

# Illinois Certification Testing System



## Faculty Guide

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# **INTRODUCTION**

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## **Purpose of the *ICTS Faculty Guide***

The Illinois Certification Testing System (ICTS) is a state-required testing program for candidates seeking certification as educators in Illinois public schools. The ICTS provides information of several types that can be useful to candidates for certification and to faculty and administrators in Illinois-approved educator preparation programs, including study guides, a Basic Skills practice test, detailed score reporting, and this faculty guide.

The *ICTS Faculty Guide* is designed to help faculty and administrators in Illinois-approved educator preparation programs by:

- providing information about the design, development, and administration of the testing program;
- describing the structure of the tests, the test frameworks, the content assessed, and types of test items included on the assessments;
- 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.

The ICTS Faculty Guide contains information about the testing program, its origin and alignment with Illinois standards, the structure of the tests in the program, and the uses of the test frameworks and reports prepared for examinees and Illinois-approved preparation institutions. The Guide also contains handouts and worksheets designed to help faculty and administrators make use of ICTS program information as well as links to Internet-based information about the program and its constituent tests.

## **Further Information**

Further information about the testing program is available on the ICTS Web site at **[www.icts.nesinc.com](http://www.icts.nesinc.com)**.

# OVERVIEW OF THE PROGRAM

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## Origin of the Illinois Certification Testing System (ICTS)

Testing has been required of candidates seeking Illinois teaching, school service personnel, and administrative certificates since 1988. Legislation enacted at that time created Section 21-1a of the School Code of Illinois, which established a testing program as part of the state's certification requirements. The enactment of subsequent legislation and the adoption of administrative rules by the State Board of Education provided additional requirements and information regarding the specific tests required of certification candidates and by whom and when the tests must be taken.

Legislation enacted in 1998 directed the Illinois State Board of Education to design and implement a system of examinations for certification that are based on state and national standards. Through a competitive bid process, the Illinois State Board of Education selected Evaluation Systems as the test contractor for the development and administration of the new standards-based examinations that compose the Illinois Certification Testing System (ICTS).

The purpose of the Illinois certification tests is to ensure that each certified staff member has the necessary pedagogical and content knowledge and basic skills to serve in Illinois schools. In addition to successfully completing the required examinations, candidates must meet all other requirements for certification.

## Alignment of the ICTS with Illinois Educational Standards

In keeping with the legislative mandate, the ICTS tests are based on the Illinois professional teaching and content-area standards for educators. These standards, which serve as the foundation for the preparation and certification of Illinois educators, were developed by hundreds of Illinois educators and are also aligned with the respective national standards. The standards define the knowledge and skills teachers, school service personnel, and administrators must demonstrate in their specific subject areas and professional roles to ensure that Illinois students meet or exceed the expectations defined by the Illinois Learning Standards (the K–12 student standards).

The Illinois professional educator standards with which the ICTS tests are directly aligned are:

- **The Illinois Professional Teaching Standards.** The Professional Teaching Standards describe the pedagogical knowledge and skills expected of Illinois teachers. These standards are addressed most directly in the four Assessment of Professional Teaching tests.
- **The Language Arts Standards for All Teachers and the Technology Standards for All Teachers.** The Language Arts Standards require teachers to be effective classroom communicators. The Technology Standards ensure that all teachers are prepared to take full advantage of the learning potential of technology and telecommunications and to assist student learning. These two sets of standards are also addressed most directly in the four Assessment of Professional Teaching tests.
- **The Illinois Professional School Leader Standards.** These standards define the knowledge and skills expected of all individuals who receive administrative certificates. The Professional School Leader Standards, along with the appropriate Content-Area Standards for Educators, serve as the basis of the four administrative certificate tests.
- **The Content-Area Standards for Educators.** These standards define the specific content-area knowledge and skills that individuals who receive Illinois teaching, school service personnel, and administrative certificates must possess. These standards are the foundation upon which each of the ICTS content-area tests is based.

All standards may be accessed at [www.isbe.net/teachers.htm](http://www.isbe.net/teachers.htm). Further, the correlation tables showing the alignment of the test objectives with state and, for fields where they exist, national standards may be accessed at [www.icts.nesinc.com](http://www.icts.nesinc.com).

A broadly inclusive group of more than 900 Illinois public school educators and college faculty was extensively involved in the development and validation of each test. For each of the more than 80 test fields, a Content Advisory Committee—made up of public school educators and college faculty from throughout the state and with a variety of backgrounds—was convened and participated in the critical test development activities described in the next section. The ICTS Bias Review Committee—whose members include Illinois educators with experience in, and sensitivity to, issues of bias and diversity—played a critical role in the development process by reviewing all test frameworks and thousands of test items. Further, over 10,000 additional Illinois educators participated in the test development process as participants in the content validation survey discussed in the following section.

## Test Development Process

Prior to beginning test development, the Illinois State Board of Education convened a Technical Advisory Committee, whose sole purpose was to provide guidance to the Illinois State Board of Education on the psychometric and technical quality of the test development process. This committee, made up of national testing and assessment experts, met several times to review and approve all major test development activities.

The test development process involved numerous steps to ensure that the resulting tests would be reliable and valid and customized for the Illinois educational context, aligned with Illinois educational standards, and judged to be appropriate and important for assessing the knowledge and skills required of entry-level educators by the state of Illinois. Evaluation Systems consulted Illinois documents, collaborated with Illinois educators, validated each ICTS test objective and test item in multiple ways, and engaged Illinois educators in recommending passing scores for each test to the Illinois State Board of Education. In addition, to ensure compliance with technical and professional standards, Evaluation Systems obtained the ongoing guidance of a committee of assessment experts.

Key components of the test development process are summarized as follows:

- **Establishment of Content Advisory Committees.** The Illinois State Board of Education identified public school educators and college faculty to participate on the Bias Review Committee and the Content Advisory Committees. Recommendations for committee membership were solicited from colleges of education, regional offices of education, professional associations, teacher unions, Illinois State Board of Education staff, other committee members, and similar sources. Bias Review Committee membership was limited to Illinois educators with interest and experience in, and sensitivity to, issues of bias. Content Advisory Committee membership was limited to public school personnel holding the appropriate certification and employment/assignment and college and university faculty involved in the preparation of educators for the field. The credentials (i.e., certificates held and teaching assignment) of all nominated individuals were verified. Additionally, considerable attention was paid to forming committees made up of individuals who represented the diversity of Illinois on several dimensions, such as teaching area, teaching level, years of experience, geographic location, ethnicity, and gender.
- **Definition and Review of Test Content.** Using Illinois standards documents and other Illinois-approved resources, Evaluation Systems developed draft test frameworks (sets of test objectives that would define test content). The draft test frameworks were reviewed and revised by the Bias Review Committee and the appropriate Content Advisory Committee. After those reviews, the Illinois State Board of Education reviewed and approved the draft test frameworks. Evaluation Systems incorporated Illinois State Board of Education-approved revisions and prepared the draft test frameworks for the content validation survey.

