page of the examinee score report provide information about the examinee's strengths and weaknesses relative to the knowledge or skills described by the test competencies on the test. For the selected-response items, examinee performance information is provided for each subarea; for the constructed-response assignments, it is provided for each item. Constructed-response assignments are designed to assess understanding of one or more test competencies within the *entire* test, *except* for the tests listed in the table on pages 6–7, in which the constructed-response assignment(s) are anchored to a particular subarea.
- Information about interpreting examinee performance can be found on the score report insert (see sample on pages 29–32).
- For the selected-response items and, if applicable, the constructed-response assignment(s), a scaled score of 240 or above indicates satisfactory performance. A scaled score that is less than 240 may indicate weakness in the examinee's understanding and application of knowledge and skills contained in the subarea.
- Additionally, examinees who do not pass the test may wish to focus their efforts on subareas of the test that are more heavily weighted. The Test Overview Charts in Appendix B of this guide provide information on the weight assigned (in terms of numbers of test items) to the subareas of each test (see the "Approximate Number of SCORABLE Selected-Response Items" column corresponding to each subarea).

Additional Preparation Information

Test competencies. You may wish to emphasize the value of reviewing the test competencies. The test competencies describe the content of the tests, and they may be the most helpful informational tool available to students as they prepare to take the tests. The test competencies provide structure to help students identify specific areas in which they may need to strengthen their knowledge of test content. The competencies are included in the relevant volume of the CEOE study guides, which are available from Evaluation Systems or online at www.ceoe.nesinc.com.

Competency-to-Course Matching Chart. A completed copy of a Competency-to-Course Matching Chart (see sample in Appendix A of this guide) may help you in determining which courses provide the content covered by each test that the student plans to take. Courses that cover the content of test competencies belonging to subareas to which greater weight has been assigned may be of particular interest. The student may wish to take at least these courses before attempting the test again. If the student has already taken the courses, it may be helpful for him or her to review course materials and notebooks from them.

Study guides. An examinee's test preparation may include a review of the relevant CEOE study guide(s). The study guides provide general information on the CEOE program, a description of the structure and format of the tests, sample selected-response items and constructed-response

assignments and responses, and a summary of the performance characteristics and scoring criteria for the constructed-response assignments. Study guides are available online at www.cee.nesinc.com.

Informational handouts. Ensuring that your students have accurate information about the CEOE program and that they understand the relationship between the testing program and their chosen career may help them focus on developing their skills.

Appendix A of this guide provides copies of the following informational handouts about the testing program. Feel free to make copies to distribute to your students.

- **Frequently Asked Questions.** This handout addresses many of the most frequently asked questions about the program. In addition, answers to many other questions raised by examinees can be found in the CEOE registration bulletin.
- **Developing a Study Plan.** This handout provides a quick overview of activities that may help a student prepare to take one of the tests.
- **Test-Taking Strategies.** This handout provides a set of simple strategies for taking a test and may be especially helpful for students who have not recently been in a formal testing session.

Interpreting Institution Reports

This section of the *Faculty Guide* describes and gives examples of the information provided in the CEOE institution reports, including guidelines for interpreting the test results. If you are not familiar with the scoring procedures used in the CEOE, you may want to review previous sections of this guide before reading on.

Institution Reports

After each test administration, each Oklahoma teacher preparation institution receives two institution score reports designed for use by faculty and administrators. Institution reports are available for Internet access by the OCTP-approved official at your institution by 5:00 p.m. central time on the score report date for each test administration. Refer to the current version of the CEOE registration bulletin for information on the test dates and score report dates.

Examinees Whose Scores Are Included in the Reports

Institution reports provide information for those examinees who:

- indicated during the registration process that the institution has granted or will grant the degree qualifying them for certification and/or that their scores should be sent to the institution; and
- examinees for whom the institution verified the examinees' institutional affiliation.

Alphabetical Examinee Score Roster

In this report, the examinees are listed alphabetically along with the last five digits of their social security number, their pass/fail status, and the test(s) taken. A sample Alphabetical Examinee Score Roster is provided on pages 39-40.

Examinee Score Roster by Test

This report is organized by test and presents score information for examinees taking the test on a given test date. In this report, examinees are listed alphabetically along with the last five digits of their social security number, their pass/fail status, their scaled score on the total test, and their performance by subarea. The report also provides the number of examinees tested, the number and percentage who met the passing score, and the number and percentage who did not meet the passing score on each test. This report presents test-level and subarea-level data similar to those reported to examinees on their score reports but in a more condensed format. A sample Examinee Score Roster by Test is provided on pages 41-42.

Interpretive Guidelines for the Institution Reports

Interpretive Cautions

- Only the last five digits of the examinee's social security number are reported due to examinee privacy and security concerns.

- Results reported for only a small number of examinees may not provide a valid indication of how examinees typically perform.
- Because the number of test questions may vary for the different subareas of a test field, the average of the subarea scaled scores for an individual examinee may not equal the examinee's total test scaled score.
- Given the small number of items in some subareas, care should be used in interpreting the results by subarea.
- Individual examinee results are confidential and are for the purpose of Oklahoma teacher certification only. They are NOT intended to be used for employment decisions, college admission screening, or any other purpose.
- Examinee data that are presented in a report may not reflect the same performance as that of examinees who take the tests in the future.

Use of Scaled Scores

- For each test, the total test scaled score is derived by combining the scaled scores for the selected-response items and, if applicable, the constructed-response assignment(s). The scaled score for the selected-response items is derived from the number of items answered correctly. The scaled score for the constructed-response assignment(s) is derived from the scores assigned to the examinee's response(s) during the scoring process.
- For each test, an examinee must have a scaled score of 240 or higher in order to pass. Pass/fail status is determined solely by the total test score, not by subarea performance.
- On the institution reports, "P" indicates that the examinee passed the test and "F" indicates that the examinee did not pass the test.

Subarea Performance

- For the selected-response items and, if applicable, the constructed-response assignment(s), a scaled score of 240 or above indicates satisfactory performance. A scaled score that is less than 240 may indicate weakness in the examinee's understanding and application of knowledge and skills contained in the subarea.
- Although examinees do not pass or fail individual subareas or sections, subarea performance information may be useful in understanding individual areas of strength and weakness.
- Subareas that are comparatively heavily weighted may be of particular interest to examinees and their advisors in planning courses and other activities for examinees as they prepare to teach in Oklahoma public schools and to pass the CEOE tests. The Test Overview Charts in Appendix B of this guide provide information on the weight—in terms of numbers of test items—assigned to the subareas of each test (see the "Approximate Number of SCORABLE Selected-Response Items" column corresponding to each subarea).
- Subarea information should be interpreted with caution, since subareas and sections contain varying numbers of test questions. For example, if a subarea contains 16 test questions, the "Number of Questions" on the score report will be given as "11–20."

Samples of the institution reports follow.

Sample Alphabetical Examinee Score Roster (page 1)

Certification Examinations for Oklahoma Educators (CEOE)
ALPHABETICAL EXAMINEE SCORE ROSTER

Institution: State University
Test Date: September 21, 2002

Description of Report

This report is organized alphabetically by examinee last name and presents score information for each examinee who took the CEOE on this test date.

INTERPRETIVE CAUTIONS

1. Information regarding examinee institutional affiliation is based on self-reported information obtained at the time of test registration. Examinees who requested that their scores not be released to their institution are not included in this report.
2. Only the last five digits of the examinee's social security number are being reported on this roster due to examinee privacy and security concerns.
3. Because the number of test questions may vary for the different subareas of a test field, the average of the subarea scaled scores for an individual examinee may not equal the examinee's total test scaled score.
4. Individual examinee results are confidential and are for the purpose of Oklahoma teacher certification only. They are NOT intended to be used for employment decisions, college admission screening, or any other purpose.
5. The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented by all personnel to protect against improper disclosure of information.

*Candidate information contained in this sample report is fictitious and has been created solely for the purpose of providing illustrative information.

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Page 1

Sample Alphabetical Examinee Score Roster (page 2)

Certification Examinations for Oklahoma Educators (CEOE)					
Institution: State University					
Test Date: September 21, 2002					
Examinee Name			SSN	F/F Status	Test Field
ADAMSICK	TERRY	E	6-1155	P	44 Principal Common Core
				P	47 Secondary Principal Specialty Test
ADMIRAL	WILLIAM	H	5-2152	P	44 Principal Common Core
				P	45 Elementary Principal Specialty Test
CHISHOLM	SHARON		8-4778	P	74 Oklahoma General Education Test
DOMBROWSKI	PAUL	A	8-4606	P	44 Principal Common Core
				P	47 Secondary Principal Specialty Test
FENSTERMAKE	MELINDA	B	9-9961	P	05 Early Childhood Education
GROVES	MICHAEL	D	3-5861	P	45 Elementary Principal Specialty Test
MORGENSTERN	STEVEN	R	8-0038	P	44 Principal Common Core
				P	47 Secondary Principal Specialty Test
RANKINS	AARON	W	7-7773	P	17 U.S. History/OK History/Govern/Economics
				F	76 OPTE: 6-12
TELEPAK	STEPHEN	E	0-4497	F	48 Superintendent
YOUMANS	LORRAINE	D	0-2868	P	50 Elementary Education Subtest 1
				P	51 Elementary Education Subtest 2
				P	75 OPTE: PK-8
ZANDER	LONNI	C	4-6268	P	05 Early Childhood Education
				P	74 Oklahoma General Education Test
*Candidate information contained in this sample report is fictitious and has been created solely for the purpose of providing illustrative information.					
12-05-02					
11:04:36					
					Page 2

Sample Examinee Score Roster by test (page 1)

Certification Examinations for Oklahoma Educators (CEOE) EXAMINEE SCORE ROSTER BY TEST

Institution: State University
Test Date: September 21, 2002

Description of Report

This report is organized by test field and presents score information for each examinee who took the CEOE on this test date. Questions on the test are grouped into major content subareas. The pass/fail status and total test and subarea results are reported. Examinee scores for the total test are reported as scaled scores in a range of 100 to 300, with the passing score equal to a scaled score of 240. Subarea results are also reported on a scale of 100 to 300.

