



# Texas

## Educator Certification Examination Program

### **TEXAS EDUCATOR CERTIFICATION EXAMINATION PROGRAM**

## **Annual Technical Administration Manual 2020–2021**

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## **Preface**

The Texas Education Agency (TEA) has contracted with the Evaluation Systems group of Pearson (Pearson) to plan, develop and administer the Texas Educator Certification Examination Program.

This annual technical administration manual provides information on the technical characteristics of the examinations and score reporting for the Texas Educator Certification Examination Program examinations. It provides performance data specific to those examinations that were administered during the 2020-2021 academic year. The academic year is defined as September 1, 2020 to August 31, 2021.

# I. Purpose of the Texas Educator Certification Examination Program

## Introduction

The purpose of the Texas Educator Certification Examination Program is to verify that each educator has the prerequisite content and professional knowledge, skills, and abilities necessary for an entry-level position in Texas public schools and has the capability of becoming a highly effective educator. In the 2020-2021 academic year, i.e., September 1, 2020 to August 31, 2021, the Texas Educator Certification Examination Program, administered by Pearson, included five categories of exams for educator certification: the Texas Examinations of Educator Standards (TExES), the Texas Assessments of Sign Communications (TASC), the Texas Assessments of Sign Communications—American Sign Language (TASC-ASL), the Pre-Admission Content Test (PACT) exams, and the American Association of Family & Consumer Sciences (AAFCS) examinations.

Exams in the Texas Educator Certification Examination Program were previously validated for use in Texas in accordance with the practices recommended by the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014), hereafter referred to as the “Standards.” The Standards require a clear definition of content domain and a rationale to support a claim that the knowledge, skills, and abilities being assessed in a licensure exam are required for credential-worthy performance.

## Program Policy

Texas law requires that educators pass appropriate exams to become certified. The exam(s) required for certification are specified in Texas Administrative Code, §230.21(e) (see <http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/ch230c.html>). The certification exams are aligned to standards for beginning educators. These standards are created and approved by the State Board for Educator Certification (SBEC)<sup>1</sup> (see <https://tea.texas.gov/node/106009>). These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public-school curriculum. They reflect current research on the developmental stages and needs of children Early Childhood (EC) through Grade 12. Additionally, the Commissioner of the Texas Education Agency (TEA) has adopted new rules pertaining to Texas teaching standards: Texas Teaching Standards Adopted in Chapter 149 (see [http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rl oc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=2&ch=149&rl=1001](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rl oc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)). Approved educator standards are available on the TEA website (see

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<sup>1</sup> SBEC was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The Board oversees all aspects of the preparation, certification and standards of conduct of public-school educators. SBEC’s mission statement is “SBEC is dedicated to improving student achievement and ensuring the safety and welfare of Texas school children by upholding the highest level of educator preparation, performance, continuing education, and standards of conduct.”

[https://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards)).

**Table 1. Texas Educator Certification Examination Program Composition**

<b>TEXES™</b>	273 Health Science 6–12
113 English Language Arts and Reading/Social Studies 4–8	274 Mathematics/Physical Science/Engineering 6–12
114 Mathematics/Science 4–8	275 Marketing 6–12
115 Mathematics 4–8	276 Business and Finance 6–12
116 Science 4–8	279 Dance 6–12
117 English Language Arts and Reading 4–8	283 Braille (UEB)
118 Social Studies 4–8	292 Early Childhood: PK-3
129 Speech 7–12	293 Science of Teaching Reading (STR)
150 School Librarian	610 Languages Other Than English (LOTE) French
151 Reading Specialist	611 Languages Other Than English (LOTE) German
152 School Counselor	612 Languages Other Than English (LOTE) Latin
153 Educational Diagnostician	613 Languages Other Than English (LOTE) Spanish
154 English as a Second Language Supplemental (ESL)	801 Core Subjects EC–6 English Language Arts and Reading/STR
157 Health EC–12	802 Core Subjects EC–6 Mathematics
158 Physical Education EC–12	803 Core Subjects EC–6 Social Studies
160 Pedagogy and Professional Responsibilities EC–12	804 Core Subjects EC–6 Science
161 Special Education EC–12	805 Core Subjects EC–6 Fine Arts, Health and Physical Education
162 Gifted and Talented Supplemental	806 Core Subjects 4–8 English Language Arts & Reading
163 Special Education Supplemental	807 Core Subjects 4–8 Mathematics
164 Bilingual Education Supplemental	808 Core Subjects 4–8 Social Studies
171 Technology Education 6–12	809 Core Subjects 4–8 Science
177 Music EC–12	901 Core Subjects EC-6 English Language Arts & Reading
178 Art EC–12	902 Core Subjects EC-6 Mathematics
180 Theatre EC–12	903 Core Subjects EC-6 Social Studies
181 Deaf and Hard-of-Hearing	904 Core Subjects EC-6 Science
182 Visually Impaired	905 Core Subjects EC-6 Fine Arts, Health and Physical Education
184 American Sign Language (ASL)	
190 Bilingual Target Language Proficiency Test (BTLPT) Spanish	<b>TASC™</b>
195 Superintendent	072 Texas Assessment of Sign Communication (TASC)
231 English Language Arts and Reading 7–12	
232 Social Studies 7–12	<b>TASC-ASL™</b>
233 History 7–12	073 Texas Assessment of Sign Communication—American Sign Language (TASC-ASL)
235 Mathematics 7–12	
236 Science 7–12	<b>AAFCS</b>
237 Physical Science 6–12	200 AAFCS Family and Consumer Sciences, Composite
238 Life Science 7–12	201 AAFCS Hospitality, Nutrition, and Food Science
240 Chemistry 7–12	
241 Computer Science 8–12	
242 Technology Applications EC–12	
243 Physics/Mathematics 7–12	
253 Educational Diagnostician	
256 Journalism 7–12	
268 Principal as Instructional Leader (PAIL)	
270 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12	
272 Agriculture, Food and Natural Resources 6–12	

202 AAFCS Human Development and Family Studies

**PACT**

701 TX PACT: Essential Academic Skills (Subtest I: Reading)  
702 TX PACT: Essential Academic Skills (Subtest II: Writing)  
703 TX PACT: Essential Academic Skills (Subtest III: Mathematics)  
710 TX PACT: LOTE French: Early Childhood-Grade 12  
711 TX PACT: LOTE German: Early Childhood-Grade 12  
712 TX PACT: LOTE Latin: Early Childhood-Grade 12  
713 TX PACT: LOTE Spanish: Early Childhood-Grade 12  
714 TX PACT: LOTE Chinese: Early Childhood-Grade 12  
715 TX PACT: Mathematics: Grades 4-8  
716 TX PACT: Science: Grades 4-8  
717 TX PACT: English Language Arts and Reading: Grades 4-8  
718 TX PACT: Social Studies: Grades 4-8  
721 TX PACT: Family and Consumer Sciences  
729 TX PACT: Speech: Grades 7-12  
731 TX PACT: English Language Arts and Reading: Grades 7-12  
732 TX PACT: Social Studies: Grades 7-12  
733 TX PACT: History: Grades 7-12  
735 TX PACT: Mathematics: Grades 7-12

736 TX PACT: Science: Grades 7-12  
737 TX PACT: Physical Science: Grades 6-12  
738 TX PACT: Life Science: Grades 7-12  
739 TX PACT: Physics: Grades 7-12  
740 TX PACT: Chemistry: Grades 7-12  
741 TX PACT: Computer Science: Grades 8-12  
742 TX PACT: Technology Applications: Early Childhood-Grade 12  
756 TX PACT: Journalism: Grades 7-12  
757 TX PACT: Health: Early Childhood-Grade 12  
758 TX PACT: Physical Education: Early Childhood-Grade 12  
771 TX PACT: Technology Education: Grades 6-12  
772 TX PACT: Agriculture, Food, and Natural Resources: Grades 6-12  
776 TX PACT: Business and Finance: Grades 6-12  
777 TX PACT: Music: Early Childhood-Grade 12  
778 TX PACT: Art: Early Childhood-Grade 12  
779 TX PACT: Dance: Grades 6-12  
780 TX PACT: Theatre: Early Childhood-Grade 12  
784 TX PACT: American Sign Language (ASL): Early Childhood-Grade 12 (Subtest I)  
785 TX PACT: American Sign Language (ASL): Early Childhood-Grade 12 (Subtest II)  
790 TX PACT: Core Subjects: Grades 4-8

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## Composition of the Texas Educator Certification Examination Program

As of August 31, 2021, Texas Educator Certification Examination Program comprises 75 certification exams and 38 PACT exams. The AAFCS examinations are developed by the AAFCS and delivered and scored by Pearson. The available exams for the 2020-2021 academic year are listed in Table 1 by category and exam code number.

The Texas Educator Certification Examination Program exams are computer-administered and delivered through a national network of Pearson testing centers. Several web-based resources to help candidates prepare for the exams are offered. These resources include online study guides, practice exams, detailed score reports, and computer-administered testing tutorials. In addition, a suite of faculty resources and interactive worksheets is available to assist in candidate preparation. The TEA and educator preparation program (EPP) faculty have access to an interactive, electronic database that allows them to create customized reports of candidate exam results and EPP performance or to perform customized data queries.

## II. Examination Development and Design

Exam development involves a comprehensive process of defining and structuring an exam field, collecting validity evidence regarding the exam content, reviewing content for potential issues with equity, fairness, and/or diversity, developing and pilot testing items, and establishing an appropriate passing score through guided standard setting activities. Details of the exam development activities performed by Pearson can be found in the *Texas Educator Certification Examination Program Annual Technical Development Manual, 2020–2021*. The Texas Educator Certification Examination Program Technical Manuals are available under Educator Preparation Programs (EPPs) on the program website (see [http://www.tx.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_TechnicalManual.html](http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_TechnicalManual.html)).

### General Exam Design

Exam Specifications are developed for each field to inform the details and features of each exam and to guide item development needs. This includes the number and types of exam items on each form, the proportion or weighting of items from each competency, the allotted time to complete the exam, the proportion of scorable and non-scorable items and other guidelines relevant to form development. Most exams in the Texas Educator Certification Examination Program consist of selected-response items. Some exams also include a constructed-response section where candidates provide an open-ended response, typically in an essay format, to presented data and/or video stimuli. Information about each exam is located at the Texas Educator Certification Examination Program website (see [http://www.tx.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_TechnicalManual.html](http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_TechnicalManual.html)).



### **III. Examination Administration**

The Texas Educator Certification Examination Program exams are administered under standardized, consistent procedures in a national network of Pearson computer-administered testing centers. Exam administrations are designed to provide a professional, equitable, and secure testing environment for all candidates, including those with needs for alternative testing arrangements. Testing centers are screened and selected based on criteria relating to exam security, accessibility, and appropriate testing conditions and facilities.

Exam administrators are oriented and provided with procedural manuals to use before and during exam administrations. The orientation and the manuals are designed to facilitate secure, efficient, and professional exam administrations for all candidates.

In order to take a certification exam, educator candidates must be approved by their EPP. EPP faculty use TEA's Educator Certification Online System (ECOS) to authorize specific exams for educator candidates within their program. Once approval has been provided, educator candidates are able to register to take the exam.

### **IV. Psychometrics**

This section describes the processes used to establish and reinforce the psychometric properties of the exams administered during the academic year.

#### **Item Analyses**

Item analyses are conducted on selected-response items to assess their accuracy and psychometric quality. Additionally, data from constructed-response items are reviewed to confirm that items in the item bank for each field are comparable in terms of difficulty and score distribution.

#### **Item Analysis for Selected-Response Items**

Data are collected on each item, allowing for the empirical consideration of item difficulty, item discrimination, content accuracy, and the plausibility of distractors. These item statistics are calculated and evaluated cumulatively (i.e., using combined statistics for previous operational exam administrations) every six months.

The item statistics calculated and evaluated for each selected-response item include:

- Item difficulty (p-value);
- Distribution of responses (percentages of participants selecting each response option);
- Item-to-total test point biserial correlation (correlation of performance on the item to performance on the total exam); and
- Mean score by response choice (average score on the total selected-response set achieved by all participants selecting each response option).

Those items that do not perform within defined statistical parameters are flagged and reviewed. Flagged items are reviewed by content specialists, exam development specialists, psychometricians, and editors. The review confirms that the wording on the exam forms matches the wording validated by Content Advisory Committees (CACs). During the review, there is a check of content, topicality, and correct response. Item reviews may result in revision and additional pilot testing, deletion from the operational item bank, or approval for use without revision.

### **Item Analysis for Constructed-Response Items**

Constructed-response item data are regularly reviewed to monitor their difficulty across administrations. Throughout the scoring process, monitor reports containing mean scores and standard deviations are reviewed. The monitor reports also contain distribution of scores assigned by the first two scorers, distribution of score differences, and distribution of score combinations assigned by two scorers.

### **Differential Item Functioning (DIF)**

Mantel-Haenszel differential item functioning (DIF) analysis is performed on an annual basis to determine statistically whether specific subgroups of test-takers are performing differently compared to other subgroups of test-takers in the test-taking population. The subgroups typically compared in this analysis are gender (i.e., male/female) and ethnicity (e.g., White/Hispanic; White/African American). The analyses are performed when each subgroup contains a minimum of 100 responses for a given test question. When evaluating item performance during pilot testing, the minimum number of responses is 30).

The results of the Mantel-Haenszel procedure are converted to a delta scale to allow for interpretation of the magnitude of DIF using the A/B/C classification scheme developed by Longford, Holland and Thayer (1993). The absolute value of the M-H D-DIF statistic and significance level are evaluated according to the following A/B/C classification scheme.

A = Negligible. MH D-DIF not significantly different from 0 (.05 level), OR Absolute value less than 1

B = Moderate. MH D-DIF significantly different from 0 (.05 level) AND EITHER

- Absolute value at least 1 but less than 1.5, OR
- Absolute value at least 1 but not significantly greater than 1 (.05 level)

C = Large. Absolute value of MH D-DIF at least 1.5 and significantly greater than 1 (.05 level)

Items exhibiting large DIF statistics are reviewed and evaluated by content specialists, exam development specialists, and psychometricians.

### **Exam Form Construction**

Selected-response items are identified for inclusion on a form to meet the exam form blueprint (exam specifications), as well as using available operational and/or pilot test item data. A primary focus in item selection is on content coverage and meeting the exam form blueprint. Item statistics (e.g., p-values and point-biserial correlations) are also considered and are based on an appropriate number of

candidates. This process helps to establish continuity and consistency among the different forms of an exam.

- **Content Relationships.** Each exam form is constructed to be comparable to previous exam forms with respect to content coverage. This is accomplished by reviewing the proportion of scorable selected-response items for each competency and distributing them in accordance with the test design. Constructed-response items are also reviewed for similarity of structure and are assigned to the same exam competency across forms.
- **Statistical Relationships.** Each exam form is constructed to be comparable to the previous exam form in overall difficulty of scorable selected-response items. The exam form difficulty is determined by averaging the p-values for the scorable items on the previous form and the new form using previously accumulated examinee item data. In addition, using an equating model that is appropriate for the construction model and examinee incidence, the exam results for each form are statistically equated to those of the previous form to enable comparability of passing decisions across administrations.

Comparability of the constructed-response scoring across exam forms is established through several activities such as pilot testing, identifying responses that exemplify the various score points, and the training and calibration of scorers to a historic anchor set of responses written to each constructed-response item.

## **Exam Equating**

Equating refers to the process of placing scores from alternate, parallel, or equivalent forms of an exam on a common scale (AERA, APA, & NCME, 2014). The central purpose of statistical equating methods is to compensate statistically for possible variability in the characteristics of exam forms that may affect candidates' scores (e.g., differences in the overall difficulty of a new exam form compared to a previous exam form). Statistical equating methods facilitate the adjustment of a candidate's scaled score for the relative difficulty of the specific exam form that was taken. Equating thus allows exam developers to attribute differences in scores across exam forms to differences in knowledge or skills, and not differences in the exams. Equating supports comparability among different exam forms and allows final scores from multiple exam forms to be used interchangeably.

## **Equating Design**

Different models for selecting items for exam forms (i.e., item substitution) and performing associated test score equating may be employed for the Texas Educator Certification Examination Program, depending on the number of examinees who are expected to take the exams and other factors in the observed score distributions for the two exam forms that are to be equated.

Generally, new test forms are created so that all scorable items were present on the previous forms as either scorable or nonscorable items. The mean and standard deviation are computed for the set of items that were scorable on the previous exam form and for the set of items that will be scorable on the new form, using the item response data of examinees who took the previous form. A score conversion

method called *z-score equating* is applied to determine the score on the new form that corresponds to the passing score of the previous form.

To equate the two exam forms, a linear equating method was implemented. In linear equating, two scores are equivalent if they are the same number of standard deviation units above or below the mean for some group of candidates (Angoff, 1984). A linear equation is used to relate the scores from the two forms by setting standard deviation scores, or z-scores, to be equal on the two test forms (Kolen & Brennan, 2004).

The following formula is used for *z-score equating*:

1. Define:

$\bar{X}$  = the mean raw score achieved on the new exam form's scorable items

$S_x$  = the standard deviation of X

$\bar{Y}$  = the mean raw score achieved on the previous exam form's scorable items

$S_y$  = the standard deviation of Y

$X_i$  = a given raw score on the new exam form

$Y_i$  = the raw score equivalent to  $X_i$  expressed in the raw score metric of form Y

2. Set  $Z_x = Z_y$

$$\frac{X_i - \bar{X}}{S_x} = \frac{Y_i - \bar{Y}}{S_y}$$

3. In order to find the equivalent passing score on the new form, solve for  $X_i$  where  $Y_i$  = the passing score on the previous form.

$$X_i = \bar{X} + \left( \frac{S_x}{S_y} \right) (Y_i - \bar{Y})$$

## **V. Technical Properties of the Scores**

The Standards require that testing agencies provide relevant technical information about the exams so that users and reviewers have sufficient information to make judgments about the quality of the exams, the resulting scores, and interpretations based on exam scores (AERA, APA, & NCME, 2014). This information can ultimately assist users and reviewers in determining the appropriateness of the exam for its intended purpose (AERA, APA, & NCME, 2014).

### **Scoring**

The Texas Educator Certification Examination Program includes exams consisting of selected-response items only as well as exams consisting of both selected-response and constructed-response items. The scoring procedures for the program are carefully documented for both selected-response and constructed-response items. Additionally, performance monitoring is conducted to check the accuracy of scoring and reporting for the constructed-response items.

#### **Scoring Selected-response Items**

Answer keys for selected-response items are prepared during the construction of exam forms. These keys are reviewed and checked at several points during development and production. Selected-response items are dichotomously scored, meaning a single point is awarded for each correct response, and no points are awarded for an incorrect response. For exams composed of selected-response items only, the final raw score is the total number of correct responses on the exam. The raw scores are transformed and reported on a scale ranging from 100 to 300 with a scaled passing score of 240.

Each exam form includes both scorable and nonscorable selected-response items. Scorable items are those that are used to compute candidates' scores. Nonscorable items are those that are included on an exam form to collect additional psychometric information (to support pilot testing) and to support exam form equating but do not contribute to candidates' scores.

#### **Scoring Constructed-Response Items**

Some Texas Educator Certification Examination Program exams include constructed-response items in addition to selected-response items. Candidate responses to constructed-response items are scored using a focused holistic scoring methodology. In this method, scorers judge the overall effectiveness of each response using a set of performance characteristics included in a scoring rubric. These performance characteristics are provided in the preparation manuals for the exams. The score is holistic in that each score is based on the overall effectiveness of these characteristics working together, focusing on the response as a whole.

The majority of constructed-response items follow this holistic scoring method; however, some use an analytic scoring method. For these types of constructed-response items, the scores provided are based on the number of errors made. For example, some items on the Braille (Unified English Braille, UEB) exam may require examinees to transcribe a passage, mathematical problem or expression into UEB. Responses to each transcription assignment are scored based on the number of

transcription errors made. Errors are defined in the Preparation Manual for each item type that are found on the exam.