- **Conduct of the Content Validation Survey.** The committee-approved test frameworks were prepared for additional validation through a content validation survey. A sample of thousands of Illinois public school educators and educator preparation faculty was asked to rate the importance of each objective in each test field for performing the job of an educator in Illinois. When the surveys were returned, Evaluation Systems analyzed the data and reviewed the results with the Illinois State Board of Education. As determined by the Illinois State Board of Education, any test objectives that were rated low in importance by survey participants were removed from the test framework.
- **Distribution of Final Test Frameworks.** Following the committee reviews, the content validation survey, and the subsequent review and approval of the test objectives by the Illinois State Board of Education, test frameworks were developed. These frameworks were aligned with Illinois standards and verified as important by Illinois educators. The final test frameworks were distributed to Illinois colleges and universities with educator preparation programs and to regional offices of education. The test frameworks can also be found on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).
- **Development of Test Items.** Test items matching the final test framework for each field were drafted. Each draft test item was developed to correspond to an approved test objective. This correspondence establishes the alignment of the test items—through the test objectives—with approved Illinois standards.
- **Bias and Content Review of Test Items.** The Bias Review Committee reviewed the draft test items for issues of bias and equity, recommending changes and deletions as needed. Committee members focused their review on the exclusion of any language, content, or perspectives that might disadvantage an examinee because of race, gender, ethnicity, age, religion, nationality, national origin, sexual orientation, disability, or cultural, economic, or geographic background. The Bias Review Committee review also focused on including in the test materials content and perspectives that reflect the diversity of the Illinois population. Bias-related concerns were forwarded to the Content Advisory Committees, which met to review and revise the draft test items primarily from a content perspective. Content Advisory Committees reviewed the items for accuracy and freedom from bias, and they ensured that items were matched to objectives, aligned with Illinois standards, and related to specific jobs. The committee-approved test items were then finalized and prepared for field testing.
- **Field Testing.** Test items were field tested in a variety of ways: by ICTS examinees on operational forms of ICTS tests; as a supplemental activity at the test administration; and, at Illinois colleges and universities at open field-test sessions and as part of intact class sessions. The field-test data showed how the items performed with actual Illinois certification candidates. Items that did not perform acceptably on the field tests were identified for deletion from the item banks, as approved by the Illinois State Board of Education. In a few extremely low incidence fields, field testing was not possible because of the lack of eligible field-test participants.
- **Preparation of Study Guides.** Study guides for each field were prepared and were distributed to Illinois educator preparation institutions. Study guides can also be found on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).
- **Administration of the New ICTS Tests.** The new tests were administered as part of a regularly scheduled ICTS test administration according to standardized ICTS testing procedures. Information about ICTS test administrations is provided in the current version of the ICTS registration bulletin, which can be found on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).
- **Determination of Passing Scores.** Following the first administration of the tests, Passing Score Review Panels were convened. The panels, made up of Illinois public school personnel and college faculty—many of whom had served on the Content Advisory Committees—participated in a validity verification procedure and a structured process for recommending a passing score for each test. Following the passing score meetings, the Bias Review Committee and the State Teacher Certification Board reviewed the panels' passing score recommendations, which provided the basis for their recommendations to the State Board of Education for final determination of the passing scores.

## **Bias Prevention**

Prevention of bias in the Illinois Certification Testing System was recognized as essential to the fairness and validity of the program. Guarding against bias involves the collaboration of many educators and reviewers and is focused on two aspects of potential bias: excluding language, content, and perspectives that might disadvantage candidates, and including content, language, and perspectives that reflect the diversity of the Illinois population. Bias prevention measures included careful development and sustained scrutiny of test objectives, test items, and proposed passing scores.

The Bias Review Committee, which was constituted for the primary purpose of addressing bias issues, had an ongoing role during the development of the test materials. Additionally, educators from diverse backgrounds were involved throughout the development of examination materials; and all groups involved in the development of test materials were asked to be attentive to issues of bias and equity in their reviews of test materials.

## **Test Validation**

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

The test development process was structured to gather validity evidence consistently at multiple points. This process included:

- the analysis of Illinois documents and resources in developing the test frameworks (especially including Illinois standards documents);
- the review of test objectives by the Illinois State Board of Education and its content, curriculum, and technical experts;
- the review of test objectives by Illinois educators on the Bias Review Committee and the Content Advisory Committees for each test field;
- the validation of test objectives by Illinois educators through the content validation survey;
- the review of test items by Illinois educators on the Bias Review Committee and the Content Advisory Committees for each test field;
- the review and analysis of field test data; and
- the validity verification component of the passing score recommendation process.

A detailed description of the test development and validation process is provided in *The Illinois Certification Testing System: An Introduction*, which is available online on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).

## **Test Administration and Scoring**

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

All of the ICTS tests are available as paper-based tests, where candidates are issued paper test booklets and printed answer documents. Candidates record their answers to the multiple-choice questions and

constructed-response assignments onto their answer documents. Responses to speaking assignments are recorded.

Select tests are also offered on computer, where candidates report to computer-based test centers and complete the tests by selecting answers on-screen to multiple-choice questions and typing responses to constructed-response assignments.

For both testing formats, test administrators receive training in the test administration procedures and follow detailed procedural manuals before and during the test administration.

The ICTS tests are scored accurately and promptly following each test administration. The scoring of multiple-choice questions includes quality assurance procedures in place to verify accuracy. For constructed-response assignments, qualified scorers are selected, oriented to the scoring process, and monitored for accuracy and consistency. Scoring of constructed-response assignments typically involves two or more scorers working independently. Scoring procedures were designed with the input of the Illinois State Board of Education and Illinois educators to match the characteristics of each test field and response type.

The scores of tests that comprise both multiple-choice test questions and constructed-response assignments require combining multiple-choice section and constructed-response section scores according to rules approved by the Illinois State Board of Education. Scores are reported to individual examinees, their institutions of higher education, and the Illinois State Board of Education. The individual and institution score reports are discussed in detail later in this Guide.

