

Assessment of Professional Teaching (APT) Tests:
Birth to Grade 3 (101)
Grades K–9 (102)
Grades 6–12 (103)
Grades K–12 (104)

Purpose

The purpose of the Assessment of Professional Teaching (APT) tests is to assess the certification candidate's professional and pedagogical knowledge and skills associated with being an entry-level educator in Illinois. The APT tests are based upon the Illinois Professional Teaching Standards, the Language Arts Standards for All Teachers, and the Technology Standards for All Teachers.

There are four APT tests: Birth to Grade 3 (Test Code 101); Grades K–9 (Test Code 102); Grades 6–12 (Test Code 103); and Grades K–12 (Test Code 104). Each of these tests assesses candidates on the same sets of standards and test objectives. The major difference in the four APT tests is the context in which the tests questions are posed; the context is appropriate to the grade range of the test/certificate.

The type of certificate sought determines which APT test a candidate must pass. Applicants must take an APT test that covers the grade range of the certificate for which they are applying. Information on who is required to pass which APT test and when the test should be taken may be obtained from program advisors, campus certification officers, regional offices of education, and the Illinois State Board of Education's Certification Web site: www.isbe.net/teachers.htm.

Test Characteristics

Number of test items: 120 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Assessment of Professional Teaching tests are scored on a scale from 100 to 300.

Passing score: a scaled total test score of 240 or above

Test Structure

The APT tests contain the following subareas and test item structures.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	21 to 30	
II.	Planning and Delivering Instruction	1 to 10	1
III.	Managing the Learning Environment	1 to 10	1
IV.	Collaboration, Communication, and Professionalism	21 to 30	
V.	Language Arts	11 to 20	
VI.	Educational Technology	21 to 30	

Test Framework

The complete test framework for the APT test fields, containing the test objectives and descriptive statements for each subarea, can be found on the ICTS Web site at www.icts.nesinc.com. The test framework correlation table can be found on the ICTS Web site at www.icts.nesinc.com.

Test Administration

The APT tests are full-session tests administered at scheduled test administrations during the afternoon test session. Each test session is five hours long.

Scoring

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

To pass an APT test an examinee must obtain a scaled total test score of 240 or above.

Please note:

- There is no penalty for guessing.
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores reflect different numbers of questions and are represented differently in the computation of the total test score; therefore, the average of the subarea scores generally will not equal the scaled total test score.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

Interpreting the Constructed-Response Score

The APT tests constructed responses are scored according to standardized procedures during scoring sessions held after each test administration. Scorers with relevant professional backgrounds receive training and use a process called focused holistic scoring. The process yields a score based on overall quality rather than on an analysis of response components. In general, a response that receives a passing score demonstrates the following performance characteristics.

Constructed-Response Performance Characteristics	
1. Purpose	The fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment
2. Application of Professional Knowledge	The application of accurate, effective, and current professional knowledge and practices relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework
3. Support/Elaboration	The appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

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

A score of 8 for a constructed-response assignment would indicate that the first reader assigned a score of 4 and that the second reader assigned a score of 4. This would indicate that the response to the assignment was very well developed in regard to the performance characteristics. Similarly, a score of 2 would indicate that the first reader assigned a score of 1 and that the second reader assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The performance indicators on the examinee's score report provide information on how the examinee performed on each of the two assignments.

Scores from each of the two constructed-response assignments are then combined into a single score. The range of reader-assigned scores for the two constructed-response assignments is from:

- 16 (4 + 4 + 4 + 4), which would represent two constructed responses that are very well developed and that received the highest scores from the two readers who rated each response, to
- 4 (1 + 1 + 1 + 1), which would represent two constructed responses that are totally undeveloped and that received the lowest scores from the two readers who rated each response.

This combined raw score is then converted to a scaled score, on a scale from 100 to 300, which is the score that appears on the examinee's score report for the constructed-response assignments.

The designation of a U (unscorable) is assigned to responses that are off topic, illegible, written in a language other than English, of insufficient length to score, or merely a repetition of the topic. A designation of B is assigned if the constructed-response form is blank.

Please note: The constructed-response assignments are intended to assess candidates' pedagogical knowledge and skills, not their writing ability. However, responses must be communicated clearly enough

to permit valid judgment. Therefore, examinees should review their work and make any changes they think will improve their responses. They should write or print legibly.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in the APT test fields can be found 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. Examples can be found on the ICTS Web site at www.icts.nesinc.com.

Study Guide

The study guide for the APT test fields can be found on the ICTS Web site at www.icts.nesinc.com.

Assessment of Professional Teaching Tests Constructed-Response 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 APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully and appropriately to the given task. • The response demonstrates an accurate, highly effective application of current professional knowledge and practices that is entirely relevant to the subarea of the APT test framework being assessed. • The response is well elaborated through the use of high-quality examples, strong supporting evidence, and effective rationales relevant to the subarea of the APT test framework being assessed.
3	<p>The "3" response reflects a general understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment in a generally appropriate manner. • The response demonstrates a generally accurate, effective application of current professional knowledge and practices that is relevant to the subarea of the APT test framework being assessed. • The response is elaborated through the use of some effective examples, supporting evidence, and rationales relevant to the subarea of the APT test framework being assessed.
2	<p>The "2" response reflects a limited understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the assignment by attempting to respond to the given task in a partially appropriate manner. • The response demonstrates a partially accurate, partially effective application of current professional knowledge and practices that has limited relevance to the subarea of the APT test framework being assessed. • The response is not well elaborated, containing few effective examples or rationales and minimal supporting evidence relevant to the subarea of the APT test framework being assessed.
I	<p>The "I" response reflects little or no understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response does not fulfill the purpose of the assignment in an appropriate manner. • The response demonstrates a largely inaccurate, ineffective application of current professional knowledge and practices that may be irrelevant to the subarea of the APT test framework being assessed. • The response contains little or no effective elaboration, with few, if any, effective examples or rationales and little, if any, supporting evidence relevant to the subarea of the APT test framework being assessed.
U	<p>The response is unscorable because it is not written to the assigned topic, illegible, written in a language other than English, of insufficient length to score, or merely a repetition of the assignment.</p>
B	<p>The constructed-response section is blank.</p>