### **Scoring Components**

Candidate responses are scored on a scale. The majority of exams use either a three- or four-point score scale (except for the Texas Assessment of Sign Communication exam, described in the next section). The characteristics of responses at each score point is defined in TEA-approved scoring rubrics. Each constructed response is independently scored by two scorers, and these scores are summed for a total possible score range of 2 to 6 for three-point score scales or 2 to 8 for four-point score scales.

As part of the effort to involve Texas educators in the development and validation of the Texas Educator Certification Examination Program activities, Pearson recruits experienced educators from Texas and trains them to perform holistic scoring. To participate in the holistic scoring process, scorers must meet specific qualifications such as having the following.

- A Texas educator certificate/license;
- Experience as an educator in Texas public schools; and/or
- Experience as a college faculty member responsible for preparing prospective educators.

### **Texas Assessment of Sign Communication (TASC, TASC-ASL) Scoring**

The Texas Assessment of Sign Communication and Texas Assessment of Sign Communication-American Sign Language exams require examinees to be video-recorded performing American Sign Language in response to various prompts by an interviewer. The recordings are provided to trained scorers using a holistic scoring process to evaluate responses on the overall sign communication proficiency of the examinee on a 5-point scale. Scorers are trained on the performance characteristics defined in each analytic category (i.e., range of communication, comprehension, fluency, vocabulary/grammar, and use of space). For each of the 5 categories, performance levels A through E are defined with Level E representing strong limitations in performance and Level A representing high proficiency. The passing score for the TASC is set at Level C.

### **Scorer Training**

Prior to scoring, each scorer receives training and orientation by a Chief Reader who trains each scorer to evaluate responses to a variety of educator licensure exams. The Chief Reader provides each scorer with the background of the Texas Educator Certification Examination Program exams, the context of the scoring task, the tasks they will perform, the procedures they will follow, the scoring scale, and the characteristics that will guide their scoring judgments. The scorers are also oriented to the scoring rubrics that define the performance characteristics and scoring scale to guide evaluation of candidate responses to the constructed-response item(s) used on test forms for the current exam administration. The Chief Reader identifies and develops orientation materials, leads scoring sessions, conducts calibration orientation, and monitors the progress of the scoring session.

Scorers receive practice using training sets of responses to which scores have already been assigned, including marker responses (i.e., exemplar responses of each score point on the score scale). The training emphasizes equity and fair application of the score scale. Once scorers have been trained, they have to prove their ability to score accurately by completing a calibration exercise. Each response is read independently and scored by two scorers. If the two scores are not identical or adjacent, additional scoring is conducted to resolve the discrepancy.

### **Performance Monitoring of Scorers**

Pearson monitors the performance of scorers throughout the scoring process. Specific areas monitored include a scorers' ability to understand and apply the established scoring scale, the consistency of the scores assigned in comparison with those assigned by the second scorer, and the scorers' consistency over time. At points in the holistic scoring process, scorers are recalibrated to the scale, typically through discussions of specific items. Scorers must demonstrate continued scoring accuracy on the responses. If scorers fail to demonstrate accuracy, they receive additional, individual reorientation before proceeding with scoring.

### **Scaled Scores**

With the exception of TASC and TASC-ASL as described above, candidate results for the Texas Educator Certification Examination Program exams are reported on a scale of 100 to 300 with the passing score set at 240.

Scaled score reporting is preferred to raw score reporting to eliminate confusion that may occur as a result of raw cut score differences across exam forms due to equating. Therefore, the use of scaled scores helps to support the communication of exam results in the following ways:

- Candidates, EPPs, and stakeholders are able to interpret scores from different exams in a similar manner, regardless of the exam taken.
- The meaning of the scaled passing scores are consistent over time, making it possible to compare performance from one exam administration to the next.

### **Calculation of Scaled Scores**

For exams containing only selected-response items, a linear transformation is applied to the raw scores to compute the associated scaled score. The scaled score is derived from the candidate's raw score, the raw cut score, and the maximum possible raw score. Candidates who perform at the raw score that is equivalent to the passing score achieve a scaled score of 240, while those who achieve the maximum possible raw score will receive a scaled score of 300.

For exams that contain both selected-response and constructed-response items, the selected-response and constructed-response exam sections are each scaled separately. These selected-response and constructed-response scaled scores are then combined in accordance with the following weightings.

**Table 2. Texas Educator Certification Examination Program Section Weighting**

Exam Field	Selected-Response Weight	Constructed-Response Weight
072 Texas Assessment of Sign Communication (TASC)	--	100%
073 Texas Assessment of Sign Communication (TASC-ASL)	--	100%
190 Bilingual Target Language Proficiency Test	47%	53%
231 English Language Arts and Reading 7-12	64%	36%
253 Educational Diagnostician	80%	20%
268 Principal as Instructional Leader (PAIL)	60%	40%
283 Braille (UEB)	50%	50%
292 Early Childhood: PK-3	80%	20%
293 Science of Teaching Reading (STR)	80%	20%
610 Languages Other than English (LOTE)-FRENCH	68%	32%
611 Languages Other than English (LOTE)-GERMAN	68%	32%
612 Languages Other than English (LOTE)-LATIN	90%	10%
613 Languages Other than English (LOTE)-SPANISH	68%	32%
702 TX PACT: Essential Academic Skills (Subtest II: Writing)	75%	25%
710 TX PACT: LOTE French: Early Childhood–Grade 12	58%	42%
711 TX PACT: LOTE German: Early Childhood–Grade 12	58%	42%
712 TX PACT: LOTE Latin: Early Childhood–Grade 12	80%	20%
713 TX PACT: LOTE Spanish: Early Childhood–Grade 12	58%	42%
714 TX PACT: LOTE Chinese: Early Childhood–Grade 12	58%	42%
729 TX PACT: Speech: Grades 7–12	85%	15%
785 TX PACT: American Sign Language (ASL): Early Childhood–Grade 12 (Subtests II)	40%	60%

### Introductory Pass/Fail Periods

During the 2020-2021 Program Year, three exams were launched with an Introductory Pass/Fail requirement: 253 Educational Diagnostician, 292 Early Childhood: PK-3, and 293 Science of Teaching Reading (STR). Test takers were required to answer 33% of the selected-response items correctly and provide a complete and scorable response to the constructed-response (CR) item to achieve a Passing status (i.e., the response was not off-topic or otherwise unscorable). Numerical scores were not assigned to candidates' constructed responses during this introductory period. For this reason, passing rates and some summary statistics cannot be reliably reported.

### Reliability

The Standards refer to reliability as the consistency of test scores for a group of candidates across administrations (AERA, APA, & NCME, 2014). There are many common reasons for individual scores to fluctuate over time. Score fluctuation from



one testing occasion to another has an impact on reliability. Some factors that affect reliability include the following.

- **Number of candidates.** The number of candidates whose exam scores contribute to a statistical estimate of reliability affects the stability of the estimate. In general, reliability estimates based on larger numbers of candidates are more stable than estimates based on smaller numbers. For this reason, reliability estimates are calculated for exam forms that are taken by one hundred or more candidates.
- **Self-selection of candidates by exam administration date.** Typically, candidates can decide when to take an exam. Texas Educator Certification Examination Program exams are administered throughout the year, and candidates can select when to take and retake the exams. This self-selection can affect the composition, ability level, and variability of the group taking a specific exam at a given exam administration.
- **Variability of the group tested.** In general, the larger the true variance or true spread of the scores of the candidate group (i.e., the greater the individual differences in the true level of knowledge, skills, and abilities of the candidates in the particular group taking an exam on a particular occasion), the greater will be the reliability coefficient. Reliability estimates tend to be higher if candidates in the group have widely varying levels of knowledge, and lower if they tend to have similar levels of knowledge.
- **Exam length.** Statistical estimates of reliability are typically higher for exams with greater numbers of items. A more reliable estimate of a person's knowledge is obtained by asking more questions.
- **Exam content.** Reliability estimates are typically higher for exams that cover narrow, homogeneous content than for exams (such as many used for educator licensure) that cover a broad range of content. Exams for educator licensure must typically assess a broad base of knowledge, skills, and abilities that pertain to licenses that will apply in a wide range of educational settings, grade levels, and teaching assignments.

Because the exams included in the Texas Educator Certification Examination Program are used to make high-stakes decisions, several indicators of decision consistency (that is the degree to which the same decisions are made from two exams) and measures that indicate score reliability (consistency of scores across administrations) are calculated. Statistics presented not only consider the reliability of the exam scores, but also indicate the reliability of the decisions made using the exam results.

Several measures are employed to assess the reliability of each exam in the Texas Educator Certification Examination Program. These measures are described below.

- **Kuder-Richardson formula 20 (KR20).** The Kuder-Richardson index of item homogeneity (KR20) is an overall test consistency (reliability) estimate based on a single exam administration (Kuder & Richardson, 1937). It is applicable to the selected-response section of exams. KR20 is reported in the range 0 to 1, with a higher number indicating a greater level of consistency

(reliability). Homogeneity refers to the degree to which the items on the exam are consistent with one another. For the Texas Educator Certification Examination Program, KR20 is computed for exams composed of selected-response items only as well as for selected-response sections of exams that also include constructed-response items.

- **Standard error of measurement (SEM).** The Standards define the standard error of measurement as the estimate of the difference between observed scores and estimated true scores by estimating the variability of measurement errors. This statistic speaks to the reliability of test scores, with smaller standard errors of measurement indicating more reliable test scores (AERA, APA, & NCME, 2014).
- **Generalizability coefficient (G).** The Generalizability (G) coefficient is a measure of the percent of total score variance that is attributable to persons (i.e., factors within the candidate, such as subject matter knowledge). It reflects the proportion of variability in individuals' scores that is attributable to true score variability rather than to measurement error (Brennan, 2001). It is reported in the range 0 to 1, with a higher number indicating a greater level of generalizability. The G-coefficient is applicable to exam sections composed of constructed-response items. It gauges the degree to which the results from one exam form of the constructed-response items are generalizable to other forms or other exam administrations. The G coefficient for exam forms with a single constructed-response item is calculated with the item type as a random facet. This permits variability of scores to be associated with the item type rather than with error variance (Brennan, 2001). Some exam forms have more than one type of constructed-response item. Calculating G coefficient for these exam forms as a random facet will result in lower G coefficient for these exam forms. In this report we also provide G coefficient treating the items as fixed facets. The G coefficients on exam forms with more than one constructed-response assignment are typically higher when the item types are treated as fixed facets.
- **Scorer agreement.** Scorer agreement is the degree of agreement between constructed-response scores assigned by independent scorers. Independent scorers are in agreement if the scores they award are either exact or adjacent. The scorers are not in agreement if the scores awarded differ by more than one point. The percent of cases in which the first two independent scorers are in agreement is computed as a measure of scorer agreement (reliability). The following scorer agreement statistics are reported.
  - *Percent agreement.* Overall agreement determined by summing exact and adjacent agreement.
  - *Percent exact.* This is the percentage of scores in which the first two scorers were in exact agreement.
  - *Percentage adjacent.* This is the percentage of scores in which the two scorers assigned adjacent scores.

- *Inter-rater reliability*. This is the intraclass correlation between the first and second score assigned to each response, corrected using the Spearman-Brown formula.

## VI. Exam Administration Statistics

This section describes statistical reports for each exam and reports on candidate performance for Texas Educator Certification Examination Program exams administered during the 2019–2020 academic year. Exam statistics reports consist of exam form and field statistics reports that outline statistical characteristics of selected-response-only exams as well as exams composed of both selected-response and constructed-response items administered during the year. Total scaled score distributions also are provided. Specific details of each report are outlined below.

### Exam Form Statistics Reports

The Exam Form Statistics Report in Appendix 1 provides selected statistics for exam forms administered to candidates during the academic year. This report includes the following information:

- *Exam Field*. The Exam Field code number and Exam Name.
- *Form*. Identifier assigned to each exam form.
- *Number of Exams Taken*. Scores are included in the analyses for this report for candidates who attempted at least one selected-response item and provided scorable responses to the constructed-response items, if applicable. In the cases in which the same exam forms were administered at more than one exam administration during the reporting period and candidates took the same exam form at more than one exam administration, both scores for those candidates' several attempts are included in the analyses.
- *Total Exam Scaled Score Indices*.
  - *Mean*. The mean of the total exam scaled scores achieved by the candidates taking the exam form.
  - *Standard Deviation (Std. Dev)*. A measure of the amount of variation or dispersion of the total exam scaled scores.
  - *Standard error of measurement (SEM)*. The standard error of measurement of the total exam scaled scores is reported.
- *Selected-Response Section*.
  - *Length*. The number of scorable items of the selected-response section of each exam form.

- *KR20*. The Kuder-Richardson index of reliability applicable to the selected-response sections, reflecting the degree to which items on the exam forms are consistent with one another.
- *Constructed-Response Section*.
  - *Length*. The number of scorable items of the constructed-response section of each exam form.
  - *G Coefficient*. Gauges the degree to which the results from one exam form of the constructed-response items are generalizable to other forms or administrations.
    - *I Fixed*. The G coefficient calculation treating constructed-response item types as fixed facets.
    - *I Random*. The G coefficient calculation treating constructed-response items types as a random facet.

Statistical indices such as the SEM or reliability coefficients cannot be confidently interpreted when computed using data from small groups of candidates; therefore, such analyses were omitted for exam forms administered to fewer than 100 candidates in the reporting period. Note that the Total Exam Scaled Score Indices and Constructed-Response Section G Coefficients could not be reliably calculated during the Introductory Pass/Fail Period for 292 Early Childhood: PK-3, 253 Educational Diagnostician, and 293 Science of Teaching Reading.

### **Exam Statistics Report for Exam Fields with Constructed-Response Items**

The Exam Statistics Report for Exam Fields with Constructed-Response Items shown in Appendix 2 provides selected statistics for exam fields composed of constructed-response items administered to at least 100 candidates during the academic year. This report includes the following information for each prompt/assignment.

- **Number of Exams Taken**. The number of exams taken during the academic year.
- **Number of Scorable Responses**. The number of valid (scorable) responses that were included in the scorer agreement calculations.
- **Scorer Agreement (%)**. Measures of scorer agreement reported are provided in percentages.
  - *Total*. Overall agreement determined by summing exact and adjacent agreement.
  - *Exact*. This is the percentage of scores in which the first two scorers were in exact agreement.
  - *Adjacent*. This is the percentage of scores in which the two scorers assigned adjacent scores.

- **Inter-rater Reliability.** This is the intraclass correlation between the first and second score assigned to each response, corrected using the Spearman-Brown formula.

The following fields were not included in the report due to sample sizes below 100: 072 TASC, 073 TASC-ASL, 283 Braille, 610 LOTE-French, 611 LOTE-German, 612 LOTE-Latin, 710 TX PACT: LOTE French, 711 TX PACT: LOTE German, 712 TX PACT: LOTE Latin, 714 TX PACT: LOTE Chinese, 729 TX PACT: Speech, and 785 TX PACT: ASL (Subtest II). The following fields were not included in the report due to numerical scores not being assigned to candidates' constructed responses during the introductory period: 292 Early Childhood: PK-3, 253 Educational Diagnostician, and 293 Science of Teaching Reading.

### **Total Scaled Score Distribution by Exam Field**

The Total Scaled Score Distribution by Exam Field shown in Appendix 3 provides information about the scaled score distributions associated with all exam fields taken by 10 or more candidates during the 2019–2020 academic year. For the Texas Educator Certification Examination Program, results are reported on a scale ranging from 100 to 300. A scaled score of 240 represents the passing standard for each exam. Fields with fewer than 10 candidates were 711 TX PACT: LOTE German, 712 TX PACT: LOTE Latin, 714 TX PACT: LOTE Chinese, 739 TX PACT: Physics, 784 TX PACT: ASL (Subtest I), and 785 TX PACT: ASL (Subtest II).

The data represent all test attempts within the interval. The scale score distributions include the following information.

*Total scaled score.* The inclusive list of observed total exam scaled scores, in intervals of five scale-score points.

- ***N***. The number of scores observed within each interval.
- ***N at or above***. The number of scores observed at or above each scaled score interval.
- ***Percent***. The percent of scores observed within each interval.
- ***Percent at or above***. The percent of scores observed at or above each scaled score interval.

### **Total Scaled Score Summary Statistics by Exam Field**

Appendix 4 provides scoring and statistical summaries of test-taker performance on the Texas Educator Certification Examination Program exam forms during the 2020–2021 testing year. If more than one attempt existed for a given test-taker, all attempts were included in the analyses. The following variables are reported, with a brief description of each.

- **Exam Code.** The 3-digit code assigned the exams.
- **Exam Field.** The name of the exam for the given field.

- **Number of Test Takers.** The annual test taker volume for the 2020-2021 academic year.
- **Mean Reported Score.** The average reported scale score of test-takers who tested during the 2020-2021 academic year.
- **Mean Standard Deviation.** The average standard deviation of the reported scale score of test-takers who tested during the 2020-2021 academic year.
- **Mean SEM.** The average Standard Error of Measurement (SEM) is the average estimate of the difference between observed scores and estimated true scores by estimating the variability of measurement errors of the test-takers who tested during the 2020-2021 academic year. Smaller standard errors of measurement indicate more reliable exam scores.
- **Mean KR20.** The average Kuder-Richardson index of item homogeneity (KR20) reliability statistic of test-takers who tested during the 2020-2021 academic year.
- **Pass Rate.** The average passing rate of test-takers who tested during the 2020-2021 academic year.

Caution should be used when interpreting data with a low number of candidates. When too few test-takers were administered an exam form (i.e., less than 10 candidates), mean scores and standard deviations are not reported. Additionally, estimates of reliability and SEM cannot be calculated. Such cases are noted in the endnotes of the appendix.

## VII. Score Reporting

After administration of the exams, score reports are provided to candidates to inform them of their passing status and performance on the exam. Score reports are also provided to TEA and to EPPs, to communicate passing status of individual candidates for educator certification.

### Candidate Score Reports

Candidates receive a receipt of completion on-site following the exam administration. During the registration process, all candidates provide an e-mail address and may request that a score report be e-mailed on the score report date published on the program website. Score reports are posted to the candidate's online account as PDF documents, which a candidate may view, print, and save for their records. Historical score reports are available to candidates for exams taken from September 1, 2006 to the present.

Score reports include the following information.

- The date the candidate took the exam,
- The candidate's overall scaled score based on the number of items answered correctly converted to a scale ranging from 100 to 300,
- The candidate's passing status based on the state-approved passing standard, and

- Details of candidate performance on each content domain assessed by the exam for both selected-response and constructed-response sections.

A sample candidate score report can be found in Appendix 5. Additional information is provided on the Texas Educator Certification Examination program website to assist candidates in understanding their exam results.

### **Other Score Recipients**

Candidate exam results are sent to the TEA and EPPs. These scores are delivered electronically through Pearson’s secure web-based score-reporting system. Through this system, the TEA and EPPs also have access to *ResultsAnalyzer®*, a web-based, interactive exam results reporting tool that allows users to view, analyze, reorganize, download, and print results based on exam data and generate customized reports of their choice.

### **Title II Reporting**

The federal government requires that states submit annual reports on the quality of their teacher preparation programs for accountability purposes. The data are intended to inform stakeholders on the quality of teacher preparation.

Pearson helps the TEA meet Title II requirements by working with both the TEA and EPPs to produce the reports. The Title II reporting system allows the submission, review, and transmission of data that supports collaboration among EPPs and the TEA. Pearson supports the reporting needs and requirements through the following actions.

- Producing Exam Pass Rates Tables and Summary Pass Rates Tables for Title II Reporting,
- Providing web-based training to EPPs on the purpose and process for data collection, and
- Maintaining a secure, password-accessible website for data collection.