## Overview of the Tests

### General Characteristics

The Illinois Certification Testing System includes a test of basic skills; four Assessment of Professional Teaching tests; more than 50 content-area tests for teachers, school service personnel, and administrators; 7 tests for advanced special education certification; and 15 language proficiency examinations for bilingual certification. See [www.icts.nesinc.com](http://www.icts.nesinc.com) for a complete list of tests currently offered as part of the ICTS. *Information on what tests must be taken and when they must be taken may be obtained from campus certification officers, regional offices of education, and the Illinois State Board of Education's Certification Web site, [www.isbe.net/teachers.htm](http://www.isbe.net/teachers.htm).*

All tests included in the program are criterion referenced; that is, they are 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. Each ICTS test is also objective-based; that is, it is based on content stated in a set of test objectives included in a test framework for the test field. The purpose of the tests is to help identify those examinees who have the appropriate level of knowledge and skills that are judged as important for teachers, school service personnel, and administrators in Illinois public schools.

The ICTS tests are explicitly aligned with the relevant Illinois Professional Teaching and Content-Area Standards for Educators adopted by the Illinois State Board of Education. These standards are available at [www.isbe.net/teachers.htm](http://www.isbe.net/teachers.htm); the test frameworks are available at [www.icts.nesinc.com](http://www.icts.nesinc.com).

### Organization of Test Content

The content of each test is defined by the set of test objectives as described in the test framework for that test field. The test objectives, which have been derived from the relevant Illinois teaching, administrator, and content-area standards, describe the content eligible to be assessed on the test.

In general, the test content is organized as follows:



- Each test field is organized into three to seven subareas. These subareas define the major content domains of the tests.
- Each subarea includes two or more test objectives. The test objectives are broad, conceptual statements, written in language that reflects some of the skills, knowledge, and understanding that an Illinois educator is expected to have, as defined by the Illinois standards for educators.
- Each test objective is clarified and further described by descriptive statements, which provide examples of the types of knowledge and skills covered by the test objective.
- Each multiple-choice test question is written to assess understanding of the knowledge or skills defined by a test objective.
- Constructed-response assignments are written to assess understanding or to assess skills associated with one or more test objectives, or they are anchored to a particular test subarea. *Information regarding which objective(s) or test subarea(s) are assessed by constructed-response assignments may be found in the study guide for the particular test field.*
- The number of test objectives within a given subarea generally relates directly to the proportion of items that will address that subarea on a test. In other words, subareas with a greater number of test objectives will generally have a greater number of corresponding multiple-choice questions on the test than those with a smaller number of test objectives. The number of items on each ICTS test may be found in the test field's specific information, which can be found on **[www.icts.nesinc.com](http://www.icts.nesinc.com)**.

The chart on the following page shows the relationship among subareas, test objectives, descriptive statements, and test questions in a typical test field—Elementary/Middle Grades (Test Code 110). It is followed by a sample page from the Elementary/Middle Grades test framework that illustrates each framework element.

## Organization of Content Within a Test Field

Content	Example
<p><b>Test Field</b></p> <p>This is the name and code number of the test field. The test field corresponds to a particular Illinois certification area.</p>	<p>Elementary/Middle Grades (Field 110)</p>
<p><b>Subarea</b></p> <p>Each test field is divided into major content subareas—broad content domains within the test field that reflect an organizational principle that is understandable to individuals studying and working in the field. The number of test objectives within each subarea may vary depending on the breadth of content contained within the subarea.</p>	<p>Language Arts and Literacy (Subarea I)</p>
<p><b>Test Objective</b></p> <p>Each subarea contains several test objectives that define content knowledge that Illinois educators determined to be important to the job of an educator in the field. Test objectives are broad, conceptual statements that reflect some of the skills, knowledge, and understanding needed by educators in Illinois public schools.</p>	<p>Understand the process of writing and writing strategies for a variety of purposes and audiences. (Test Objective 0003)</p>
<p><b>Descriptive Statement</b></p> <p>Each test objective is further elaborated by descriptive statements that provide examples of the range of knowledge and skills included within the test objective. The examples that are provided in descriptive statements are not inclusive of all content that may be covered.</p>	<p>Apply knowledge of techniques for generating topics and developing ideas (e.g., brainstorming, outlining, semantic mapping); methods of organizing written presentations; and strategies for drafting, revising, editing, proofreading, and publishing materials (e.g., peer conferences).  (Descriptive Statement for Test Objective 0003)</p>
<p><b>Multiple-choice Test Question</b></p> <p>Each multiple-choice test question corresponds to one test objective and typically presents examinees with introductory information, a statement or question to be answered, and a choice of four responses, one of which is the best choice of the responses given.*</p>	<p>3. As part of the writing process, it is most appropriate and effective for students to use peer conferences for which of the following purposes?</p> <p>A. to develop a list of potential topics to use for their writing</p> <p>*B. to learn whether their ideas are well developed and their writing is clear</p> <p>C. to put the important ideas for their writing down on paper</p> <p>D. to correct the most obvious errors in their spelling and punctuation</p> <p>(*The correct response to the sample test question, which corresponds to Test Objective 0003, is B.)</p>

## Test Framework Illustrated

### Field 110: Elementary/Middle Grades

#### Test Objectives (Excerpt)

##### SUBAREAS:

- I. LANGUAGE ARTS AND LITERACY
- II. MATHEMATICS
- III. SCIENCE
- IV. SOCIAL SCIENCES
- V. THE ARTS, HEALTH, AND PHYSICAL EDUCATION

#### EXCERPT: SUBAREA I

##### LANGUAGE ARTS AND LITERACY

**0001 Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.**

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

**0002 Understand strategies for reading for different purposes and constructing meaning from a variety of reading materials.**

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

**0003 Understand the process of writing and writing strategies for a variety of purposes and audiences.**

For example:

- Recognize characteristics of children's development of writing skills, factors that influence development of writing skills, signs that a student may be experiencing difficulties in written language, and strategies for addressing written language needs.
- Demonstrate knowledge of factors to consider when conducting research and writing for various audiences and purposes (e.g., expressive, informative, persuasive).
- Apply knowledge of techniques for generating topics and developing ideas (e.g., brainstorming, outlining, semantic mapping); methods of organizing written presentations; and strategies for drafting, revising, editing, proofreading, and publishing materials (e.g., peer conferences).
- Analyze and revise written work in relation to English grammar and mechanics (i.e., usage, sentence structure, punctuation, capitalization, spelling).
- Analyze and revise written work in relation to organization, unity, clarity, and style (e.g., adding topic sentences, reordering sentences, deleting unnecessary information).
- Demonstrate knowledge of activities, instructional resources, and technologies for promoting students' writing competence and for integrating writing with the other language arts.

## Types of Test Items

The tests of the ICTS consist of all multiple-choice test questions, all constructed-response assignments, or a combination of multiple-choice and constructed-response items. See the field-specific information ([www.icts.nesinc.com](http://www.icts.nesinc.com)) for the number and types of items that compose a particular test.