INTERPRETIVE CAUTIONS

1. Information regarding examinee institutional affiliation is based on self-reported information obtained at the time of test registration. Examinees who requested that their scores not be released to their institution are not included in this report.
2. Only the last five digits of the examinee's social security number are being reported on this roster due to examinee privacy and security concerns.
3. Results reported for only a small number of examinees may not provide a valid indication of how examinees typically perform.
4. Because the number of test questions may vary for the different subareas of a test field, the average of the subarea scaled scores for an individual examinee may not equal the examinee's total test scaled score.
5. Given the small number of items in some subareas, care should be used in interpreting the results by subarea.
6. Individual examinee results are confidential and are for the purpose of Oklahoma teacher certification only. They are NOT intended to be used for employment decisions, college admission screening, or any other purpose.
7. The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented by all personnel to protect against improper disclosure of information.

*Candidate information contained in this sample report is fictitious and has been created solely for the purpose of providing illustrative information.

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Page 3

Sample Examinee Score Roster by test (page 2)

Certification Examinations for Oklahoma Educators (CEOE)

Institution: State University
Test Date: February 4, 2006

Test: 044 Principal Common Core
Subarea Subarea Name

- | | |
|---|---|
| 1 | School Vision and Leadership |
| 2 | Instructional Leadership |
| 3 | Organizational, Operational, & Resource Mgmt. |
| 4 | Case Study |

	Number of Examinees	Mean Scaled Score	Number (Percent) Passing	Number (Percent) Not Passing	Mean	Scaled	Subarea	Scores				
					1	2	3	4	5	6	7	8
Institution	7	254.1	7(100%)	0(0%)	255	274	259	228				
Statewide	121	249.8	97(80%)	24(20%)	254	269	254	224				

Examinee Name		SSN		P/F Status	Total	Scaled Scores						
						Subareas						
						1	2	3	4	5	6	7
ANDERSON	JEFF	A	1-1111	P	256	283	283	265	207			
BILLET	CATHARINE	B	2-2222	P	261	217	275	277	255			
BUXTON	ANDRE	C	3-3333	P	250	250	283	254	210			
CHADWELL	LAURA	D	4-4444	P	266	267	275	265	255			
GILLIAN	ROBERT	E	5-5555	P	240	250	258	277	186			
KASEY	RAUL		6-6666	P	253	250	267	231	255			
WELCH	RICHARD	F	7-7777	P	253	267	275	242	231			

* Candidate information contained in this sample report is fictitious and has been created solely for the purpose of providing illustrative information.

Page 7

Reviewing Content Coverage at Your Institution

The test competencies for each field of the CEOE articulate the knowledge and skills needed by Oklahoma public school educators. The test competencies can be used to examine the extent to which test content is covered by course offerings and other program components at your institution. The test competencies may also be used by faculty advisors to help students identify appropriate courses to take in preparation for teaching in Oklahoma public schools and for passing the CEOE. This section of the *Faculty Guide* offers faculty and administrators some suggestions for using, for these purposes, the information provided in the institution reports.

Performing a Competency-to-Course Matching Analysis

Faculty can use the CEOE test competencies to compare the content described by the test competencies with the content covered by their students' programs of study.

Using the Sample Competency-to-Course Matching Chart

The sample Competency-to-Course Matching Chart (provided in Appendix A of this guide) may be used to compare your course offerings to the content described by the test competencies for a particular field or subarea of a test. The following are directions for using the chart.

- **Step 1: Determine the number of test competencies.**
Test competency numbers are listed across the top of the chart. Determine the number of competencies for the selected test and, if necessary, use the blank chart provided to list additional competencies.
- **Step 2: List the courses offered at your institution.**
Down the left-hand side of the chart, list courses in your institution's curriculum that students may include or are required to include in their programs of study.
- **Step 3: Match the test competencies to the courses.**
Read the test competencies carefully for each test and review the descriptions of the course offerings.

If you identify a specific course or set of courses that adequately covers the content of the competency, indicate this on the chart by placing a check mark under that competency number.

If you cannot identify a specific course or set of courses in your institution's curriculum that adequately covers the content of a test competency, you may want to make separate notes about this.

At the conclusion of this process, you will have a chart listing the test competencies and their coverage by courses in the curriculum at your institution. This may serve as a helpful reference tool during discussions about your institution's curriculum in relation to the Oklahoma certification requirements and the validated job knowledge and skills described by the test competencies of the CEOE program.

This chart can also be used to help individual students plan and assess their programs of study. Students preparing for the tests can use the chart to direct them to relevant course notes and texts. It may also help them decide which, if any, additional courses they should take in order to learn more about areas in which they feel underprepared.

In addition, if you listed any content as not covered in your institution's curriculum, consider encouraging students to prepare for that content by using other resources.

APPENDIX A:
INFORMATIONAL HANDOUTS/WORKSHEETS

***Effective with the 2015–2016 program year, all CEOE tests are offered only as computer-based tests.
See the CEOE website at www.ceoe.nesinc.com for current program and test information.***

Frequently Asked Questions

Who is required to take the CEOE tests?

The chart below provides a general summary of assessment requirements for teacher certification in Oklahoma.

Certification Category	Testing Requirements
Initial license/certification	OGET, OPTE, OSAT
Additional certification areas/endorsements	OSAT (Administrator and advanced subject areas have requirements beyond testing.)
Out-of-state candidates	OGET, OPTE, OSAT
Alternative certification	OGET, OPTE, OSAT
Early Childhood/CDA Certificate	OGET, OSAT Early Childhood Education (005)
Paraprofessional Title I Credential	OGET

If you have questions about testing requirements, contact the Oklahoma Commission for Teacher Preparation at (405) 525-2612.

How do I register for a test?

There are a number of ways to register for a test. The CEOE Web site at www.ceoe.nesinc.com contains instructions for registering online, by mail, or by telephone. A paper copy of the current registration bulletin and/or form can be requested from Evaluation Systems. Registration forms are also available at the Oklahoma Commission for Teacher Preparation.

How many tests may I take at one test administration?

There is one morning test session and one afternoon test session on each test date. You are permitted to register for only one test per session.

However, if you are registering for both of the OSAT Elementary Education subtests, you may take one additional test on the same test date.

The OSAT Superintendent test is a two-session, all-day test. If you register for the Superintendent test, you may not register to take any other test on the same test date.

All other CEOE tests are full-session tests, and if you are registering for any of these, you may take up to two tests, one per session.

How long do I have to take the tests?

Both the morning and afternoon test sessions are four hours each.

I am taking only one test. Will I test in the morning or afternoon?

Your assignment to a test session is dependent on the number and type of tests that you register for. The OGET is given only in the morning test session and the OPTE is given only in the afternoon test session. The OSATs are given in both the morning and afternoon test sessions, with the following exceptions:

- Principal Common Core—Morning session only
- Principal Specialty Tests—Afternoon session only
- Superintendent—Full-day test that includes both the morning and afternoon test sessions

What forms of payment can I use to pay for the test?

The method of payment depends on when and how you register, as indicated in the table below.

Registration Period	Internet	By Mail	By Phone
Regular Registration	MasterCard or VISA	Cashier's Check or Money Order	Not Available
Late Registration	MasterCard or VISA	Cashier's Check or Money Order	Not Available
Emergency Registration	MasterCard or VISA	Not Available	MasterCard or VISA

How do I obtain a study guide for the test that I am taking?

Study guides are available free of charge at www.ceoe.nesinc.com. They may also be ordered by mail, on a mail-in registration form, or through the Internet registration process for \$6 per guide.

Whom do I contact if I have questions about my registration?

If you have questions about your registration, contact:

CEOE Program
Evaluation Systems
Pearson
P.O. Box 660
Amherst, MA 01004-9007

Telephone: (866) 565-4893 or (413) 256-2879
E-mail available on the CEOE Web site at www.ceoe.nesinc.com

I have registered for a test but want to make a change in my registration. What do I do?

Refer to the current version of the CEOE registration bulletin at www.ceoe.nesinc.com for instructions on completing and submitting the Change of Registration Request Form. Information about deadlines for making such changes is provided in the bulletin on the CEOE Web site.

I have a disability. How do I request alternative testing arrangements?

