

APPENDIX C

OVERVIEW OF ICTS TESTS

This section of the *Faculty Guide* contains a summary of the characteristics of each ICTS test, including certificate information, the score scale, the test subareas and item structure, administration and scoring information, and the scoring rubric (for tests with constructed-response assignments). Additionally, each summary provides Internet links to the Web pages providing access to the test framework, framework correlation table, score report information, and study guide.

The summaries are presented in alphabetical order by test name.

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

Agricultural Education (170)

Purpose

The purpose of the Agricultural Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Agricultural Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Agricultural Education test is scored on a scale from 100 to 300.

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

Test Structure

The Agricultural Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Agriculture Education Programs	11 to 20
II.	Animal Science	11 to 20
III.	Plant and Soil Science	11 to 20
IV.	Horticulture	11 to 20
V.	Agricultural Resources	11 to 20
VI.	Agricultural Mechanics	11 to 20
VII.	Agricultural Business	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

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>

Basic Skills Test (300)

Purpose

The purpose of the Basic Skills test is to identify examinees who have demonstrated the fundamental skills in reading comprehension, language arts, mathematics, and writing required of entry-level educators in Illinois. The test is based upon the Basic Skills standards that were recommended by the Basic Skills Advisory Group—made up of representatives of public schools, higher education, professional associations, teachers' unions, and other stakeholders—and that were validated by educators who specialize in the teaching of reading, language arts, and mathematics. Information on who is required to pass the 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: 125 multiple-choice test questions and 1 constructed-response assignment

Score scale: The Basic Skills test is scored on a scale from 100 to 300.

Passing requirements: a scaled total test score of 240 or higher AND a score at or above the minimum allowable score for each test subarea

Test Structure

The Basic Skills test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions	No. of Scorable Constructed-Response Assignments
I.	Reading Comprehension	31 to 40	
II.	Language Arts	31 to 40	
III.	Mathematics	21 to 30	
IV.	Writing		1

Test Framework

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

Test Administration

The most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

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 score received on the constructed-response writing assignment. The proportion of the total test score derived from the multiple-choice test questions is 85 percent; the proportion derived from the constructed-response writing assignment is 15 percent.

To pass the Basic Skills test an examinee must obtain a scaled total test score of 240 or above and must score at or above the minimum allowable score for each test subarea. The minimum allowable scores for each subarea are:

Reading Comprehension: 50% of questions correct

Language Arts: 50% of questions correct

Mathematics: 35% of questions correct

Writing: Score of 5 out of 12

If any of the test subarea scores do not meet the minimum allowable score for the subarea, an examinee will not pass the test—regardless of how high the total test score may be. Further, if the minimum allowable score for each subarea is met but the total test score is not 240 or higher, an examinee will not pass the test.

Please note:

- There is no penalty for guessing.
- Subarea scores are presented on the same scale as the total test score.
- The total test score required to pass the test is greater than the sum of the minimum allowable scores for each subarea. Therefore, it is possible to obtain the minimum allowable score in each subarea and not pass the test because the total test score is less than 240.
- 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.
- If an examinee did not pass the total test and did not obtain a Writing subarea score of 240 or higher, the features of writing that may need improvement will be indicated.

Interpreting the Writing Score

The Basic Skills test writing 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 writing response that receives a passing score demonstrates the following performance characteristics.

Writing Subarea Performance Characteristics	
1. Focus	The clarity with which the response presents and maintains the main idea.
2. Support/Elaboration	The extent to which the main idea is supported and explained by details and reasons.
3. Organization	The explicitness of the text structure or plan and the clarity of the logical flow of ideas.
4. Grammar and Conventions	The extent to which the response shows control of the use of standard written English and the extent to which errors interfere with communication of the main idea.

Each writing response is scored on a scale from 1 to 6, with 1 representing an undeveloped response and 6 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.

The final score is then converted to the scaled score that is reported on the Individual Score Report. The score conversion is as follows.

Two Readers' Scores Assigned	Total Essay Score	Scaled Score
6 + 6	12	300
5 + 6	11	288
5 + 5	10	276
4 + 5	9	264
4 + 4	8	252
3 + 4	7	240
3 + 3	6	220
2 + 3	5	200
2 + 2	4	180
1 + 2	3	160
1 + 1	2	140
U—Unscorable	0	100
B—Blank	0	100

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignment in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Basic Skills Diagnostic Practice Test

The Basic Skills Diagnostic Practice Test can be found on the ICTS Web site at www.icts.nesinc.com.

Basic Skills Constructed-Response Scoring Scale

Score Point	Score Point Description
6	<p>The 6 response is very well formed.</p> <ol style="list-style-type: none"> 1. Focus is effectively stated and clearly maintained. <ul style="list-style-type: none"> • The introduction is effective. • The thesis is very appropriate to the topic; logical connections to the thesis are clearly maintained throughout. • An effective closing relates to the thesis without simply restating it. 2. Support is extensive. <ul style="list-style-type: none"> • Major points are supported and elaborated fully and evenly. • Ideas are supported using multiple strategies. 3. The organizational plan is effective and clear. <ul style="list-style-type: none"> • Coherence is maintained by an effective vertical plan; paragraphs present a purposeful, logical structure. • Cohesion is maintained by effective horizontal connections. • Transitions are effectively used to signal vertical and horizontal relationships. 4. The writing shows mastery of grammar and conventions. <ul style="list-style-type: none"> • Very few minor errors occur in proportion to the amount written. • Sentence structure is varied and effective. • Usage is precise throughout the essay.
5	<p>The 5 response is well formed.</p> <ol style="list-style-type: none"> 1. Focus is clearly stated and maintained. <ul style="list-style-type: none"> • The introduction is presented well. • The thesis is appropriate to the topic; logical connections to the thesis are substantially maintained throughout. • The closing relates to the thesis without simply restating it. 2. Support is substantial. <ul style="list-style-type: none"> • Most major points are supported fully, but elaboration may be uneven. • Ideas may be supported using multiple strategies. 3. The organizational plan is clear. <ul style="list-style-type: none"> • Coherence is maintained by a vertical plan; paragraphs present a logical structure. • Cohesion is maintained by horizontal sequencing. • Transitions are logically used to signal vertical and horizontal connections. 4. The writing shows good control of grammar and conventions. <ul style="list-style-type: none"> • A few minor errors occur in proportion to the amount written. • Sentence structure shows variation. • Usage is often precise.
4	<p>The 4 response is adequately formed.</p> <ol style="list-style-type: none"> 1. Focus is stated and generally maintained. <ul style="list-style-type: none"> • The purpose is adequately stated. • The thesis is generally appropriate to the topic; logical connections are adequately maintained. • The closing may simply restate the thesis. 2. Support is adequate. <ul style="list-style-type: none"> • Most major points are adequately supported; elaboration may be uneven. • Ideas may be supported using a single strategy; support may be general. 3. The organizational plan is adequate. <ul style="list-style-type: none"> • Coherence is generally maintained by a vertical plan. • Cohesion is generally maintained by horizontal sequencing. • Transitions are sometimes used to signal vertical and horizontal connections. 4. The writing shows adequate control of grammar and conventions. <ul style="list-style-type: none"> • Minor and perhaps a few major errors occur, but they do not interfere with meaning. • Sentence structure is adequate but may not be varied. • Usage is adequate.

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Basic Skills Constructed-Response Scoring Scale *(continued)*

3	<p>The 3 response is partially formed, but all performance characteristics are present.</p> <ol style="list-style-type: none"> 1. Focus may be clear, but it is not adequately maintained. <ul style="list-style-type: none"> • The purpose may need to be inferred. • Although the thesis may be appropriate to the topic, minor drifts in focus or lapses in logic may be present. • The closing may be absent or only a repetition of the introduction. 2. Support may be limited. <ul style="list-style-type: none"> • Some points are partially supported. • Elaboration that is present may lack depth. 3. An organizational plan may be inferred. <ul style="list-style-type: none"> • Coherence is partial; only some major points are appropriately paragraphed. • Cohesion is partial because sequencing may be disrupted. • Transitions may be inappropriate, intrusive, or absent. 4. The writing shows partial control of grammar and conventions. <ul style="list-style-type: none"> • Some minor and major errors occur and may be distracting. • Some control of basic sentence structure is evident. • Usage may be imprecise.
2	<p>The 2 response displays only the rudiments of techniques for forming an essay.</p> <ol style="list-style-type: none"> 1. Focus may be vague and poorly maintained. <ul style="list-style-type: none"> • The purpose is vague or prompt-dependent. • The thesis may be inappropriate to the topic and contain unrelated, illogical, or redundant ideas. • The closing, if present, may be unrelated to the opening. 2. Support is rudimentary. <ul style="list-style-type: none"> • Few points are supported by specific or relevant detail. • Elaboration may be redundant or simply a list of specifics. 3. An organizational plan is attempted. <ul style="list-style-type: none"> • Coherence is rudimentary, showing little evidence of a vertical plan. • There is often disjointedness in the writer's efforts to transition from one idea to another and relate ideas to selected examples. Cohesion is rudimentary. 4. The writing shows rudimentary control of grammar and conventions. <ul style="list-style-type: none"> • Many minor and major errors interfere with communication. • Sentence structure may be rambling or fragmentary. • Usage is imprecise.
1	<p>The 1 response fails to form an essay.</p> <ol style="list-style-type: none"> 1. Focus is unclear. <ul style="list-style-type: none"> • The purpose is unclear and/or inappropriate to the topic. • Any discussion present is confused. • There may be no discernable conclusion. 2. Support is insufficient. <ul style="list-style-type: none"> • Support and elaboration, if present, are irrelevant, insufficient, and/or confused. 3. An organizational plan is not evident. <ul style="list-style-type: none"> • There is so little control of paragraphing that the response lacks coherence. • Cohesion is not evident. Sequencing is confused. Almost no points are logically related. 4. The writing shows little control of grammar and conventions. <ul style="list-style-type: none"> • Minor and major errors are so various and numerous that meaning is seriously impeded.
U	<p>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, or of insufficient length to score.</p>
B	<p>The written response form is blank.</p>

Business, Marketing, and Computer Education (171)

Purpose

The purpose of the Business, Marketing, and Computer Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Business, Marketing, and Computer Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Business, Marketing, and Computer Education test is scored on a scale from 100 to 300.