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## **Appendix 1. Exam Form Statistics Report**

*Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Statistics Report by Exam Form (All Forms)*

September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
Exam Field	Form								I Fixed	I Random
<b>072 TEXAS ASSESSMENT OF SIGN COMMUNICATION</b>	<b>A</b>	46	3	1.2	--	--	--	1	--	--
<b>073 TEXAS ASSESSMENT OF SIGN COMMUNICATION (TASC-ASL)</b>	<b>A</b>	88	3	1.4	--	--	--	1	--	--
<b>113 ENGLISH LANGUAGE ARTS AND READING/SOCIAL STUDIES 4-8</b>	<b>A</b>	226	248	21.5	6.6	100	0.90	--	--	--
	<b>B</b>	203	251	20.3	6.5	100	0.90	--	--	--
	<b>C</b>	40	248	20.9	--	100	--	--	--	--
	<b>D</b>	36	255	22.7	--	100	--	--	--	--
<b>114 MATHEMATICS/SCIENCE 4-8</b>	<b>A</b>	223	239	22.8	7.0	100	0.91	--	--	--
	<b>B</b>	210	238	22.7	6.7	100	0.91	--	--	--
	<b>C</b>	22	239	26.4	--	100	--	--	--	--
	<b>D</b>	19	236	19.8	--	100	--	--	--	--
	<b>E</b>	16	240	29.7	--	100	--	--	--	--
	<b>F</b>	12	240	19.0	--	100	--	--	--	--

*Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Statistics Report by Exam Form (All Forms)*

September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>115 MATHEMATICS 4-8</b>	<b>A</b>	509	238	31.3	9.2	80	0.91	--	--	--
	<b>B</b>	495	241	30.2	8.8	80	0.91	--	--	--
	<b>C</b>	483	237	29.8	9.0	80	0.91	--	--	--
	<b>D</b>	481	237	29.8	9.3	80	0.90	--	--	--
	<b>E</b>	67	242	27.6	--	80	--	--	--	--
	<b>F</b>	56	244	25.6	--	80	--	--	--	--
	<b>G</b>	51	233	29.8	--	80	--	--	--	--
	<b>H</b>	51	251	30.7	--	80	--	--	--	--
	<b>J</b>	43	238	30.1	--	80	--	--	--	--
	<b>K</b>	27	239	27.5	--	80	--	--	--	--
	<b>L</b>	9	--	--	--	80	--	--	--	--
<b>M</b>	6	--	--	--	80	--	--	--	--	
<b>116 SCIENCE 4-8</b>	<b>A</b>	543	240	21.9	8.8	80	0.84	--	--	--
	<b>B</b>	507	235	21.1	8.2	80	0.85	--	--	--
	<b>C</b>	300	239	22.9	9.0	80	0.85	--	--	--
	<b>D</b>	186	241	20.8	8.0	80	0.85	--	--	--
	<b>E</b>	87	223	13.4	--	80	--	--	--	--

*Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Statistics Report by Exam Form (All Forms)*

September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>117 ENGLISH LANGUAGE ARTS AND READING 4-8</b>	<b>A</b>	374	254	19.8	8.0	80	0.84	--	--	--
	<b>B</b>	304	254	20.6	7.8	80	0.86	--	--	--
	<b>C</b>	290	251	19.6	7.0	80	0.87	--	--	--
	<b>D</b>	288	253	21.0	8.5	80	0.84	--	--	--
	<b>E</b>	124	250	19.8	7.4	80	0.86	--	--	--
	<b>F</b>	119	253	20.7	7.8	80	0.86	--	--	--
	<b>G</b>	83	254	21.6	--	80	--	--	--	--
	<b>H</b>	64	256	19.9	--	80	--	--	--	--
	<b>J</b>	63	248	20.9	--	80	--	--	--	--
	<b>K</b>	59	252	24.1	--	80	--	--	--	--
	<b>L</b>	33	248	24.1	--	80	--	--	--	--
	<b>M</b>	28	255	21.0	--	80	--	--	--	--
	<b>N</b>	9	--	--	--	80	--	--	--	--
<b>P</b>	6	--	--	--	80	--	--	--	--	

*Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Statistics Report by Exam Form (All Forms)*

September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>118 SOCIAL STUDIES 4-8</b>	<b>A</b>	293	237	25.3	9.2	80	0.87	--	--	--
	<b>B</b>	239	236	27.2	9.2	80	0.88	--	--	--
	<b>C</b>	237	240	24.2	8.5	80	0.88	--	--	--
	<b>D</b>	225	239	25.6	8.3	80	0.90	--	--	--
	<b>E</b>	223	236	27.2	9.6	80	0.87	--	--	--
	<b>F</b>	219	235	28.9	9.3	80	0.90	--	--	--
	<b>G</b>	26	244	24.4	--	80	--	--	--	--
	<b>H</b>	20	236	19.1	--	80	--	--	--	--
	<b>J</b>	14	244	17.1	--	80	--	--	--	--
	<b>K</b>	4	--	--	--	80	--	--	--	--
<b>129 SPEECH 7-12</b>	<b>A</b>	100	246	22.4	7.7	80	0.88	--	--	--
	<b>B</b>	92	245	24.1	--	80	--	--	--	--
	<b>C</b>	88	247	21.9	--	80	--	--	--	--
	<b>D</b>	84	248	21.6	--	80	--	--	--	--
<b>150 SCHOOL LIBRARIAN</b>	<b>A</b>	234	249	15.4	8.9	80	0.66	--	--	--
	<b>B</b>	214	247	16.0	7.9	80	0.75	--	--	--
	<b>C</b>	41	246	16.5	--	80	--	--	--	--
	<b>D</b>	33	246	20.1	--	80	--	--	--	--
<b>151 READING SPECIALIST</b>	<b>A</b>	92	273	11.2	--	80	--	--	--	--
	<b>B</b>	82	271	11.3	--	80	--	--	--	--
	<b>C</b>	82	273	10.7	--	80	--	--	--	--
	<b>D</b>	71	269	12.0	--	80	--	--	--	--

*Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Statistics Report by Exam Form (All Forms)*

September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>152 SCHOOL COUNSELOR</b>	<b>A</b>	463	257	15.0	8.3	80	0.69	--	--	--
	<b>B</b>	461	256	16.5	8.5	80	0.73	--	--	--
	<b>C</b>	277	256	12.5	6.8	80	0.70	--	--	--
	<b>D</b>	260	260	14.6	7.9	80	0.71	--	--	--
<b>153 EDUCATIONAL DIAGNOSTICIAN</b>	<b>A</b>	316	251	16.5	7.7	80	0.78	--	--	--
	<b>B</b>	274	252	15.7	7.8	80	0.75	--	--	--
<b>154 ENGLISH AS A SECOND LANGUAGE SUPPLEMENTAL (ESL)</b>	<b>A</b>	5,079	250	19.0	8.5	60	0.80	--	--	--
	<b>B</b>	5,009	249	19.2	8.3	60	0.81	--	--	--
	<b>C</b>	2,049	251	18.3	9.9	60	0.71	--	--	--
	<b>D</b>	2,029	251	18.3	9.6	60	0.72	--	--	--
	<b>E</b>	1,589	249	19.4	9.7	60	0.75	--	--	--
	<b>F</b>	1,581	245	19.6	10.3	60	0.72	--	--	--
	<b>G</b>	973	250	19.4	10.3	60	0.72	--	--	--
	<b>H</b>	620	250	19.2	10.0	60	0.73	--	--	--
	<b>J</b>	603	246	19.1	9.8	60	0.74	--	--	--
	<b>K</b>	547	252	20.4	9.8	60	0.77	--	--	--
	<b>L</b>	361	248	20.6	10.2	60	0.76	--	--	--
<b>M</b>	79	244	16.8	--	60	--	--	--	--	

**Texas Educator Certification Examination Program**  
**September 1, 2020 - August 31, 2021**  
**Statistics Report by Exam Form (All Forms)**

September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>157 HEALTH EC-12</b>	<b>A</b>	350	258	16.1	7.9	80	0.76	--	--	--
	<b>B</b>	227	260	15.4	7.2	80	0.78	--	--	--
	<b>C</b>	118	258	17.2	7.1	80	0.83	--	--	--
	<b>D</b>	14	261	18.1	--	80	--	--	--	--
	<b>E</b>	7	--	--	--	80	--	--	--	--
<b>158 PHYSICAL EDUCATION EC-12</b>	<b>A</b>	899	251	21.5	9.1	80	0.82	--	--	--
	<b>B</b>	671	250	17.2	9.3	80	0.71	--	--	--
	<b>C</b>	638	252	18.8	9.5	80	0.74	--	--	--
	<b>D</b>	525	247	20.9	9.1	80	0.81	--	--	--
	<b>E</b>	377	253	22.4	9.1	80	0.84	--	--	--
	<b>F</b>	44	251	18.5	--	80	--	--	--	--
	<b>G</b>	38	252	17.0	--	80	--	--	--	--

*Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Statistics Report by Exam Form (All Forms)*

September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>160 PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES EC-12</b>	<b>A</b>	6,097	255	18.3	6.7	90	0.86	--	--	--
	<b>B</b>	6,040	252	18.7	6.7	90	0.87	--	--	--
	<b>C</b>	2,974	257	17.9	8.5	90	0.77	--	--	--
	<b>D</b>	2,847	259	17.1	7.9	90	0.79	--	--	--
	<b>E</b>	2,726	256	18.0	7.9	90	0.81	--	--	--
	<b>F</b>	2,700	257	17.5	7.8	90	0.80	--	--	--
	<b>G</b>	1,656	257	18.0	8.2	90	0.80	--	--	--
	<b>H</b>	1,593	257	17.3	8.3	90	0.77	--	--	--
	<b>J</b>	1,457	257	18.1	8.1	90	0.80	--	--	--
	<b>K</b>	907	258	17.7	8.2	90	0.79	--	--	--
	<b>L</b>	489	256	18.0	8.4	90	0.78	--	--	--
<b>M</b>	93	257	17.7	--	90	--	--	--	--	



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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>161 SPECIAL EDUCATION EC-12</b>	<b>A</b>	1,402	244	19.3	6.2	120	0.90	--	--	--
	<b>B</b>	1,351	245	17.8	6.1	120	0.88	--	--	--
	<b>C</b>	1,069	245	18.1	6.4	120	0.87	--	--	--
	<b>D</b>	1,021	244	18.5	6.4	120	0.88	--	--	--
	<b>E</b>	892	246	18.6	6.7	120	0.87	--	--	--
	<b>F</b>	883	246	18.3	6.2	120	0.89	--	--	--
	<b>G</b>	854	244	17.9	6.6	120	0.86	--	--	--
	<b>H</b>	850	246	18.3	6.1	120	0.89	--	--	--
	<b>J</b>	129	248	15.6	6.4	120	0.83	--	--	--
	<b>K</b>	126	247	18.0	6.4	120	0.87	--	--	--
	<b>L</b>	34	248	17.6	--	120	--	--	--	--
<b>M</b>	26	244	17.8	--	120	--	--	--	--	
<b>162 GIFTED AND TALENTED SUPPLEMENTAL</b>	<b>A</b>	114	258	11.9	6.4	60	0.71	--	--	--
	<b>B</b>	106	256	14.3	7.0	60	0.76	--	--	--
	<b>C</b>	102	258	13.9	7.2	60	0.73	--	--	--
	<b>D</b>	94	260	11.2	--	60	--	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>163 SPECIAL EDUCATION SUPPLEMENTAL</b>	<b>A</b>	442	251	14.9	6.7	80	0.79	--	--	--
	<b>B</b>	370	253	12.7	5.5	80	0.81	--	--	--
	<b>C</b>	23	251	11.7	--	80	--	--	--	--
	<b>D</b>	22	251	11.4	--	80	--	--	--	--
	<b>E</b>	19	247	15.7	--	80	--	--	--	--
	<b>F</b>	16	250	17.9	--	80	--	--	--	--
	<b>G</b>	16	251	15.2	--	80	--	--	--	--
	<b>H</b>	10	240	20.8	--	80	--	--	--	--
<b>164 BILINGUAL EDUCATION SUPPLEMENTAL</b>	<b>A</b>	710	249	17.5	8.1	60	0.78	--	--	--
	<b>B</b>	688	248	17.4	8.3	60	0.77	--	--	--
	<b>C</b>	543	247	15.7	7.9	60	0.75	--	--	--
	<b>D</b>	525	246	15.4	8.2	60	0.72	--	--	--
	<b>E</b>	258	247	15.5	8.0	60	0.73	--	--	--
	<b>F</b>	219	246	15.2	7.4	60	0.77	--	--	--
<b>171 TECHNOLOGY EDUCATION 6-12</b>	<b>A</b>	166	263	15.2	4.9	80	0.90	--	--	--
	<b>B</b>	162	262	16.4	5.5	80	0.89	--	--	--
<b>177 MUSIC EC-12</b>	<b>A</b>	560	252	14.0	6.7	80	0.77	--	--	--
	<b>B</b>	556	248	18.8	7.2	80	0.85	--	--	--
	<b>C</b>	148	250	14.6	6.6	80	0.79	--	--	--
	<b>D</b>	139	244	16.6	7.2	80	0.81	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20		I Fixed	I Random
<b>178 ART EC-12</b>	<b>A</b>	265	264	13.2	5.8	80	0.81	--	--	--
	<b>B</b>	264	262	13.4	5.3	80	0.84	--	--	--
	<b>C</b>	252	264	16.5	7.2	80	0.81	--	--	--
	<b>D</b>	237	264	18.4	7.9	80	0.82	--	--	--
	<b>E</b>	22	262	15.8	--	80	--	--	--	--
<b>180 THEATRE EC-12</b>	<b>A</b>	248	254	17.1	6.9	80	0.84	--	--	--
	<b>B</b>	226	251	19.1	7.2	80	0.86	--	--	--
<b>181 DEAF AND HARD OF HEARING</b>	<b>A</b>	58	256	17.2	--	80	--	--	--	--
	<b>B</b>	45	251	18.1	--	80	--	--	--	--
<b>182 VISUALLY IMPAIRED</b>	<b>A</b>	38	249	13.4	--	80	--	--	--	--
	<b>B</b>	22	249	16.9	--	80	--	--	--	--
<b>184 AMERICAN SIGN LANGUAGE (ASL)</b>	<b>A</b>	38	252	22.1	--	60	--	--	--	--
	<b>B</b>	30	264	16.9	--	60	--	--	--	--
<b>190 BILINGUAL TARGET LANGUAGE PROFICIENCY TEST (BTLPT) SPANISH</b>	<b>A</b>	1,047	241	21.3	7.0	72	0.85	8	0.96	0.81
	<b>B</b>	1,014	238	22.4	8.1	72	0.85	8	0.96	0.76
	<b>C</b>	994	244	20.1	7.1	72	0.83	8	0.94	0.79
<b>195 SUPERINTENDENT</b>	<b>A</b>	309	253	11.4	7.0	80	0.62	--	--	--
	<b>B</b>	298	253	11.7	6.7	80	0.67	--	--	--
<b>200 AAFCS FAMILY AND CONSUMER SCIENCES, COMPOSITE</b>	<b>A</b>	595	246	16.9	8.6	80	0.74	--	--	--
<b>201 AAFCS HOSPITALITY, NUTRITION, AND FOOD SCIENCE</b>	<b>A</b>	60	249	17.3	--	80	--	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20		I Fixed	I Random
<b>202 AAFCS HUMAN DEVELOPMENT &amp; FAMILY STUDIES</b>	<b>A</b>	103	259	13.2	7.6	80	0.67	--	--	--
<b>231 ENGLISH LANGUAGE ARTS AND READING 7-12</b>	<b>A</b>	651	246	25.3	8.9	80	0.89	2	0.95	0.58
	<b>B</b>	590	247	22.2	9.2	80	0.83	2	0.95	0.57
	<b>C</b>	588	246	23.1	10.0	80	0.84	2	0.93	0.49
	<b>D</b>	580	246	20.3	8.0	80	0.86	2	0.94	0.56
	<b>E</b>	571	245	20.6	8.1	80	0.87	2	0.94	0.53
	<b>F</b>	551	242	20.9	9.2	80	0.82	2	0.93	0.52
<b>232 SOCIAL STUDIES 7-12</b>	<b>A</b>	475	236	23.0	7.4	120	0.90	--	--	--
	<b>B</b>	471	234	24.5	7.3	120	0.91	--	--	--
	<b>C</b>	458	236	23.7	7.4	120	0.90	--	--	--
	<b>D</b>	419	234	23.6	7.2	120	0.91	--	--	--
	<b>E</b>	376	232	25.5	7.1	120	0.92	--	--	--
	<b>F</b>	366	230	27.4	7.5	120	0.93	--	--	--
	<b>G</b>	357	232	23.9	7.6	120	0.90	--	--	--
	<b>H</b>	323	235	24.3	6.9	120	0.92	--	--	--
	<b>J</b>	71	237	20.0	--	120	--	--	--	--
	<b>K</b>	68	231	20.2	--	120	--	--	--	--
	<b>L</b>	52	239	25.4	--	120	--	--	--	--
<b>M</b>	51	243	21.5	--	120	--	--	--	--	

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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>233 HISTORY 7-12</b>	<b>A</b>	533	244	22.0	7.7	80	0.88	--	--	--
	<b>B</b>	515	242	23.1	8.2	80	0.87	--	--	--
	<b>C</b>	201	237	24.2	7.7	80	0.90	--	--	--
	<b>D</b>	184	242	25.7	8.1	80	0.90	--	--	--
<b>235 MATHEMATICS 7-12</b>	<b>A</b>	540	240	31.4	8.5	80	0.93	--	--	--
	<b>B</b>	535	237	29.8	8.2	80	0.92	--	--	--
	<b>C</b>	468	238	30.7	8.0	80	0.93	--	--	--
	<b>D</b>	458	235	31.4	8.3	80	0.93	--	--	--
	<b>E</b>	76	242	33.3	--	80	--	--	--	--
	<b>F</b>	76	242	30.5	--	80	--	--	--	--
	<b>G</b>	43	242	33.3	--	80	--	--	--	--
	<b>H</b>	43	243	29.1	--	80	--	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>236 SCIENCE 7-12</b>	<b>A</b>	376	238	28.5	7.1	120	0.94	--	--	--
	<b>B</b>	354	234	27.5	7.2	120	0.93	--	--	--
	<b>C</b>	353	236	26.6	7.1	120	0.93	--	--	--
	<b>D</b>	347	236	26.6	7.1	120	0.93	--	--	--
	<b>E</b>	53	238	24.9	--	120	--	--	--	--
	<b>F</b>	44	244	27.1	--	120	--	--	--	--
	<b>G</b>	43	239	26.2	--	120	--	--	--	--
	<b>H</b>	35	232	28.9	--	120	--	--	--	--
	<b>J</b>	34	237	26.2	--	120	--	--	--	--
	<b>K</b>	32	235	31.6	--	120	--	--	--	--
	<b>L</b>	26	233	25.8	--	120	--	--	--	--
<b>237 PHYSICAL SCIENCE 6-12</b>	<b>A</b>	49	227	34.8	--	80	--	--	--	--
	<b>B</b>	40	230	28.5	--	80	--	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>238 LIFE SCIENCE 7-12</b>	<b>A</b>	161	239	28.1	10.1	80	0.87	--	--	--
	<b>B</b>	155	238	26.0	9.2	80	0.87	--	--	--
	<b>C</b>	147	237	26.5	9.6	80	0.87	--	--	--
	<b>D</b>	126	237	29.9	9.2	80	0.91	--	--	--
	<b>E</b>	112	244	27.1	8.9	80	0.89	--	--	--
	<b>F</b>	106	236	25.1	8.8	80	0.88	--	--	--
	<b>G</b>	104	236	27.6	9.7	80	0.88	--	--	--
	<b>H</b>	101	239	24.9	8.5	80	0.88	--	--	--
	<b>J</b>	34	232	22.1	--	80	--	--	--	--
	<b>K</b>	26	238	27.2	--	80	--	--	--	--
	<b>L</b>	14	241	22.9	--	80	--	--	--	--
	<b>M</b>	13	236	23.5	--	80	--	--	--	--
	<b>N</b>	7	--	--	--	80	--	--	--	--
<b>P</b>	5	--	--	--	80	--	--	--	--	
<b>240 CHEMISTRY 7-12</b>	<b>A</b>	90	234	32.1	--	80	--	--	--	--
	<b>B</b>	86	244	28.8	--	80	--	--	--	--
<b>241 COMPUTER SCIENCE 8-12</b>	<b>A</b>	123	234	36.8	9.7	80	0.93	--	--	--
	<b>B</b>	115	227	36.2	8.9	80	0.94	--	--	--
<b>242 TECHNOLOGY APPLICATIONS EC-12</b>	<b>A</b>	442	236	21.9	9.1	80	0.83	--	--	--
	<b>B</b>	436	240	22.3	9.4	80	0.82	--	--	--
<b>243 PHYSICS/MATHEMATICS 7-12</b>	<b>A</b>	68	251	27.3	--	100	--	--	--	--
	<b>B</b>	43	252	26.5	--	100	--	--	--	--