Refer to the current version of the CEOE registration bulletin for instructions on completing and submitting the Alternative Testing Arrangements Request Form and any required documentation. If you have any questions about making alternative testing arrangements, call (866) 565-4893 or (413) 256-2879.

I have a religious conviction that prohibits me from testing on Saturday. Can I test on an alternative date?

Refer to the current version of the CEOE registration bulletin and complete and mail in the Alternative Testing Arrangements Request Form at the same time that you send in your registration form. If you have any questions about making alternative testing arrangements, call (866) 565-4893 or (413) 256-2879.

When will my test scores be available?

Examinee score reports will be available approximately four weeks after the test date, on the score report date for each test administration. Refer to the CEOE registration bulletin for test dates, score report dates, and additional information regarding the availability of examinee score reports.

What information will be provided on my score report?

You will receive a total test score as well as information about your performance on each of the major test content subareas.

How many times can I retake a test?

There is no limit to the number of times you may take a test.

Developing a Study Plan

The following suggestions are designed to help you develop a study plan in preparation for the CEOE tests.

✓ **Study the competencies.**

The first step in preparing for a CEOE test is to identify what information the test will cover by reviewing the test competencies for your field. The list of test competencies for each test field represents the only source of information about what the specific test will cover.

Test competencies are organized into groups known as subareas. The subareas define the major content areas of the test. You will find a list of subareas at the beginning of each test competency list. The number of competencies within each subarea typically reflects the emphasis given to that subarea on the test. In general, subareas with greater numbers of competencies will receive more coverage on the test.

Once you have a broad picture of what the examination includes, read each competency and its descriptive statements carefully to get a more specific idea of the knowledge you will be required to demonstrate on the examination. When you have become familiar with the competencies, make a list of those competencies about which you feel you know the least. Use this review of the competencies to set priorities for your study time. The test competencies are the core of the testing program and a helpful study tool. Read them carefully to determine the areas of strength and weakness in your content knowledge.

✓ **Identify resources.**

After you have identified the competencies on which you will focus your time, consider the resources you may use in studying the content of those competencies. The most appropriate resources may well be textbooks from courses you have taken. You may also wish to consult your class notes. This is especially important for courses you took more than a year ago. Talk with other students who have taken those courses more recently. Meet with your advisor or the professors who teach these courses. They may be able to provide you with some guidelines for reviewing your notes and textbooks. You may also wish to review other materials and publications from local, state, and national professional education organizations.

✓ **Review the sample test questions.**

After you have become familiar with the competencies, you may want to review the sample test directions and the test question formats and suggested approaches contained in the appropriate CEOE study guide. Then try to answer the sample selected-response questions for the test you are taking. If your test includes one or more constructed-response assignments, you should try to respond to the sample assignment(s) as well.

Next, review the correct responses and explanations for the sample selected-response questions. If your test includes one or more constructed-response assignments, you should review the sample response(s) provided.

✓ **If you are retaking a test, use the information on your score report.**

Your subarea performance will help you identify possible areas on which to focus your studies. You may wish to focus on the subareas in which you did least well. You may also wish to concentrate your study on those subareas or sections of the test that include the greatest number of test items and that count the most toward your total test score.

✓ **Take additional courses.**

Consult with your advisor about whether you have completed sufficient coursework in preparation for the test. Your advisor may be able to identify specific courses that may cover content you have not yet studied.

✓ **Form or join a study group.**

Joining a study group can be effective for reviewing test-related content. You may gain the most from participation in a study group if you have already identified the test competencies with which you are less familiar and which you need to review more. If you have a specific need or area of weakness, a study group that focuses on that need or area may be best for you.

✓ **Avoid cramming in the days before the test.**

A gradual study pattern will be more effective for learning unfamiliar or difficult content. In the last few days before the test, take time to review the content with which you feel more comfortable and avoid trying to learn new material.

Test-Taking Strategies

The following suggestions may help you develop strategies to use when you are taking the CEOE.

✓ **Follow directions.**

It is very important to listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

✓ **Pace your work.**

You will be assigned to one test for each test session. You will have four hours in which to complete the test. The time it takes test administrators to read the directions at the beginning of the test session is not included in the four hours. You may wish to flip through the test booklet when you are given the signal to begin testing. This may give you an idea of how to pace yourself when taking the test. Remember to leave enough time to respond to the constructed-response assignment(s), if applicable.

✓ **Read carefully.**

Do not try to speed up by skimming directions or by reading the test questions too quickly. You may miss important information and instructions.

✓ **Determine the "best answer."**

Your response to each selected-response test question should be the best of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

✓ **Guess wisely.**

Your test score will be partially based on the number of selected-response questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge in the content area to eliminate as many of the alternatives as you can, then select among the remaining choices.

✓ **Mark your answers carefully.**

Your responses to the selected-response questions will be scored electronically. It is critical for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

✓ **Check your accuracy.**

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

✓ **Review carefully the constructed-response assignment(s), if applicable, and write legibly.**

Be sure to read and respond to each part of the assignment.

Your response(s) to the constructed-response assignment(s) will be evaluated by at least two qualified scorers. It is important for the scorers to be able to read your response(s).

Also, make sure that you have recorded your response(s) to the constructed-response assignment(s) on the appropriate answer document(s).

Certification Examinations for Oklahoma Educators™ (CEOE™)

Student Profile Worksheet

The Student Profile Worksheet is designed to gather information that may help you prepare for the Certification Examinations for Oklahoma Educators™ (CEOE™). Please read each question and mark your responses in the spaces provided.

Student name

Date

Advisor name

Major field of study

Minor field of study

What is your current academic status?

☐

Freshman/
first year

☐

Sophomore/
second year

☐

Junior/
third year

☐

Senior/
fourth year

☐

Graduate
student

☐

Part time/
transcript evaluation

Which CEOE test(s) are you preparing to take and when?

Test _____

Date _____

Test _____

Date _____

Test _____

Date _____

Test _____

Date _____

Recommendations for Test Preparation (complete this section last)

Based on your responses to the questions on the second page of this Student Profile and a review of your preparation to date, you or your advisor may use this section to list specific recommendations for additional test preparation activities.

Additional coursework recommended:

Additional study materials:

Other recommended preparation activities: _____

Test Preparation

Complete this portion of the Student Profile before you start to prepare for the test(s). Complete a separate copy of this portion for each test you plan to take.

Responses below refer to which test? _____

Have you taken this test before?

☐ yes → Complete the testing history section below; then proceed to the test preparation questions.

☐ no → Skip the testing history section below and proceed directly to the test preparation questions.

Testing History

List the date(s) on which you took this test and the score(s) you achieved. Record both subarea performance scores and, if applicable, scores for constructed-response performance. (Please note that for most tests, constructed-response assignments are designed to assess understanding of one or more test competencies within the entire test, while for some tests the constructed-response assignments are anchored to a specific subarea.) If you have taken this test more than twice, list the dates and scores for your two most recent attempts.

Date	Total Test Score and Subarea Performance	Comments
	Total test score: _____ Subarea performance: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ Constructed-response assignment score: _____	
	Total test score: _____ Subarea performance: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ Constructed-response assignment score: _____	

Test Preparation Questions

1. Have you obtained and reviewed the **test competencies** for this test?..... ☐ yes ☐ no
2. Have you completed all or most of the teacher preparation coursework in which the content of this test is taught?..... ☐ yes ☐ no
3. Have you obtained the study guide for this test? ☐ yes ☐ no
4. Have you reviewed the sample test questions in the study guide?..... ☐ yes ☐ no
5. If you identified any competencies that represent areas of weakness for you, have you gathered and reviewed additional study materials for these competencies? ☐ yes ☐ no
6. Do you know the date and location of the test administration? ☐ yes ☐ no

Preparing for the Test by Using the Information You Have Provided

- ✓ Review your testing history. Based upon your subarea performance, you or your advisor may be able to identify specific content areas on which you may want to focus extra attention when preparing for the test.
- ✓ Review your responses to the questions above. If you checked "no" in response to any question, you or your advisor may be able to identify additional activities to help you prepare to take this test. You may use the Recommendations for Test Preparation section on the first page of this form to list these additional test preparation activities.

Certification Examinations for Oklahoma Educators™ (CEOE™)

SAMPLE Competency-to-Course Matching Chart

This sample chart may be used to review courses in relation to Certification Examinations for Oklahoma Educators competencies.

Directions: Use a separate copy of this worksheet for each test field. Obtain a copy of the test competencies for the test field you are analyzing. In the left-hand column, fill in the names of the courses that may cover content related to the test field. In the row for each course, place a check under each test competency that is covered by the course. A blank grid is provided on a separate page if you need additional columns.

Test field number and name

Chart prepared by

Date

Course Name	Test Competency Number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Course Name	Test Competency Number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

***Effective with the 2015–2016 program year, all CEOE tests are offered only as computer-based tests.
See the CEOE website at www.ceoe.nesinc.com for current program and test information.***

Course Name	Test Competency Number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Additional notes:

APPENDIX B:

TEST OVERVIEW CHARTS

***Effective with the 2015–2016 program year, all CEOE tests are offered only as computer-based tests.
See the CEOE website at www.ceoe.nesinc.com for current program and test information.***

Test Overview Charts

This section of the *Faculty Guide* contains a Test Overview Chart for each of the tests included in the CEOE program. The charts present the approximate number of SCORABLE selected-response items covering each subarea in each test. The number of constructed-response assignments, if applicable, is also indicated.

