



Illinois Certification Testing System

SCORE REPORT EXPLANATION

Language Proficiency Tests for the Transitional Bilingual Certificate

Overview

Your score report provides information regarding the language proficiency test you took at the recent administration of the Illinois Certification Testing System (ICTS). The report includes information regarding your Pass/Did Not Pass status for that test, your performance on the test as a whole, and your performance on the major subareas of the test. Your scores are reported to you, to the Illinois State Board of Education, and to the institution(s) you indicated during the registration process.

The English Language Proficiency and Target Language Proficiency—Spanish tests each consist of 55 multiple-choice test questions and 2 constructed-response assignments. The Target Language Proficiency tests for languages other than Spanish each consist of four constructed-response assignments.

Total Test Scores

Scores for language proficiency tests are reported on a scale from 100 to 300. A total test scaled score of 240 or above is required to pass a language proficiency test. Candidates with a total test score below 240 do not pass the test. Your total test score is based on your performance on all sections of the test. For the English Language Proficiency and Target Language Proficiency—Spanish tests, the multiple-choice section represents 50 percent of your total test score and the two constructed-response assignments each represent 25 percent of your total test score. For the Target Language Proficiency tests for languages other than Spanish, the two Reading Comprehension constructed-response assignments combined represent 50 percent of your total test score and the writing and oral constructed-response assignments each represent 25 percent of your total test score.

Subarea Scores

The scores listed in the "Subarea" section are also reported on a scale from 100 to 300 and are intended to provide you with feedback on your performance in the major subareas of the test. This information is descriptive only and may help you assess your areas of strength and weakness. You do not have to "pass" each subarea or section of the test—there is no "passing score" associated with individual subareas.

Subareas with more objectives receive more coverage on the test. Because subareas have different numbers of test questions, and because the raw scores have been converted to scaled scores, it is not possible to average your performance across subareas to arrive at the total test score. Your total test score is based on your **total** performance on all sections of the test. Your total test score is **not** an average of your subarea scores.

Multiple-Choice Scores: English Language Proficiency (Reading Comprehension) and Target Language Proficiency—Spanish

Your performance on the multiple-choice section of the test is based on the number of test questions answered correctly; you do not "lose" any points for wrong answers. Each multiple-choice test question counts the same toward the total score.

Constructed-Response Assignments: Writing Proficiency and Oral Proficiency (all language proficiency tests) and Reading Comprehension (Target Language Proficiency tests for languages other than Spanish)

Constructed-response assignments are scored by at least two qualified educators. Scorers are unaware of the identity of the individuals whose responses they score. Scorers receive extensive orientation in standardized scoring procedures and take a qualifying assessment to ensure that they are ready to score. Scorers judge the overall effectiveness of each response while focusing on a set of performance characteristics that have been defined by Illinois educators as important for the test. An examinee's response should demonstrate adequacy across all of the performance characteristics. A high level of performance in only one or two of the performance characteristics will likely not result in a high score.

Each response is scored on a scale of 1 to 4, with 1 representing a lack of command and little or no application of performance characteristics and 4 representing a strong command and thorough application of the performance characteristics. Scorers are oriented to provide an overall judgment, not to indicate specific errors.

For the English Language Proficiency (055) test and the Target Language Proficiency—Spanish (056) test: Because these two tests have a large number of examinees for each test administration, each response is read and scored independently by two scorers; the sum of the two scores is the examinee's total score on that response. If the two scores differ by more than one point, the response is scored by a third scorer.

For the Target Language Proficiency tests for languages other than Spanish (057–069): Because these tests have a limited number of examinees, multiple scorers are given a copy of each examinee's response. The score for each assignment is reached through group discussion in reference to the performance characteristics and scoring scale. The group arrives at a consensus decision on the examinee's score for each response. That score is doubled to arrive at the total score assigned to that response.

The raw score for each constructed-response assignment is converted to a scale from 100 to 300, with 240 or above representing acceptable performance on the assignment.

If your response is off topic, illegible/inaudible, not written or spoken in the required language, of insufficient length to score, or merely a repetition of the assignment, you will receive a score of "U" for unscorable. A designation of "B" is assigned if the constructed-response form is blank.

For more information on this scoring process and for an explanation of the performance characteristics, refer to the appropriate ICTS language proficiency tests study guide. Study guides are available on the ICTS Web site at www.icts.nesinc.com.

Passing Scores

The passing scores for the ICTS were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators.

Rescore of Your Test

All constructed-response assignments are scored according to standardized procedures. As part of the scoring process, each examinee's responses are scored by multiple scorers who are oriented to standardized scoring procedures and are continuously monitored by experienced scoring facilitators. Scorer consensus is attained for the scores assigned to all examinee responses, with the guidance and focus on the scoring procedures and scoring scale. All written and oral responses to the constructed-response assignments are automatically rescored; therefore, no additional rescore service is available.

If you have questions regarding **PROGRAM POLICIES** or **WHICH TEST(S)** you must take, contact your college advisor, certification officer, or a regional office of education or visit the Illinois State Board of Education Web site at www.isbe.net/teachers.htm.