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								I Fixed	I Random	
<b>253 EDUCATIONAL DIAGNOSTICIAN</b>	<b>A</b>	420	--	--	--	72	0.74	1	--	--
<b>256 JOURNALISM 7-12</b>	<b>A</b>	70	248	13.2	--	80	--	--	--	--
	<b>B</b>	67	244	16.9	--	80	--	--	--	--
<b>268 PRINCIPAL AS INSTRUCTIONAL LEADER</b>	<b>A</b>	1,743	247	14.4	7.4	58	0.68	4	0.88	0.60
	<b>B</b>	1,617	245	15.1	7.4	58	0.69	4	0.89	0.64
<b>270 PPR TRADE &amp; INDUSTRIAL EDUCATION 6-12</b>	<b>A</b>	71	251	15.3	--	80	--	--	--	--
	<b>B</b>	62	252	17.7	--	80	--	--	--	--
	<b>C</b>	51	257	15.3	--	80	--	--	--	--
	<b>D</b>	28	251	16.9	--	80	--	--	--	--
<b>272 AGRICULTURE, FOOD AND NATURAL RESOURCES 6-12</b>	<b>A</b>	210	261	16.6	6.8	80	0.83	--	--	--
	<b>B</b>	189	261	15.8	6.7	80	0.82	--	--	--
<b>273 HEALTH SCIENCE 6-12</b>	<b>A</b>	101	252	20.3	7.7	80	0.86	--	--	--
	<b>B</b>	77	252	21.4	--	80	--	--	--	--
	<b>C</b>	21	253	18.0	--	80	--	--	--	--
	<b>D</b>	16	253	25.1	--	80	--	--	--	--
	<b>E</b>	5	--	--	--	79	--	--	--	--
<b>274 MATHEMATICS/PHYSICAL SCIENCE/ENGINEERING 6-12</b>	<b>A</b>	51	256	22.1	--	110	--	--	--	--
	<b>B</b>	45	249	24.8	--	110	--	--	--	--
<b>275 MARKETING 6-12</b>	<b>A</b>	33	248	20.5	--	80	--	--	--	--
	<b>B</b>	32	239	20.7	--	80	--	--	--	--



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<b>276 BUSINESS AND FINANCE 6-12</b>	<b>A</b>	363	234	17.6	8.3	80	0.78	--	--	--
	<b>B</b>	362	235	18.5	8.2	80	0.80	--	--	--
	<b>C</b>	219	233	18.8	8.2	80	0.81	--	--	--
	<b>D</b>	182	235	16.9	8.1	80	0.77	--	--	--
	<b>E</b>	10	234	21.2	--	80	--	--	--	--
	<b>F</b>	8	--	--	--	80	--	--	--	--
<b>279 DANCE 6-12</b>	<b>A</b>	127	250	17.1	8.1	80	0.78	--	--	--
	<b>B</b>	118	250	18.5	7.7	80	0.83	--	--	--
	<b>C</b>	17	249	17.7	--	80	--	--	--	--
	<b>D</b>	14	250	19.7	--	80	--	--	--	--
<b>283 BRAILLE (UEB)</b>	<b>A</b>	62	248	29.4	--	25	--	4	--	--
<b>292 EARLY CHILDHOOD: PK-3</b>	<b>A</b>	34	--	--	--	72	--	1	--	--
<b>293 SCIENCE OF TEACHING READING</b>	<b>A</b>	12,999	--	--	--	72	0.82	1	--	--
	<b>B</b>	8,231	--	--	--	72	0.78	1	--	--
<b>610 LANGUAGES OTHER THAN ENGLISH-FRENCH</b>	<b>A</b>	50	226	28.2	--	102	--	8	--	--
	<b>B</b>	46	220	24.9	--	102	--	8	--	--
<b>611 LANGUAGES OTHER THAN ENGLISH-GERMAN</b>	<b>A</b>	18	249	23.0	--	102	--	8	--	--
<b>612 LANGUAGES OTHER THAN ENGLISH-LATIN</b>	<b>A</b>	7	--	--	--	81	--	12	--	--
	<b>B</b>	5	--	--	--	81	--	12	--	--

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			Mean	Std. Dev	SEM	Length	KR20		I Fixed	I Random
<b>613 LANGUAGES OTHER THAN ENGLISH-SPANISH</b>	<b>A</b>	387	232	21.5	7.4	102	0.88	8	0.96	0.63
	<b>B</b>	358	232	20.1	6.9	102	0.87	8	0.96	0.67
	<b>C</b>	333	232	20.9	7.3	102	0.87	8	0.96	0.66
<b>701 TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST I: READING)</b>	<b>A</b>	983	245	30.3	13.5	35	0.80	--	--	--
	<b>B</b>	111	246	32.0	13.2	35	0.83	--	--	--
	<b>C</b>	68	249	33.0	--	35	--	--	--	--
<b>702 TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST II: WRITING)</b>	<b>A</b>	1,152	231	29.5	11.5	30	0.75	1	0.92	0.92
	<b>B</b>	102	229	33.2	12.4	30	0.81	1	0.88	0.88
	<b>C</b>	97	234	27.3	--	30	--	1	--	--
<b>703 TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST III: MATHEMATICS)</b>	<b>A</b>	998	244	35.4	13.0	36	0.86	--	--	--
	<b>B</b>	97	241	34.0	--	36	--	--	--	--
	<b>C</b>	85	242	33.6	--	36	--	--	--	--
<b>710 TX PACT: LOTE FRENCH: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	11	257	29.4	--	80	--	2	--	--
<b>711 TX PACT: LOTE GERMAN: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	2	--	--	--	80	--	2	--	--
<b>712 TX PACT: LOTE LATIN: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	1	--	--	--	50	--	6	--	--
<b>713 TX PACT: LOTE SPANISH: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	263	245	28.2	11.1	80	0.89	2	0.98	0.61
<b>714 TX PACT: LOTE CHINESE: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	8	--	--	--	80	--	2	--	--
<b>715 TX PACT: MATHEMATICS: GRADES 4-8</b>	<b>A</b>	309	224	31.1	8.9	100	0.92	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20		G Coefficient	
								I Fixed	I Random	
<b>716 TX PACT: SCIENCE: GRADES 4-8</b>	<b>A</b>	159	217	31.8	9.0	100	0.92	--	--	--
<b>717 TX PACT: ENGLISH LANGUAGE ARTS AND READING: GRADES 4-8</b>	<b>A</b>	300	224	27.3	8.6	100	0.90	--	--	--
<b>718 TX PACT: SOCIAL STUDIES: GRADES 4-8</b>	<b>A</b>	182	225	25.2	9.2	100	0.87	--	--	--
<b>721 TX PACT: FAMILY AND CONSUMER SCIENCES</b>	<b>A</b>	50	259	15.3	--	100	--	--	--	--
<b>729 TX PACT: SPEECH: GRADES 7-12</b>	<b>A</b>	15	233	28.8	--	64	--	1	--	--
<b>731 TX PACT: ENGLISH LANGUAGE ARTS AND READING: GRADES 7-12</b>	<b>A</b>	423	252	26.9	7.2	100	0.93	--	--	--
<b>732 TX PACT: SOCIAL STUDIES: GRADES 7-12</b>	<b>A</b>	354	229	33.1	8.8	100	0.93	--	--	--
	<b>B</b>	6	--	--	--	100	--	--	--	--
	<b>C</b>	3	--	--	--	100	--	--	--	--
<b>733 TX PACT: HISTORY: GRADES 7-12</b>	<b>A</b>	220	235	28.1	8.3	100	0.91	--	--	--
<b>735 TX PACT: MATHEMATICS: GRADES 7-12</b>	<b>A</b>	250	234	34.9	7.9	100	0.95	--	--	--
<b>736 TX PACT: SCIENCE: GRADES 7-12</b>	<b>A</b>	166	240	29.2	7.6	100	0.93	--	--	--
<b>737 TX PACT: PHYSICAL SCIENCE: GRADES 6-12</b>	<b>A</b>	11	205	37.7	--	100	--	--	--	--
<b>738 TX PACT: LIFE SCIENCE: GRADES 7-12</b>	<b>A</b>	71	236	29.9	--	100	--	--	--	--
<b>739 TX PACT: PHYSICS: GRADES 7-12</b>	<b>A</b>	4	--	--	--	100	--	--	--	--
<b>740 TX PACT: CHEMISTRY: GRADES 7-12</b>	<b>A</b>	20	228	34.4	--	100	--	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20		I Fixed	I Random
<b>741 TX PACT: COMPUTER SCIENCE: GRADES 8-12</b>	<b>A</b>	11	251	38.2	--	80	--	--	--	--
<b>742 TX PACT: TECHNOLOGY APPLICATIONS: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	67	223	27.6	--	80	--	--	--	--
<b>756 TX PACT: JOURNALISM: GRADES 7-12</b>	<b>A</b>	11	221	21.1	--	72	--	--	--	--
<b>757 TX PACT: HEALTH: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	104	237	22.0	9.3	80	0.82	--	--	--
<b>758 TX PACT: PHYSICAL EDUCATION: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	554	233	20.9	9.6	80	0.79	--	--	--
<b>771 TX PACT: TECHNOLOGY EDUCATION: GRADES 6-12</b>	<b>A</b>	27	234	27.4	--	80	--	--	--	--
<b>772 TX PACT: AGRICULTURE, FOOD, AND NATURAL RESOURCES: GRADES 6-12</b>	<b>A</b>	31	249	21.3	--	100	--	--	--	--
<b>776 TX PACT: BUSINESS AND FINANCE: GRADES 6-12</b>	<b>A</b>	178	239	28.1	8.3	100	0.91	--	--	--
<b>777 TX PACT: MUSIC: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	139	256	23.8	7.3	100	0.91	--	--	--
<b>778 TX PACT: ART: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	92	261	20.0	--	100	--	--	--	--
<b>779 TX PACT: DANCE: GRADES 6-12</b>	<b>A</b>	24	236	19.6	--	80	--	--	--	--
<b>780 TX PACT: THEATRE: EARLY CHILDHOOD-GRADE 12</b>	<b>A</b>	46	253	20.7	--	80	--	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20		G Coefficient	
								I Fixed	I Random	
<b>784 TX PACT: AMERICAN SIGN LANGUAGE (ASL): EARLY CHILDHOOD-GRADE 12 (SUBTEST I)</b>	<b>A</b>	3	--	--	--	40	--	--	--	
<b>785 TX PACT: AMERICAN SIGN LANGUAGE (ASL): EARLY CHILDHOOD-GRADE 12 (SUBTEST II)</b>	<b>A</b>	4	--	--	--	40	--	4	--	
<b>790 TX PACT: CORE SUBJECTS: GRADES 4-8</b>	<b>A</b>	263	203	30.2	7.9	160	0.93	--	--	
<b>801 CORE SUBJECTS EC-6 ELAR/STR</b>	<b>A</b>	2,631	249	25.4	9.5	65	0.86	--	--	
	<b>B</b>	2,561	249	25.0	9.6	65	0.85	--	--	
	<b>C</b>	2,249	250	23.8	8.8	65	0.87	--	--	
	<b>D</b>	2,192	250	25.3	9.7	65	0.85	--	--	
	<b>E</b>	343	246	27.9	9.5	65	0.88	--	--	
	<b>F</b>	319	247	25.5	9.9	65	0.85	--	--	
<b>802 CORE SUBJECTS EC-6 MATHEMATICS</b>	<b>A</b>	1,665	250	25.8	12.2	40	0.78	--	--	
	<b>B</b>	1,661	249	28.8	14.1	40	0.76	--	--	
	<b>C</b>	1,453	248	25.6	11.7	40	0.79	--	--	
	<b>D</b>	1,451	247	28.3	12.3	40	0.81	--	--	
	<b>E</b>	1,437	245	26.6	12.0	40	0.80	--	--	
	<b>F</b>	1,427	248	26.5	12.0	40	0.80	--	--	
	<b>G</b>	1,274	241	26.6	12.4	40	0.78	--	--	
	<b>H</b>	1,223	238	27.4	12.4	40	0.80	--	--	

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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>803 CORE SUBJECTS EC-6 SOCIAL STUDIES</b>	<b>A</b>	1,647	240	24.8	12.9	35	0.73	--	--	--
	<b>B</b>	1,569	242	26.6	13.9	35	0.73	--	--	--
	<b>C</b>	1,512	242	26.5	13.4	35	0.74	--	--	--
	<b>D</b>	1,465	241	26.4	13.4	35	0.74	--	--	--
	<b>E</b>	1,098	235	27.4	14.7	35	0.71	--	--	--
	<b>F</b>	1,095	238	28.1	14.2	35	0.75	--	--	--
	<b>G</b>	1,090	238	27.7	13.8	35	0.75	--	--	--
	<b>H</b>	1,049	243	25.4	13.2	35	0.73	--	--	--
	<b>J</b>	888	237	27.2	14.1	35	0.73	--	--	--
	<b>K</b>	870	239	28.3	13.4	35	0.77	--	--	--
	<b>L</b>	432	244	23.6	12.9	35	0.70	--	--	--
	<b>M</b>	407	240	27.1	13.3	35	0.76	--	--	--
	<b>N</b>	79	249	23.7	--	35	--	--	--	--
<b>P</b>	72	246	22.6	--	35	--	--	--	--	

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September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Length	Constructed-Response Section	
			Mean	Std. Dev	SEM	Length	KR20		G Coefficient	
								I Fixed	I Random	
<b>804 CORE SUBJECTS EC-6 SCIENCE</b>	<b>A</b>	2,135	245	22.3	10.8	45	0.77	--	--	--
	<b>B</b>	2,043	238	25.4	11.3	45	0.80	--	--	--
	<b>C</b>	1,870	242	22.2	10.2	45	0.79	--	--	--
	<b>D</b>	1,860	240	24.2	11.1	45	0.79	--	--	--
	<b>E</b>	1,160	242	22.9	10.7	45	0.78	--	--	--
	<b>F</b>	1,139	245	22.4	10.9	45	0.76	--	--	--
	<b>G</b>	963	246	22.3	10.9	45	0.76	--	--	--
	<b>H</b>	888	243	22.7	11.6	45	0.74	--	--	--
	<b>J</b>	430	245	22.8	11.1	45	0.76	--	--	--
	<b>K</b>	393	244	22.1	11.2	45	0.74	--	--	--
<b>805 CORE SUBJECTS EC-6 FINE ARTS/HEALTH/PE</b>	<b>A</b>	1,795	252	22.3	11.2	45	0.75	--	--	--
	<b>B</b>	1,621	248	24.6	10.9	45	0.80	--	--	--
	<b>C</b>	1,512	253	20.8	10.2	45	0.76	--	--	--
	<b>D</b>	1,443	250	22.1	11.8	45	0.71	--	--	--
	<b>E</b>	1,420	250	25.4	12.1	45	0.77	--	--	--
	<b>F</b>	1,356	251	19.2	9.7	45	0.74	--	--	--
	<b>G</b>	332	252	19.0	11.0	45	0.66	--	--	--
	<b>H</b>	74	251	25.6	--	45	--	--	--	--
	<b>J</b>	67	245	23.5	--	45	--	--	--	--
	<b>K</b>	65	239	23.8	--	45	--	--	--	--
	<b>L</b>	60	251	25.7	--	45	--	--	--	--

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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>806 CORE SUBJECTS 4-8 ELAR</b>	<b>A</b>	446	240	26.4	10.1	65	0.85	--	--	--
	<b>B</b>	442	242	20.5	8.6	65	0.82	--	--	--
	<b>C</b>	435	244	22.8	9.0	65	0.84	--	--	--
	<b>D</b>	423	241	25.8	10.3	65	0.84	--	--	--
	<b>E</b>	121	244	20.7	9.6	65	0.78	--	--	--
	<b>F</b>	108	243	26.5	9.7	65	0.87	--	--	--
	<b>G</b>	67	239	30.9	--	65	--	--	--	--
	<b>H</b>	61	242	27.0	--	65	--	--	--	--
	<b>J</b>	57	244	19.6	--	65	--	--	--	--
	<b>K</b>	53	239	22.3	--	65	--	--	--	--
	<b>L</b>	45	236	27.2	--	65	--	--	--	--
<b>M</b>	39	246	19.8	--	65	--	--	--	--	



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September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>807 CORE SUBJECTS 4-8 MATHEMATICS</b>	<b>A</b>	498	240	32.6	12.4	35	0.86	--	--	--
	<b>B</b>	463	243	31.4	12.1	35	0.85	--	--	--
	<b>C</b>	439	247	27.2	11.5	35	0.82	--	--	--
	<b>D</b>	402	241	29.3	12.0	35	0.83	--	--	--
	<b>E</b>	61	245	29.3	--	35	--	--	--	--
	<b>F</b>	59	242	33.3	--	35	--	--	--	--
	<b>G</b>	56	237	32.8	--	35	--	--	--	--
	<b>H</b>	52	240	31.6	--	35	--	--	--	--
	<b>J</b>	36	238	39.8	--	35	--	--	--	--
	<b>K</b>	35	240	24.7	--	35	--	--	--	--
	<b>L</b>	32	240	34.8	--	35	--	--	--	--
<b>M</b>	23	246	18.7	--	35	--	--	--	--	

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			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>808 CORE SUBJECTS 4-8 SOCIAL STUDIES</b>	<b>A</b>	893	245	24.5	13.4	35	0.70	--	--	--
	<b>B</b>	889	246	26.7	13.7	35	0.74	--	--	--
	<b>C</b>	65	243	22.5	--	35	--	--	--	--
	<b>D</b>	51	241	28.1	--	35	--	--	--	--
	<b>E</b>	50	241	30.9	--	35	--	--	--	--
	<b>F</b>	41	233	42.0	--	35	--	--	--	--
	<b>G</b>	39	242	31.3	--	35	--	--	--	--
	<b>H</b>	36	245	27.0	--	35	--	--	--	--
	<b>J</b>	30	242	23.2	--	35	--	--	--	--
	<b>K</b>	29	251	23.5	--	35	--	--	--	--
<b>L</b>	6	--	--	--	35	--	--	--	--	

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September 1, 2020 - August 31, 2021		Number of Exams Taken	Total Exam Scaled Score Indices			Selected-Response Section		Constructed-Response Section		
			Mean	Std. Dev	SEM	Length	KR20	Length	G Coefficient	
								I Fixed	I Random	
<b>809 CORE SUBJECTS 4-8 SCIENCE</b>	<b>A</b>	511	244	26.1	11.0	35	0.82	--	--	--
	<b>B</b>	509	242	27.6	12.9	35	0.78	--	--	--
	<b>C</b>	391	243	26.9	11.5	35	0.82	--	--	--
	<b>D</b>	368	245	23.8	12.8	35	0.71	--	--	--
	<b>E</b>	111	246	25.6	11.1	35	0.81	--	--	--
	<b>F</b>	84	244	26.8	--	35	--	--	--	--
	<b>G</b>	62	245	24.3	--	35	--	--	--	--
	<b>H</b>	56	242	35.6	--	35	--	--	--	--
	<b>J</b>	47	243	29.1	--	35	--	--	--	--
	<b>K</b>	43	240	27.9	--	35	--	--	--	--
	<b>L</b>	27	241	28.0	--	35	--	--	--	--
<b>M</b>	5	--	--	--	35	--	--	--	--	
<b>901 CORE SUBJECTS EC-6 ELAR</b>	<b>A</b>	6,045	260	23.1	10.7	38	0.79	--	--	--
<b>902 CORE SUBJECTS EC-6 MATH</b>	<b>A</b>	6,481	252	26.4	12.4	34	0.78	--	--	--
<b>903 CORE SUBJECTS EC-6 SOCIAL STUDIES</b>	<b>A</b>	6,357	252	28.7	12.4	34	0.81	--	--	--
<b>904 CORE SUBJECTS EC-6 SCIENCE</b>	<b>A</b>	6,166	258	25.0	11.1	38	0.80	--	--	--
<b>905 CORE SUBJECTS EC-6 FINE ARTS, HEALTH, PE</b>	<b>A</b>	6,362	253	25.1	12.6	34	0.75	--	--	--