The charts are presented in alphabetical order by test name.

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

Advanced Mathematics (011)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Mathematical Processes and Number Sense	11 to 20		
II.	Relations, Functions, and Algebra	1 to 10		1
III.	Measurement and Geometry	11 to 20		
IV.	Trigonometry and Calculus	11 to 20		
V.	Probability, Statistics, and Discrete Mathematics	1 to 10		

Agricultural Education (042)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Agricultural Business, Economics, and Marketing	1 to 10		
II.	Animal Science	11 to 20		
III.	Plant and Soil Science	11 to 20		
IV.	Agricultural Mechanics	11 to 20		
V.	Environmental Science and Natural Resources	11 to 20		
VI.	Foundations of Agricultural Education	1 to 10		1

Art (002)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Art Materials and Processes	11 to 20		
II.	Art Elements and Design Principles	11 to 20		
III.	Art and Culture	21 to 30		
IV.	Aesthetics and Interdisciplinary Connections	11 to 20		
	Constructed-Response Item		1	

Biological Sciences (010)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Foundations of Scientific Inquiry	11 to 20		1
II.	Cell Structure and Function	11 to 20		
III.	Heredity and Biological Adaptation	1 to 10		
IV.	Matter, Energy, and Organization in Organisms	1 to 10		
V.	Interdependence of Organisms	11 to 20		

Blind/Visual Impairment (028)—selected-response only

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Understanding Students with Visual Impairments	11 to 20		
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	11 to 20		
III.	Promoting Student Development and Learning	31 or more		
IV.	Working in a Collaborative Learning Community	11 to 20		

Business Education (040)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Business Management	11 to 20		1
II.	Accounting	11 to 20		
III.	Marketing, Customer Service, and Entrepreneurship	11 to 20		
IV.	Business Technology and Information Systems	11 to 20		
V.	Economics and Finance	11 to 20		

Chemistry (004)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Foundations of Scientific Inquiry	11 to 20		1
II.	Matter and Atomic Structure	11 to 20		
III.	Energy, Chemical Bonds, and Molecular Structure	11 to 20		
IV.	Chemical Reactions	11 to 20		
V.	Quantitative Relationships	11 to 20		
VI.	Interactions of Chemistry and the Environment	1 to 10		

Cherokee (079)—constructed-response only

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Comprehension			1
II.	Reading Comprehension			1
III.	Language Structures and Comparisons			2
IV.	Cultural Perspectives, Comparisons, and Connections			1
V.	Language Acquisition and Instruction			1
VI.	Written Expression			1
VII.	Oral Expression			1

Chinese (Mandarin) (080)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Comprehension			1
II.	Reading and Vocabulary			1
III.	Language Structures and Comparisons	11 to 20		
IV.	Cultural Perspectives, Comparisons, and Connections	1 to 10		
V.	Language Acquisition	1 to 10		
VI.	Written Expression			1
VII.	Oral Expression			1

Computer Science (081)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Computer Use in Educational Environments	11 to 20		
II.	Computer System Concepts	11 to 20		
III.	Program Design and Algorithms	11 to 20		1
IV.	Programming and Program Testing	21 to 30		

Dance (078)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Dance Elements, Concepts, and Skills	21 to 30		
II.	Creating and Analyzing Dance	1 to 10		1
III.	The History and Roles of Dance	11 to 20		
IV.	Dance Education	11 to 20		

Deaf/Hard of Hearing (030)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Understanding Students Who Are Deaf or Hard of Hearing	11 to 20		
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	11 to 20		
III.	Promoting Student Development and Learning	11 to 20		1
IV.	Professional Knowledge	11 to 20		

Driver/Safety Education (036)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Motor Vehicle Operation	11 to 20		
II.	Motor Vehicle Laws, Rules, and Regulations	11 to 20		
III.	Safety for All Highway Users	1 to 10		1
IV.	Instruction in Basic Driving Procedures	11 to 20		
V.	Additional Areas	11 to 20		

Early Childhood Education (005)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Language and Literacy Development	21 to 30		1
II.	Learning Across the Curriculum	21 to 30		
III.	Child Development and Early Childhood Education Programs	11 to 20		

Earth Science (008)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Foundations of Scientific Inquiry	21 to 30		1
II.	Space Systems	11 to 20		
III.	Atmospheric Systems	11 to 20		
IV.	Geological Systems	11 to 20		
V.	Water Systems	1 to 10		

Elementary Education Subtest 1: Reading/Language Arts (050)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Reading	11 to 20		1
II.	Language Arts	11 to 20		

Elementary Education Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts (051)—selected-response only

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Social Studies	11 to 20		
II.	Mathematics	11 to 20		
III.	Science	11 to 20		
IV.	Health/Fitness and the Arts	1 to 10		

Elementary Principal Specialty Test (045)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	School Vision and Leadership	21 to 30		
II.	Instructional Leadership	1 to 10		1
III.	Organizational, Operational, and Resource Management	1 to 10		1

English (007)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening, Viewing, and Speaking	11 to 20		
II.	Writing Process and Applications	21 to 30		
III.	Reading Process and Comprehension	11 to 20		
IV.	Language and Literature	11 to 20		1

English as a Second Language (ESL) (077)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Language and Language Learning	11 to 20		
II.	Culture	11 to 20		
III.	Planning, Implementing, and Managing ESL Instruction	11 to 20		1
IV.	Assessment	11 to 20		
V.	Professionalism	11 to 20		

Family and Consumer Sciences (009)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Child Development and Care	11 to 20		
II.	Food Science and Nutrition	1 to 10		1
III.	Consumer Economics and Personal Resource Management	11 to 20		
IV.	Housing and Interior Design	1 to 10		
V.	Interpersonal and Family Relationships	1 to 10		
VI.	Clothing and Textiles	1 to 10		
VII.	Career and Leadership Skills	1 to 10		

French (020)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Comprehension			1
II.	Reading and Vocabulary			1
III.	Language Structures	11 to 20		
IV.	Cultural Understanding and Language Acquisition	11 to 20		
V.	Written Expression			1
VI.	Oral Expression			1

German (021)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Comprehension			1
II.	Reading and Vocabulary			1
III.	Language Structures	11 to 20		
IV.	Cultural Understanding and Language Acquisition	11 to 20		
V.	Written Expression			1
VI.	Oral Expression			1

Instrumental/General Music (001)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Skills	21 to 30		
II.	Instrumental Performance and Music Methodology	11 to 20		1
III.	Music Theory and Composition	11 to 20		
IV.	Music History and Culture	11 to 20		

Journalism (037)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	The Social Context of Journalism	11 to 20		
II.	Written Communication in Journalism	1 to 10		1
III.	Visual Communication in Journalism and Radio and Television Broadcasting	11 to 20		
IV.	Production and Management of Student Publications	21 to 30		

Latin (023)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Reading Comprehension and Appreciation	11 to 20		
II.	Language Structures	11 to 20		
III.	Cultural Understanding	11 to 20		
IV.	Speaking and Listening			1—Transcription 1—Speaking

Library-Media Specialist (038)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	The Library Media Program	11 to 20		
II.	Information and Literacy Skills	1 to 10		1
III.	Curriculum and Resources	11 to 20		
IV.	Program Administration and Leadership	11 to 20		

Marketing Education (041)—selected-response only

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Marketing Principles	11 to 20		
II.	Sales, Promotions, and Merchandise Control	11 to 20		
III.	Economics, Business, and Entrepreneurship	21 to 30		
IV.	Employment, Communication, and Problem-Solving Skills	11 to 20		

Middle Level English (024)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Oral and Visual Communication	11 to 20		
II.	Writing Process and Applications	21 to 30		
III.	Reading Process and Comprehension	11 to 20		
IV.	Literature and Language	1 to 10		1

**Middle Level/Intermediate Mathematics (025)—
selected-response and constructed-response**

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Mathematical Processes and Number Sense	11 to 20		
II.	Relations, Functions, and Algebra	11 to 20		1
III.	Measurement and Geometry	11 to 20		
IV.	Probability, Statistics, and Discrete Mathematics	11 to 20		

Middle Level Principal Specialty Test (046)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	School Vision and Leadership	21 to 30		
II.	Instructional Leadership	1 to 10		1
III.	Organizational, Operational, and Resource Management	1 to 10		1

Middle Level Science (026)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Foundations of Scientific Inquiry	1 to 10		1
II.	Life Science	11 to 20		
III.	Physical Science	21 to 30		
IV.	Earth and Space Science	11 to 20		

Middle Level Social Studies (027)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	World, U.S., and Oklahoma History	21 to 30		1
II.	Government and Economics	11 to 20		
III.	Geography and Culture	11 to 20		
IV.	Research Skills	11 to 20		

Mild-Moderate Disabilities (029)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Understanding Students with Mild/Moderate Disabilities	11 to 20		
II.	Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)	11 to 20		
III.	Promoting Student Development and Learning	11 to 20		1
IV.	Working in a Collaborative Learning Community	11 to 20		

