Assessment # 1 - CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge

<table>
<thead>
<tr>
<th>Name of Assessment:</th>
<th>Content Specialty Test – Social Studies (Field 05)</th>
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<tr>
<td>Type of assessment:</td>
<td>New York State Teacher Certification Examination</td>
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1. Description of the Assessment
The Content Specialty Test - Social Studies (Field 05) is a state licensure examination required for certification as a Social Studies Teacher Grades 7-12 in New York State. This licensure exam assesses a potential Social Studies educator’s knowledge and skill to effectively teach Social Studies content in New York State public schools. The test is developed and managed by National Evaluation Systems (NES). Candidates are advised to take the assessment during or after the student teaching experience in the final semester of the program. For the purposes of our program evaluation, we are providing data as provided to us through the state validation process in the required federal/state reports for program completers (Title II).

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. An 80% institutional pass rate is required 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.

2. Alignment between the Assessment and NCSS Standards
The following alignment between this test and NCSS Standards exists:

<table>
<thead>
<tr>
<th>NCSS Standard</th>
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<tbody>
<tr>
<td>1.1 Culture and Cultural Diversity</td>
<td>Sub-Test I History objectives 0004, 0009, 0012</td>
</tr>
<tr>
<td>1.2 Time, Continuity and Change</td>
<td>Sub-Test I History objectives 0001-0007</td>
</tr>
<tr>
<td>1.3 People, Places, and Environment</td>
<td>Sub-Test II Geography objectives 0010, 0011</td>
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<tr>
<td>1.6 Power, Authority, and Governance</td>
<td>Sub-Test IV Civics, Citizenship, and Government Objectives 0017-0020</td>
</tr>
<tr>
<td>1.7 Productions, Distribution, and Consumption</td>
<td>Sub-Test III Economics Objectives 0014-0016</td>
</tr>
<tr>
<td>1.8 Science, Technology, and Society</td>
<td>Sub-Test I History Objective 0004</td>
</tr>
<tr>
<td>1.9 Global Connections</td>
<td>Various Sub-Tests Objectives 0002-0004, 0009, 0011, 0012, 0020</td>
</tr>
<tr>
<td>1.10 Civic Ideals and Practices</td>
<td>Various Sub-Tests Objectives 0009, 0018</td>
</tr>
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3. Analysis of Data Findings
The composite scores indicate that we exceed the NCATE/NCSS expectation that 80% of program completers pass the state assessment of content. The overall pass rate for program completers as reported to us is 84% for 2006-2007, 89% for 2007-2008, and 88% pass for 2008-2009. The scaled sub-score averages are all above the 220 target indicating program strength in each area.

4. Interpretation of how data provides evidence for meeting standards
Based on the alignment presented in section 2 above we have strong evidence that our candidates meet each of the NCSS standards addressed within the assessment to the degree that they can be evaluated in a standardized, formal assessment.

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 Content Specialty Test – Social Studies assesses the following:

The New York State social studies educator has the knowledge and skills necessary to teach effectively in New York State public schools. The social studies teacher has a broad understanding of the fundamental concepts of history and the social sciences and is familiar with the basic principles and procedures associated with historical and social science inquiry. The social studies teacher commands both a depth and breadth of learning across the disciplines of U. S. and world history, geography, economics, and government. Most importantly, the social studies teacher is able to analyze historical, geographical, economic, and political information from multiple perspectives; can use models, patterns, and other intellectual constructs to organize data and is able to employ multidisciplinary approaches to interpret and explain social studies phenomena. The test contains approximately 90 multiple-choice test questions in the SubAreas of I. History, II. Geography, III. Economics, IV. Civics, Citizenship, and Government, and V. Social Studies Skills, and one constructed-response (written) assignment in VI. History.

The following websites present additional information on the test:
http://www.nystce.nesinc.com/PDFs/NY_fld05_objs.pdf
http://www.nystce.nesinc.com/PDFs/NY_fld005_prepguide.pdf

The Following alignment between NCSS Standards and specific objectives within each SubArea exists.

1. Culture

SubArea I 004 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1850 to the present.
SubArea I Objective 0009 Understand the struggle for fundamental human rights and the efforts of nations, individuals, and international organizations to establish and protect those rights.

SubArea II Objective 0012 Understand the major physical and cultural regions of the world, recognize geographic relationships and interactions among regions, and demonstrate an appreciation of the diverse perspectives of different human groups and cultures both past and present.