## **Appendix 2. Exam Statistics Report for Exam Fields with Constructed-Response Items**

*Texas Educator Certification Examination Program  
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Statistics Report for Exam Fields with Constructed-Response Items (All Forms)*

Exam Field and Item(s)		Number of Exams Taken	Number of Scorable Responses	Constructed-Response Items			Inter-rater Reliability
				Scorer Agreement (%)			
				Total	Exact	Adjacent	
<b>190 BILINGUAL TARGET LANGUAGE PROFICIENCY TEST (BTLPT) SPANISH</b>	<b>1</b>	3,055	2,979	99.9	82.5	17.4	0.88
	<b>2</b>	3,055	2,933	99.9	83.3	16.6	0.87
	<b>3</b>	3,055	2,983	99.9	80.9	19.0	0.82
	<b>4</b>	3,055	3,003	99.8	86.3	13.5	0.85
	<b>5</b>	3,055	3,019	100.0	88.5	11.5	0.86
	<b>6</b>	3,055	3,025	100.0	84.5	15.5	0.84
	<b>7</b>	3,055	2,669	100.0	88.0	12.0	0.89
	<b>8</b>	3,055	3,003	100.0	87.9	12.1	0.87
<b>231 ENGLISH LANGUAGE ARTS AND READING 7-12</b>	<b>1</b>	3,531	3,503	99.3	80.1	19.2	0.88
	<b>2</b>	3,531	3,287	94.7	69.2	25.5	0.85
<b>268 PRINCIPAL AS INSTRUCTIONAL LEADER</b>	<b>1</b>	3,360	3,350	99.9	75.4	24.6	0.82
	<b>2</b>	3,360	3,334	100.0	75.8	24.1	0.81
	<b>3</b>	3,360	3,329	99.9	76.4	23.6	0.83
	<b>4</b>	3,360	3,320	99.9	76.7	23.2	0.79
<b>613 LANGUAGES OTHER THAN ENGLISH-SPANISH</b>	<b>1</b>	1,078	1,065	99.9	82.3	17.6	0.86
	<b>2</b>	1,078	1,059	100.0	86.0	14.0	0.87
	<b>3</b>	1,078	1,031	99.9	85.1	14.8	0.90
	<b>4</b>	1,078	1,029	100.0	86.1	13.9	0.89
	<b>5</b>	1,078	1,051	100.0	84.2	15.8	0.88
	<b>6</b>	1,078	1,051	100.0	85.8	14.2	0.91
	<b>7</b>	1,078	631	100.0	86.7	13.3	0.96
	<b>8</b>	1,078	976	100.0	86.2	13.8	0.91
<b>702 TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST II: WRITING)</b>	<b>1</b>	1,351	1,290	99.6	87.1	12.6	0.91
<b>713 TX PACT: LOTE SPANISH: EARLY CHILDHOOD-GRADE 12</b>	<b>1</b>	263	259	100.0	93.8	6.2	0.97
	<b>2</b>	263	243	100.0	96.7	3.3	0.98

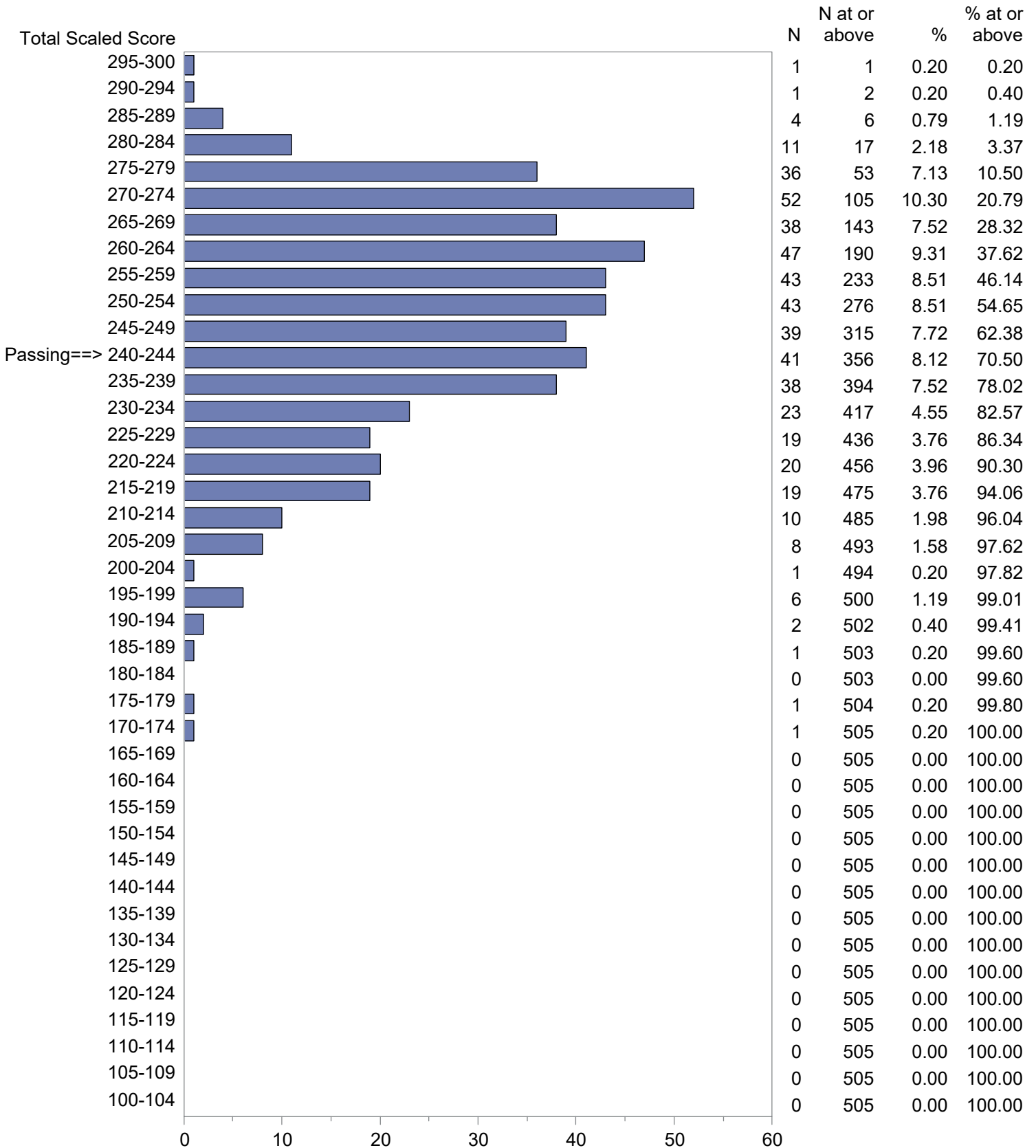
## **Appendix 3. Total Scaled Score Distribution by Exam Field**

### NOTES:

- The following data represents all test attempts within the 2020-2021 academic year.
- Score distributions for exam fields 253 Educational Diagnostician, 292 Early Childhood: PK-3, and 293 Science of Teaching Reading represent data collected during an Introductory Pass/Fail Period.

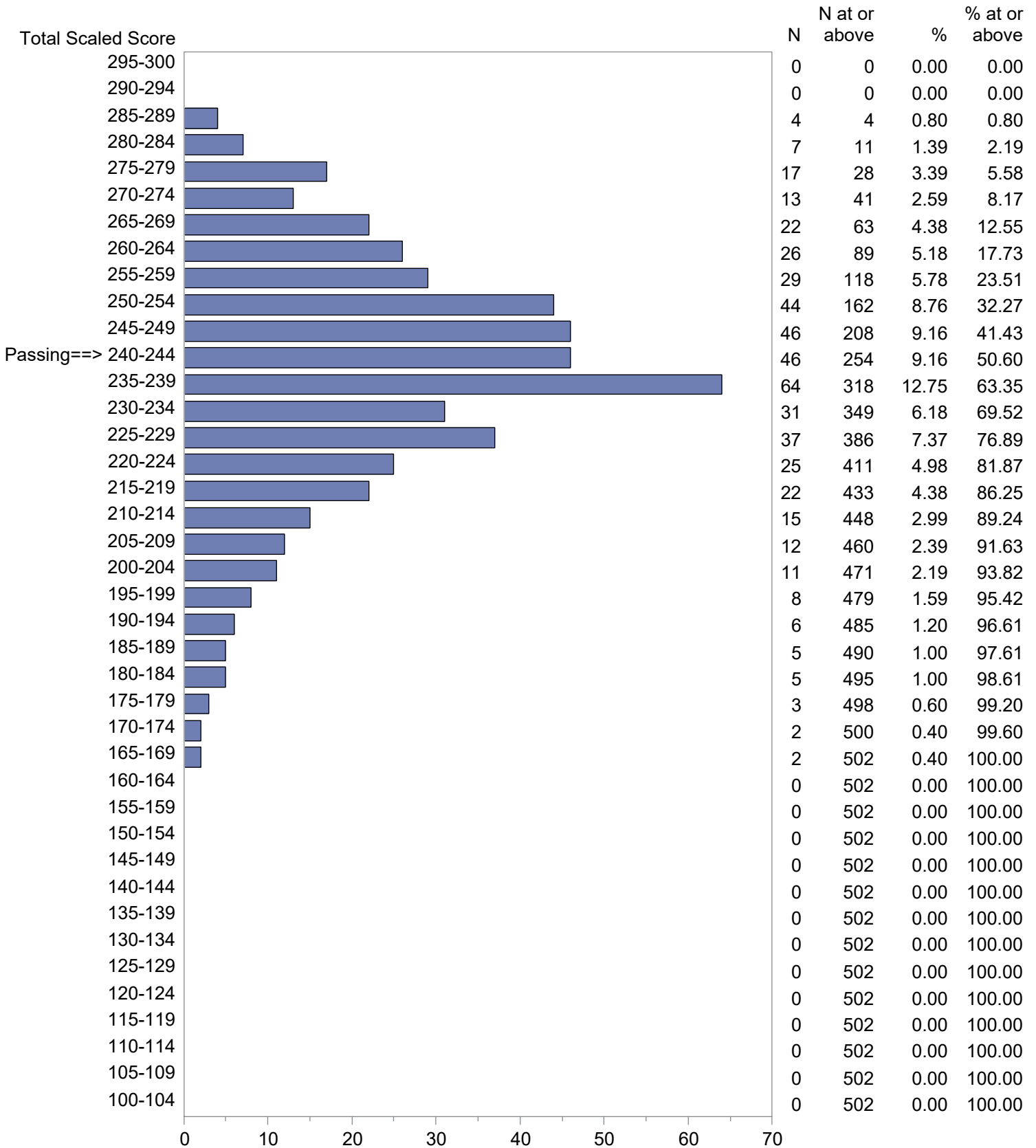
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 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=113 ENGLISH LANGUAGE ARTS AND READING/SOCIAL STUDIES 4-8



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

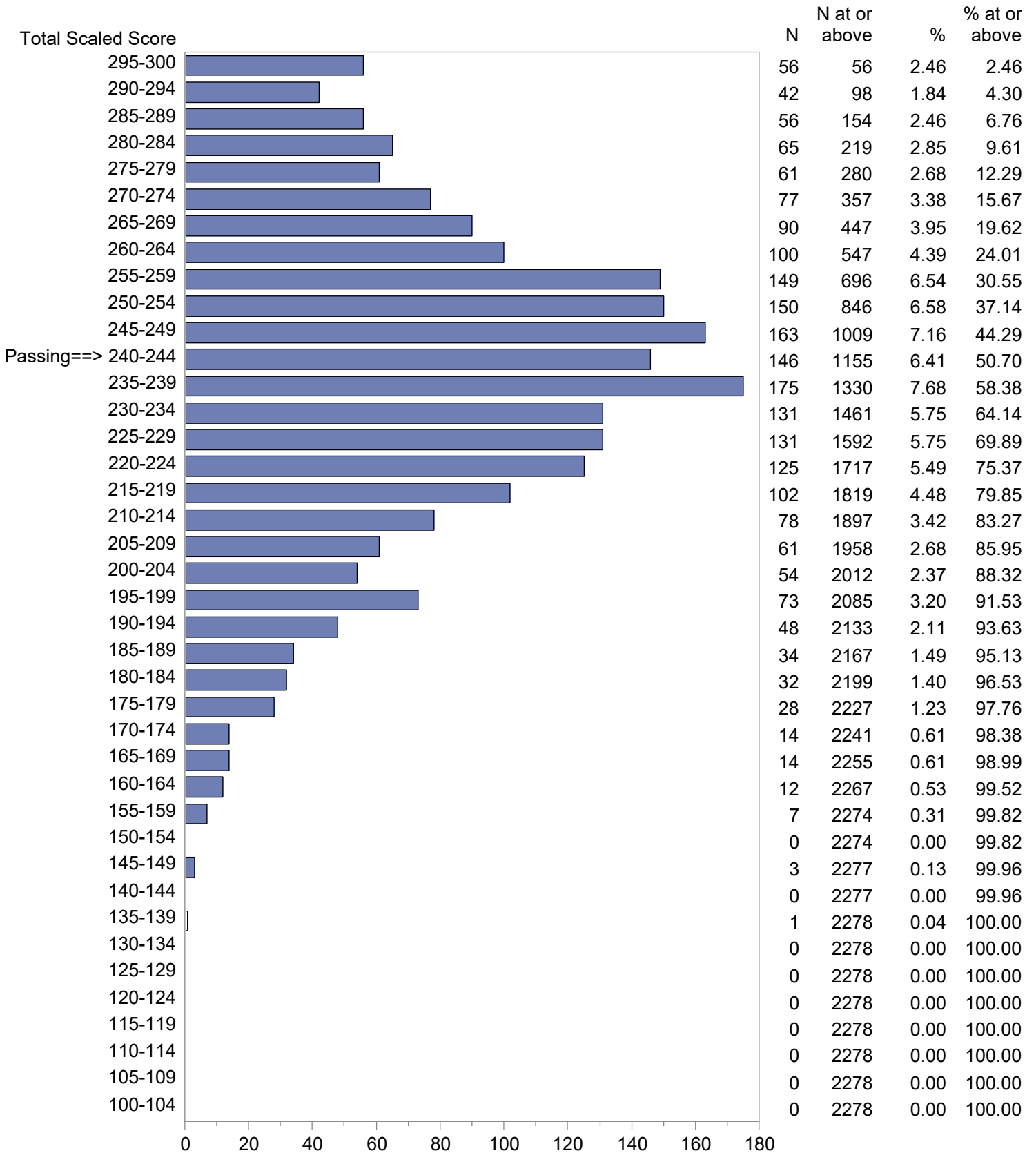
Exam Field=114 MATHEMATICS/SCIENCE 4-8





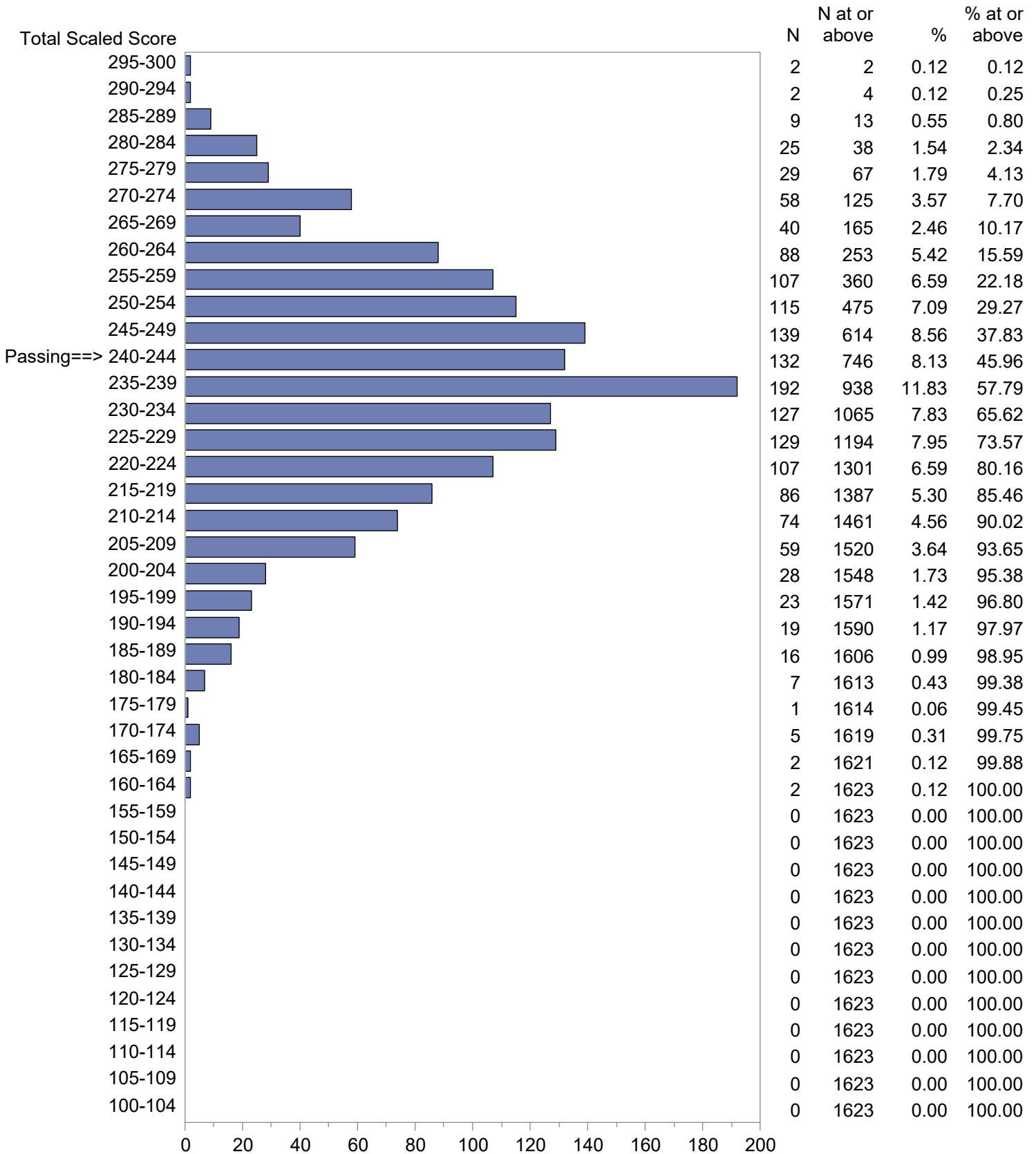
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=115 MATHEMATICS 4-8