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

Test Structure

The Business, Marketing, and Computer Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Accounting Principles and Practices	11 to 20
II.	Economics, Consumer Economics, and Career Development	11 to 20
III.	Marketing Principles and Applications	11 to 20
IV.	Entrepreneurship, Management, Law, and International Business	21 to 30
V.	Business Communications and Computations	11 to 20
VI.	Computer Education	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Chief School Business Official (185)

Purpose

The purpose of the Chief School Business Official test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Chief School Business Official Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Chief School Business Official test is scored on a scale from 100 to 300.

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

Test Structure

The Chief School Business Official test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	School Business Management	31 to 40
II.	School Finance	31 to 40
III.	School Organization, Services, Operations, and Safety	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Computer Science (038)

Purpose

The purpose of the Computer Science test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Computer Science test is scored on a scale from 100 to 300.

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

Test Structure

The Computer Science test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Computer Systems	21 to 30
II.	Programming Theory and Methods	11 to 20
III.	Computer Languages, Data Concepts, and Algorithms	11 to 20
IV.	Computer Applications and Assessment	31 to 40

Test Framework

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

Test Administration

The most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240 or above. The total test score is based on the number of questions an examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Dance (140)

Purpose

The purpose of the Dance test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Dance Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Dance test is scored on a scale from 100 to 300.

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

Test Structure

The Dance test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	The Basic Vocabulary of Dance	11 to 20
II.	Dance Creation and Production	21 to 30
III.	Dance Performance Knowledge and Skills	11 to 20
IV.	The Role of Dance	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Director of Special Education (180)

Purpose

The purpose of the Director of Special Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Director of Special Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Director of Special Education test is scored on a scale from 100 to 300.

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

Test Structure

The Director of Special Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Special Education Program and School Environment	31 to 40
II.	Laws, Ethics, Finance, and Service Provision	31 to 40
III.	Collaboration and Management	31 to 40

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Drama/Theatre Arts (141)

Purpose

The purpose of the Drama/Theatre Arts test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Drama/Theatre Arts Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Drama/Theatre Arts test is scored on a scale from 100 to 300.

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

Test Structure

The Drama/Theatre Arts test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Basic Vocabulary of Drama/Theatre	11 to 20
II.	Theatrical Performance and Production	31 to 40
III.	History and Literature of Theatre	11 to 20
IV.	Drama/Theatre and Fine Arts Education	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Early Childhood Education (107)

Purpose

The purpose of the Early Childhood Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Early Childhood Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Early Childhood Education test is scored on a scale from 100 to 300.

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

Test Structure

The Early Childhood Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Language and Literacy Development	31 to 40
II.	Learning Across the Curriculum	31 to 40
III.	Diversity, Collaboration, and Professionalism in the Early Childhood Program	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Early Childhood Special Education (152)

Purpose

The purpose of the Early Childhood Special Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Early Childhood Special Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Early Childhood Special Education test is scored on a scale from 100 to 300.

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

Test Structure

The Early Childhood Special Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations and Characteristics	11 to 20
II.	Assessing Students and Developing Individualized Programs	11 to 20
III.	Planning and Delivering Instructional Content	21 to 30
IV.	Managing the Learning Environment and Promoting Students' Social Interaction Skills	11 to 20
V.	Maintaining Effective Communication, Collaboration, and Professionalism	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Elementary/Middle Grades (110)

Purpose

The purpose of the Elementary/Middle Grades test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Elementary/Middle Grades Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Elementary/Middle Grades test is scored on a scale from 100 to 300.

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

Test Structure

The Elementary/Middle Grades test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Language Arts and Literacy	21 to 30
II.	Mathematics	11 to 20
III.	Science	11 to 20
IV.	Social Sciences	21 to 30
V.	The Arts, Health, and Physical Education	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

English as a New Language (I25)

Purpose

The purpose of the English as a New Language test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the English as a New Language Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The English as a New Language test is scored on a scale from 100 to 300.

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

Test Structure

The English as a New Language test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations of ENL Instruction	21 to 30
II.	Development of English Language Skills	41 or more
III.	Professional Collaboration, Conduct, and Growth	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

English Language Arts (III)

Purpose

The purpose of the English Language Arts test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the English Language Arts Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The English Language Arts test is scored on a scale from 100 to 300.

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

Test Structure

The English Language Arts test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Reading	31 to 40
II.	Writing and Research	31 to 40
III.	Speaking and Listening	11 to 20
IV.	Literature	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

English Language Proficiency (055)

Purpose

The purpose of the English Language Proficiency test is to identify examinees who have demonstrated the level of language skills required of educators seeking bilingual certificates and endorsements. Information on who is required to pass the 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: 55 multiple-choice test questions and 2 constructed-response assignments

Score scale: The English Language Proficiency test is scored on a scale from 100 to 300.

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

Test Structure

The English Language Proficiency test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions	No. of Scorable Constructed-Response Assignments
I.	Reading Comprehension	55	
II.	Writing Proficiency		1
III.	Oral Proficiency		1

Test Framework

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

Test Administration

The most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

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 test questions is 50 percent; the proportion derived from the constructed-response assignments is 50 percent.

To pass the English Language Proficiency 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 Scores

The constructed responses on the Language Proficiency tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Writing Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Writing Proficiency Assignment

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas. The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message. The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
I	<p>The "I" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Proficiency Assignment

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates generally intelligible pronunciation, with occasional errors. • The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
I	<p>The "I" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Family and Consumer Sciences (172)

Purpose

The purpose of the Family and Consumer Sciences test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Family and Consumer Sciences Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Family and Consumer Sciences test is scored on a scale from 100 to 300.

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

Test Structure

The Family and Consumer Sciences test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Integrative Nature of Family and Consumer Sciences	21 to 30
II.	Human Development	11 to 20
III.	Parenting, Family, and Interpersonal Relationships	11 to 20
IV.	Consumer and Resource Management	11 to 20
V.	Career and Educational Skills	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Foreign Language: Arabic (137)

Purpose

The purpose of the Foreign Language: Arabic test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: seven constructed-response assignments

Score scale: The Foreign Language: Arabic test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Arabic test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	1
II.	Reading and Vocabulary	1
III.	Language Structures	1
IV.	Cultural Knowledge	1
V.	Language Acquisition	1
VI.	Written Expression	1
VII.	Oral Expression	1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

Interpreting the Constructed-Response Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Listening Comprehension Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

Listening Comprehension	accuracy and completeness in comprehending the literal content of a spoken passage
Listening Inference	demonstrated ability to infer information implied in a spoken passage, including subtleties such as tone

Scoring Scale for the Listening Comprehension Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading and Vocabulary Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

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

Scoring Scale for the Reading and Vocabulary Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Structures Assignment

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

Grammar	Part A (1–16)—supplying the grammatically correct term
Transformation	Part B (17–20)—making a specified transformation
Correction	Part C (21–24)—correcting errors

Note: Examinees will be scored on the number of grammatical items they handle successfully, out of a total of 24.

Scoring Scale for the Language Structures Assignment

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

Part	Description of Correct Response
Part A (Items 1–16)	Correct—the examinee's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
Part B (Items 17–20)	Correct—the examinee's response correctly transforms the sentence or passage as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
Part C (Items 21–24)	Correct—the examinee's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).

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

Part	Description of Incorrect Response
Parts A, B, C (Items 1–24)	Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete.

