



New York State Teacher Certification Examinations™

Understanding Candidate Score Reports

Educating All Students (EAS) and
Revised (Sept. 2013) School Building Leader (SBL)

Candidates who take the New York State Teacher Certification Examinations™ (NYSTCE®) can view their score reports as PDF documents on the Internet and may also elect to have them sent via email. The score report includes information regarding the candidate's Pass/Did Not Pass status for the test, the total test score, and additional performance information, if applicable. An individual's test scores are reported to the candidate, the New York State Education Department, and the institution that the candidate indicated during registration, unless the candidate notified Evaluation Systems in writing not to release scores to that institution.

Interpreting the Total Test Scores

The results for each of these NYSTCE tests are reported as a score in the range from 400 to 600. The minimum Passing Requirement for each test is 520.

- For the Revised (Sept. 2013) School Building Leader (SBL) assessment, a candidate with a total test score of 520 or above passes the test. A candidate with a total test score below 520 does not pass the test.
- For the duration of the Educating All Students (EAS) Safety-Net period (09/01/2013 – 06/30/2018, or until the revised EAS becomes operational), the Safety Net Requirement for EAS equals 500. While the Safety Net is in effect, a candidate with a total test score of 500 or above passes the EAS test. A candidate with a total test score below 500 does not pass the EAS test.

The minimum Passing Requirement as well as the EAS Safety-Net Requirement were established by the New York State Commissioner of Education, with input from New York State educators. The total test score is based on the *total* number of selected-response test questions answered correctly and on the score(s) for any constructed-response assignment(s) on the test. Each selected-response question counts the same toward the total score. There is no penalty for wrong answers.

Interpreting Detailed Performance Information

Performance indices are provided for the selected-response and constructed-response components of the Revised (Sept. 2013) SBL examinations. For the EAS, performance indices are provided for each competency of the test as well as for each of the three constructed-response assignments. This information is descriptive only and may help assess strengths and identify areas where additional preparation may be necessary. There is no "passing" score associated with individual test components.

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Performance Index Definitions

- ++++ Performance on the skills and knowledge is well above the level represented by the minimum passing score.
- +++ Performance on the skills and knowledge is just at or above the level represented by the minimum passing score.
- ++ Performance on the skills and knowledge is just below the level represented by the minimum passing score.
- + Performance on the skills and knowledge is well below the level represented by the minimum passing score.

Responses to the Constructed-Response Written Assignments

Constructed-response assignments are scored by at least two qualified New York State educators. Scorers are unaware of the identities of the individuals whose responses they score. Scorers receive extensive orientation in standardized scoring procedures and take a qualifying assessment to ensure that they are ready to score. For most constructed-response assignments, scores are assigned according to a four-point scale that describes various levels of performance. Scorers judge the *overall effectiveness* of each response while focusing on a set of characteristics that have been defined by New York State educators as important for the test. Scorers provide an overall judgment; they do not indicate specific errors. Candidates do not pass or fail the constructed-response section. If a candidate's response is blank, unrelated to the assigned topic or off-task, unreadable, written in a language other than the target language, or contains an insufficient amount of original work to score, or is otherwise unscorable, the candidate will receive a "U" (unscorable) and may not pass the test. The response should be the candidate's original work, written in his or her own words, and not copied or paraphrased from some other work. The performance characteristics against which responses are scored and examples of strong responses to sample written assignments are provided in the study guide for each test. Study guides are available on the NYSTCE website at www.nystce.nesinc.com.

Educating All Students (EAS)

The EAS consists of the selected-response section and three constructed-response items (written assignments). Constructed-response items share scenario-based stimulus material with several selected-response items. The selected-response section counts for 70% of the total test score, and each constructed-response item counts for 10% of the total test score. A candidate's response to written assignments are evaluated on the basis of the candidate's demonstrated command of the relevant knowledge and skills, such as the extent to which the response meets the requirements of the assignment; demonstrates understanding of and engagement with the provided exhibits; and presents relevant support. To prepare for the EAS written assignments, a candidate may wish to practice by responding to the sample assignments in the study guide and obtaining feedback on his or her responses from faculty members or other advisors.

Revised (Sept. 2013) School Building Leader (SBL) Assessment

The revised SBL is composed of two parts, administered as two separate tests. Each part consists of the selected-response section and several performance tasks. For Part One, the selected-response section counts for 40% of the total test score. For Part Two, the selected-response section counts for 25% of the total test score. Part One includes three performance tasks (written assignments): one extended performance task and two shorter performance tasks. Part Two also includes three performance tasks (written assignments): two extended performance tasks (the second of which comprises four short written assignments) and one shorter performance task. A candidate's response to written assignments is evaluated on the basis of the candidate's

demonstrated command of the relevant knowledge and skills, such as the extent to which the response addresses all parts of the assignment; demonstrates the relevant knowledge and skills accurately and effectively; and provides appropriate examples and details that demonstrate sound reasoning and reflects a strong understanding of the relevant knowledge and skills. To prepare for the SBL written assignments, a candidate may wish to practice by responding to the sample assignments in the study guide and obtaining feedback on his or her responses from faculty members or other advisors.