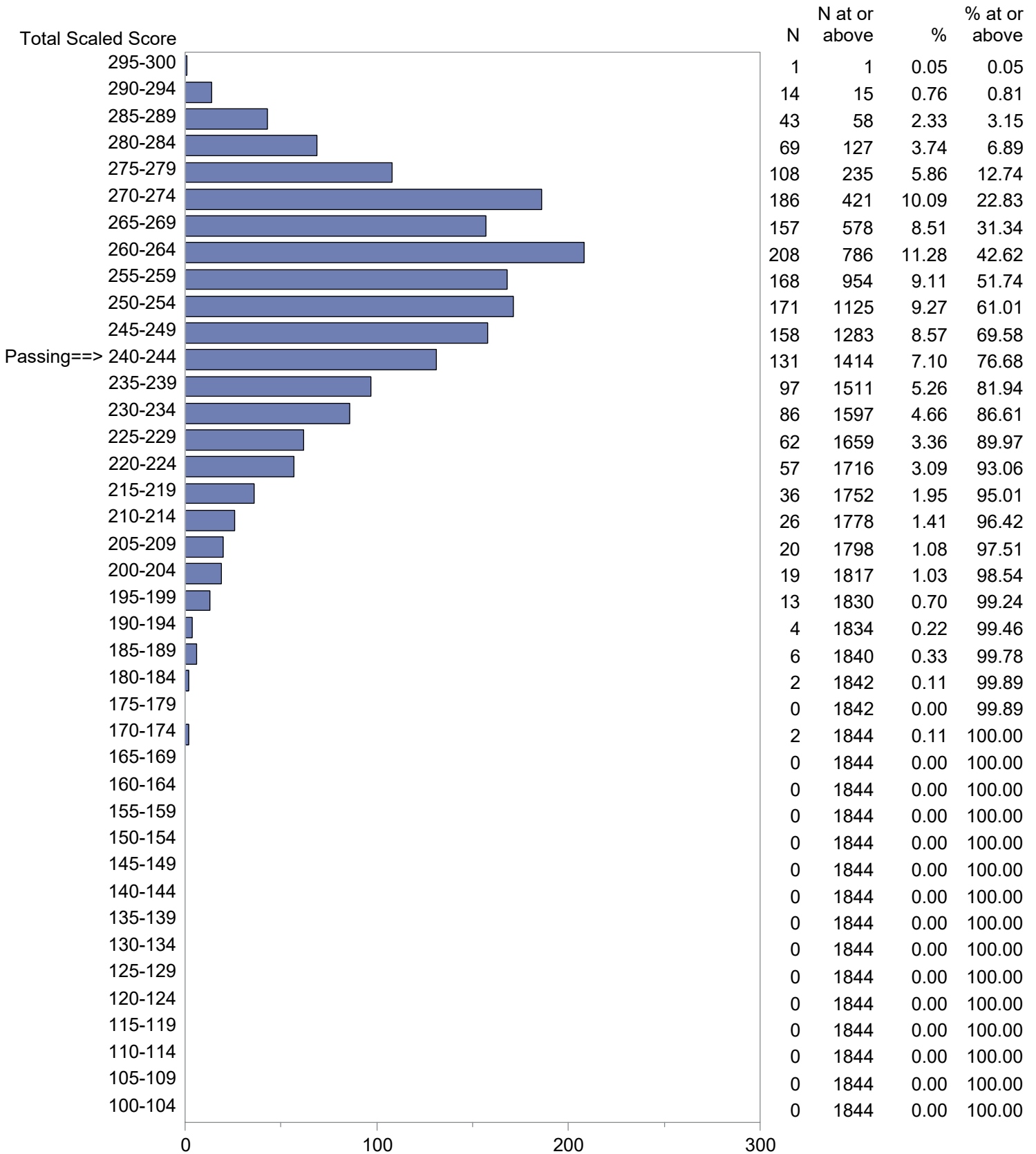
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=116 SCIENCE 4-8



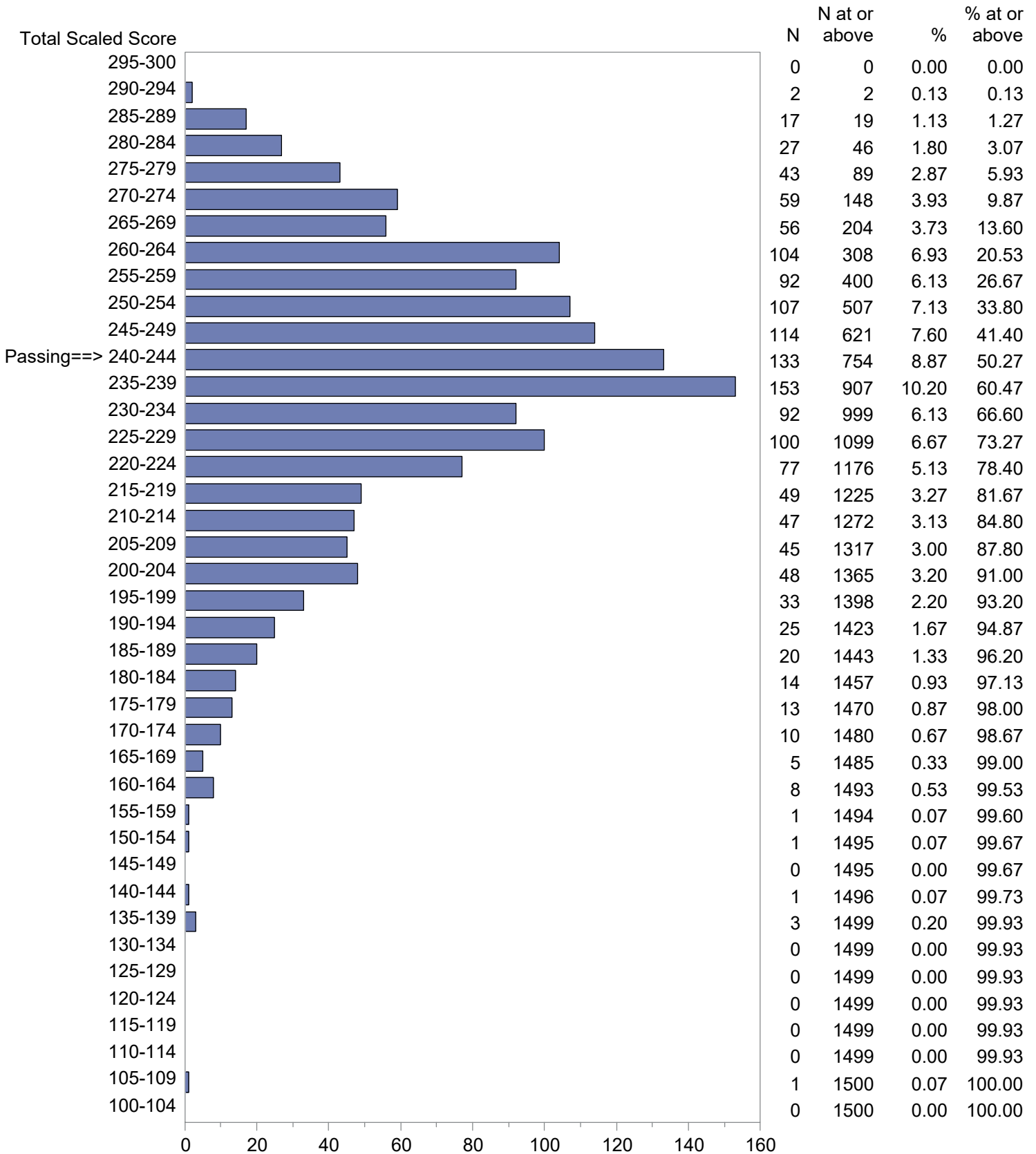
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=117 ENGLISH LANGUAGE ARTS AND READING 4-8



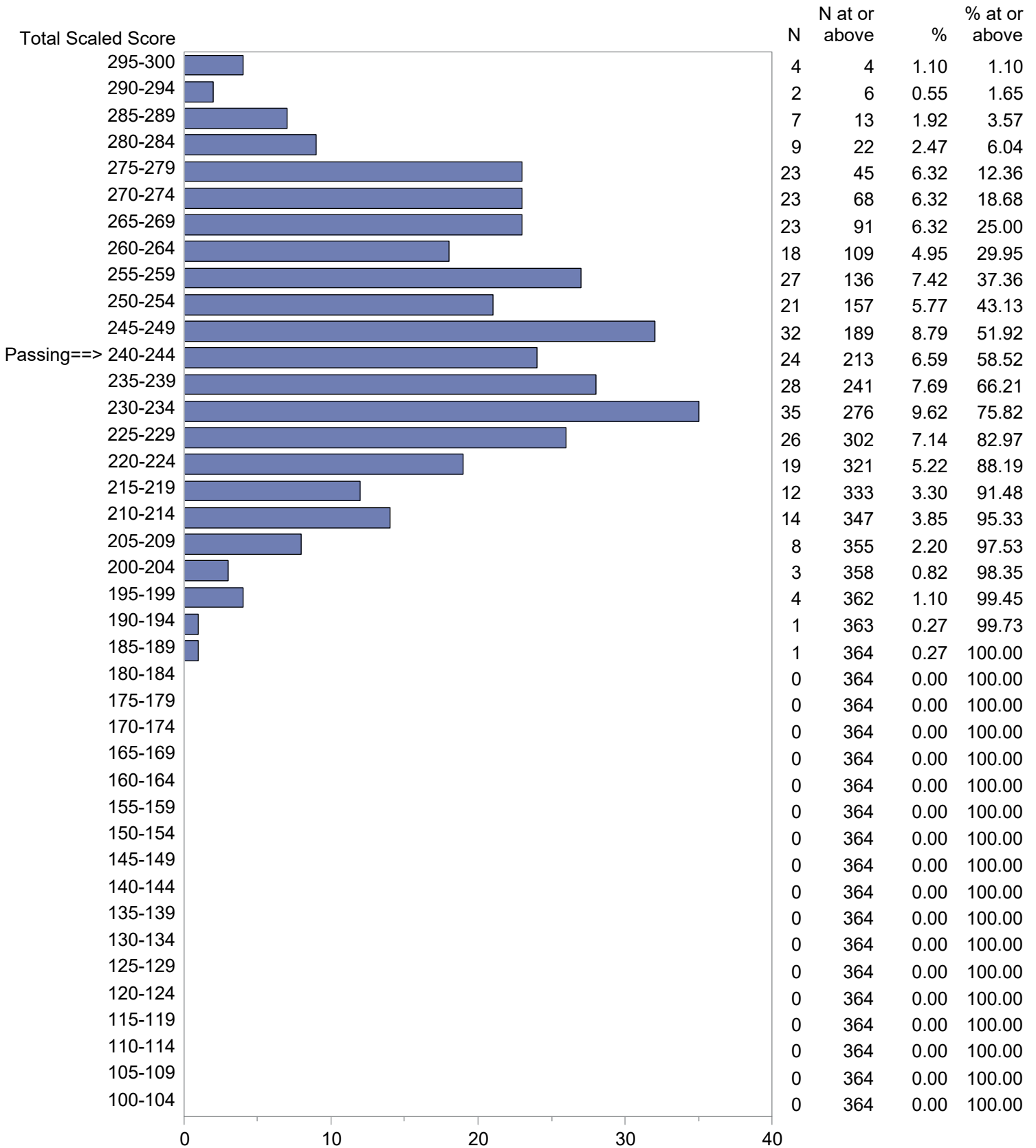
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=118 SOCIAL STUDIES 4-8



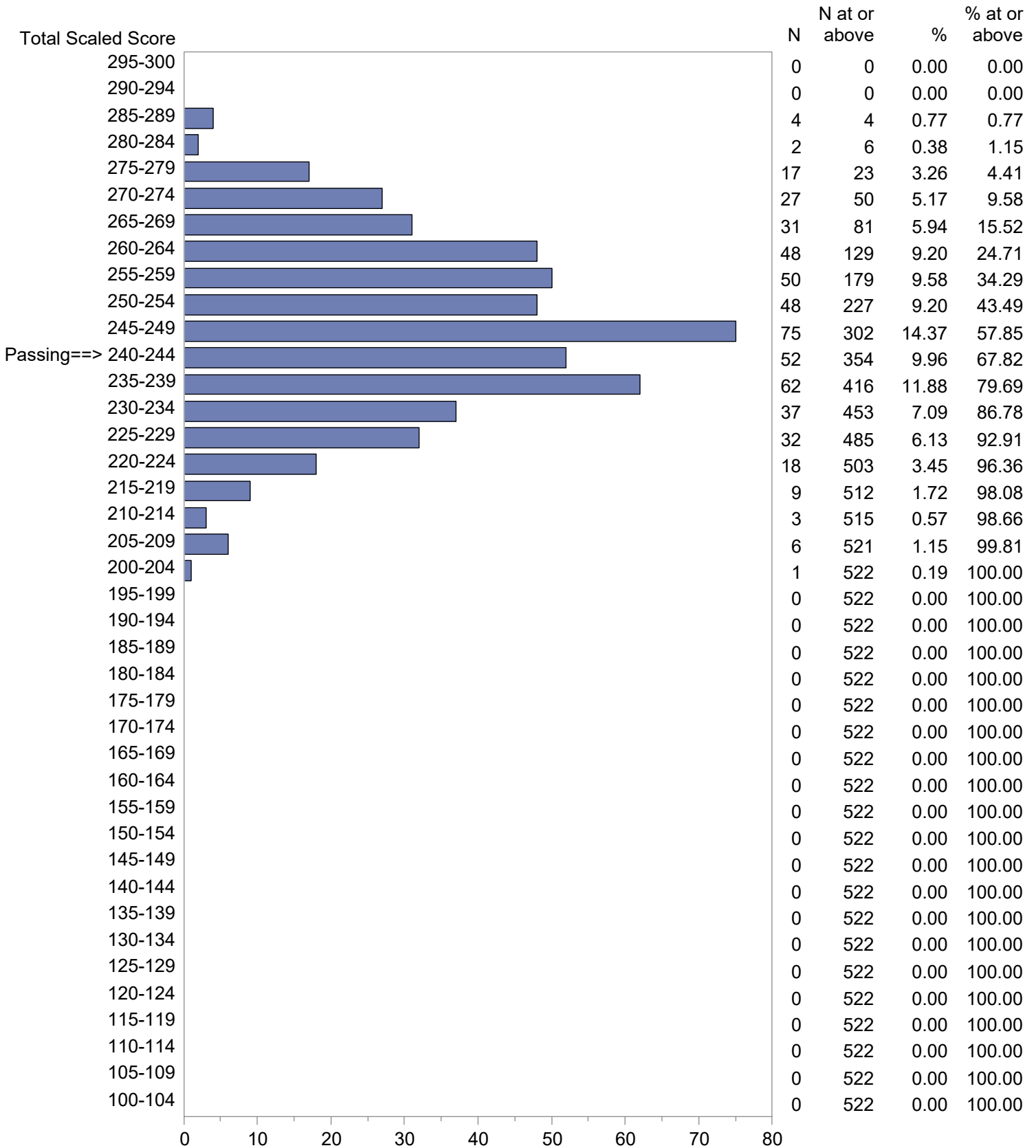
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=129 SPEECH 7-12



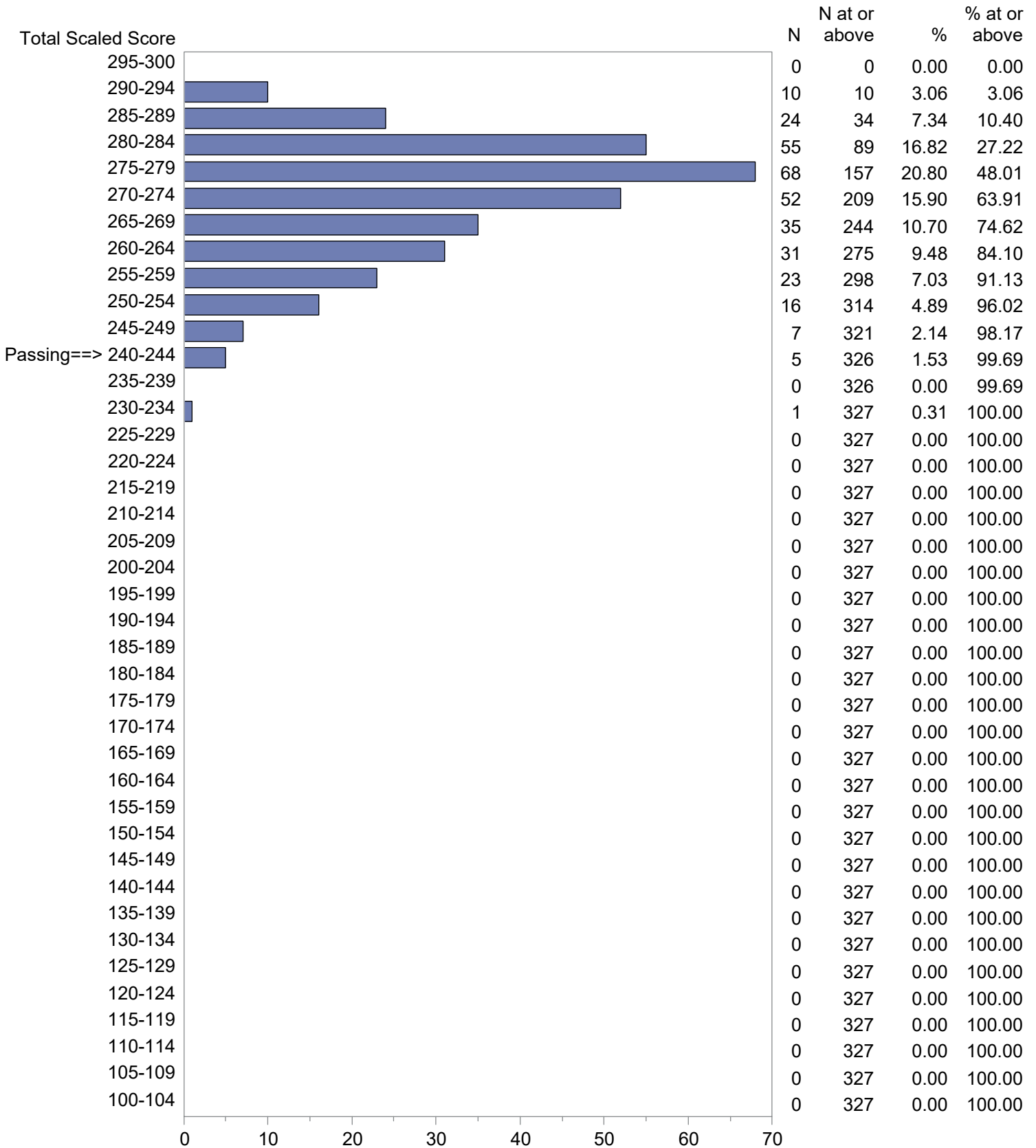
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=150 SCHOOL LIBRARIAN



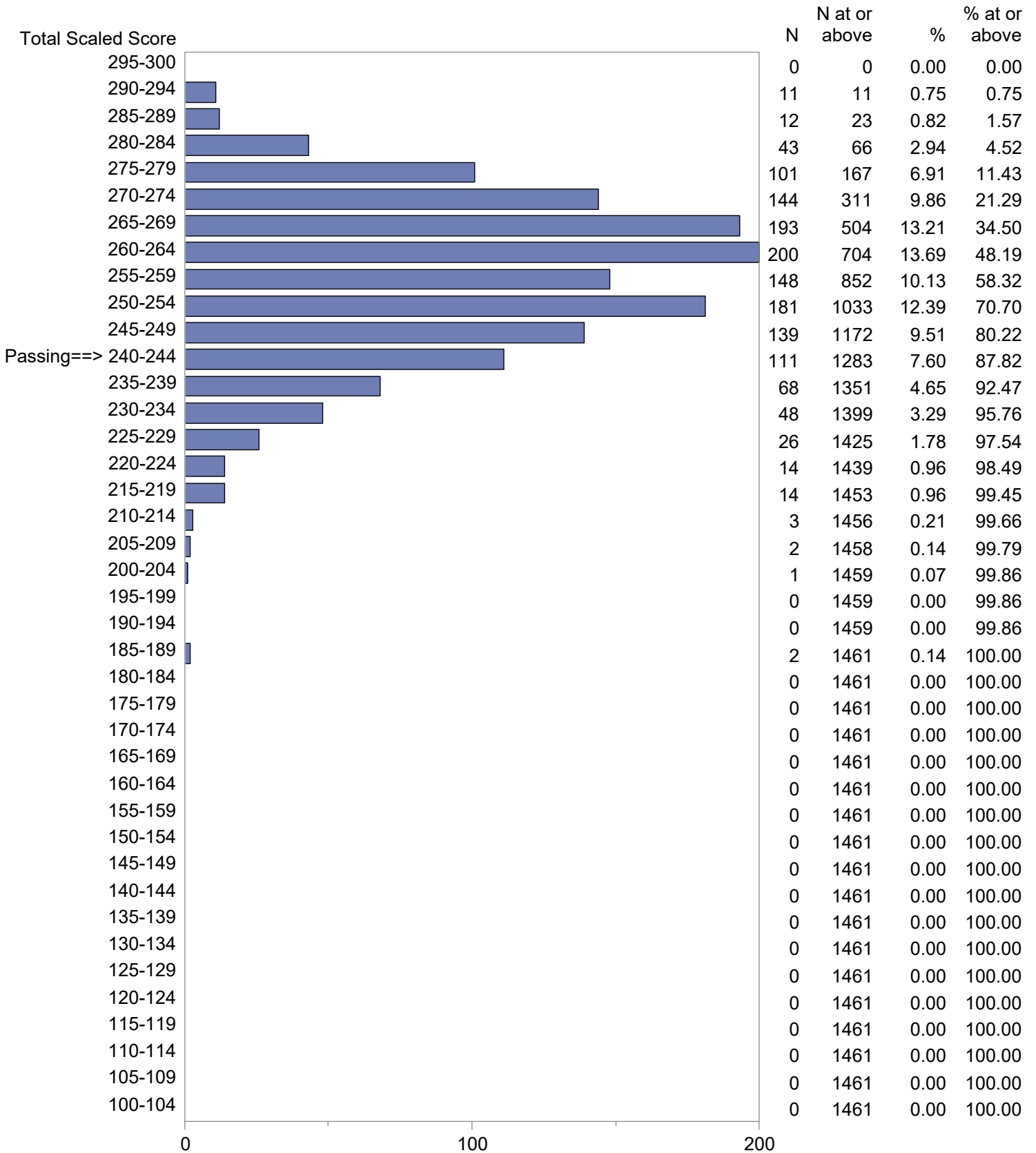
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=151 READING SPECIALIST