Score Point	Score Point Description
4	20 to 24 tasks handled correctly
3	15 to 19 tasks handled correctly
2	10 to 14 tasks handled correctly
1	0 to 9 tasks handled correctly
U	Unscorable—the candidate's response is illegible.
B	Blank—there is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Cultural Knowledge Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Identification	accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
Cultural Context	ability to describe the appropriate cultural context of the topic (e.g., historical period, belief system, geographic location)
Cultural Issues	clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

Scoring Scale for the Cultural Knowledge Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> • The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. • The candidate describes the appropriate cultural context of the topic. • The candidate provides a thorough and accurate explanation of the relationship of the topic to the target culture.
3	<p>The "3" response reflects a general command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> • The candidate identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. • The candidate generally provides accurate information regarding cultural context. • The candidate provides some explanation of the relationship of the topic to the target culture, with only minor factual errors, if any.
2	<p>The "2" response reflects a limited command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> • The candidate provides minimal information to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. • The candidate provides little information on the cultural context of the topic. • The candidate provides an inadequate explanation of the relationship of the topic to the target culture.
1	<p>The "1" response reflects a lack of command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> • The candidate fails to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. • The candidate does not place the topic in the appropriate cultural context. • The candidate fails to explain the relationship of the topic to the target culture or reveals a significant misunderstanding of cultural trends or issues.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Acquisition Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

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

Scoring Scale for the Language Acquisition Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
I	<p>The "I" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: Chinese (Mandarin) (126)

Purpose

The purpose of the Foreign Language: Chinese (Mandarin) test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: seven constructed-response assignments

Score scale: The Foreign Language: Chinese (Mandarin) test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Chinese (Mandarin) test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	1
II.	Reading and Vocabulary	1
III.	Language Structures	1
IV.	Cultural Knowledge	1
V.	Written Expression	1
VI.	Oral Expression	1
VII.	Language Acquisition	1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

Interpreting the Constructed-Response Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Listening Comprehension Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

Listening Comprehension	accuracy and completeness in comprehending the literal content of a spoken passage
Listening Inference	demonstrated ability to infer information implied in a spoken passage, including subtleties such as tone

Scoring Scale for the Listening Comprehension Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading and Vocabulary Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

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

Scoring Scale for the Reading and Vocabulary Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Structures Assignment

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

Grammar	Part A (1–12)—supplying the grammatically correct term
Transformation	Part B (13–16)—making a specified transformation
Correction	Part C (17–20)—correcting errors
Romanization	Part D (21–24)—transliterating Chinese sentences into the Roman alphabet

Note: Examinees will be scored on the number of grammatical items they handle successfully, out of a total of 24.

Scoring Scale for the Language Structures Assignment

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

Part	Description of Correct Response
Part A (Items 1–12)	Correct—the examinee's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
Part B (Items 13–16)	Correct—the examinee's response correctly transforms the sentence or passage as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
Part C (Items 17–20)	Correct—the examinee's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).
Part D (Items 21–24)	Correct—the examinee correctly transliterates the given sentence from Chinese characters into the Roman alphabet, using a standard system of Romanization. Mandarin must use pinyin, including diacritical marks to indicate correct tones.

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

Part	Description of Incorrect Response
Parts A, B, C (Items 1–20)	Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete.
Part D (Items 21–24)	Not correct—the examinee makes three or more errors in transliterating the given sentence from Chinese characters into the Roman alphabet.

Score Point	Score Point Description
4	20 to 24 tasks handled correctly
3	15 to 19 tasks handled correctly
2	10 to 14 tasks handled correctly
1	0 to 9 tasks handled correctly
U	Unscorable—the candidate's response is illegible or is not in the target language.
B	Blank—the candidate provides no response whatsoever.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Cultural Knowledge Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Identification	accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
Cultural Context	ability to describe the appropriate cultural context of the topic (e.g., historical period, belief system, geographic location)
Cultural Issues	clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

Scoring Scale for the Cultural Knowledge Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate describes the appropriate cultural context of the topic. The candidate provides a thorough and accurate explanation of the relationship of the topic to the target culture.
3	<p>The "3" response reflects a general command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate generally provides accurate information regarding cultural context. The candidate provides some explanation of the relationship of the topic to the target culture, with only minor factual errors, if any.
2	<p>The "2" response reflects a limited command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate provides minimal information to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate provides little information on the cultural context of the topic. The candidate provides an inadequate explanation of the relationship of the topic to the target culture.
I	<p>The "I" response reflects a lack of command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate fails to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate does not place the topic in the appropriate cultural context. The candidate fails to explain the relationship of the topic to the target culture or reveals a significant misunderstanding of cultural trends or issues.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Acquisition Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

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

Scoring Scale for the Language Acquisition Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
I	<p>The "I" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: French (127)

Purpose

The purpose of the Foreign Language: French test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: 100 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Foreign Language: French test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: French test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	11 to 20	
II.	Reading and Vocabulary	11 to 20	
III.	Language Structures and Acquisition	21 to 30	
IV.	Cultural Knowledge	11 to 20	
V.	Written Expression		1
VI.	Oral Expression		1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. 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. Subarea scores are based on an examinee's performance on each subarea. The proportion of the total test score derived from the multiple-choice test questions is 67 percent; the proportion derived from the constructed-response assignments is 33 percent.

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 Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
I	<p>The "I" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: German (I28)

Purpose

The purpose of the Foreign Language: German test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: 100 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Foreign Language: German test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: German test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Items	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	11 to 20	
II.	Reading and Vocabulary	11 to 20	
III.	Language Structures and Acquisition	21 to 30	
IV.	Cultural Knowledge	11 to 20	
V.	Written Expression		1
VI.	Oral Expression		1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. 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. Subarea scores are based on an examinee's performance on each subarea. The proportion of the total test score derived from the multiple-choice test questions is 67 percent; the proportion derived from the constructed-response assignments is 33 percent.

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 Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: Hebrew (I29)

Purpose

The purpose of the Foreign Language: Hebrew test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: 100 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Foreign Language: Hebrew test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Hebrew test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Items	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	11 to 20	
II.	Reading and Vocabulary	11 to 20	
III.	Language Structures and Acquisition	21 to 30	
IV.	Cultural Knowledge	11 to 20	
V.	Written Expression		1
VI.	Oral Expression		1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. 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. Subarea scores are based on an examinee's performance on each subarea. The proportion of the total test score derived from the multiple-choice test questions is 67 percent; the proportion derived from the constructed-response assignments is 33 percent.

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 Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
I	<p>The "I" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: Italian (I30)

Purpose

The purpose of the Foreign Language: Italian test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: 100 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Foreign Language: Italian test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Italian test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Items	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	11 to 20	
II.	Reading and Vocabulary	11 to 20	
III.	Language Structures and Acquisition	21 to 30	
IV.	Cultural Knowledge	11 to 20	
V.	Written Expression		1
VI.	Oral Expression		1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. 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. Subarea scores are based on an examinee's performance on each subarea. The proportion of the total test score derived from the multiple-choice test questions is 67 percent; the proportion derived from the constructed-response assignments is 33 percent.

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 Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	<p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: Japanese (131)

Purpose

The purpose of the Foreign Language: Japanese test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: seven constructed-response assignments

Score scale: The Foreign Language: Japanese test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Japanese test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	1
II.	Reading and Vocabulary	1
III.	Language Structures	1
IV.	Cultural Knowledge	1
V.	Written Expression	1
VI.	Oral Expression	1
VII.	Language Acquisition	1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

Interpreting the Constructed-Response Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Listening Comprehension Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

Listening Comprehension	accuracy and completeness in comprehending the literal content of a spoken passage
Listening Inference	demonstrated ability to infer information implied in a spoken passage, including subtleties such as tone

Scoring Scale for the Listening Comprehension Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading and Vocabulary Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

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

Scoring Scale for the Reading and Vocabulary Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Structures Assignment

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

Grammar	Part A (1–12)—supplying the grammatically correct term
Transformation	Part B (13–16)—making a specified transformation
Correction	Part C (17–20)—correcting errors
Romanization	Part D (21–24)—transliterating Chinese sentences into the Roman alphabet

Note: Examinees will be scored on the number of grammatical items they handle successfully, out of a total of 24.

Scoring Scale for the Language Structures Assignment

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

Part	Description of Correct Response
Part A (Items 1–12)	Correct—the examinee's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
Part B (Items 13–16)	Correct—the examinee's response correctly transforms the sentence or passage as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
Part C (Items 17–20)	Correct—the examinee's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).
Part D (Items 21–24)	Correct—the examinee correctly transliterates the given sentence from Chinese characters into the Roman alphabet, using a standard system of Romanization. Mandarin must use pinyin, including diacritical marks to indicate correct tones.

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

Part	Description of Incorrect Response
Parts A, B, C (Items 1–20)	Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete.
Part D (Items 21–24)	Not correct—the examinee makes three or more errors in transliterating the given sentence from Chinese characters into the Roman alphabet.