Oklahoma General Education Test (074)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Critical Thinking Skills: Reading and Communications	11 to 20		
II.	Communication Skills	11 to 20		
III.	Critical Thinking Skills: Mathematics	11 to 20		
IV.	Computation Skills	11 to 20		
V.	Liberal Studies: Science, Art and Literature, Social Sciences	11 to 20		
VI.	Critical Thinking Skills: Writing			1

**Oklahoma Professional Teaching Examination: PK–8 (075)—
selected-response and constructed-response**

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Learners and the Learning Environment	21 to 30		1
II.	Instruction and Assessment	21 to 30		1
III.	The Professional Environment	11 to 20		1

**Oklahoma Professional Teaching Examination: 6–12 (076)—
selected-response and constructed-response**

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Learners and the Learning Environment	21 to 30		1
II.	Instruction and Assessment	21 to 30		1
III.	The Professional Environment	11 to 20		1

Physical Education/Health/Safety (012)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Healthy Growth, Development, and Relationships	1 to 10		
II.	Health-Related Physical Fitness	11 to 20		
III.	Motor Skills and Movement Activities	11 to 20		1
IV.	Safe Living and Risk Reduction	1 to 10		
V.	Consumer, Community, and Environmental Health	1 to 10		
VI.	The Health and Physical Education Program	11 to 20		

Physical Science (013)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Foundations of Scientific Inquiry	11 to 20		
II.	Motion, Forces, and Energy	21 to 30		
III.	Structure of Matter and Changes in Matter	21 to 30		
	Constructed-Response Item		1	

Physics (014)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Scientific and Engineering Processes	11 to 20		1
II.	Motion, Forces, and Energy	11 to 20		
III.	Electricity and Magnetism	11 to 20		
IV.	Waves, Acoustics, and Optics	1 to 10		
V.	Thermal and Modern Physics	1 to 10		

Principal Common Core (044)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	School Vision and Leadership	1 to 10		2
II.	Instructional Leadership	11 to 20		
III.	Organizational, Operational, and Resource Management	11 to 20		

Psychology/Sociology (032)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Foundations of Psychology	21 to 30		
II.	Individual Development, Conflict and Adjustment, and Social Psychology	21 to 30		1
III.	Sociology	31 or more		

Psychometrist (034)—selected-response only

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Understanding Students with Special Needs	21 to 30		
II.	Assessing Students with Special Needs	31 or more		
III.	Working Collaboratively to Meet Students' Needs	11 to 20		

Reading Specialist (015)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Foundational Knowledge	1 to 10		
II.	Instructional Practices	21 to 30		1
III.	Assessment, Diagnosis, and Evaluation	11 to 20		
IV.	Role of the Reading Professional	11 to 20		

Russian (022)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Comprehension			1
II.	Reading and Vocabulary			1
III.	Language Structures	11 to 20		
IV.	Cultural Understanding and Language Acquisition	11 to 20		
V.	Written Expression			1
VI.	Oral Expression			1

School Counselor (039)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Human Development and Learning	11 to 20		
II.	Assessment and Evaluation	1 to 10		
III.	Counseling and Group Guidance	11 to 20		
IV.	Educational and Career Planning	1 to 10		
V.	Guidance Programs and Professional Knowledge	11 to 20		
	Constructed-Response Item		1	

School Psychologist (033)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Understanding Human Development, Diversity, and Learning	11 to 20		
II.	Assessing and Addressing Individual and Schoolwide Needs	21 to 30		1
III.	Working in the Professional Environment	11 to 20		

Secondary Principal Specialty Test (047)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	School Vision and Leadership	21 to 30		
II.	Instructional Leadership	1 to 10		1
III.	Organizational, Operational, and Resource Management	1 to 10		1

Severe-Profound/Multiple Disabilities (031)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Understanding Students with Severe and Profound Disabilities	11 to 20		
II.	Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)	11 to 20		
III.	Promoting Student Development and Learning	11 to 20		1
IV.	Working in a Collaborative Learning Community	11 to 20		

Spanish (019)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Comprehension	11 to 20		
II.	Reading and Vocabulary	11 to 20		
III.	Language Structures and Comparisons	11 to 20		
IV.	Cultural Perspectives, Comparisons, and Connections	1 to 10		
V.	Language Acquisition and Instruction	1 to 10		
VI.	Written Expression			1
VII.	Oral Expression			1

Speech/Drama/Debate (016)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Elements of Communication	11 to 20		
II.	Interpersonal and Public Communication	1 to 10		1
III.	Group Communication	1 to 10		
IV.	Debate	1 to 10		
V.	Mass Communication	1 to 10		
VI.	Oral Interpretation and Drama	11 to 20		

Speech-Language Pathologist (035)—selected-response only

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Understanding Students with Communication Disorders	11 to 20		
II.	Assessing Students and Developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs)	21 to 30		
III.	Promoting Student Development and Learning	21 to 30		
IV.	Working in a Collaborative Learning Community	11 to 20		

Superintendent (048)—selected-response and constructed-response

This test consists of two test forms: one administered in the morning session and one administered in the afternoon session. EACH test form consists of selected-response items and two constructed-response assignments.

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	District Vision and Leadership	21 to 30		2
II.	Instructional Leadership	11 to 20		1
III.	Organizational, Operational, and Resource Management	11 to 20		1

Technology Engineering (043)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Fundamentals of Technology	11 to 20		1
II.	Arts/AV, Communications, and Information Technologies	11 to 20		
III.	Architecture and Construction	11 to 20		
IV.	Manufacturing	11 to 20		
V.	Transportation, Distribution, and Logistics	11 to 20		

**U.S. History/Oklahoma History/Government/Economics (017)—
selected-response and constructed-response**

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	U.S. and Oklahoma History	31 or more		1
II.	Government and Political Science	11 to 20		
III.	Economics	11 to 20		

Vocal/General Music (003)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Assignments Encompassing Entire Test	Number of SCORABLE Constructed-Response Assignments Anchored to Subarea
I.	Listening Skills	11 to 20		
II.	Vocal Performance and Music Methodology	1 to 10		1
III.	Music Theory and Composition	11 to 20		
IV.	Music History and Culture	11 to 20		

World History/Geography (018)—selected-response and constructed-response

Subarea Number	Subarea Title	Approximate Number of SCORABLE Selected-Response Items	Number of SCORABLE Constructed-Response Items Encompassing Entire Test	Number of SCORABLE Constructed-Response Items Anchored to Subarea
I.	World History	31 or more		1
II.	Geography	31 or more		

APPENDIX C:
INFORMATION ON SCORING RUBRICS FOR
HOLISTICALLY SCORED
CONSTRUCTED-RESPONSE ASSIGNMENTS

***Effective with the 2015–2016 program year, all CEOE tests are offered only as computer-based tests.
See the CEOE website at www.ceoe.nesinc.com for current program and test information.***

Information on Scoring Rubrics for Holistically Scored Constructed-Response Assignments

Overview

The scoring rubrics applied to the scoring process for the holistically scored constructed-response assignments include two key components. Each rubric includes the set of performance characteristics upon which the response will be rated. The rubric also includes a score scale, which is a scale of up to 4 score points that are awarded based on the quality of the examinee's response with respect to the performance characteristics. For each score point, the score scale provides a description of the typical features of performance at the designated score point.

Score Scale Chart

This chart lists the CEOE tests that have one or more constructed-response assignments and the performance characteristics and score scale(s) that are used to score the assignment(s). The score scales that are referenced in this chart are provided in Appendix D.

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

Test Code and Test Title	Number of Constructed-Response Assignments	Performance Characteristics and Score Scale(s) Used
011 Advanced Mathematics	1	OSAT
042 Agricultural Education	1	OSAT
002 Art	1	OSAT
010 Biological Sciences	1	OSAT
040 Business Education	1	OSAT
004 Chemistry	1	OSAT
079 Cherokee	8 as indicated below: 1 Listening Comprehension 1 Reading Comprehension 1 Language Structures and Comparisons 1 Cultural Perspectives, Comparisons, and Connections 1 Language Acquisition and Instruction 1 Written Expression 1 Oral Expression	OSAT Cherokee: Listening Comprehension Reading Comprehension Language Structures and Comparisons Cultural Perspectives, Comparisons, and Connections Language Acquisition and Instruction Written Expression Oral Expression
080 Chinese (Mandarin)	4 as indicated below: 1 Listening Comprehension 1 Reading and Vocabulary 1 Written Expression 1 Oral Expression	OSAT Chinese: Listening Comprehension Reading and Vocabulary Written Expression Oral Expression
081 Computer Science	1	OSAT
078 Dance	1	OSAT

(continued on next page)