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

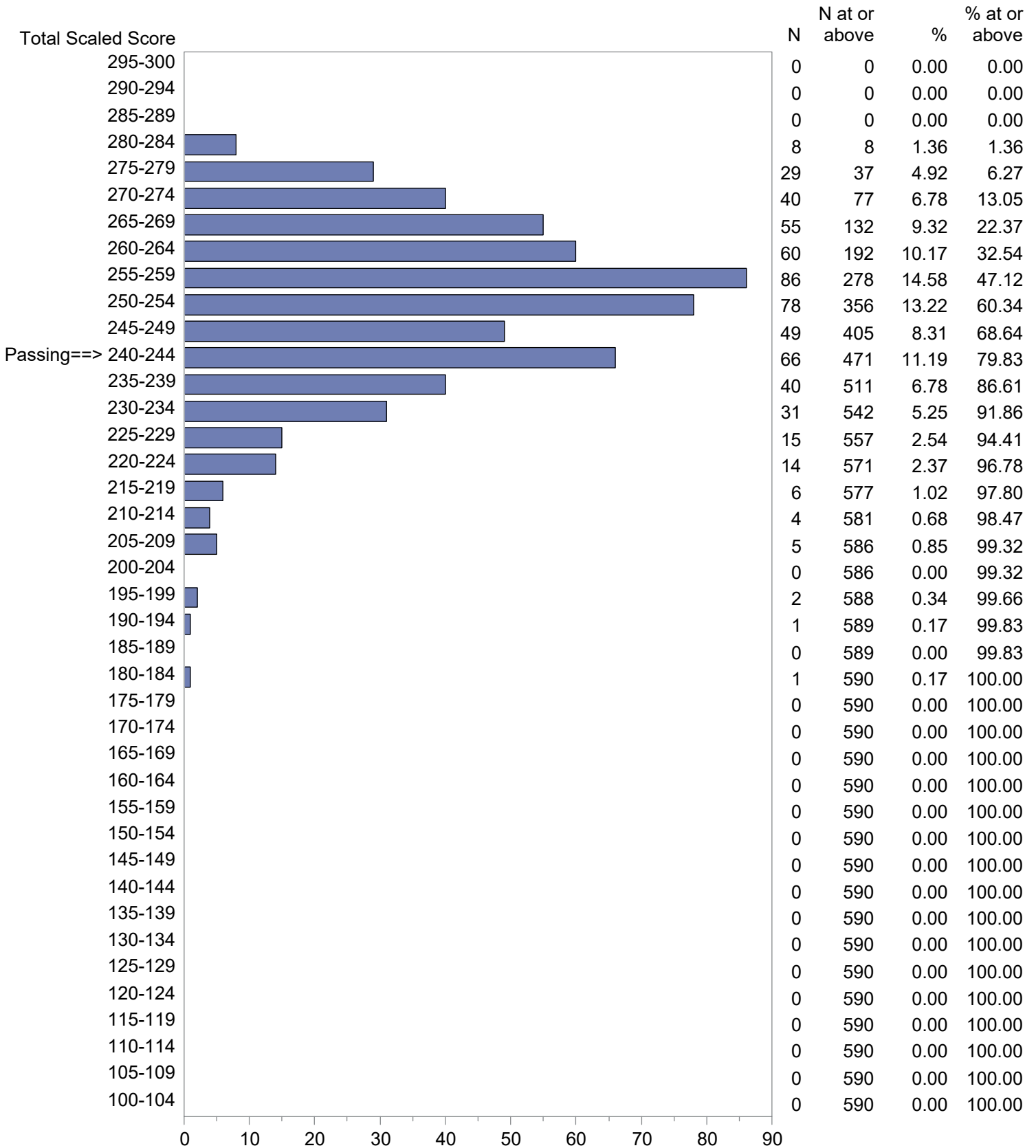
Exam Field=152 SCHOOL COUNSELOR





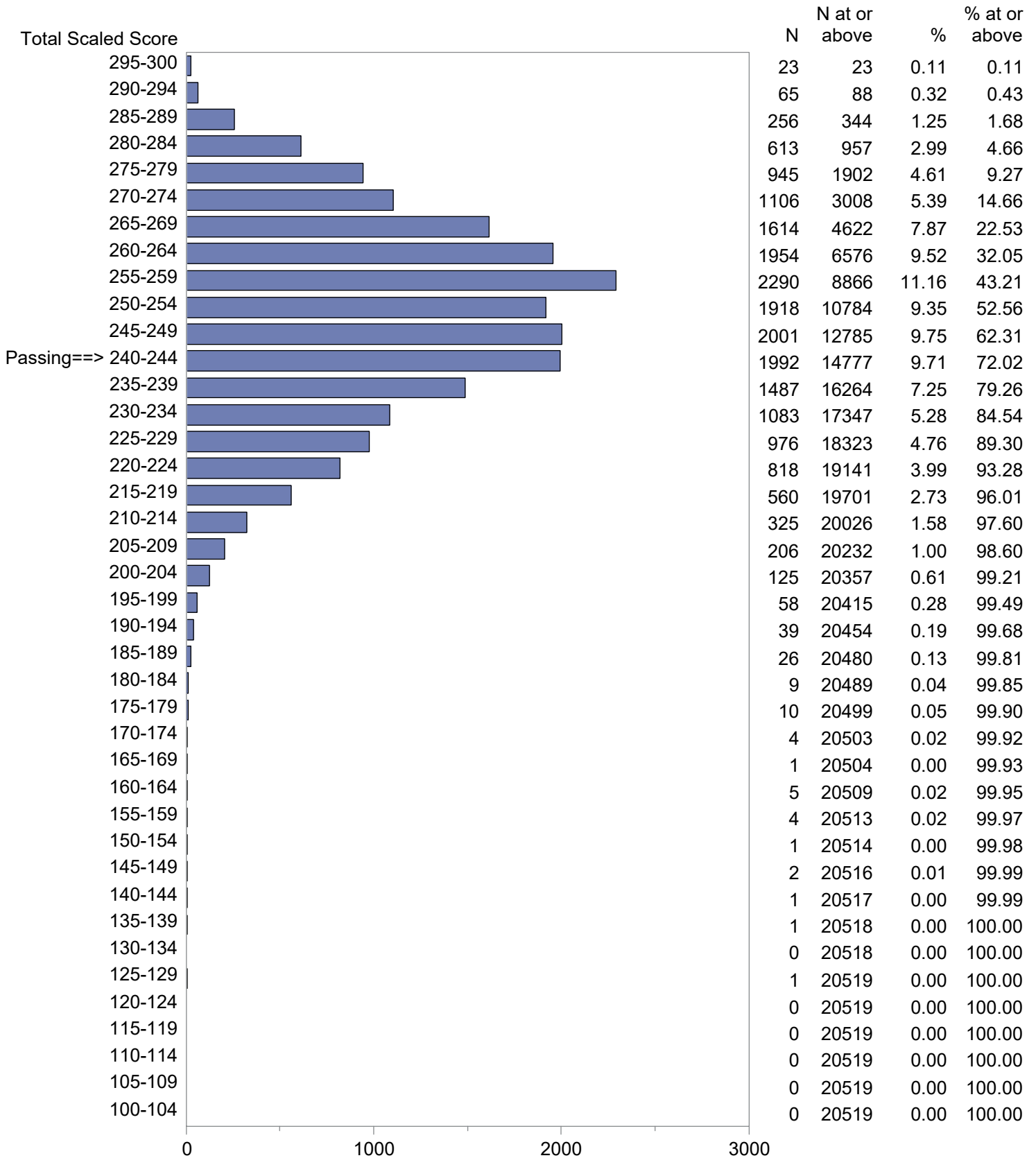
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=153 EDUCATIONAL DIAGNOSTICIAN



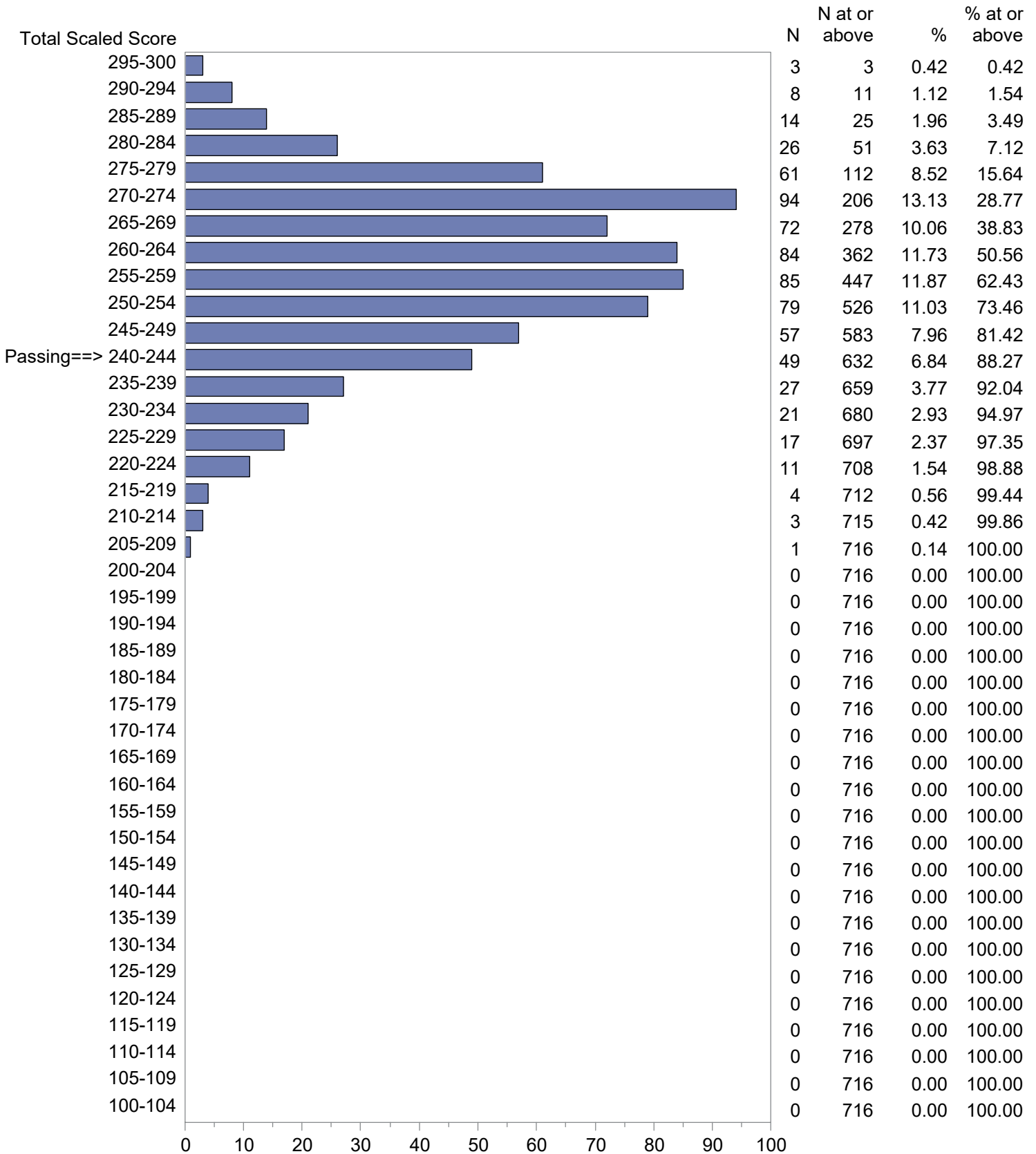
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=154 ENGLISH AS A SECOND LANGUAGE SUPPLEMENTAL (ESL)



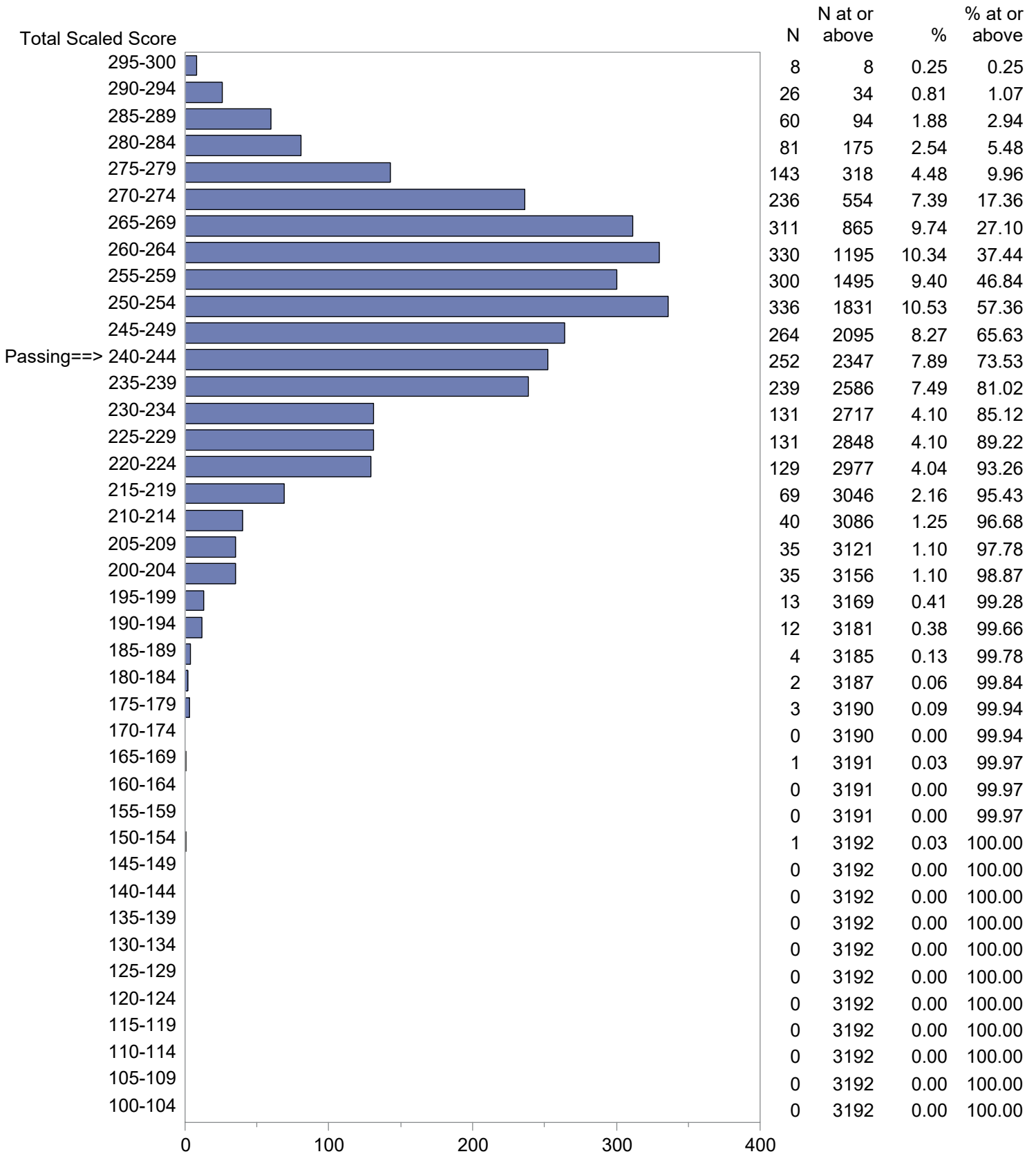
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=157 HEALTH EC-12



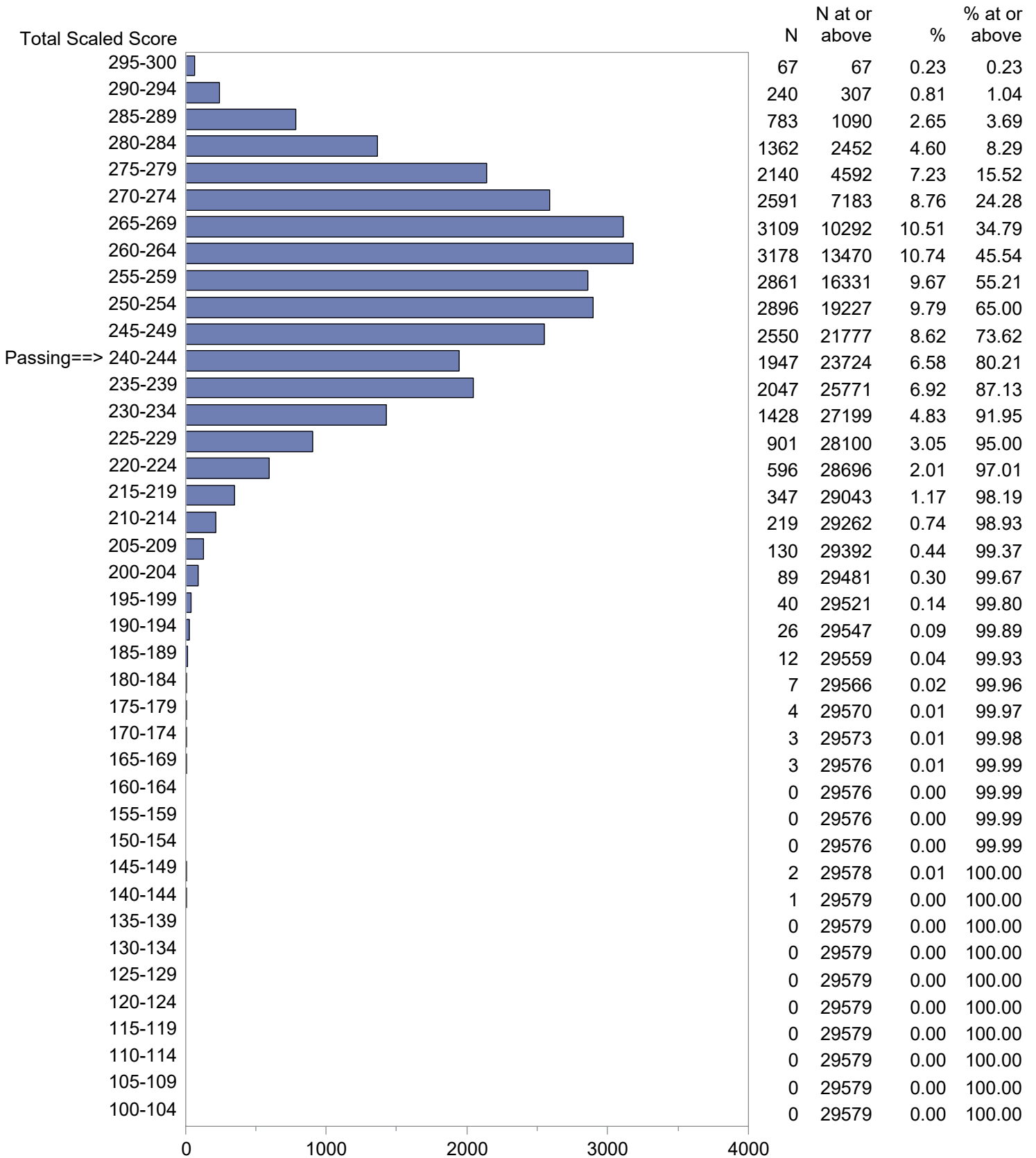
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=158 PHYSICAL EDUCATION EC-12