Score Point	Score Point Description
4	20 to 24 tasks handled correctly
3	15 to 19 tasks handled correctly
2	10 to 14 tasks handled correctly
1	0 to 9 tasks handled correctly
U	Unscorable—the candidate's response is illegible or is not in the target language.
B	Blank—the candidate provides no response whatsoever.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Cultural Knowledge Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Identification	accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
Cultural Context	ability to describe the appropriate cultural context of the topic (e.g., historical period, belief system, geographic location)
Cultural Issues	clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

Scoring Scale for the Cultural Knowledge Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate describes the appropriate cultural context of the topic. The candidate provides a thorough and accurate explanation of the relationship of the topic to the target culture.
3	<p>The "3" response reflects a general command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate generally provides accurate information regarding cultural context. The candidate provides some explanation of the relationship of the topic to the target culture, with only minor factual errors, if any.
2	<p>The "2" response reflects a limited command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate provides minimal information to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate provides little information on the cultural context of the topic. The candidate provides an inadequate explanation of the relationship of the topic to the target culture.
I	<p>The "I" response reflects a lack of command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate fails to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate does not place the topic in the appropriate cultural context. The candidate fails to explain the relationship of the topic to the target culture or reveals a significant misunderstanding of cultural trends or issues.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Acquisition Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

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

Scoring Scale for the Language Acquisition Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	<p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: Korean (132)

Purpose

The purpose of the Foreign Language: Korean test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: seven constructed-response assignments

Score scale: The Foreign Language: Korean test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Korean test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	1
II.	Reading and Vocabulary	1
III.	Language Structures	1
IV.	Cultural Knowledge	1
V.	Written Expression	1
VI.	Oral Expression	1
VII.	Language Acquisition	1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

Interpreting the Constructed-Response Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Listening Comprehension Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

Listening Comprehension	accuracy and completeness in comprehending the literal content of a spoken passage
Listening Inference	demonstrated ability to infer information implied in a spoken passage, including subtleties such as tone

Scoring Scale for the Listening Comprehension Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading and Vocabulary Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

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

Scoring Scale for the Reading and Vocabulary Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Structures Assignment

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

Grammar	Part A (1–12)—supplying the grammatically correct term
Transformation	Part B (13–16)—making a specified transformation
Correction	Part C (17–20)—correcting errors
Romanization	Part D (21–24)—transliterating Chinese sentences into the Roman alphabet

Note: Examinees will be scored on the number of grammatical items they handle successfully, out of a total of 24.

Scoring Scale for the Language Structures Assignment

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

Part	Description of Correct Response
Part A (Items 1–12)	Correct—the examinee's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
Part B (Items 13–16)	Correct—the examinee's response correctly transforms the sentence or passage as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
Part C (Items 17–20)	Correct—the examinee's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).
Part D (Items 21–24)	Correct—the examinee correctly transliterates the given sentence from Chinese characters into the Roman alphabet, using a standard system of Romanization. Mandarin must use pinyin, including diacritical marks to indicate correct tones.

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

Part	Description of Incorrect Response
Parts A, B, C (Items 1–20)	Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete.
Part D (Items 21–24)	Not correct—the examinee makes three or more errors in transliterating the given sentence from Chinese characters into the Roman alphabet.

Score Point	Score Point Description
4	20 to 24 tasks handled correctly
3	15 to 19 tasks handled correctly
2	10 to 14 tasks handled correctly
1	0 to 9 tasks handled correctly
U	Unscorable—the candidate's response is illegible or is not in the target language.
B	Blank—the candidate provides no response whatsoever.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Cultural Knowledge Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Identification	accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
Cultural Context	ability to describe the appropriate cultural context of the topic (e.g., historical period, belief system, geographic location)
Cultural Issues	clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

Scoring Scale for the Cultural Knowledge Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate describes the appropriate cultural context of the topic. The candidate provides a thorough and accurate explanation of the relationship of the topic to the target culture.
3	<p>The "3" response reflects a general command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate generally provides accurate information regarding cultural context. The candidate provides some explanation of the relationship of the topic to the target culture, with only minor factual errors, if any.
2	<p>The "2" response reflects a limited command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate provides minimal information to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate provides little information on the cultural context of the topic. The candidate provides an inadequate explanation of the relationship of the topic to the target culture.
I	<p>The "I" response reflects a lack of command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate fails to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate does not place the topic in the appropriate cultural context. The candidate fails to explain the relationship of the topic to the target culture or reveals a significant misunderstanding of cultural trends or issues.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Acquisition Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

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

Scoring Scale for the Language Acquisition Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: Latin (133)

Purpose

The purpose of the Foreign Language: Latin test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: 100 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Foreign Language: Latin test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Latin test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Items	No. of Scorable Constructed-Response Assignments
I.	Language, Structure, and Language Acquisition	21 to 30	
II.	Reading Comprehension and Appreciation	31 to 40	
III.	Cultural Knowledge and Contemporary Connections	21 to 30	
IV.	Speaking		1
V.	Listening and Writing		1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. 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. Subarea scores are based on an examinee's performance on each subarea. The proportion of the total test score derived from the multiple-choice test questions is 90 percent; the proportion derived from the constructed-response assignments is 10 percent.

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 Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the target language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Performance Characteristics for the Transcription Assignment

Accuracy of spelling and transcription.

Scoring Key for the Transcription Assignment

Spelling	Each word that is <i>not</i> a correct and appropriate spelling of the word transcribed from the passage that was read (i.e., the word does not reflect the target language's rules of spelling) counts as one error.
Illegibility	Any word that is illegible counts as one error.
Missing Words	Any word that is missing counts as one error.
Inserted Words	Any word in the response that is <i>not</i> part of the passage that was read will count as one error.

Each word has the potential for only one error (e.g., an inserted word that is misspelled will count as only one error).

Scoring Scale for the Transcription Assignment

Score Point	Score Point Description
4	6 or fewer errors
3	7–12 errors
2	13–18 errors
1	19 or more errors
U	Unscorable—The examinee's entire response is off topic, is illegible, is not in the target language, or is incomplete (i.e., 5 words or fewer).
B	Blank—There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Reading Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

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

The candidate may use either classical or ecclesiastical pronunciation, but whichever is chosen, it should be used consistently. Overall, candidates are expected to demonstrate through their reading their comprehension of the text and their facility with Latin as a spoken language.

Scoring Scale for the Oral Reading Assignment

The four points of the scoring scale correspond to varying degrees of ability. The following statements describe typical responses at each score point.

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

Foreign Language: Russian (134)

Purpose

The purpose of the Foreign Language: Russian test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: 100 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Foreign Language: Russian test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Russian test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Items	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension of Audio Recordings	11 to 20	
II.	Reading and Vocabulary	11 to 20	
III.	Language Structures and Acquisition	21 to 30	
IV.	Cultural Knowledge	11 to 20	
V.	Written Expression		1
VI.	Oral Expression		1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. 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. Subarea scores are based on an examinee's performance on each subarea. The proportion of the total test score derived from the multiple-choice test questions is 67 percent; the proportion derived from the constructed-response assignments is 33 percent.

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 Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
I	<p>The "I" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	<p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Foreign Language: Spanish (135)

Purpose

The purpose of the Foreign Language: Spanish test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the 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: 100 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Foreign Language: Spanish test is scored on a scale from 100 to 300.

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

Test Structure

The Foreign Language: Spanish test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Items	No. of Scorable Constructed-Response Assignments
I.	Listening Comprehension	11 to 20	
II.	Reading and Vocabulary	11 to 20	
III.	Language Structures and Acquisition	21 to 30	
IV.	Cultural Knowledge	11 to 20	
V.	Written Expression		1
VI.	Oral Expression		1

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. 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. Subarea scores are based on an examinee's performance on each subarea. The proportion of the total test score derived from the multiple-choice test questions is 67 percent; the proportion derived from the constructed-response assignments is 33 percent.

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 Scores

The constructed responses on the Foreign Language tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Written Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Expression Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Health Careers (173)

Purpose

The purpose of the Health Careers test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Health Careers Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Health Careers test is scored on a scale from 100 to 300.

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

Test Structure

The Health Careers test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Health Concepts, Issues, and Skills	11 to 20
II.	Human Biology, Growth and Development, and Interpersonal Relationships	21 to 30
III.	Health Maintenance and Disease Prevention	11 to 20
IV.	Patient Care, Safety Precautions, and Health-Related Information	21 to 30
V.	Career and Educational Skills	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Health Education (142)

Purpose

The purpose of the Health Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Health Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Health Education test is scored on a scale from 100 to 300.

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

Test Structure

The Health Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Personal Health	21 to 30
II.	Family and Interpersonal Relationships	21 to 30
III.	Community Health and Disease Prevention	1 to 10
IV.	Health-Related Skills	11 to 20
V.	School Health Education	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Learning Behavior Specialist I (155)

Purpose

The purpose of the Learning Behavior Specialist I test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Learning Behavior Specialist I Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Learning Behavior Specialist I test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist I test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations and Characteristics	11 to 20
II.	Assessing Students and Developing Individualized Programs	11 to 20
III.	Planning and Delivering Instruction	11 to 20
IV.	Managing the Learning Environment and Promoting Students' Social Interaction and Communication Skills	11 to 20
V.	Working in a Collaborative Learning Community	11 to 20
VI.	Professional Conduct, Leadership, and Growth	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Learning Behavior Specialist II: Behavior Intervention Specialist (156)

Purpose

The purpose of the Learning Behavior Specialist II: Behavior Intervention Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of educators seeking this advanced certificate. The test is based upon the Learning Behavior Specialist II: Behavior Intervention Specialist Advanced Skill Area Concentration Standards. Information on who is required to pass the 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: Six constructed-response assignments. There are three stand-alone constructed-response assignments and one case study that requires three responses. In total, examinees are required to provide six responses.