Test Code and Test Title	Number of Constructed-Response Assignments	Performance Characteristics and Score Scale(s) Used
030 Deaf/Hard of Hearing	1	OSAT
036 Driver/Safety Education	1	OSAT
005 Early Childhood Education	1	OSAT
008 Earth Science	1	OSAT
050 Elementary Education Subtest 1: Reading/ Language Arts	1	OSAT
007 English	1	OSAT
077 English as a Second Language	1	OSAT
009 Family and Consumer Sciences	1	OSAT
020 French	4 as indicated below: 1 Listening Comprehension 1 Reading and Vocabulary 1 Written Expression 1 Oral Expression	OSAT French/German/Russian: Listening Comprehension Reading and Vocabulary Written Expression Oral Expression
021 German	4 as indicated below: 1 Listening Comprehension 1 Reading and Vocabulary 1 Written Expression 1 Oral Expression	OSAT French/German/Russian: Listening Comprehension Reading and Vocabulary Written Expression Oral Expression
001 Instrumental/General Music	1	OSAT
037 Journalism	1	OSAT
023 Latin	2 as indicated below: Listening/Transcription Reading Aloud/Speaking	OSAT Latin: Transcription Reading Aloud
038 Library-Media Specialist	1	OSAT
024 Middle Level English	1	OSAT
025 Middle Level/Intermediate Mathematics	1	OSAT
026 Middle Level Science	1	OSAT
027 Middle Level Social Studies	1	OSAT
074 Oklahoma General Education Test	1	OGET
075 Oklahoma Professional Teaching Examination: PK-8	3 as indicated below: Critical Analysis Module Student Inquiry Module Teacher Assignment Module	OPTE
029 Mild-Moderate Disabilities	1	OSAT

(continued on next page)

Test Code and Test Title	Number of Constructed-Response Assignments	Performance Characteristics and Score Scale(s) Used
076 Oklahoma Professional Teaching Examination: 6–12	3 as indicated below: Critical Analysis Module Student Inquiry Module Teacher Assignment Module	OPTE
012 Physical Education/Health/ Safety	1	OSAT
013 Physical Science	1	OSAT
14 Physics	1	OSAT
044 Principal Common Core	1 Case Study that requires 2 written responses	OSAT School Administrator
Principal Specialty Tests (045 Elementary, 046 Middle Level, and 047 Secondary)	2 as indicated below: 1 Instructional Leadership Assignment 1 Educational Management Assignment	OSAT School Administrator
032 Psychology/Sociology	1	OSAT
015 Reading Specialist	1	OSAT
022 Russian	4 as indicated below: 1 Listening Comprehension 1 Reading and Vocabulary 1 Written Expression 1 Oral Expression	OSAT French/German/Russian: Listening Comprehension Reading and Vocabulary Written Expression Oral Expression
039 School Counselor	1	OSAT
033 School Psychologist	1	OSAT
031 Severe-Profound/Multiple Disabilities	1	OSAT
019 Spanish	2 as indicated below: 1 Written Expression 1 Oral Expression	OSAT Spanish: Written Expression Oral Expression
016 Speech/Drama/Debate	1	OSAT
048 Superintendent	Morning Session: 1 Case Study that requires 2 written responses Afternoon Session: 2 as indicated below: 1 Instructional Leadership Assignment 1 Educational Management Assignment	OSAT School Administrator OSAT School Administrator
043 Technology Engineering	1	OSAT

(continued on next page)

Test Code and Test Title	Number of Constructed-Response Assignments	Performance Characteristics and Score Scale(s) Used
017 U.S. History/Oklahoma History/ Government/ Economics	1	OSAT
003 Vocal/General Music	1	OSAT
018 World History/Geography	1	OSAT

APPENDIX D:
SCORING RUBRICS FOR HOLISTICALLY SCORED
CONSTRUCTED-RESPONSE ASSIGNMENTS

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Oklahoma General Education Test™
Performance Characteristics and Scoring Scale

Performance Characteristics

Appropriateness	The extent to which the writer addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion
Unity and Focus	The clarity with which the writer states and maintains the main idea or point of view
Development	The amount, depth, and specificity of the supporting details
Organization	The clarity of the writing and the logical sequence of the writer's ideas
Sentence Structure	The effectiveness of the writer's sentence structure and the extent to which the writing is free of errors in sentence structure
Usage	The extent to which the writing is free of errors in usage and shows care and precision in word choice
Mechanical Conventions	The demonstrated ability to spell common words and to use the conventions of capitalization and punctuation

Scoring Scale

Score Point	Description of OGET™ Score Points
4	<p>The "4" response is a fully developed writing sample that effectively communicates a whole message to a specified audience.</p> <p>The writer maintains unity of a developed topic throughout the writing sample and establishes a focus by clearly stating a purpose. The writer exhibits control in the development of ideas and clearly specifies supporting detail. Sentence structure is effective and free of errors. Choice of words is precise and usage is careful. The writer shows mastery of mechanical conventions such as spelling and punctuation.</p>
3	<p>The "3" response is a developed writing sample that attempts to communicate a message to a specified audience.</p> <p>The focus and the purpose of the writing sample may be clear; however, the writer's attempts to develop supporting details may not be fully realized. The writer's organization of ideas may be ambiguous, incomplete, or partially ineffective. Minor errors in sentence structure, usage, and word choice are evident. There may also be errors in the use of mechanical conventions such as spelling and punctuation.</p>
2	<p>The "2" response is a partially developed writing sample in which the characteristics of effective written communication are only partially formed.</p> <p>The statement of purpose is not clear, and, although a main idea or topic may be announced, focus on the main idea is not sustained. Ideas may be developed by the use of specific supporting detail, and the writer may make an effort to organize and sequence ideas, but development and organization are largely incomplete or unclear. Paragraphs contain poorly structured sentences with noticeable and distracting errors. The writer exhibits imprecision in usage and word choice and a lack of control of mechanical conventions such as spelling and punctuation.</p>
1	<p>The "1" response is an undeveloped writing sample that does not communicate a complete message.</p> <p>The writer attempts to address the topic, but language and style may be inappropriate for the given audience, purpose, and/or occasion. There is often no clear statement of a main idea, and the writer's efforts to present supporting detail are confused. There is little or no organization or effective sequence of ideas. Sentence structure is ineffective, and few sentences are free of errors. Usage and word choice are imprecise. The writer makes many errors in the use of mechanical conventions such as spelling and punctuation.</p>
U	<p>The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.</p>
B	<p>The written response form is blank.</p>

Oklahoma Professional Teaching Examination™

Performance Characteristics and Scoring Scale

Performance Characteristics

Purpose	The extent to which the candidate fulfills the purpose of the specific constructed-response module by responding to all elements of the specific performance assignment in an appropriate manner.
Appropriate Application of Professional Knowledge	The extent to which the candidate provides an appropriate application of current professional knowledge and practices, as defined in the subarea of the OPTE test framework relevant to the specific performance assignment.
Accurate and Effective Application of Professional Knowledge	The extent to which the candidate presents an accurate and effective application of current professional knowledge and practices that is focused in the appropriate subarea of the OPTE test framework and addresses the educational issue, learning goal, or professional situation presented in the specific performance assignment.
Elaboration of Professional Knowledge	The extent to which the candidate offers elaboration upon statements, assertions, positions, professional opinions, etc., through the use of supporting details, examples, and descriptions relevant to the specific performance assignment and appropriate subarea of the OPTE test framework.

Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough understanding of current professional knowledge and practices, as described in the subarea of the OPTE test framework relevant to the constructed-response module.</p> <p>The response completely fulfills the purpose of the assignment by responding fully to the given task. The response provides a highly appropriate application of professional knowledge that is relevant to the subarea of the OPTE test framework being assessed. The response demonstrates an accurate understanding of current professional knowledge and practices, and is very effective in meeting the aims or goals stated in the performance assignment. Information presented within the response is well elaborated through the use of high-quality examples and strong supporting evidence.</p>
3	<p>The "3" response reflects a general understanding of current professional knowledge and practices, as described in the subarea of the OPTE test framework relevant to the constructed-response module.</p> <p>The response fulfills the purpose of the assignment by responding generally to the given task. The response provides an appropriate application of professional knowledge that is relevant to the subarea of the OPTE test framework being assessed. The response demonstrates a generally accurate understanding of current professional knowledge and practices, and is effective in meeting the aims or goals stated in the performance assignment. Information presented within the response is elaborated through the use of some effective examples and supporting evidence.</p>
2	<p>The "2" response reflects a partial understanding of current professional knowledge and practices, as described in the subarea of the OPTE test framework relevant to the constructed-response module.</p> <p>The response partially fulfills the purpose of the assignment by attempting to respond to the given task. The response provides a partially appropriate application of professional knowledge, with some relevance to the subarea of the OPTE test framework being assessed. The response may contain some significant inaccuracies in its understanding of current professional knowledge and practices, and is not generally effective in meeting the aims or goals stated in the performance assignment. Information presented within the response is not well elaborated, containing few effective examples and minimal supporting evidence.</p>
1	<p>The "1" response reflects little or no understanding of current professional knowledge and practices, as described in the subarea of the OPTE test framework relevant to the constructed-response module.</p> <p>The response does not fulfill the purpose of the assignment. The response provides an inappropriate and/or irrelevant application of professional knowledge in terms of the subarea of the OPTE test framework being assessed. The response demonstrates a largely inaccurate understanding of current professional knowledge and practices, and is ineffective in meeting the aims or goals stated in the performance assignment. The response contains very little effective elaboration, with few, if any, effective examples and little, if any, supporting evidence.</p>
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	The written response form is blank.

