1. Description of the Assessment

The Assessment of Teaching Skills Written (ATS-W) and Liberal Arts and Sciences Tests (LAST) are state licensure examinations required for certification as a Secondary Level Teacher in New York State. The exams assess a potential educator’s knowledge and skill to teach effectively in New York State public schools. They are both developed and managed by National Evaluation Systems (NES). Institutions are not permitted to require either assessment as a condition of graduation, and in rare instances, program completers who are not seeking certification may elect not to take them. For the purposes of our program evaluation, we are providing composite data as provided to us in the required federal/stating reports for program completers (Title II), and the sub-area data is presented on all program candidates recommended for certification who took the assessment within the year of program completion.

The ATS-W is comprised of approximately 80 multiple choice items on student development and learning, instruction and assessment, and the professional environment, as well as 1 constructed-response item on instruction and assessment. Candidates are advised to take it following the methods semester of the program.

The Liberal Arts and Sciences Test (LAST) is comprised of approximately 90 multiple choice items on scientific, mathematical and technological process; historical and social scientific awareness, artistic expression and the humanities, communication and research; as well as 1 constructed response item on written analysis and expression. Candidates are advised to take the assessment at the beginning of the program.

2. Alignment between the Assessment and NCSS Standards

The following alignment between this test and NCSS Standards exists:

<table>
<thead>
<tr>
<th>ATS-W Sub-Area</th>
<th>NCSS Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student Development and Learning</td>
<td>Standards 1.1, 1.4</td>
</tr>
<tr>
<td>II. Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>III. The Professional Environment</td>
<td></td>
</tr>
<tr>
<td>IV. Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>Constructed Response Assignment</td>
<td></td>
</tr>
</tbody>
</table>

The following alignment between this test and NCSS Standards exists:
<table>
<thead>
<tr>
<th>LAST Sub-Category</th>
<th>NCSS Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Scientific, Mathematical, and Technological Processes</td>
<td>Standards 1.8</td>
</tr>
<tr>
<td>II. Historical and Social Scientific Awareness</td>
<td>Standards 1.1-1.3, 1.5-1.7, 1.9</td>
</tr>
<tr>
<td>III. Artistic Expression and the Humanities</td>
<td></td>
</tr>
<tr>
<td>IV. Communication and Research Skills</td>
<td></td>
</tr>
<tr>
<td>V. Written Analysis and Expression</td>
<td>Standards 1.9</td>
</tr>
</tbody>
</table>

3. Analysis of Data Findings
All program completers taking these assessments have passed them. The average scaled scores for the subareas for candidates recommended for certification are above the 220 target for each of the subareas on both assessments.

4. Interpretation of how data provides evidence for meeting standards
Candidates demonstrate outstanding evidence of meeting each of the NCSS standards as far as these standards can be addressed in a formal, standardized 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 Assessment of Teaching Skills Written- Secondary assesses the following:

*The teacher understands how children learn and develop and can provide learning experiences that support all children’s intellectual, social, and personal growth, including children who have special needs and children for whom English is not their primary language. The teacher can use a variety of instructional and assessment strategies to foster students’ academic development and to encourage students’ active engagement in learning. The teacher recognizes the roles that family and community play in student learning and forges home-school partnerships to achieve common goals for children’s education. The teacher is a reflective practitioner who is able to work collaboratively with other members of the school community and can take advantage of opportunities for professional development. Most importantly, the teacher is able to create a cooperative and supportive classroom environment that addresses the needs of individual students and within which all students can grow and learn.*

Additional information may be found in the full test framework at [http://www.nystce.nesinc.com/PDFs/NY_fld91_objs.pdf](http://www.nystce.nesinc.com/PDFs/NY_fld91_objs.pdf).
The test is comprised of approximately 80 multiple choice items in the Sub-Areas of I. student development and learning, II. instruction and assessment, and III. the professional environment; as well as 1 constructed response item on IV. instruction and assessment. Within each Sub-Area are specific objectives. The objectives pertaining to NCSS Standards are outlined below:

1.1 Culture and Cultural Diversity
SubArea I Objective 0003 Understand how factors in the home, school, and community may affect students’ development and readiness to learn; and use this understanding to create a classroom environment within which all students can develop and learn.

1.4 Individual Development and Identity
SubArea I Objective 0001 Understand human development, including developmental processes and variations, and use this understanding to promote student development and learning.

SubArea I Objective 0002 Understand learning process, and use this

The following website presents a preparation guide for the test:
http://www.nystce.nesinc.com/PDFs/NY_fld091_prepguide.pdf

According to the information presented on the Test Framework Guide, the Liberal Arts and Sciences Test assesses the following:

*The teacher has a broad understanding of the fundamental concepts of mathematics, science, and technology and is familiar with the basic principles and procedures associate with scientific inquiry. The teacher recognizes the interrelatedness of geography and culture and can analyze varied interpretations of human history and society. The teacher has an understanding of the major traditions of art, literature, religion, and philosophy and how cultural contexts inform artistic and literary expression. The teacher can retrieve information from traditional and electronic sources, communicate effectively, reason clearly, and evaluate competing ideas and arguments. Most importantly, the teacher recognizes the fundamental connections among all realms of human thought and endeavor and the diverse perspectives that shape human societies.*