Score scale: The Learning Behavior Specialist II: Behavior Intervention Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist II: Behavior Intervention Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	2
II.	Planning and Delivering Instruction and Managing the Learning Environment	2
III.	Maintaining Effective Communication, Collaboration, and Professionalism	2

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- There are six constructed-response assignments on each LBS II test: two assess knowledge of the first subarea, two assess knowledge of the second subarea, and two assess knowledge of the third subarea.
- The scores received on each response are weighted equally; thus, each subarea is covered equally on the test.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

For examinees who do not pass the test, diagnostic indicators providing further information about the examinee's potential areas of weakness are provided on the official examinee score report.

Interpreting the Constructed-Response Scores

The constructed responses on the Learning Behavior Specialist II tests 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 of the response rather than on an analysis of response components.

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 range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two readers who rated the response, to

- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two readers who rated the 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 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.

If the number of examinees for this test is large for a given test date, each of the examinee's responses is read and scored independently by two calibrated scorers; the sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of all of each examinee's responses. 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.

Scoring Scale

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

Learning Behavior Specialist II Scoring Scale for the Constructed-Response Assignments

Performance Characteristics

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

Scoring Scale

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

Learning Behavior Specialist II: Bilingual Special Education Specialist (157)

Purpose

The purpose of the Learning Behavior Specialist II: Bilingual Special Education Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of educators seeking this advanced certificate. The test is based upon the Learning Behavior Specialist II: Bilingual Special Education Specialist Advanced Skill Area Concentration Standards. Information on who is required to pass the 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: Six constructed-response assignments. There are three stand-alone constructed-response assignments and one case study that requires three responses. In total, examinees are required to provide six responses.

Score scale: The Learning Behavior Specialist II: Bilingual Special Education Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist II: Bilingual Special Education Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	2
II.	Planning and Delivering Instructional Content and Managing the Learning Environment	2
III.	Maintaining Effective Communication, Collaboration, and Professionalism	2

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- There are six constructed-response assignments on each LBS II test: two assess knowledge of the first subarea, two assess knowledge of the second subarea, and two assess knowledge of the third subarea.
- The scores received on each response are weighted equally; thus, each subarea is covered equally on the test.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

For examinees who do not pass the test, diagnostic indicators providing further information about the examinee's potential areas of weakness are provided on the official examinee score report.

Interpreting the Constructed-Response Scores

The constructed responses on the Learning Behavior Specialist II tests 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 of the response rather than on an analysis of response components.

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 range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two readers who rated the response, to

- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two readers who rated the 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 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.

If the number of examinees for this test is large for a given test date, each of the examinee's responses is read and scored independently by two calibrated scorers; the sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of all of each examinee's responses. 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.

Scoring Scale

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

Learning Behavior Specialist II Scoring Scale for the Constructed-Response Assignments

Performance Characteristics

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

Scoring Scale

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

Learning Behavior Specialist II: Curriculum Adaptation Specialist (158)

Purpose

The purpose of the Learning Behavior Specialist II: Curriculum Adaptation Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of educators seeking this advanced certificate. The test is based upon the Learning Behavior Specialist II: Curriculum Adaptation Specialist Advanced Skill Area Concentration Standards. Information on who is required to pass the 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: Six constructed-response assignments. There are three stand-alone constructed-response assignments and one case study that requires three responses. In total, examinees are required to provide six responses.

Score scale: The Learning Behavior Specialist II: Curriculum Adaptation Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist II: Curriculum Adaptation Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	2
II.	Planning and Delivering Instructional Content and Managing the Learning Environment	2
III.	Communication, Collaboration, and Professionalism	2

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- There are six constructed-response assignments on each LBS II test: two assess knowledge of the first subarea, two assess knowledge of the second subarea, and two assess knowledge of the third subarea.
- The scores received on each response are weighted equally; thus, each subarea is covered equally on the test.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

For examinees who do not pass the test, diagnostic indicators providing further information about the examinee's potential areas of weakness are provided on the official examinee score report.

Interpreting the Constructed-Response Scores

The constructed responses on the Learning Behavior Specialist II tests 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 of the response rather than on an analysis of response components.

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 range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two readers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two readers who rated the 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 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.

If the number of examinees for this test is large for a given test date, each of the examinee's responses is read and scored independently by two calibrated scorers; the sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of all of each examinee's responses. 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.

Scoring Scale

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

Learning Behavior Specialist II Scoring Scale for the Constructed-Response Assignments

Performance Characteristics

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

Scoring Scale

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

Learning Behavior Specialist II: Deaf-Blind Specialist (159)

Purpose

The purpose of the Learning Behavior Specialist II: Deaf-Blind Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of educators seeking this advanced certificate. The test is based upon the Learning Behavior Specialist II: Deaf-Blind Specialist Advanced Skill Area Concentration Standards. Information on who is required to pass the 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: Six constructed-response assignments. There are three stand-alone constructed-response assignments and one case study that requires three responses. In total, examinees are required to provide six responses.

Score scale: The Learning Behavior Specialist II: Deaf-Blind Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist II: Deaf-Blind Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	2
II.	Planning and Delivering Instructional Content and Managing the Learning Environment	2
III.	Maintaining Effective Communication, Collaboration, and Professionalism	2

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- There are six constructed-response assignments on each LBS II test: two assess knowledge of the first subarea, two assess knowledge of the second subarea, and two assess knowledge of the third subarea.
- The scores received on each response are weighted equally; thus, each subarea is covered equally on the test.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

For examinees who do not pass the test, diagnostic indicators providing further information about the examinee's potential areas of weakness are provided on the official examinee score report.

Interpreting the Constructed-Response Scores

The constructed responses on the Learning Behavior Specialist II tests 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 of the response rather than on an analysis of response components.

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 range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two readers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two readers who rated the 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 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.

If the number of examinees for this test is large for a given test date, each of the examinee's responses is read and scored independently by two calibrated scorers; the sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of all of each examinee's responses. 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.

Scoring Scale

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

Learning Behavior Specialist II Scoring Scale for the Constructed-Response Assignments

Performance Characteristics

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

Scoring Scale

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

Learning Behavior Specialist II: Multiple Disabilities Specialist (160)

Purpose

The purpose of the Learning Behavior Specialist II: Multiple Disabilities Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of educators seeking this advanced certificate. The test is based upon the Learning Behavior Specialist II: Multiple Disabilities Specialist Advanced Skill Area Concentration Standards. Information on who is required to pass the 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: Six constructed-response assignments. There are three stand-alone constructed-response assignments and one case study that requires three responses. In total, examinees are required to provide six responses.

Score scale: The Learning Behavior Specialist II: Multiple Disabilities Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist II: Multiple Disabilities Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	2
II.	Planning and Delivering Instruction and Managing the Learning Environment	2
III.	Communication, Collaboration, and Professionalism	2

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- There are six constructed-response assignments on each LBS II test: two assess knowledge of the first subarea, two assess knowledge of the second subarea, and two assess knowledge of the third subarea.
- The scores received on each response are weighted equally; thus, each subarea is covered equally on the test.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

For examinees who do not pass the test, diagnostic indicators providing further information about the examinee's potential areas of weakness are provided on the official examinee score report.

Interpreting the Constructed-Response Scores

The constructed responses on the Learning Behavior Specialist II tests 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 of the response rather than on an analysis of response components.

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 range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two readers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two readers who rated the 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 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.

If the number of examinees for this test is large for a given test date, each of the examinee's responses is read and scored independently by two calibrated scorers; the sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of all of each examinee's responses. 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.

Scoring Scale

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

Learning Behavior Specialist II Scoring Scale for the Constructed-Response Assignments

Performance Characteristics

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

Scoring Scale

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

Learning Behavior Specialist II: Technology Specialist (161)

Purpose

The purpose of the Learning Behavior Specialist II: Technology Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of educators seeking this advanced certificate. The test is based upon the Learning Behavior Specialist II: Technology Specialist Advanced Skill Area Concentration Standards. Information on who is required to pass the 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: Six constructed-response assignments. There are three stand-alone constructed-response assignments and one case study that requires three responses. In total, examinees are required to provide six responses.

Score scale: The Learning Behavior Specialist II: Technology Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist II: Technology Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	2
II.	Planning and Delivering Instructional Content and Managing the Learning Environment	2
III.	Maintaining Effective Communication, Collaboration, and Professionalism	2

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- There are six constructed-response assignments on each LBS II test: two assess knowledge of the first subarea, two assess knowledge of the second subarea, and two assess knowledge of the third subarea.
- The scores received on each response are weighted equally; thus, each subarea is covered equally on the test.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

For examinees who do not pass the test, diagnostic indicators providing further information about the examinee's potential areas of weakness are provided on the official examinee score report.

Interpreting the Constructed-Response Scores

The constructed responses on the Learning Behavior Specialist II tests 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 of the response rather than on an analysis of response components.

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 range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two readers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two readers who rated the 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 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.

If the number of examinees for this test is large for a given test date, each of the examinee's responses is read and scored independently by two calibrated scorers; the sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of all of each examinee's responses. 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.