Both multiple-choice and constructed-response test items are written to assess a range of knowledge and skills. For any test field, some items may assess fundamental knowledge (e.g., principles, terminology). Some items may assess the application or analysis of knowledge (e.g., solve problems using knowledge or skills, draw conclusions, make inferences). Some items may assess the synthesis or evaluation of knowledge (e.g., generalize from given information, integrate knowledge from different areas, compare and discriminate between ideas).

Faculty assisting candidates in preparing for a particular test should focus on the unique elements of the test framework, as reflected by the test objectives and, in more detail, by the descriptive statements. This will help individuals obtain an understanding of the knowledge and skills that may be assessed by the test items. Further, the sample items in the study guide for a test field provide examples of the range of knowledge and skills required to answer test items.

**Multiple-choice test questions.** For each multiple-choice test question, a problem or situation is presented as a direct question or incomplete statement. This is followed by a set of four response options (A, B, C, D).

Some multiple-choice questions are preceded by stimulus material that relates to the question. Stimuli used vary across test fields and are appropriate to the content being assessed. Among the types of stimulus material included on the ICTS are tables, maps, 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 materials. 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.

Multiple-choice test questions on the ICTS are designed to be sophisticated, yet appropriate for assessing the knowledge and skills of entry-level educators. Item content is reasonable for the acceptably qualified educator candidate to interpret and recognize. Additionally, multiple-choice test questions often elicit various levels of critical thinking, calculation, and reasoning, without relying unnecessarily on situations or concepts that may be unfamiliar to most candidates.

**Constructed-response assignments.** For each constructed-response assignment, a prompt is given that presents a problem or situation and asks the examinee to formulate a response. Answers to the constructed-response assignments may be written or spoken (e.g., a foreign language test oral proficiency assessment). Information about the constructed-response assignments appearing on a particular test, including a description of the scoring process and the performance characteristics on which responses are scored, may be found in Appendix C ([www.icts.nesinc.com](http://www.icts.nesinc.com)).

## Using Testing Information for Program Planning

Because the ICTS tests assess candidates on knowledge and skills required for certification—as defined by the Illinois standards for educators and as represented by the validated test objectives—testing information may be used to support curriculum and program planning efforts undertaken at the college or departmental level. The test frameworks and the institutional examinee score reports may be particularly helpful for assessing your institution's curriculum in relation to the certification requirements and standards that are assessed on the tests.

As previously discussed, the test frameworks—comprising the test objectives and descriptive statements—define the content that is assessed on the certification tests. Because the objectives and descriptive statements are explicitly aligned with the state's professional teaching standards and the content-area standards for educators, a review of the test frameworks in relation to your institution's

course offerings can yield information that may be helpful in ensuring your program is addressing the standards. For example, the completion of the Objective-to-Course Matching Chart (described later in this Guide) will result in a listing of which specific courses cover particular content knowledge and skills assessed on the test, as identified by the test objectives. Completion of the chart can shed light on areas of the curriculum for certification candidates in which preparation is strong and areas in which it may benefit from adjustment designed to improve alignment.

The institutional examinee score reports, which are sent to institutions after each test administration, should also be very helpful for program planning. The two institutional reports provided, which are described in detail later in this Guide, include the total test and subarea scores, by test, for all examinees who requested their scores be sent to you. Also included are the statewide total test and subarea scores. Consequently, the institutional reports allow you to see how well students from your institution performed on the tests as a whole, in each of the subareas, and in relation to students statewide.

This information will help you identify areas of the ICTS tests on which students from the institution performed well and areas on which they did not perform as well. Careful review of these ICTS data, in conjunction with a review of your institution's own assessment data and the completed Objective-to-Course Matching Chart, should provide assistance to you in identifying program enhancements your college or department may wish to make.

# HELPING STUDENTS PREPARE FOR AN ICTS TEST

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As a faculty member involved in the preparation of Illinois public school educators, it is likely you will be asked by students for help in preparing to take an ICTS test for the first time or for help in preparing to retake a test. Although the primary means of preparing for the certification test encompasses the student's entire professional preparation program, this section of the Faculty Guide offers some suggestions for how you might provide students with support in their test preparation.

## Understanding Test Content

### Using the Test Frameworks

Because the test frameworks—the test objectives and descriptive statements—articulate the specific knowledge and skills assessed on each ICTS test, familiarity with the test framework is central to identifying the content knowledge and skills upon which certification candidates are assessed. The frameworks can be very helpful in advising students who are preparing to test and also for academic purposes such as planning programs. A careful reading of the test framework—noting subarea structures and depth and breadth of coverage of content, as detailed by the objectives and descriptive statements—will provide a good understanding of the content covered on a particular test.

You can use your knowledge of the framework to do a crosswalk between the content covered on the test and your program's course offerings. One recommended way of accomplishing this is to complete an "Objective-to-Course Matching Chart" (sample in Appendix A). The purpose of this activity is to compare your institution's course offerings to the content assessed on the test, as described by the test objectives and descriptive statements. Completion of this activity will result in a chart that specifically matches the content assessed by the certification test and the particular course or courses on your campus in which that content is addressed.

This information can then be used:

- to advise students preparing to take the test for the first time on specific coursework they may wish to take before testing;
- to direct students who are retaking a test to instructional materials and texts they may wish to review; and
- to assess, for academic program planning purposes, the extent to which institutional and departmental courses correspond with the certification standards as defined by the test objectives.

### Objective-to-Course Matching Chart

Once you have obtained a copy of the relevant test framework from the ICTS Web site, which can be found at [www.icts.nesinc.com](http://www.icts.nesinc.com), you may wish to use a process such as the following to complete the Objective-to-Course Matching Chart.

- **Step 1: Determine the number of test objectives.** ICTS test fields have different numbers of test objectives. Use the test framework for the specific field to determine the number of objectives covered by the test. Cross off any unused objective numbers on the chart, or, if necessary, use the blank chart provided to include additional objectives beyond the 25 listed across the top of the chart.