Oklahoma Subject Area Tests™

Performance Characteristics and Scoring Scale

Performance Characteristics

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

Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

Performance Characteristics for Listening Comprehension Assignment

LISTENING COMPREHENSION	accuracy and completeness in comprehending spoken language
INFERENCE	demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Scoring Scale for Listening Comprehension Assignment

SCORE	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language. The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> The candidate demonstrates good overall comprehension of the literal content, though some details may be misunderstood or missed. The candidate shows some ability to infer implied information, though some subtleties in tone may be misinterpreted or missed.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> The candidate shows partial comprehension discerning the main idea but does not understand significant supporting ideas and details. The candidate demonstrates limited ability to infer information or discern tone.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> The candidate does not demonstrate understanding of the main idea, showing comprehension only of isolated words and phrases. The candidate does not infer information or discern tone.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Performance Characteristics for Reading Comprehension Assignment

LITERAL COMPREHENSION	accuracy and completeness in comprehending literal content of written language
INFERENCE	demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Scoring Scale for Reading Comprehension Assignment

SCORE	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate demonstrates thorough understanding of the literal content of the reading passage, including significant details. The candidate accurately infers implied information, even if this information is subtly conveyed in the text.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate demonstrates understanding of the main idea of the passage but misses some details. The candidate shows some ability to infer information from the text but may misinterpret some subtleties.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate shows partial understanding of the main idea but does not understand significant supporting ideas and details. The candidate demonstrates limited ability to make inferences from the text.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate does not extract the main idea from the passage, demonstrating comprehension only of isolated words and phrases. The candidate does not make any inferences implied in the text.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Performance Characteristics for the Language Structures Assignment

Grammatical items related to *language structures* in scoring consist of:

TRANSFORMATION (VERBAL)	Part A (1–4)—making a specified transformation to a verb
TRANSFORMATION (OTHER)	Part B (5–8)—making a specified transformation
ERROR CORRECTION	Part C (9–12)—correcting errors

Note: Candidates will be scored on the number of grammatical items they handle successfully, out of a total of 12.

Scoring Scale for the Language Structures Assignment

The candidate's response for the item is correct if, and only if, it is described by the following:

PART	DESCRIPTION OF CORRECT RESPONSE
Part A (Items 1–4)	Correct—the candidate's response correctly transforms the message as instructed (i.e., the response follows all applicable grammatical rules of the required language and accurately supplies a transformed word, phrase, or clause construction as directed).
Part B (Items 5–8)	Correct—the candidate's response correctly transforms the message as instructed (i.e., the response follows all applicable grammatical rules of the required language and accurately supplies a transformed word, phrase, or clause construction as directed).
Part C (Items 9–12)	Correct—the candidate's response acceptably corrects the syntactic or linguistic errors found in the message (i.e., the response has located and corrected the errors of language structure found within the message and has retained the original meaning).

The candidate's response for the item is not correct if it is described by the following:

PART	DESCRIPTION OF INCORRECT RESPONSE
Parts A, B, C (Items 1–12)	Not correct—the candidate's response does not accurately follow the required language's rules of grammar or the response is incomplete.

SCORE	SCORE POINT DESCRIPTION
4	10 to 12 items handled correctly [0 to 2 items handled incorrectly]
3	7 to 9 items handled correctly [3 to 5 items handled incorrectly]
2	4 to 6 items handled correctly [6 to 8 items handled incorrectly]
1	0 to 3 items handled correctly [9 to 12 items handled incorrectly]
U	The candidate's response is illegible or not written in the required language.
B	There is no response to the assignment.

Performance Characteristics for Language Comparisons Assignment

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

Scoring Scale for Language Comparisons Assignment

SCORE	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is illegible, not written to the assigned topic, not written in the required language, or of insufficient length to score.
B	There is no response to the assignment.

Performance Characteristics for Cultural Perspectives, Comparisons, and Connections Assignments

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

Scoring Scale for Cultural Perspectives, Comparisons, and Connections Assignments

SCORE	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is illegible, not written to the assigned topic, not written in the required language, or of insufficient length to score.
B	There is no response to the assignment.

Performance Characteristics for Language Acquisition and Instruction Assignment

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

Scoring Scale for Language Acquisition and Instruction Assignment

SCORE	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is illegible, not written to the assigned topic, not written in the required language, or of insufficient length to score.
B	There is no response to the assignment.

Performance Characteristics for Written Expression Assignment

PURPOSE	the extent to which the objective of the assignment is achieved and the appropriateness of the response 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 and punctuation

Scoring Scale for Written Expression Assignment

SCORE	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well supported with relevant information. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Spelling and punctuation are mastered, with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are generally developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but do communicate a complete message. • There are minor errors in spelling and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. • The candidate's ideas show limited organization and are somewhat unclear. • Ideas are developed in a limited way with minimal support. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede communication of ideas. • Vocabulary is simple, lacks key words and expressions, and communicates a partial message. • There are some errors in spelling and punctuation, which partially interfere with communication.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response does not fulfill the purpose of the written assignment and is inappropriate for the intended audience. • The candidate's ideas are unorganized and unclear. • Ideas are developed minimally, if at all, and lack any relevant supporting detail. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that impede communication. • Vocabulary, with numerous word usage errors, does not communicate a complete message. • Errors in spelling and punctuation are so numerous that they impede communication.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Performance Characteristics for Oral Expression Assignment

CONTENT	adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
COHERENCE	organization and clarity of ideas communicated
GRAMMAR	accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
VOCABULARY	command of vocabulary and idiomatic expressions and appropriateness of word choice
FLUENCY	ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response
PRONUNCIATION	comprehensibility of articulation and the appropriateness of stress

Scoring Scale for Oral Expression Assignment

SCORE	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech with few, if any, hesitations or pauses. • The candidate's pronunciation is easily intelligible with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are generally developed, with some elaboration. • The candidate's ideas are organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech with only occasional hesitations and pauses. • The candidate's pronunciation is generally intelligible with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, with frequent hesitations and pauses. • The candidate's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words and may misuse and misform numerous words and expressions. • The candidate does not maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The candidate's pronunciation contains numerous errors and is at times unintelligible.
U	The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

OSAT Chinese (Mandarin)

Performance Characteristics and Scoring Scales

Listening Comprehension Performance Characteristics

Listening Comprehension	The accuracy and completeness in comprehending spoken language
Inference	The demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Listening Comprehension Scoring Scale

Score Point	Score Point Description
4	<ul style="list-style-type: none"> The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language. The candidate accurately infers implied information, including correctly interpreting underlying meanings when they are a factor in comprehension.
3	<ul style="list-style-type: none"> The candidate demonstrates good overall comprehension of the literal content, though some details may be misunderstood or missed. The candidate shows some ability to infer implied information, though some subtleties in underlying meanings may be misinterpreted or missed.
2	<ul style="list-style-type: none"> The candidate shows partial comprehension discerning the main idea but does not understand significant supporting ideas and details. The candidate generally does not infer information or interpret underlying meanings.
1	<ul style="list-style-type: none"> The candidate does not demonstrate understanding of the main idea, showing comprehension only of isolated words and phrases. The candidate does not infer information or interpret underlying meanings.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Reading and Vocabulary Performance Characteristics

Literal Comprehension	The accuracy and completeness in comprehending literal content of written language
Inference	The demonstrated ability to infer information implied in a reading passage, including subtleties such as underlying mood or point of view.

Reading and Vocabulary Scoring Scale

Score Point	Score Point Description
4	<ul style="list-style-type: none"> The candidate demonstrates thorough understanding of the literal content of the reading passage, including significant details. The candidate accurately infers implied information, even if this information is subtly conveyed in the text.
3	<ul style="list-style-type: none"> The candidate demonstrates understanding of the main idea of the passage but misses some details. The candidate shows some ability to infer information from the text but may misinterpret some subtleties.
2	<ul style="list-style-type: none"> The candidate shows partial understanding of the main idea but does not understand significant supporting ideas and details. The candidate generally does not make inferences from the text.
1	<ul style="list-style-type: none"> The candidate does not extract the main idea from the passage, demonstrating comprehension only of isolated words and phrases. The candidate does not make any inferences implied in the text.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Written Expression Performance Characteristics

Purpose	The extent to which the objective of the assignment is achieved and the appropriateness of the response 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 character formation and punctuation

Written Expression Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well supported with relevant information. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Character formation and punctuation are mastered, with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are generally developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but do communicate a complete message. • There are minor errors in character formation and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. • The candidate's ideas show limited organization and are somewhat unclear. • Ideas are developed in a limited way with minimal support. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede communication of ideas. • Vocabulary is simple, lacks key words and expressions, and communicates a partial message. • There are some errors in character formation and punctuation, which partially interfere with communication.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response does not fulfill the purpose of the written assignment and is inappropriate for the intended audience. • The candidate's ideas are unorganized and unclear. • Ideas are developed minimally, if at all, and lack any relevant supporting detail. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that impede communication. • Vocabulary, with numerous word usage errors, does not communicate a complete message. • Errors in character formation and punctuation are so numerous that they impede communication.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Oral Expression Performance Characteristics

Content	adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
Coherence	organization and clarity of ideas communicated
Grammar	accuracy of grammatical and syntactic constructions
Vocabulary	command of vocabulary and idiomatic expressions and appropriateness of word choice
Fluency	ability to maintain a flow of speech, without hesitation or pauses, which affect the overall comprehensibility of the response
Pronunciation	comprehensibility of articulation and the correct use of tone

