1. Description of the Assessment
The Students with Disabilities Content Specialty Test (Field 60) is a state licensure examinations required for certification as a New York State educator of students with disabilities. The test is developed and managed by National Evaluation Systems (NES). Candidates are advised to take the assessment during or after the field practicum in the final semester (1) understanding and evaluating students with disabilities; (2) promoting student learning and development in a collaborative learning community; (3) working in a collaborative professional environment and (4) promoting student learning and development in a collaborative learning community (constructed –response assignment) of the program. Institutions are not permitted to require the assessment as a condition of graduation and, in rare instances, program completers who are not seeking certification may elect not to take it. For the purposes of our program evaluation, we are providing data as provided to us in the required federal/stating reports for program completers (Title II) on the overall assessment, and the sub-area data is presented on all program candidates that we recommend for certification.

Teacher candidates can achieve scores ranging from 100 to 300; to pass the overall test, a score of 220 must be achieved. Candidate performance is analyzed and reported to institutions as an overall pass/fail in the Title II report. An 80% institutional pass rate is required on all NYSTCE examinations. In addition, institutions are provided information on individual candidate performance in each of the major subareas of the test as scaled scores ranging from 100 to 300. Because there are a differing number of items in each subarea ranging from 11-20 items (the number of items varies from test to test and is not reported to institutions) these scaled scores help to compare performance on one subarea vs. another subarea. In addition, one does not “pass” or “fail” a subarea nor is the total test score an average of subarea performance results. Therefore the data provided below on the subareas simply presents the average scaled scores.

2. Alignment between the Assessment and CEC Standards

Alignment between this assessment and CEC Standards:

<table>
<thead>
<tr>
<th>Subarea Topic</th>
<th>CEC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Evaluating Students with Disabilities</td>
<td>Standard(s) 2, 3, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Promoting Student Learning and Development in a Collaborative Learning Community</td>
<td>Standard(s) 10, 5, 7, 6, 4</td>
</tr>
<tr>
<td>Working in a Collaborative Professional Environment</td>
<td>Standard(s) 9, 10, 1,</td>
</tr>
</tbody>
</table>
Promoting Student Learning and Development in a Collaborative Learning Community (constructed-response) | Standard(s) 2,3,4,5,6,7,10, 9

3. Analysis of Data Findings
Among the program completers, more than 90% have passed over the last 3 years. The average scaled subscores for each of the subtest areas was above the 220 target in all areas except the constructed response in 2006-2007. We meet the 80% pass rate on the overall test for program completers.

4. Interpretation of how data provides evidence for meeting standards
The results of this standardized assessment indicate that our candidates have a strong knowledge base in understanding and evaluating students with disabilities (CEC Standards 2, 3,7,8,9 and 10); promoting student learning and development in a collaborative learning community (CEC Standards 10, 5,7, 6 and 4); and working in a collaborative professional environment (CEC Standards 9, 10 and 1.). Supportive evidence substantiating strong knowledge in the area of the constructed response section of promoting student learning and development in a collaborative learning community (CEC Standards 2,3,4,5,6,7,10, 9 and also covered in other areas of the exam) can not be entirely interpreted yet due to the construct of the assessment requiring written skills as well as content skills. However, in that candidates passed the objective portion of the examination that covered the same areas, it might be assumed that written skills may have been the variable that lowered the candidate scores.

5. Assessment Documentation
(a.) Description of the assessment as included in the test framework
According to the information presented on the Test Framework Guide the topics examined in the Students with Disabilities Content Specialty Test include: (1) understanding and evaluating students with disabilities; (2) promoting student learning and development in a collaborative learning community; (3) working in a collaborative professional environment and (4) promoting student learning and development in a collaborative learning community (constructed –response assignment).

The test is comprised of approximately 90 multiple choice items as well as one constructed response item. The following website presents additional information on the test: Students with Disabilities Content Specialty Test can be found at:
http://www.nystce.nesinc.com/PDFs/NY_fld60_objs.pdf

(b.) Scoring guide for the assessment.

b.) Scoring Guide -
Teacher candidates can achieve scores ranging from 100 to 300; to pass the test, a score of 220 must be achieved. Candidate performance is analyzed and reported to our institution as an overall pass/fail in the Title II report. Institutions must demonstrate at
least an 80% pass rate on all NYSTCE examinations. In addition, institutions are provided information on individual candidate performance of all test takers in each of the major subareas of the test as scaled scores ranging from 100 to 300. Because there are a differing number of items in each subarea ranging from 11-20 items (the number of items varies from test to test and is not reported to institutions) these scaled scores help to compare performance on one subarea vs. another subarea. In addition, one does not “pass” or “fail” a subarea nor is the total test score an average of subarea performance results. Therefore the data reported below indicates the average scores of test takers for comparison purposes only and reviewers should not assume that a certain scaled score is indicative or “pass” or “fail” on a particular subarea.

The information provided below on the scoring of the ATS-W is taken from http://www.nystce.nesinc.com/pdfs/NYSTCE_ISR_back.pdf

**Overall Test Information**

"Pass" or "Did Not Pass" status is based on your total score for the test. Your total score is based on the total number of multiple-choice test questions that you answered correctly and your score(s) on any constructed-response assignment(s) on the test. Total test results are reported as scaled scores in a range from 100 to 300. A scaled score of 220 represents the minimum passing score for each test. The minimum passing score for each test was established by the New York State Commissioner of Education with input from New York State educators and is designed to reflect the level of knowledge and skills required to be an educator in New York State public schools.

**Subarea Information**

This report also provides information on your performance in each of the major subareas of the test, so that you may better assess your areas of strength and weakness. Like your total test score, subarea performance is reported in a range from 100 to 300, but you do not "pass" or "fail" a subarea. Your total test score is not the average of your subarea performance results. Because subareas of the test may contain different numbers of questions, it is not possible to average your performance results across subareas to arrive at your total test score. Subarea performance should be interpreted with caution because it is based on fewer questions than the total test score is based on, and the number of questions in some subareas may be small. The test objectives assessed in each subarea are included in the preparation guide for the test. Preparation guides are available on the NYSTCE Web site at www.nystce.nesinc.com. Subareas with more objectives generally have more multiple-choice questions on the test. The score report indicates a range for the number of questions in each multiple-choice subarea. For subareas that consist of constructed-response assignments, results are again reported in a range from 100 to 300.
(c.) Candidate Data Derived from Assessment

Percentage of Program Completers
Passing the Content Specialty Test

Average Scaled Scores of Candidates for Subareas of the CST
(Target score is 220)

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Count*</th>
<th>Composite Score (TITLE II)</th>
<th>I. Understanding and Evaluating Students with Disabilities</th>
<th>II. Promoting Student Learning and Development</th>
<th>III. Working in a Collaborative Professional Environment</th>
<th>IV. Promoting Student Learning and Development Constructed Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>39</td>
<td>100%</td>
<td>241</td>
<td>249</td>
<td>250</td>
<td>231</td>
</tr>
<tr>
<td>2007-2008</td>
<td>42</td>
<td>98%</td>
<td>231</td>
<td>247</td>
<td>257</td>
<td>224</td>
</tr>
<tr>
<td>2008-2009</td>
<td>55</td>
<td>91%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

* Student counts on this assessment include all candidates from the institution and not just this particular program as provided to us in the Title II validation process.