- **Step 2: Group the objectives into subareas.** Using the test framework, indicate on the chart the subareas to which the groups of test objectives belong. Draw lines in the row above the objective numbers to indicate the boundaries between subareas. For example, if Subarea I contains objectives 1 to 5, draw a vertical line in the "Subarea No." row between the numbers 5 and 6. Subarea information is especially useful for linking performance information on students' score reports to sets of test objectives and the courses that correspond to them.
- **Step 3: List the courses offered at the institution.** In the first column of the chart, list the courses in the institution's curriculum that students are typically advised or required to include in their programs of study leading to certification. List courses within and beyond the department as appropriate. To make completion of the chart easier, it is advisable to list the courses in an order corresponding to the organizational pattern of the test framework (i.e., first identifying and listing the courses that cover the content described by the objectives in the first subarea, then listing the courses that cover the content of the second subarea, and so on).
- **Step 4: Match the test objectives to the courses.** Read each test objective and its associated descriptive statements carefully and review the descriptions of the course offerings.
  - ◆ If a listed course or set of courses adequately covers the content of the objective, place a check mark in the column corresponding to that objective number in the row of the chart on which the course name is listed.
  - ◆ If no specific course or set of courses can be found that adequately covers the content of the objective, leave the column corresponding to the objective number blank and make a separate note about this finding.
- **Step 5 (optional): Identify additional resources for selected test objectives.** If particular library, Internet, or other instructional resources suggest a link to particular objectives, you may amplify the chart by noting that information at the bottom or on the reverse side. This may facilitate your advisement of students who need focused assistance beyond, or in lieu of, coursework or who need help with objectives for which courses may not be available.

At the conclusion of this process, the chart will display a listing of specific courses that cover the content described by the test objectives within each subarea. This information will be helpful in advising students regarding their future course selections or their review strategies. It may also serve as a helpful reference tool during discussions about your institution's curriculum in relation to Illinois certification requirements.

**Example.** An example of the first page of an Objective-to-Course Matching Chart as it might be completed by a faculty member is shown on the following page. It illustrates the use of the chart with the Elementary/Middle Grades test (Field 110). Note that the person completing the form has indicated that there are 22 test objectives in this field by crossing out the extra objective numbers (i.e., 23 to 25) for which the form provides columns. Note too that the 22 objectives have been grouped into the five subareas in the test framework. Courses that cover content in the first subarea have been listed in the first column and matched to test objectives in subsequent columns. Finally, the person completing the form has cited at the foot of the chart, in abbreviated form, additional student resources.

## Illinois Certification Testing System (ICTS) Objective-to-Course Matching Chart

This chart may be used to review courses in relation to Illinois Certification Testing System objectives.

**Directions:** Use a separate copy of this worksheet for each test field. Obtain a copy of the test objectives for the test field you are analyzing. Indicate which subareas contain which objectives by drawing lines between objective numbers that mark the beginning and end of a subarea (e.g., if Subarea I contains objectives 1 to 4, draw a line upwards between objective numbers 4 and 5 to separate Subarea I from Subarea II). In the left-hand column, fill in the names of the courses that may cover content related to the test field. In the row for each course, place a check under each test objective that is covered by the course. A blank grid is provided on a separate page if you need additional columns.

110 ELEMENTARY/MIDDLE E. MALIK 1/8/04  
 Test field number and name Chart prepared by Date

Subarea No.:	Test Objectives and Subareas																					
	I					II					III					IV					V	
Objective No.:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Course Name:																						
EDU 313: TEACHING ELEM.-LEVEL READING	✓				✓																	
EDU 314: TEACHING LANG. ARTS & LIT.	✓																					
EDU 330: WRITING INSTRUCT. (ELEM)																						
ENG 330/EDU 330: COMPOSITION																						
EDU 360: TEACHING LIT. TO CHILDREN & YOUTH																						
EDU 364: FOSTERING READING INDEPENDENCE																						
ENG 420/EDU 420: PROCESSES OF WRITING																						
EDU 366: LANG. & LITERACY IN THE CLASSROOM																						
EDU 470: COOPERATIVE READING INSTRUCT.	✓																					

*Other student resources:*  
 Obj 1: Adams, Beginning to Read; Moats, Speech to Print; Lang. Essentials for Teachers.  
 Obj 2: Harris & Hodges, The Literacy Dictionary; Lepp, Flood & Ferriman, Content-Area Readings Learning.  
 Obj 3: White, Teaching & Assessing Writing; Enos, A Sourcebook for Basic Writing Teachers.  
 CONTINUED



## Accessing a Candidate's Readiness to Test

### The Student Profile

The specific assistance you provide a student will vary depending on the level of collegiate preparation that the student has reached. Therefore, you may wish to request the student to complete the ICTS Student Profile Worksheet, provided in Appendix A (or [www.icts.nesinc.com](http://www.icts.nesinc.com)). The Student Profile Worksheet is an organized way for students to gather and consider information about their preparation needs.

The Student Profile Worksheet contains two pages.

- The first page gathers general background information about the student. The bottom of the page, which is to be filled out after you meet with the student, includes space for specific recommendations for additional coursework, materials, and/or activities that may help the student prepare for the test.
- The second page gathers information about the student's prior experience (if any) with each test for which he or she is preparing and the preparation steps he or she has already taken.

### Meeting with the Student

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

Before the meeting, review the completed 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 the test and the extent of his or her familiarity with the testing program. A review of the student's transcript may be advisable.

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

## Developing a Plan for Students Who Are Retaking a Test

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

**Using the student's score report.** The student's Individual Score Report contains useful information about the student's performance on the test. In particular, the graphic display of examinee performance on the first page of the score report (the "performance graph") provides information about the examinee's strengths and weaknesses relative to the knowledge or skills described by the test objectives in each subarea on the test. For the multiple-choice test questions, examinee performance information is provided for each subarea; for the constructed-response assignments, it is provided for each assignment.

The example below shows the section of a sample score report for the Elementary/Middle Grades test in which numerical scores and a performance graph are displayed. The Elementary/Middle Grades test contains only multiple-choice test questions, which are grouped into five subareas as shown below. The

range of possible scaled scores on this test (and on each subarea) is 100 to 300, with a scaled score of 240 or above representing passing status.

Test: 110 Elementary/Middle Grades Your Scaled Total Test Score: 234			Your Status: Did not pass
Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph
21 to 30	Language Arts and Literacy	210	
11 to 20	Mathematics	237	
11 to 20	Science	255	
21 to 30	Social Sciences	220	
11 to 20	The Arts, Health, and Physical Education	260	
	<b>Scaled Total Test Score</b>	<b>234</b>	

The score report shows that the examinee did not pass the test, earning a scaled total test score of 234. An analysis of the report reveals that the student came close to achieving a passing score on the entire test, largely because of strong performance on the Science and Arts, Health, and Physical Education subareas, which partially compensated for weaker performance on other subareas. The score report shows that the subareas with which the examinee had the most difficulty were Language Arts and Literacy and Social Sciences, and that the student had some difficulty on the Mathematics subarea. The score report further reveals that the two subareas with which the examinee experienced the greatest difficulty—Language Arts and Literacy and Social Sciences—contain the largest number of test items.