Scoring Scale

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

Learning Behavior Specialist II Scoring Scale for the Constructed-Response Assignments

Performance Characteristics

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

Scoring Scale

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

Learning Behavior Specialist II: Transition Specialist (162)

Purpose

The purpose of the Learning Behavior Specialist II: Transition Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of educators seeking this advanced certificate. The test is based upon the Learning Behavior Specialist II: Transition Specialist Advanced Skill Area Concentration Standards. Information on who is required to pass the 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: Six constructed-response assignments. There are three stand-alone constructed-response assignments and one case study that requires three responses. In total, examinees are required to provide six responses.

Score scale: The Learning Behavior Specialist II: Transition Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Learning Behavior Specialist II: Transition Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Foundations, Characteristics, and Assessment	2
II.	Planning and Delivering Instructional Content and Managing the Learning Environment	2
III.	Maintaining Effective Communication, Collaboration, and Professionalism	2

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- There are six constructed-response assignments on each LBS II test: two assess knowledge of the first subarea, two assess knowledge of the second subarea, and two assess knowledge of the third subarea.
- The scores received on each response are weighted equally; thus, each subarea is covered equally on the test.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

For examinees who do not pass the test, diagnostic indicators providing further information about the examinee's potential areas of weakness are provided on the official examinee score report.

Interpreting the Constructed-Response Scores

The constructed responses on the Learning Behavior Specialist II tests 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 of the response rather than on an analysis of response components.

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 range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two readers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two readers who rated the 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 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.

If the number of examinees for this test is large for a given test date, each of the examinee's responses is read and scored independently by two calibrated scorers; the sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of all of each examinee's responses. 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.

Scoring Scale

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

Learning Behavior Specialist II Scoring Scale for the Constructed-Response Assignments

Performance Characteristics

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

Scoring Scale

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

Library Information Specialist (175)

Purpose

The purpose of the Library Information Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Library Information Specialist Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Library Information Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Library Information Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Information Access and Delivery	21 to 30
II.	Teaching and Learning	21 to 30
III.	Communication	11 to 20
IV.	Program Administration	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Mathematics (115)

Purpose

The purpose of the Mathematics test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Mathematics Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Mathematics test is scored on a scale from 100 to 300.

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

Test Structure

The Mathematics test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Processes and Applications	11 to 20
II.	Number Sense and Measurement	11 to 20
III.	Algebraic Patterns, Symbols, Functions, and Models	21 to 30
IV.	Geometric Methods	11 to 20
V.	Probability and Statistics	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Music (143)

Purpose

The purpose of the Music test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Music Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Music test is scored on a scale from 100 to 300.

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

Test Structure

The Music test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Listening Skills	21 to 30
II.	Music Theory	11 to 20
III.	Creating and Performing Music	11 to 20
IV.	Music History and Culture	21 to 30
V.	Music Education	11 to 20

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Physical Education (144)

Purpose

The purpose of the Physical Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Physical Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Physical Education test is scored on a scale from 100 to 300.

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

Test Structure

The Physical Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Health-Related Physical Fitness	21 to 30
II.	Movement and Skill Acquisition	31 to 40
III.	The Role of Physical Education in Promoting Development	11 to 20
IV.	The Physical Education Program	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Principal (186)

Purpose

The purpose of the Principal test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Principal Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Principal test is scored on a scale from 100 to 300.

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

Test Structure

The Principal test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Understanding the Learning Environment and Facilitating a Vision of Learning	21 to 30
II.	Communication, Collaboration, and Creating a Positive School Culture	21 to 30
III.	Human Development, Curriculum Planning, and Assessment	21 to 30
IV.	Resource Management and School Governance	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Reading Specialist (176)

Purpose

The purpose of the Reading Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Reading Specialist Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Reading Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Reading Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Language, Reading, and Literacy	21 to 30
II.	Reading Instruction and Assessment	21 to 30
III.	Reading Research and Curriculum Design	21 to 30
IV.	Professional Responsibilities and Resource Management	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Reading Teacher (177)

Purpose

The purpose of the Reading Teacher test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Reading Teacher Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Reading Teacher test is scored on a scale from 100 to 300.

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

Test Structure

The Reading Teacher test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Language, Reading, and Literacy	21 to 30
II.	Reading Instruction	21 to 30
III.	Assessment	11 to 20
IV.	Professional Roles and Responsibilities	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

School Counselor (181)

Purpose

The purpose of the School Counselor test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the School Counselor Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The School Counselor test is scored on a scale from 100 to 300.

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

Test Structure

The School Counselor test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Student Development Across Domains	21 to 30
II.	Assessment, Instruction, and Services	21 to 30
III.	The School Environment and Counseling Program	21 to 30
IV.	The School Counseling Profession	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

School Nurse (182)

Purpose

The purpose of the School Nurse test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the School Nurse Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The School Nurse test is scored on a scale from 100 to 300.

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

Test Structure

The School Nurse test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations of Knowledge	21 to 30
II.	The Coordinated School Health Program	31 to 40
III.	Professional Roles and Responsibilities	31 to 40

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

School Psychologist (183)

Purpose

The purpose of the School Psychologist test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the School Psychologist Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The School Psychologist test is scored on a scale from 100 to 300.

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

Test Structure

The School Psychologist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Human Development, Diversity, and Learning	31 to 40
II.	Prevention, Intervention, and Collaboration to Support Students	31 to 40
III.	Schools, Systems, Research, and the Practice of School Psychology	31 to 40

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

School Social Worker (184)

Purpose

The purpose of the School Social Worker test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the School Social Worker Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The School Social Worker test is scored on a scale from 100 to 300.

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

Test Structure

The School Social Worker test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Social Work Theories, Interventions, and Services	31 to 40
II.	Assessment, Planning, and Evaluation	21 to 30
III.	Consultation, Collaboration, Advocacy, and Facilitation	21 to 30
IV.	The Learning Community and the School Social Worker	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Science: Biology (105)

Purpose

The purpose of the Science: Biology test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Science Common Core Standards and the Biology Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Science: Biology test is scored on a scale from 100 to 300.

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

Test Structure

The Science: Biology test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Science and Technology	11 to 20
II.	Life Science	11 to 20
III.	Physical Science	11 to 20
IV.	Earth Systems and the Universe	11 to 20
V.	Cell Biology, Heredity, and Evolution	11 to 20
VI.	Organismal Biology and Ecology	11 to 20

The certification tests for each of the science fields (Biology, Chemistry, Earth and Space Science, Environmental Science, and Physics) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all sciences. The test questions matched to those common objectives are identical across the science fields. The common core science standards are assessed via subareas I, II, III, and IV of the science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Science: Chemistry (106)

Purpose

The purpose of the Science: Chemistry test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Science Common Core Standards and the Chemistry Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Science: Chemistry test is scored on a scale from 100 to 300.

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

Test Structure

The Science: Chemistry test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Science and Technology	11 to 20
II.	Life Science	11 to 20
III.	Physical Science	11 to 20
IV.	Earth Systems and the Universe	11 to 20
V.	Matter, Structure, and Practical Knowledge	11 to 20
VI.	Stoichiometry and Chemical Reactions	11 to 20

The certification tests for each of the science fields (Biology, Chemistry, Earth and Space Science, Environmental Science, and Physics) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all sciences. The test questions matched to those common objectives are identical across the science fields. The common core science standards are assessed via subareas I, II, III, and IV of the science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Science: Earth and Space Science (108)

Purpose

The purpose of the Science: Earth and Space Science test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Science Common Core Standards and the Earth and Space Science Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Science: Earth and Space Science test is scored on a scale from 100 to 300.

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

Test Structure

The Science: Earth and Space Science test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Science and Technology	11 to 20
II.	Life Science	11 to 20
III.	Physical Science	11 to 20
IV.	Earth Systems and the Universe	11 to 20
V.	The Earth and Atmosphere	21 to 30
VI.	Astronomy	11 to 20

The certification tests for each of the science fields (Biology, Chemistry, Earth and Space Science, Environmental Science, and Physics) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all sciences. The test questions matched to those common objectives are identical across the science fields. The common core science standards are assessed via subareas I, II, III, and IV of the science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Science: Environmental Science (112)

Purpose

The purpose of the Science: Environmental Science test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Science Common Core Standards and the Environmental Science Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Science: Environmental Science test is scored on a scale from 100 to 300.

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

Test Structure

The Science: Environmental Science test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Science and Technology	11 to 20
II.	Life Science	11 to 20
III.	Physical Science	11 to 20
IV.	Earth Systems and the Universe	11 to 20
V.	The Physical and Living Environment	11 to 20
VI.	Environmental Issues	21 to 30

The certification tests for each of the science fields (Biology, Chemistry, Earth and Space Science, Environmental Science, and Physics) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all sciences. The test questions matched to those common objectives are identical across the science fields. The common core science standards are assessed via subareas I, II, III, and IV of the science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Science: Physics (116)

Purpose

The purpose of the Science: Physics test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Science Common Core Standards and the Physics Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Science: Physics test is scored on a scale from 100 to 300.