Additional information may be found in the full test framework at
http://www.nystce.nesinc.com/PDFs/NY_fld01_objs.pdf

The test is comprised of approximately 90 multiple choice items in the Sub Areas of I. scientific, mathematical and technological processes; II. historical and social scientific awareness; III. artistic expression and the humanities; and IV. communication and research skills. There is one constructed response pertaining to V. written analysis and expression.
Within each Sub-Area are specific objectives. The objectives pertaining to NCSS Standards are outlined below:

1.1 Culture and Cultural Diversity
SubArea II Objective 0007 Understand the interrelatedness of historical, geographic, cultural, economic, political, and social issues and factors.
SubArea III Objective 0016 Analyze and interpret examples of religious or philosophical ideas from various periods of time and understand their significance in shaping societies and cultures.

1.2 Time, Continuity, and Change
SubArea II Objective 0007 Understand the interrelatedness of historical, geographic, cultural, economic, political, and social issues and factors.
SubArea II Objective 0008 Understand principles and assumptions underlying historical or contemporary arguments, interpretations, explanations, or developments.
SubArea II Objective 0009 Understand different perspectives and priorities underlying historical or contemporary arguments, interpretations, explanations, or developments.
SubArea II Objective 0010 Understand and apply skills, principles, and procedures associated with inquiry, problem solving, and decision making in history and the social sciences.
SubArea II Objective 0011 Understand and interpret visual representations of historical and social scientific information.
SubArea III Objective 0016 Analyze and interpret examples of religious or philosophical ideas from various periods of time and understand their significance in shaping societies and cultures.

1.3 People, Places, and Environments
SubArea II Objective 0007 Understand the interrelatedness of historical, geographic, cultural, economic, political, and social issues and factors.

1.5 Individuals, Groups, and Institutions
SubArea III Objective 0016 Analyze and interpret examples of religious or philosophical ideas from various periods of time and understand their significance in shaping societies and cultures.

1.6 Power, Authority, and Governance
SubArea II Objective 0007 Understand the interrelatedness of historical, geographic, cultural, economic, political, and social issues and factors.

1.7 Production, Distribution, and Consumption
SubArea II Objective 0007 Understand the interrelatedness of historical, geographic, cultural, economic, political, and social issues and factors.

1.8 Science, Technology, and Society
SubArea I Objective 0004 Understand major concepts, principles, and theories in science and technology; and use that understanding to analyze phenomena in the natural world and to interpret information presented in illustrated or written form.

SubArea I Objective 0005 Understand the historical development and cultural contexts of mathematics, science, and technology; the relationships and common themes that connect mathematics, science, and technology; and the impact of mathematics, science and technology on human societies.

1.9 Global Connections.

SubArea II Objective 0007 Understand the interrelatedness of historical, geographic, cultural, economic, political, and social issues and factors.

The Following website presents a preparation guide for the test:
http://www.nystce.nesinc.com/PDFs/NY_fld001_prepguide.pdf

(b.) Scoring Guide -
Scoring for both assessments is as follows:

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.

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 Assessment of Teaching Skills-Written Test
Average Scaled Scores of Candidates Recommended for Certification
For Subareas of the ATS-W
(Target score is 220)

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidate Count</th>
<th>Composite Score (TITLE II)</th>
<th>I. Student Development and Learning</th>
<th>II. Instruction and Assessment</th>
<th>III. The Professional Environment</th>
<th>IV. Instruction and Assessment Constructed Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>143*</td>
<td>100%</td>
<td>264</td>
<td>260</td>
<td>260</td>
<td>262</td>
</tr>
<tr>
<td>2007-2008</td>
<td>147*</td>
<td>100%</td>
<td>267</td>
<td>260</td>
<td>NA</td>
<td>254</td>
</tr>
<tr>
<td>2008-2009</td>
<td>372**</td>
<td>100%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

* 2006-2007 and 2008-2009 candidate counts include all secondary candidates in all content areas as reported to the institution through the Title II validation process.

**The 2008-2009 data includes elementary and secondary candidates across all pre-service programs. The subarea scores are not provided to institutions until spring of the year following the last exam.
Percentage of Program Completers
Passing the Liberal Arts and Science Test
Average Scaled Scores of Candidates Recommended for Certification
For Subareas of the Liberal Arts and Sciences Test
(Target score is 220)

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidate Count</th>
<th>Composite Score (TITLE II)</th>
<th>I. Scientific, Mathematical, and Technological Processes</th>
<th>II. Historical and Social Scientific Awareness</th>
<th>III. Artistic Expression and the Humanities</th>
<th>IV. Communication and Research Skills</th>
<th>V. Written Analysis and Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>382*</td>
<td>100%</td>
<td>266</td>
<td>253</td>
<td>268</td>
<td>254</td>
<td>247</td>
</tr>
<tr>
<td>2007-2008</td>
<td>380*</td>
<td>100%</td>
<td>266</td>
<td>255</td>
<td>268</td>
<td>250</td>
<td>243</td>
</tr>
<tr>
<td>2008-2009</td>
<td>369*</td>
<td>100%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Candidate counts include all candidates in all content areas as reported to the institution through the Title II validation process.
NA The subarea scores are not provided to institutions until spring of the year following the last exam.