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

**Reviewing the study guide.** The student's test preparation should begin with a review of the relevant ICTS study guide. The study guides gather a great deal of useful information about the tests into a single volume. They provide general information on the ICTS program, a description of the structure and format of the tests, test frameworks, sample multiple-choice test questions and constructed-response assignments and responses, and a summary of the performance characteristics and scoring criteria for the constructed-response assignments. Some students might benefit if you review the study guide with them, demonstrate the organization of the guide, and answer general questions that they may have about the test. This review might also provide you with a better understanding of the student's familiarity with the test structure and his or her preparation level. Study guides may be downloaded free of charge from the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).

**Using the test objectives.** For a detailed, structured view of the content of each subarea, review with the student the test objectives and descriptive statements in each test framework. Because the test objectives and their associated descriptive statements describe the content of each test and offer examples of the types of content that are likely to be covered on the test, the organized set of test objectives provides structure to help the student identify specific areas in which he or she may need to strengthen his or her knowledge.

Reminder: The ICTS test objectives and descriptive statements are available on the ICTS Web site as stand-alone documents. They are also included in their entirety in the relevant ICTS study guide, which can be found on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).

**Using the Objective-to-Course Matching Chart.** Once you have helped the student identify specific areas in which he or she may need to strengthen his or her knowledge, the results of the Objective-to-Course Matching Chart should prove useful to you in directing the student to appropriate coursework, course notes, or textbooks. In advising a student who has taken an ICTS test without success and who could benefit from additional coursework or individual work with supplemental resources, you can use the student's score report along with the Objective-to-Course Matching Chart previously described. These two resources, used together, can help you guide the student toward an appropriate preparation strategy for retaking the test. Once problematic subareas have been identified on the score report, the completed Objective-to-Course Matching Chart can suggest coursework or other resources that pertain directly to the objectives that correspond to those subareas. Instead of facing the task of preparing generally for the entire test and all its subareas, the student can target preparation efforts to improving his or her knowledge of focused content that is likely to have an effect on test performance and the test score.

**Using the ICTS Basic Skills Diagnostic Practice Test.** The Basic Skills Diagnostic Practice Test is an online interactive computer program containing a full-length practice test form for the Basic Skills test, including questions for all four subtests of the test (Reading Comprehension, Language Arts, Mathematics, and Writing) designed to simulate the ICTS Basic Skills test. The program also includes a tutorial providing instructions on how to use and navigate through the practice test, scoring of and correct answer explanations for the multiple-choice questions, a constructed-response writing assignment, and sample responses to the practice test writing assignment. The practice test may be downloaded free of charge from the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).

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

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

- **Developing a Study Plan.** This handout provides a quick overview of activities that may help a student prepare to take one of the tests. It covers much of the information provided previously in this Guide.
- **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.

**Students with special needs.** Students with disabilities (e.g., a learning or physical disability) may have questions about the availability of alternative testing arrangements. Students with such inquiries should be directed to the *Registering for Alternative Testing Arrangements* section of the ICTS registration bulletin, which is available on the ICTS Web site, [www.icts.nesinc.com](http://www.icts.nesinc.com). Alternative testing arrangements that are reasonable in the context of the ICTS licensing tests, as approved by the Illinois State Board of Education and supported by documentation, will be provided for examinees with a documented disability who are unable to take the tests under standard conditions.

An Alternative Testing Arrangements Request Form can be downloaded from the ICTS Web site. Requests for alternative testing arrangements should be made by the candidate well in advance of the test date to allow adequate time for processing. Only accommodations that have been approved prior to the test date will be available.

If you have students whose first language is not English, you may wish to advise them that they may request extra time when registering to take the test. Again, this accommodation must be approved in

advance, so please refer them to the *Registering for Alternative Testing Arrangements* section of the ICTS registration bulletin for information about requirements for making such a request.

# UNDERSTANDING ICTS SCORE REPORTS

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## Score Reporting Overview

This section of the *ICTS Faculty Guide* provides information about how test scores are derived and reported in the ICTS. For tests that contain multiple-choice test questions only, test scores are based on the number of multiple-choice test questions answered correctly. For tests that contain both multiple-choice test questions and one or more constructed-response assignments, test scores are based on the number of multiple-choice test questions answered correctly combined with the score achieved on the constructed-response assignment(s).

The Basic Skills test consists of the following four independently scored subtests: Reading Comprehension; Language Arts; Mathematics; and Writing. The first three subtests contain multiple-choice test questions only, and each subtest score is based on the number of multiple-choice test questions answered correctly. The Writing subtest consists of a single constructed-response assignment, and the subtest score is based solely on the score achieved on that assignment.

### Passing Scores

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

- The passing score for each test was established by the Illinois State Board of Education based on recommendations from Passing Score Review Panels, the Bias Review Committee, and the State Teacher Certification Board. The Passing Score Review Panels comprised Illinois public school educators and college and university faculty.
- The passing score for each test was set by the Illinois State Board of Education to reflect the appropriate level of knowledge and skills required for effective performance by an entry-level educator in Illinois public schools.

For tests other than the Basic Skills test, examinee pass/fail status is based on the examinee's performance on the total test at a single test administration. Because test scores are based on the examinee's performance across the entire test, it is not possible to combine results on sections of a test across test administrations.

The Basic Skills Reading Comprehension; Language Arts; and Mathematics subtests contain multiple-choice test questions only, and each subtest score is based on the number of multiple-choice test questions answered correctly. The Writing subtest consists of a single constructed-response assignment, and the subtest score is based solely on the score achieved on that assignment.

### Scaled Scores

The ICTS uses scaled scores to summarize and report examinee performance. A scaled score is a conversion of the numerical raw score achieved on the test (e.g., 73 of 100 test questions answered correctly) to a score in the predetermined range used for each test (i.e., 100 to 300). Scaled scores are used to ensure consistency in reporting and considering scores from tests that comprise different numbers and types of test questions but display an overall similarity of use and purpose. The scoring scale currently in use in the ICTS is a 100 to 300 scale, with a passing score set at 240 or above.

The scaled score for the multiple-choice test questions is obtained from the number of questions answered correctly. *Examinees are not penalized for guessing.* The scaled score for the constructed-response assignments is obtained from the scores assigned to the examinee's written and/or oral responses.

The scaled score range that is used for each test is described in the individual test summary provided for each test, which can be found on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).

### **Subarea and Total Test Scores**

One useful feature of the ICTS scoring process is that it yields subarea scores as well as total test scores. While total test scores are of use in determining examinees' pass/fail status and indicating in general how well the examinee did on the overall test, subarea scores permit a more detailed analysis of the examinee's relative strengths and weaknesses in relation to test content.

Subareas comprise groups of test objectives that address generally related content. Subarea-level scores permit the student to understand his or her performance on specified, defined areas of the test. Because of their finer focus, subarea scores enable analysis of specific areas of content that the examinee may not have grasped completely. In addition, these subarea scores support focused selection of additional coursework, independent reading, or targeted preparation for retesting, if necessary.