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

Test Structure

The Science: Physics test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Science and Technology	11 to 20
II.	Life Science	11 to 20
III.	Physical Science	11 to 20
IV.	Earth Systems and the Universe	11 to 20
V.	Physics Skills, Motion, Forces, and Waves	11 to 20
VI.	Heat, Electricity, Magnetism, and Modern Physics	11 to 20

The certification tests for each of the science fields (Biology, Chemistry, Earth and Space Science, Environmental Science, and Physics) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all sciences. The test questions matched to those common objectives are identical across the science fields. The common core science standards are assessed via subareas I, II, III, and IV of the science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Social Science: Economics (109)

Purpose

The purpose of the Social Science: Economics test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Social Science Common Core Standards and the Economics Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Social Science: Economics test is scored on a scale from 100 to 300.

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

Test Structure

The Social Science: Economics test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Social Science Foundations	41 or more
II.	History Common Core	11 to 20
III.	Economic Concepts, Types of Economic Systems, and International Economics	11 to 20
IV.	United States Economic System	11 to 20

The certification tests for each of the social science fields (Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all social sciences. The test questions matched to those common objectives are identical across the social science fields. The common core social science standards are assessed via subareas I and II of the social science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Social Science: Geography (113)

Purpose

The purpose of the Social Science: Geography test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Social Science Common Core Standards and the Geography Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Social Science: Geography test is scored on a scale from 100 to 300.

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

Test Structure

The Social Science: Geography test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Social Science Foundations	41 or more
II.	History Common Core	11 to 20
III.	World Geography and Its Influence on Contemporary Issues	31 to 40

The certification tests for each of the social science fields (Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all social sciences. The test questions matched to those common objectives are identical across the social science fields. The common core social science standards are assessed via subareas I and II of the social science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Social Science: History (114)

Purpose

The purpose of the Social Science: History test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Social Science Common Core Standards and the History Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Social Science: History test is scored on a scale from 100 to 300.

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

Test Structure

The Social Science: History test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Social Science Foundations	41 or more
II.	History Common Core	11 to 20
III.	Historical Concepts and World History	11 to 20
IV.	U.S. and Illinois History	21 to 30

The certification tests for each of the social science fields (Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all social sciences. The test questions matched to those common objectives are identical across the social science fields. The common core social science standards are assessed via subareas I and II of the social science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Social Science: Political Science (117)

Purpose

The purpose of the Social Science: Political Science test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Social Science Common Core Standards and the Political Science Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Social Science: Political Science test is scored on a scale from 100 to 300.

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

Test Structure

The Social Science: Political Science test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Social Science Foundations	41 or more
II.	History Common Core	11 to 20
III.	Political Science Concepts and Thought, Comparative Government, and International Relations	11 to 20
IV.	United States and Illinois Government	21 to 30

The certification tests for each of the social science fields (Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all social sciences. The test questions matched to those common objectives are identical across the social science fields. The common core social science standards are assessed via subareas I and II of the social science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Social Science: Psychology (118)

Purpose

The purpose of the Social Science: Psychology test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Social Science Common Core Standards and the Psychology Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Social Science: Psychology test is scored on a scale from 100 to 300.

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

Test Structure

The Social Science: Psychology test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Social Science Foundations	41 or more
II.	History Common Core	11 to 20
III.	Human Development and Behavior	11 to 20
IV.	Personality Theories, Mental Health, and Social Behavior	11 to 20

The certification tests for each of the social science fields (Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all social sciences. The test questions matched to those common objectives are identical across the social science fields. The common core social science standards are assessed via subareas I and II of the social science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Social Science: Sociology and Anthropology (121)

Purpose

The purpose of the Social Science: Sociology and Anthropology test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Social Science Common Core Standards and the Sociology and Anthropology Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Social Science: Sociology and Anthropology test is scored on a scale from 100 to 300.

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

Test Structure

The Social Science: Sociology and Anthropology test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Social Science Foundations	41 or more
II.	History Common Core	11 to 20
III.	Sociology	11 to 20
IV.	Anthropology	11 to 20

The certification tests for each of the social science fields (Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) share a common set of test objectives in addition to the objectives unique to the specialty field. The common objectives measure the candidate's core knowledge across all social sciences. The test questions matched to those common objectives are identical across the social science fields. The common core social science standards are assessed via subareas I and II of the social science tests.

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Special Education General Curriculum Test (163)

Purpose

The purpose of the Special Education General Curriculum Test is to assess special education candidates on the general curricular standards. Beginning October 2006, a new Special Education General Curriculum Test assessing candidates on the General Curricular Standards for Special Education Teachers will be required of individuals taking one or more of the following tests for issuance of a special education certificate:

- Learning Behavior Specialist I
- Speech-Language Pathologist: Teaching
- Teacher of Students Who Are Blind or Visually Impaired
- Teacher of Students Who Are Deaf or Hard of Hearing

Information on who is required to pass the 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 questions: 65 multiple-choice test questions

Score scale: The Special Education General Curriculum Test is scored on a scale from 100 to 300.

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

Test Structure

The Special Education General Curriculum Test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Reading and Literacy	11 to 20
II.	Mathematics	11 to 20
III.	Natural Sciences	1 to 10
IV.	Social Sciences	1 to 10

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Speech-Language Pathologist: Nonteaching (154)

Purpose

The purpose of the Speech-Language Pathologist: Nonteaching test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Speech-Language Pathologist: Nonteaching Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Speech-Language Pathologist: Nonteaching test is scored on a scale from 100 to 300.

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

Test Structure

The Speech-Language Pathologist: Nonteaching test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations and Characteristics	31 to 40
II.	Understanding the Assessment of Students with Communication Disorders	31 to 40
III.	Maintaining Effective Communication, Collaboration, and Professionalism	31 to 40

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Speech-Language Pathologist: Teaching (153)

Purpose

The purpose of the Speech-Language Pathologist: Teaching test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Speech-Language Pathologist: Teaching Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Speech-Language Pathologist: Teaching test is scored on a scale from 100 to 300.

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

Test Structure

The Speech-Language Pathologist: Teaching test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations and Characteristics	11 to 20
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	11 to 20
III.	Planning and Delivering Instructional Content	11 to 20
IV.	Managing the Learning Environment and Promoting Students' Social Interaction Skills	11 to 20
V.	Maintaining Effective Communication, Collaboration, and Professionalism	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Superintendent (187)

Purpose

The purpose of the Superintendent test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Superintendent Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Superintendent test is scored on a scale from 100 to 300.

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

Test Structure

The Superintendent test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Facilitating a Vision of Educational Excellence	31 to 40
II.	Communication, Collaboration, and Community Leadership	21 to 30
III.	Resource Management and School Governance	31 to 40

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Target Language Proficiency Tests

Purpose

The purpose of the Target Language Proficiency tests is to identify examinees who have demonstrated the level of target language skills required of entry-level educators in Illinois. Information on who is required to pass Target Language Proficiency 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

Target Language Proficiency test fields: tests are currently available in a number of languages. Please visit the ICTS Web site for the most current list of test fields.

Number of test items: four constructed-response assignments

Score scale: Each of the Target Language Proficiency tests is scored on a scale from 100 to 300.

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

Test Structure

The Target Language Proficiency tests contain the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Reading Comprehension	2
II.	Writing Proficiency	1
III.	Oral Proficiency	1

Test Framework

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

Test Administration

The most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

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 all constructed-response assignments. The proportion of the total test score derived from the Reading Comprehension section of the test is 50 percent; the proportion derived from each of the other two sections (Writing Proficiency and Oral Proficiency) is 25 percent.

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

Please note:

- 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 Scores

The constructed responses on the Target Language Proficiency tests 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 of the response rather than on an analysis of response components.

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.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading Comprehension Assignment

Comprehension	the understanding of the literal content of a reading passage
Inference	the inference and interpretation of information implied in a reading passage
Analysis	the critical analysis of information contained within a reading passage

Scoring Scale for the Reading Comprehension Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates a thorough understanding of the literal content of the reading passage. • The response thoroughly demonstrates application of inference and interpretation skills of implied information in the text, including subtly conveyed information. • The response presents an analysis that thoroughly reflects the information presented.
3	<p>The "3" response reflects an adequate understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates an adequate understanding of the main idea of the passage but misses some details. • The response adequately demonstrates application of inference and interpretation skills of the implied information from the text but may misinterpret some information. • The response presents an analysis that adequately reflects the information presented.
2	<p>The "2" response reflects a partial understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of the main idea of the passage but may miss significant details. • The response partially demonstrates application of inference and interpretation skills of the implied information from the text. • The response presents an analysis that partially reflects the information presented.
1	<p>The "1" response reflects an inadequate understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates an inadequate understanding of the main idea of the passage, although it may exhibit comprehension of isolated words and phrases. • The response inadequately demonstrates application of inference and interpretation skills of the implied information from the text. • The response presents an analysis that inadequately reflects information presented.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Writing Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Writing Proficiency Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message. • The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Proficiency Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates generally intelligible pronunciation, with occasional errors. • The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency—Spanish (056)

Purpose

The purpose of the Target Language Proficiency—Spanish test is to identify examinees who have demonstrated the level of language skills required of educators seeking bilingual certificates and endorsements. Information on who is required to pass the 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: 55 multiple-choice test questions and 2 constructed-response assignments

Score scale: The Target Language Proficiency—Spanish test is scored on a scale from 100 to 300.