Oral Expression Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech with few, if any, hesitations or pauses. • The candidate's pronunciation is easily intelligible with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are generally developed, with some elaboration. • The candidate's ideas are organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech with only occasional hesitations and pauses. • The candidate's pronunciation is generally intelligible with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, with frequent hesitations and pauses. • The candidate's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words and may misuse and misform numerous words and expressions. • The candidate does not maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The candidate's pronunciation contains numerous errors and is at times unintelligible.
U	The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

OSAT French/German/Russian

Performance Characteristics and Scoring Scales

Listening Comprehension Performance Characteristics

Listening Comprehension	The accuracy and completeness in comprehending spoken language
Inference	The demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Listening Comprehension Scoring Scale

Score Point	Score Point Description
4	<ul style="list-style-type: none"> The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language. The candidate accurately infer implied information, including correctly characterizing tone when it is a factor in comprehension.
3	<ul style="list-style-type: none"> The candidate demonstrates good overall comprehension of the literal content, though some details may be misunderstood or missed. The candidate shows some ability to infer implied information, though some subtleties in tone may be misinterpreted or missed.
2	<ul style="list-style-type: none"> The candidate shows partial comprehension discerning the main idea but does not understand significant supporting ideas and details. The candidate generally does not infer information or discern tone.
1	<ul style="list-style-type: none"> The candidate does not demonstrate understanding of the main idea, showing comprehension only of isolated words and phrases. The candidate does not infer information or discern tone.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Reading and Vocabulary Performance Characteristics

Literal Comprehension	The accuracy and completeness in comprehending literal content of written language
Inference	The demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Reading and Vocabulary Scoring Scale

Score Point	Score Point Description
4	<ul style="list-style-type: none"> The candidate demonstrates thorough understanding of the literal content of the reading passage, including significant details. The candidate accurately infers implied information, even if this information is subtly conveyed in the text.
3	<ul style="list-style-type: none"> The candidate demonstrates understanding of the main idea of the passage but misses some details. The candidate shows some ability to infer information from the text but may misinterpret some subtleties.
2	<ul style="list-style-type: none"> The candidate shows partial understanding of the main idea but does not understand significant supporting ideas and details. The candidate generally does not make inferences from the text.
1	<ul style="list-style-type: none"> The candidate does not extract the main idea from the passage, demonstrating comprehension only of isolated words and phrases. The candidate does not make any inferences implied in the text.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Written Expression Performance Characteristics

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

Written Expression Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well supported with relevant information. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are generally developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but do communicate a complete message. • There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. • The candidate's ideas show limited organization and are somewhat unclear. • Ideas are developed in a limited way with minimal support. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede communication of ideas. • Vocabulary is simple, lacks key words and expressions, and communicates a partial message. • There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response does not fulfill the purpose of the written assignment and is inappropriate for the intended audience. • The candidate's ideas are unorganized and unclear. • Ideas are developed minimally, if at all, and lack any relevant supporting detail. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that impede communication. • Vocabulary, with numerous word usage errors, does not communicate a complete message. • Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Oral Expression Performance Characteristics

Content	The quality 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 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 hesitation or pauses which affect the overall comprehensibility of the response
Pronunciation	The comprehensibility of articulation and the appropriateness of stress

Oral Expression Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech with few, if any, hesitations or pauses. • The candidate's pronunciation is easily intelligible with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are generally developed, with some elaboration. • The candidate's ideas are organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech with only occasional hesitations and pauses. • The candidate's pronunciation is generally intelligible with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, with frequent hesitations and pauses. • The candidate's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words and may misuse and misform numerous words and expressions. • The candidate does not maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The candidate's pronunciation contains numerous errors and is at times unintelligible.
U	The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

OSAT Latin Performance Characteristics and Scoring Scale

Transcription Performance Characteristics

Latin Transcription	Notation	Notation Description
Items 1–16	C	Correct—the candidate's response is a correct and appropriate spelling of the word transcribed from the read passage, i.e., the response applies the target language's rules of spelling.
Items 1–16	NC	Not Correct—the candidate's response is a misspelling of the word transcribed from the read passage, i.e., the response does not apply the target language's rules of spelling.

Reading Aloud Performance Characteristics

Pronunciation	<ul style="list-style-type: none">• appropriateness of the articulation of individual sounds and words
Phrasing	<ul style="list-style-type: none">• accuracy of the placement and duration of pauses• appropriateness of the grouping and phrasing of syntactic constructions
Rhythm	<ul style="list-style-type: none">• appropriateness of rate and tone of speech
Fluency	<ul style="list-style-type: none">• coherence and ease of expression
Expressiveness	<ul style="list-style-type: none">• accuracy of comprehension of the meaning and expressed mood of the text

Reading Aloud Scoring Scale

Score Point	Score Point Description
4	<ul style="list-style-type: none"> The candidate pronounces almost all words accurately and consistently, with proper syllabic accent. The candidate groups together words that are linked syntactically and semantically, pausing where appropriate. The candidate attends to the writer's use of sound by varying rate and vocal tone to produce a spoken rhythm that matches the sense of the text. The reader rarely stumbles over words, and reads the text as whole phrases and clauses rather than a string of words. The reader shows comprehension and the ability to express the meaning, tone, and mood of the text.
3	<ul style="list-style-type: none"> The candidate pronounces most words accurately and consistently, generally with proper syllabic accent, although word, syllable, and accent inaccuracies may be present. The candidate generally groups words that are linked syntactically and semantically; pauses are mostly appropriate. The candidate shows some awareness of the writer's use of sound by occasionally varying rate and vocal tone to produce a spoken rhythm that attempts to match the sense of the text. The reader stumbles occasionally, but demonstrates a sense that the text comprises whole phrases and clauses rather than a string of words. The reader generally shows comprehension and some ability to express the meaning, tone, and mood of the text.
2	<ul style="list-style-type: none"> The candidate pronounces many words accurately and consistently, but omission and/or confusion of syllables and improper accentuation are noticeable. The candidate sometimes groups words that are linked syntactically and semantically, but pauses often seem random or inappropriate. The candidate shows slight awareness of the writer's use of sound and generally does not vary rate and vocal tone in accordance with the sense of the text. The reader stumbles frequently and rarely sustains a sense that the text comprises phrases and clauses rather than a string of words. The reader shows little comprehension or ability to express the meaning, tone, and mood of the text.
1	<ul style="list-style-type: none"> The candidate pronounces some words accurately and consistently but often omits or confuses syllables and applies accent improperly. The candidate rarely or never groups words that are linked syntactically and semantically; pauses generally seem random. The reader shows very little or no awareness of the writer's use of sound and does not vary rate and vocal tone in accordance with the sense of the text. The reader stumbles frequently and reads the text as a string of words. The reader shows very little or no comprehension or ability to express the meaning, tone, and mood of the text.
U	The response is unscorable because it is inaudible/incomprehensible, unrelated to the assigned topic, not spoken in the required language, or not of sufficient length to score.
B	There is no response to the assignment.

OSAT Spanish Performance Characteristics and Scoring Scales

Written Expression Performance Characteristics

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

Written Expression Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well supported with relevant information. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are generally developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but do communicate a complete message. • There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. • The candidate's ideas show limited organization and are somewhat unclear. • Ideas are developed in a limited way with minimal support. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede communication of ideas. • Vocabulary is simple, lacks key words and expressions, and communicates a partial message. • There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response does not fulfill the purpose of the written assignment and is inappropriate for the intended audience. • The candidate's ideas are unorganized and unclear. • Ideas are developed minimally, if at all, and lack any relevant supporting detail. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that impede communication. • Vocabulary, with numerous word usage errors, does not communicate a complete message. • Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Oral Expression Performance Characteristics

Content	The quality 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 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 hesitation or pauses which affect the overall comprehensibility of the response
Pronunciation	The comprehensibility of articulation and the appropriateness of stress

Oral Expression Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, containing only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech with few, if any, hesitations or pauses. • The candidate's pronunciation is easily intelligible with few, if any, errors.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas are generally developed, with some elaboration. • The candidate's ideas are organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech with only occasional hesitations and pauses. • The candidate's pronunciation is generally intelligible with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, containing frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, with frequent hesitations and pauses. • The candidate's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects a weak application and little or no of command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The candidate's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, containing numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words and may misuse and misform numerous words and expressions. • The candidate does not maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The candidate's pronunciation contains numerous errors and is at times unintelligible.
U	The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

OSAT School Administrator

Performance Characteristics and Scoring Scale

Performance Characteristics

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

Scoring Scale

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the content.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of content knowledge. • The supporting evidence is strong; there are high-quality, relevant examples. • The response reflects an ably reasoned argument in relation to the assigned topic.
3	<p>The "3" response reflects a general knowledge and understanding of the content.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of content knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a reasoned argument in relation to the assigned topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the content.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of content knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a poorly reasoned argument in relation to the assigned topic.
1	<p>The "1" response reflects little or no knowledge and understanding of content.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of content knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning in relation to the assigned topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

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