Furthermore, on tests which include constructed-response assignments, additional information regarding the examinee's performance may also be included. For example, this information may indicate performance characteristics not mastered. The constructed-response assignment feedback should assist examinees in preparing to retake a test.

For the Basic Skills test, subarea scores are individually reported as subtest scores. Examinees do not receive a total test score and have passed the test when they have achieved a cumulative passing score independently on each subtest. Examinee performance is reported by subtest taken for the administration date indicated, and includes a cumulative examinee testing history by subtest.

## **Reading Candidate Score Reports**

Score reports are sent to examinees according to the schedule published in each year's ICTS registration bulletin, which can be found on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com). If examinees take two or more tests on the same date, they will receive a score report for each test. These score reports may arrive separately.

Score reports received by examinees include their pass/fail status, total test scaled score (for tests other than Basic Skills), and a scaled score for each subarea or subtest. The score reports also include a graphical representation of examinee performance on each major content subarea of the test.

A sample of a score report is presented on the following page.

**Score report explanation.** Each score report contains a section titled "How to Read Your Score Report" to help examinees interpret their test results accurately. The information included in this section is also available for review on the ICTS Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com).

**Subarea or subtest information.** Subarea or subtest performance information can be valuable for helping the student understand his or her test performance and prepare, if necessary, to retake the test. Although for tests other than the Basic Skills subtests, examinees do not pass or fail individual subareas of an ICTS test, the subarea information can serve as an indicator of areas of relative strength and weakness in the student's preparation. Students can use this information to guide their further study or their preparation to retake a test.

**Interpretive information.** Faculty members and examinees reviewing subarea performance information for tests other than Basic Skills should keep the following points in mind:

- The relative emphasis given to each subarea on the multiple-choice section of the test is generally determined by the number of test objectives in that subarea.

- In general, subareas with a greater number of test objectives receive more emphasis and are addressed by more multiple-choice test questions than are subareas with a smaller number of test objectives.
- An examinee does not have to perform equally well in all subareas of the test in order to pass the test.
- The total test score does NOT represent an average of performance across subareas because the subareas may contain different numbers of multiple-choice test questions.


### Sample ICTS Score Report

**ILLINOIS CERTIFICATION TESTING SYSTEM**

SSN: XXX - X9 - 9999                      SCORE REPORT

Test Date: July 9, 2011

SAMPLE A EXAMINEE  
300 VENTURE WAY  
HADLEY IL      60096

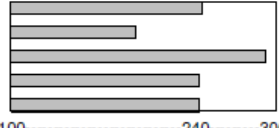


---

**Test: 111 English Language Arts**

**Your Scaled Total Test Score: 242**                      **Your Status: Pass**


---

Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph
31 to 40	Reading	244	
31 to 40	Writing and Research	195	
11 to 20	Speaking and Listening	292	
11 to 20	Literature	242	
	<b>Scaled Total Test Score</b>	<b>242</b>	

---

Your scores have been reported to the Illinois State Board of Education and the following Illinois institution you identified during the registration process: Chicago State University

For information on applying for Illinois certification, contact your college advisor or regional office of education or visit the Illinois State Board of Education Web site: [www.isbe.net/teachers.htm](http://www.isbe.net/teachers.htm)



This barcode contains unique candidate information.

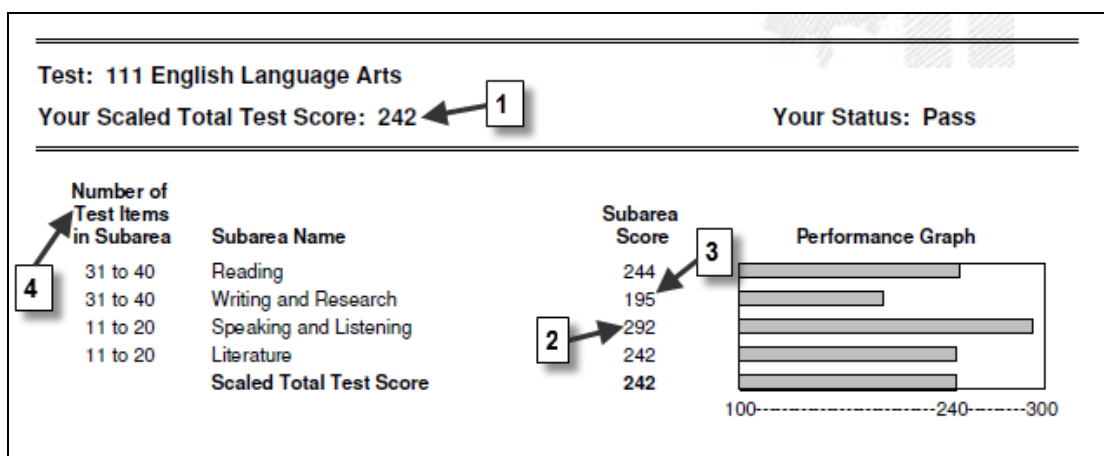
## How to Read the Examinee Score Report

The following provides information on how to read the sample examinee score report for English Language Arts that appears on the previous page.

- **Overview:** The examinee score report indicates whether the examinee passed the test and how the examinee performed on each subarea of the test. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score is designed to reflect the level of content knowledge required for effective performance in the Illinois schools.
- **Scale on which scores are reported:** The results for the English Language Arts test are reported on a range from 100 to 300.
- **Passing score:** To pass the English Language Arts test, an examinee must obtain a total test scaled score of 240 or above.
- **Total test score:** The total test score is based on the total number of questions answered correctly on the entire test.
- **Subarea scores:** The examinee report also provides subarea scores. These scores are reported to help the examinee assess areas of strength and weakness. Generally, a score at or above 240 on a subarea indicates satisfactory performance within that subarea.

Because subareas contain different numbers of questions, it is not possible to average performance across subareas to arrive at the total test score. The set of objectives matched to each subarea is listed in the study guide. Subareas with greater numbers of objectives receive greater coverage on the test.

## Reading the Sample English Language Arts Examinee Score Report



According to the sample, the examinee passed the English Language Arts test because the examinee's total test score of 242 ① is above the passing score of 240.

The examinee did better on the Speaking and Listening section ② of the test than on the Writing and Research section ③. The score report indicates the number of items for each subarea on the test ④.



## Reading Institution Reports

ICTS test data are also used as the basis of two reports that are prepared for Illinois educator preparation institutions. Following each test administration, these two institution reports are made available via secure Internet access to an Illinois State Board of Education-approved official at each Illinois teacher preparation institution. The reports are posted on the Internet by 5:00 p.m. central time on the official score report mailing date for each test administration.