2. Time, Continuity, and Change

SubArea I Objective 0001 Understand key historical terms and concepts, the specialized fields of historical study, and historiography.

SubArea I Objective 0002 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history through 1500.

SubArea I Objective 0003 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1500 through 1850.

SubArea I Objective 0004 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1850 to the present.

SubArea I Objective 0005 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history to 1815.

SubArea I Objective 0006 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history from 1815 to 1900.

SubArea I Objective 0007 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history since 1900.

3. People, Places, and Environment

SubArea II Objective 0010 Understand fundamental geographic concepts, themes, and terms (e.g., location, place, relationships within places, culture, movement, interdependence, regions, scale), and apply that knowledge to describe and analyze geographic phenomena.

SubArea II Objective 0011 Understand the major physical features of the world and the interconnections between physical processes and human activity.

4. Individual Development and Identity
5. Individuals, Groups, and Institutions

N/A

6. Power, Authority, and Governance

SubArea IV Objective 0017 Understand important political science concepts, terms, and theories, and apply that knowledge to analyze contemporary political issues.

SubArea IV Objective 0018 Understand the principles of democratic government in the United States; the roles, rights, and responsibilities of individual citizens in a democratic society; and the structure, organization, and operation of government at the federal, state, and local levels.

SubArea IV Objective 0019 Understand the U.S. election process and the roles of political parties, pressure groups, and special interests in the U.S. political system.

SubArea IV Objective 0020 Understand international relations, the formation and execution of U.S. foreign policy and the purposes and functions of international organizations.

7. Production, Distribution, and Consumption

SubArea III Objective 0014 Understand important economic concepts, terms, and theories, and apply that knowledge to analyze basic economic phenomena.

SubArea III Objective 0015 Understand economic systems; analyze the structure, principles, and operation of command, market, mixed, and traditional models of economic organization; and apply this knowledge to analyze specific economic situations and institutions.

SubArea III Objective 0016 Understand the components, structure, organization, and operation of the U.S. economy; the principles of capitalism; and the roles of labor, business, consumers, and government in the U.S. economic system.

8. Science, Technology, and Society

Subarea I Objective 0004 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1850 to the present.

9. Global Connections

SubArea I Objective 0002 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history through 1500.
SubArea I Objective 0003 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1500 through 1850.

SubArea I Objective 0004 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1850 to the present.

SubArea I Objective 0009 Understand the struggle for fundamental human rights and the efforts of nations, individuals, and international organizations to establish and protect those rights.

SubArea II Objective 0011 Understand the major physical features of the world and the interconnections between physical processes and human activity.

SubArea II Objective 0012 Understand the major physical and cultural regions of the world, recognize geographic relationships and interactions among regions, and demonstrate an appreciation of the diverse perspectives of different human groups and cultures both past and present.

SubArea IV Objective 0020 Understand international relations, the formation and execution of U.S. foreign policy and the purposes and functions of international organizations.

10. Civic Ideals and Practices

SubArea I Objective 0009 Understand the struggle for fundamental human rights and the efforts of nations, individuals, and international organizations to establish and protect those rights.

SubArea IV Objective 0018 Understand the principles of democratic government in the United States; the roles, rights, and responsibilities of individual citizens in a democratic society; and the structure, organization, and operation of government at the federal, state, and local levels.

(b.) Scoring Guide - The information provided below on the scoring of the Content Specialty Test- Social Studies 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. The 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](http://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

**Passing Rates and Average Scaled Scores of Candidates For Subareas of the Content Specialty Test**

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidate Count</th>
<th>Composite Score (TITLE II)</th>
<th>I. History</th>
<th>II. Geography</th>
<th>III. Economics</th>
<th>IV. Civics, Citizenship, and Government</th>
<th>V. Social Studies Skills</th>
<th>VI. History Constructed Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>38</td>
<td>84%</td>
<td>226</td>
<td>259</td>
<td>236</td>
<td>242</td>
<td>253</td>
<td>235</td>
</tr>
<tr>
<td>2007-2008</td>
<td>38</td>
<td>89%</td>
<td>224</td>
<td>254</td>
<td>242</td>
<td>246</td>
<td>250</td>
<td>227</td>
</tr>
<tr>
<td>2008-2009</td>
<td>48</td>
<td>88%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

(Target score is 220)

NA= subarea scores are not made available to institutions until spring of the year following the exam.