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

Test Structure

The Target Language Proficiency—Spanish test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Items	No. of Scorable Constructed-Response Assignments
I.	Reading Comprehension	41 or more	
II.	Writing Proficiency		1
III.	Oral Proficiency		1

Test Framework

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

Test Administration

The most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

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 test questions is 50 percent; the proportion derived from the constructed-response assignments is 50 percent.

To pass the Target Language Proficiency—Spanish 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 Scores

The constructed responses on the Language Proficiency tests 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 of the response rather than on an analysis of response components.

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 scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Writing Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Writing Proficiency Assignment

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas. The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message. The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
I	<p>The "I" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Proficiency Assignment

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates generally intelligible pronunciation, with occasional errors. • The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
I	<p>The "I" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency—Urdu (068)

Purpose

The purpose of the Target Language Proficiency—Urdu test is to identify examinees who have demonstrated the level of language skills required of entry-level educators in Illinois. Information on who is required to pass the 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: four constructed-response assignments

Score scale: The Target Language Proficiency—Urdu test is scored on a scale from 100 to 300.

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

Test Structure

The Target Language Proficiency—Urdu test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Reading Comprehension	2
II.	Writing Proficiency	1
III.	Oral Proficiency	1

Test Framework

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

Test Administration

The most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

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 all constructed-response assignments. The proportion of the total test score derived from the Reading Comprehension section of the test is 50 percent; the proportion derived from each of the other two sections (Writing Proficiency and Oral Proficiency) is 25 percent.

To pass the Target Language Proficiency—Urdu test an examinee must obtain a scaled total test score of 240 or above.

Please note:

- 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 Scores

The constructed responses on the Target Language Proficiency tests 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 of the response rather than on an analysis of response components.

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.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading Comprehension Assignment

Comprehension	the understanding of the literal content of a reading passage
Inference	the inference and interpretation of information implied in a reading passage
Analysis	the critical analysis of information contained within a reading passage

Scoring Scale for the Reading Comprehension Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates a thorough understanding of the literal content of the reading passage. • The response thoroughly demonstrates application of inference and interpretation skills of implied information in the text, including subtly conveyed information. • The response presents an analysis that thoroughly reflects the information presented.
3	<p>The "3" response reflects an adequate understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates an adequate understanding of the main idea of the passage but misses some details. • The response adequately demonstrates application of inference and interpretation skills of the implied information from the text but may misinterpret some information. • The response presents an analysis that adequately reflects the information presented.
2	<p>The "2" response reflects a partial understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of the main idea of the passage but may miss significant details. • The response partially demonstrates application of inference and interpretation skills of the implied information from the text. • The response presents an analysis that partially reflects the information presented.
1	<p>The "1" response reflects an inadequate understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates an inadequate understanding of the main idea of the passage, although it may exhibit comprehension of isolated words and phrases. • The response inadequately demonstrates application of inference and interpretation skills of the implied information from the text. • The response presents an analysis that inadequately reflects information presented.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Writing Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Writing Proficiency Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message. • The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Proficiency Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates generally intelligible pronunciation, with occasional errors. • The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency—Vietnamese (069)

Purpose

The purpose of the Target Language Proficiency—Vietnamese test is to identify examinees who have demonstrated the level of language skills required of entry-level educators in Illinois. Information on who is required to pass the 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: four constructed-response assignments

Score scale: The Target Language Proficiency—Vietnamese test is scored on a scale from 100 to 300.

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

Test Structure

The Target Language Proficiency—Vietnamese test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Constructed-Response Assignments
I.	Reading Comprehension	2
II.	Writing Proficiency	1
III.	Oral Proficiency	1

Test Framework

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

Test Administration

The most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

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 all constructed-response assignments. The proportion of the total test score derived from the Reading Comprehension section of the test is 50 percent; the proportion derived from each of the other two sections (Writing Proficiency and Oral Proficiency) is 25 percent.

To pass the Target Language Proficiency—Vietnamese test an examinee must obtain a scaled total test score of 240 or above.

Please note:

- 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 Scores

The constructed responses on the Target Language Proficiency tests 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 of the response rather than on an analysis of response components.

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.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer 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 scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the 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 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 the required language, 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.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is 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.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading Comprehension Assignment

Comprehension	the understanding of the literal content of a reading passage
Inference	the inference and interpretation of information implied in a reading passage
Analysis	the critical analysis of information contained within a reading passage

Scoring Scale for the Reading Comprehension Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates a thorough understanding of the literal content of the reading passage. • The response thoroughly demonstrates application of inference and interpretation skills of implied information in the text, including subtly conveyed information. • The response presents an analysis that thoroughly reflects the information presented.
3	<p>The "3" response reflects an adequate understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates an adequate understanding of the main idea of the passage but misses some details. • The response adequately demonstrates application of inference and interpretation skills of the implied information from the text but may misinterpret some information. • The response presents an analysis that adequately reflects the information presented.
2	<p>The "2" response reflects a partial understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of the main idea of the passage but may miss significant details. • The response partially demonstrates application of inference and interpretation skills of the implied information from the text. • The response presents an analysis that partially reflects the information presented.
1	<p>The "1" response reflects an inadequate understanding of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The response demonstrates an inadequate understanding of the main idea of the passage, although it may exhibit comprehension of isolated words and phrases. • The response inadequately demonstrates application of inference and interpretation skills of the implied information from the text. • The response presents an analysis that inadequately reflects information presented.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Writing Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Scoring Scale for the Writing Proficiency Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message. • The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Target Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Proficiency Assignment

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

Scoring Scale for the Oral Proficiency Assignment

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates generally intelligible pronunciation, with occasional errors. • The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Teacher of Students Who Are Blind or Visually Impaired (150)

Purpose

The purpose of the Teacher of Students Who Are Blind or Visually Impaired test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Teacher of Students Who Are Blind or Visually Impaired Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Teacher of Students Who Are Blind or Visually Impaired test is scored on a scale from 100 to 300.

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

Test Structure

The Teacher of Students Who Are Blind or Visually Impaired test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations and Characteristics	11 to 20
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	11 to 20
III.	Planning and Delivering Instructional Content	21 to 30
IV.	Managing the Learning Environment and Promoting Students' Communication and Social Interaction Skills	11 to 20
V.	Maintaining Effective Communication, Collaboration, and Professionalism	31 to 40

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Teacher of Students Who Are Deaf or Hard of Hearing (151)

Purpose

The purpose of the Teacher of Students Who Are Deaf or Hard of Hearing test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Teacher of Students Who Are Deaf or Hard of Hearing Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Teacher of Students Who Are Deaf or Hard of Hearing test is scored on a scale from 100 to 300.

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

Test Structure

The Teacher of Students Who Are Deaf or Hard of Hearing test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations and Characteristics	21 to 30
II.	Assessing Students and Developing Individualized Education Programs (IEPs)	11 to 20
III.	Planning and Delivering Instructional Content	21 to 30
IV.	Managing the Learning Environment and Promoting Students' Communication and Social Interaction Skills	11 to 20
V.	Maintaining Effective Communication, Collaboration, and Professionalism	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Technology Education (174)

Purpose

The purpose of the Technology Education test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Technology Education Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Technology Education test is scored on a scale from 100 to 300.

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

Test Structure

The Technology Education test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	History and Nature of Technology	31 to 40
II.	Design, Development, Management, and Assessment	31 to 40
III.	Information, Energy, and Physical Technologies	31 to 40

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Technology Specialist (178)

Purpose

The purpose of the Technology Specialist test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Technology Specialist Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Technology Specialist test is scored on a scale from 100 to 300.

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

Test Structure

The Technology Specialist test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Foundations of Technology in Education	21 to 30
II.	Infrastructure	21 to 30
III.	Integration of Technology into Instruction	21 to 30
IV.	Management, Planning, and Professional Development	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.

Visual Arts (145)

Purpose

The purpose of the Visual Arts test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Visual Arts Content-Area Standards for Educators. Information on who is required to pass the 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 questions: 125 multiple-choice test questions

Score scale: The Visual Arts test is scored on a scale from 100 to 300.

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

Test Structure

The Visual Arts test contains the following subareas and test item structure.

Subarea No.	Subarea Title	No. of Scorable Multiple-Choice Test Questions
I.	Elements, Principles, and Expressive Features of the Visual Arts	11 to 20
II.	Creating and Producing Works of Visual Art	11 to 20
III.	Analyzing and Evaluating Works of Visual Art	31 to 40
IV.	The Role of the Visual Arts	21 to 30

Test Framework

The complete test framework for this field, 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 most up-to-date information regarding test administration for the all of the ICTS tests can be found on the ICTS Web site at www.icts.nesinc.com.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on the number of questions the examinee answers correctly on the entire test. Subarea scores are based on an examinee's performance on each subarea.

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.

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 this field can be found on the ICTS Web site at www.icts.nesinc.com.