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

### Alphabetical Examinee Score Roster Report

The Alphabetical Examinee Score Roster report lists examinees alphabetically, along with identifying information (the last five digits of their social security number), their pass/fail status, and the test(s) that they took. A sample Alphabetical Examinee Score Roster report is provided following this section of the Guide. For the Basic Skills test, subtest scores can be banked across test attempts. For this reason the Alphabetical Examinee Score Roster report also reports a cumulative incomplete status for examinees who have not yet attempted one or more subtests as of the test administration date for which results are being reported. In addition, a list of subtests not yet passed is provided in parentheses.

### Examinee Score Roster by Test Report

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 or Basic Skills subtest. The report also provides for the institution and statewide 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-or-subtest-level data similar to those reported to examinees on their Individual Score Reports but in a more condensed format. A sample Examinee Score Roster by Test report is provided in this Guide following the Alphabetical Examinee Score Roster report sample.

### Interpretive Cautions

In considering the Alphabetical Examinee Score Roster and Examinee Score Roster by Test reports, please keep in mind the interpretive cautions that appear on each institution report. In general, the cautions include the following:

- Results reported for only a small number of examinees may not provide a valid indication of how examinees at an institution typically perform.
- Only the last five digits of the examinee's social security number are reported on this roster.
- Because raw scores for the subareas are converted to scaled scores based on differing numbers of questions, the average of the subarea scores may not equal the total test score.
- Scaled scores are reported using a range from 100 to 300 with 240 representing the minimum passing score.
- To pass the Basic Skills test examinees must achieve a scaled score of 240 or higher on each of the following subtests: Reading Comprehension, Language Arts, Mathematics, and Writing.

- For all applicable tests, subarea scores are based on fewer questions than the total test score and may be less reliable as indicators of performance.
- The individual examinee information contained herein is confidential and must not be disclosed to unauthorized persons or institutions. Appropriate safeguards must be implemented by all personnel to protect examinees from improper disclosure of information.
- Individual examinee results are to be used only for the purpose of either Illinois educator certification, or preparation program admission or completion. They are NOT intended to be used for employment decisions, college admissions, or any other purpose.
- Examinee test results included in this report are complete as of the date and time this report is released. Additions or changes to this information may occur after this date.
- The Illinois State Board of Education maintains an updated file of official results for the purpose of certification.

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

## Sample Alphabetical Examinee Score Roster Report (Cover Page)

Illinois Certification Testing System (ICTS)  
ALPHABETICAL EXAMINEE SCORE ROSTER

Institution: 001 Sample Institution  
Test Date: April 16, 2011

### DESCRIPTION OF REPORT

This report is organized alphabetically by examinee last name and presents score information for examinees who took the ICTS on this test date and requested their scores be sent to you.

For each individual who took at least one Basic Skills subtest during the test administration for which results are being reported, cumulative Pass/Fail/Incomplete status is reported for the total test under test code 300. If the status is reported as F or I, a cumulative list of each subtest not passed as of this test administration appears in parentheses. The individual Basic Skills subtest codes for results reporting are as follows: 301 (Reading Comprehension subtest), 302 (Language Arts subtest), 303 (Mathematics subtest), and 304 (Writing subtest).

With the exception of the Basic Skills test, an examinee who does not pass any of these tests must retake and pass the entire test. Basic skills test examinees are required to retake and pass only the failed subtest or subtests.

\*\*\*\*\* NOTES AND INTERPRETIVE CAUTIONS \*\*\*\*\*

1. Only the last five digits of the examinee's social security number are reported on this roster.
2. The individual examinee information contained herein is confidential and must not be disclosed to unauthorized persons or institutions. Appropriate safeguards must be implemented by all personnel to protect examinees from improper disclosure of information.
3. Individual examinee results are to be used only for the purpose of either Illinois educator certification, or preparation program admission or completion. They are NOT intended to be used for employment decisions, college admissions, or any other purpose.
4. Examinee test results included in this report are complete as of the date and time this report is released. Additions or changes to this information may occur after this date. The Illinois State Board of Education maintains an updated file of official results for the purpose of certification.

\*\*\*\*\*

TEST SECURE/PROPRIETARY

DUPLICATION PROHIBITED

\*\*\*\*\*

For further information, consult the Illinois State Board of Education or the Evaluation Systems group of Pearson.

## Sample Alphabetical Examinee Score Roster Report

### Illinois Certification Testing System (ICTS)

Institution: 001 Sample Institution  
Test Date: April 16, 2011

Examinee Name	SSN	P/F Status	Test Field
EXAMINEE NAME	1-1111	P	170 Agricultural Education
EXAMINEE NAME	2-2222	P	107 Early Childhood Education
EXAMINEE NAME	3-3333	F	177 Reading Teacher
EXAMINEE NAME	4-4444	P	143 Music
EXAMINEE NAME	5-5555	F	182 School Nurse
EXAMINEE NAME	6-6666	P	300 Basic Skills (301, 302)
EXAMINEE NAME	7-7777	P	106 Science: Chemistry
EXAMINEE NAME	8-8888	P	115 Mathematics
EXAMINEE NAME	9-9999	F	300 Basic Skills (302)



## Sample Examinee Score Roster by Test Report

### Illinois Certification Testing System (ICTS)

Institution: State University  
 Test Date: July 24, 2004

Test: 096	Basic Skills	Min. Allowable Scaled Score	Writing Subarea Performance Characteristics
Subarea	Subarea Name		
1	Reading Comprehension	217	1. Focus
2	Language Arts	217	2. Support/Elaboration
3	Mathematics	183	3. Organization
4	Writing	200	4. Grammar and Conventions

	Number of Examinees	Number (Percent) Passing	Number (Percent) Not Passing	Total Test	Mean Scaled Scores							
					Subareas	1	2	3	4	5	6	7
Institution	5	3 ( 60%)	2 ( 40%)	261	250	271	261	262				
Statewide	2334	1914 ( 82%)	420 ( 18%)	259	262	265	248	254				

Examinee Name	SSN	P/F Status	Total Test	Scaled Scores				Writing Performance Characteristics#
				Subareas	1	2	3	
EXAMINEE JANE	1-2345	P	291	292	287	295	288	
EXAMINEE JENNIFER	8-9012	F	240	203*	250	251	264	
EXAMINEE JOELLA	4-5678	P	292	288	296	295	288	
EXAMINEE JOSEPH	7-8901	P	269	268	274	273	252	
EXAMINEE JULIA	5-4321	F	215	198	247	192	220	1,4

#The presence of a number indicates the writing performance characteristic not mastered.

Refer to the set of cautions regarding the interpretation of these test results listed at the beginning of this report.