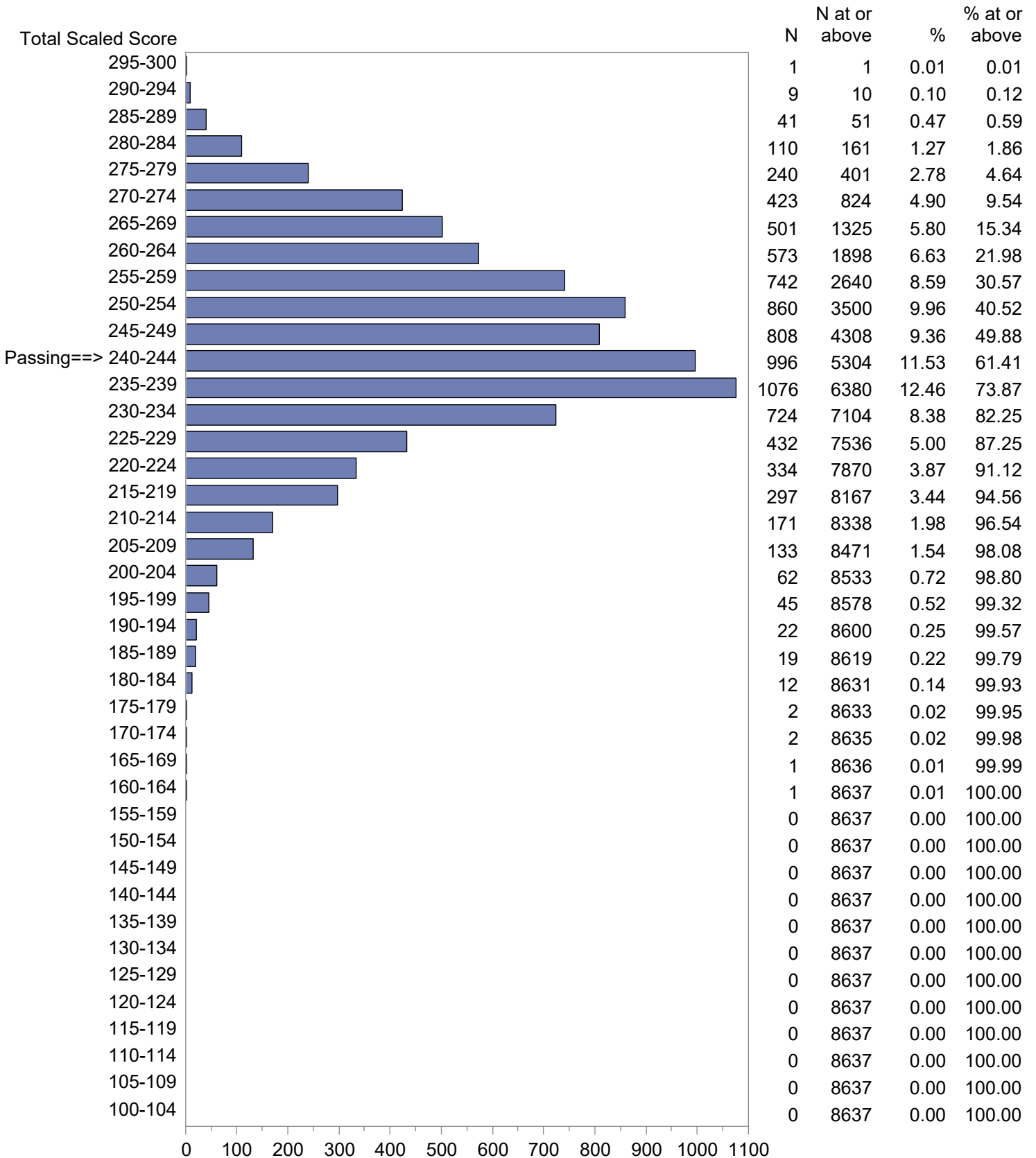
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=160 PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES EC-12



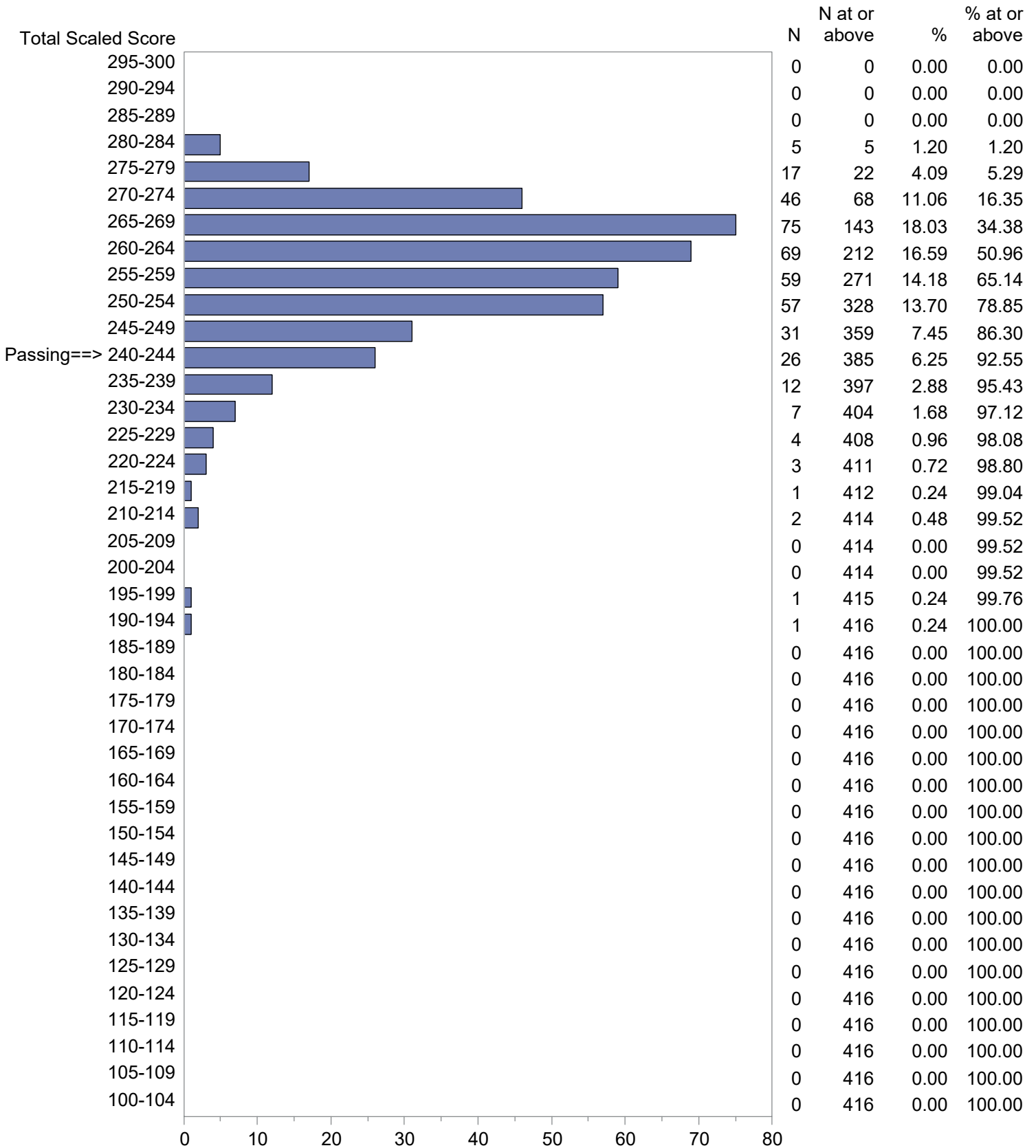
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=161 SPECIAL EDUCATION EC-12



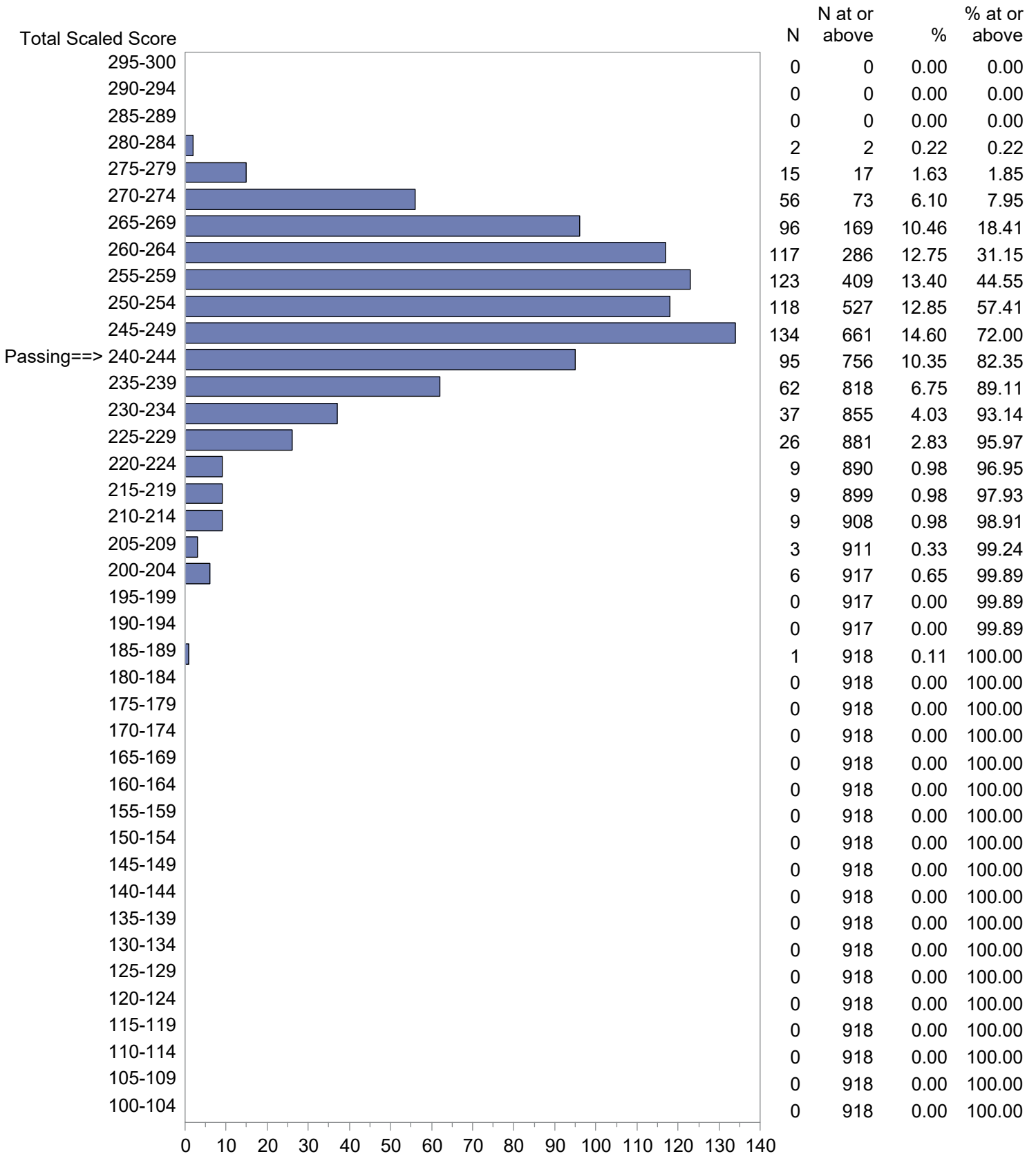
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=162 GIFTED AND TALENTED SUPPLEMENTAL



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

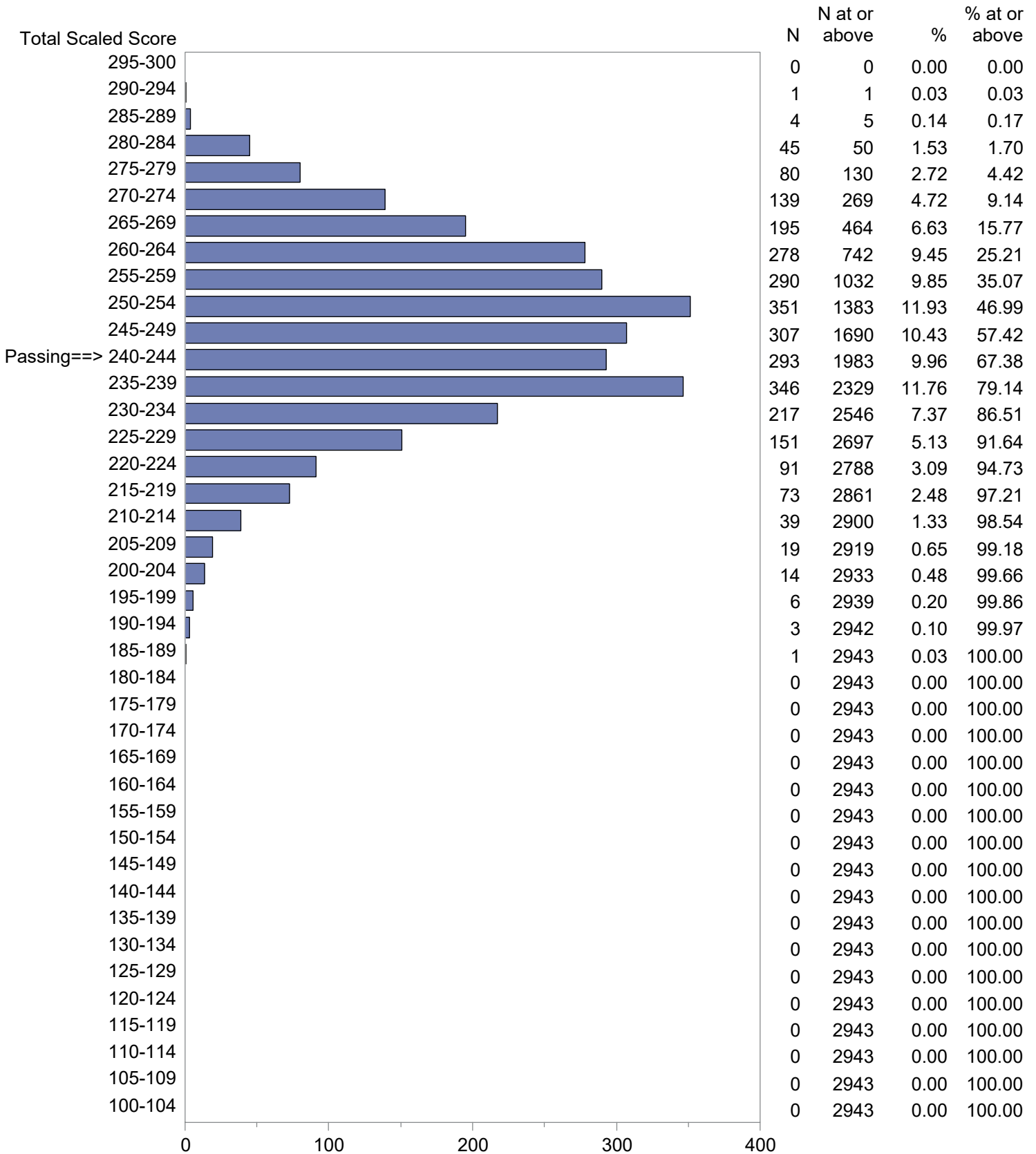
Exam Field=163 SPECIAL EDUCATION SUPPLEMENTAL





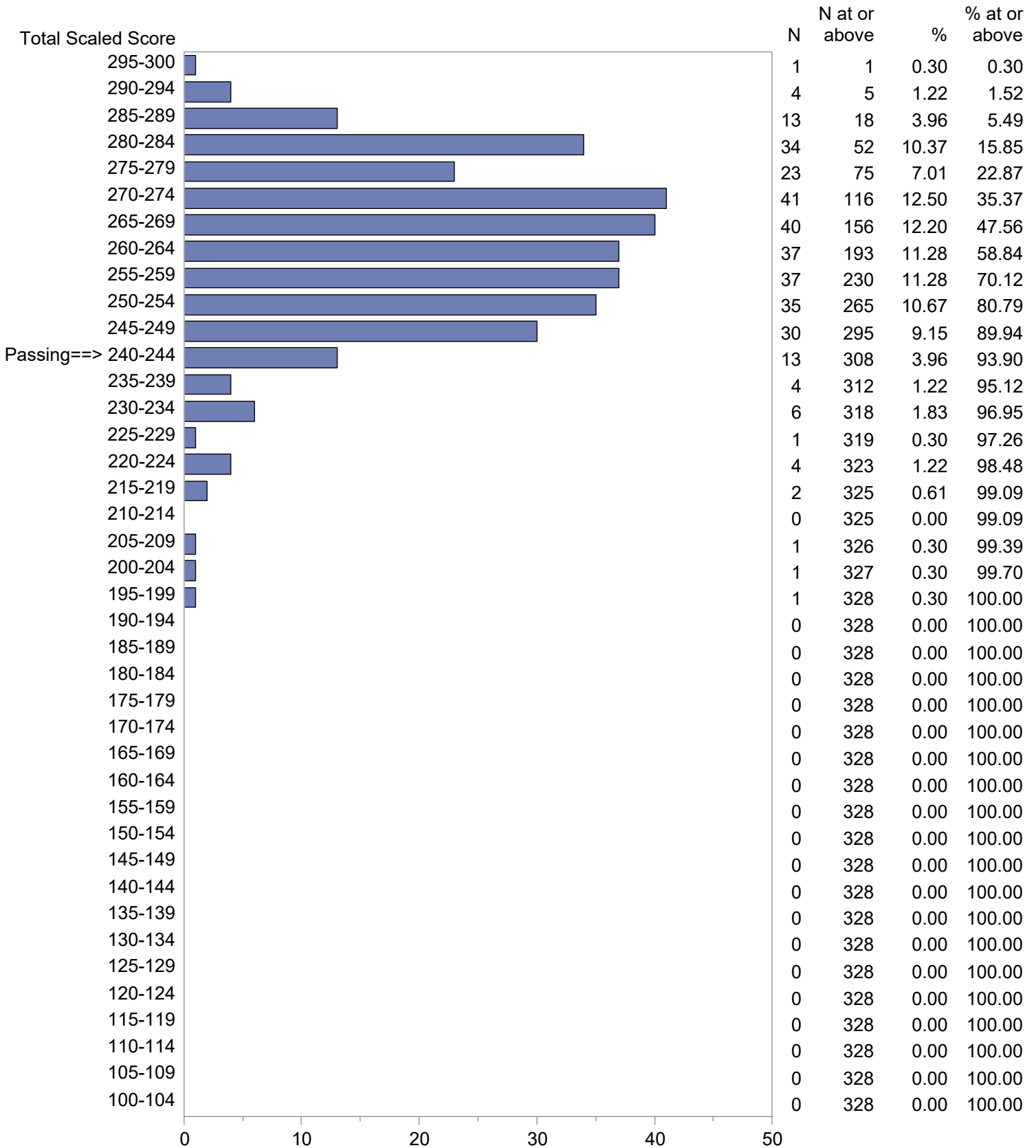
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=164 BILINGUAL EDUCATION SUPPLEMENTAL



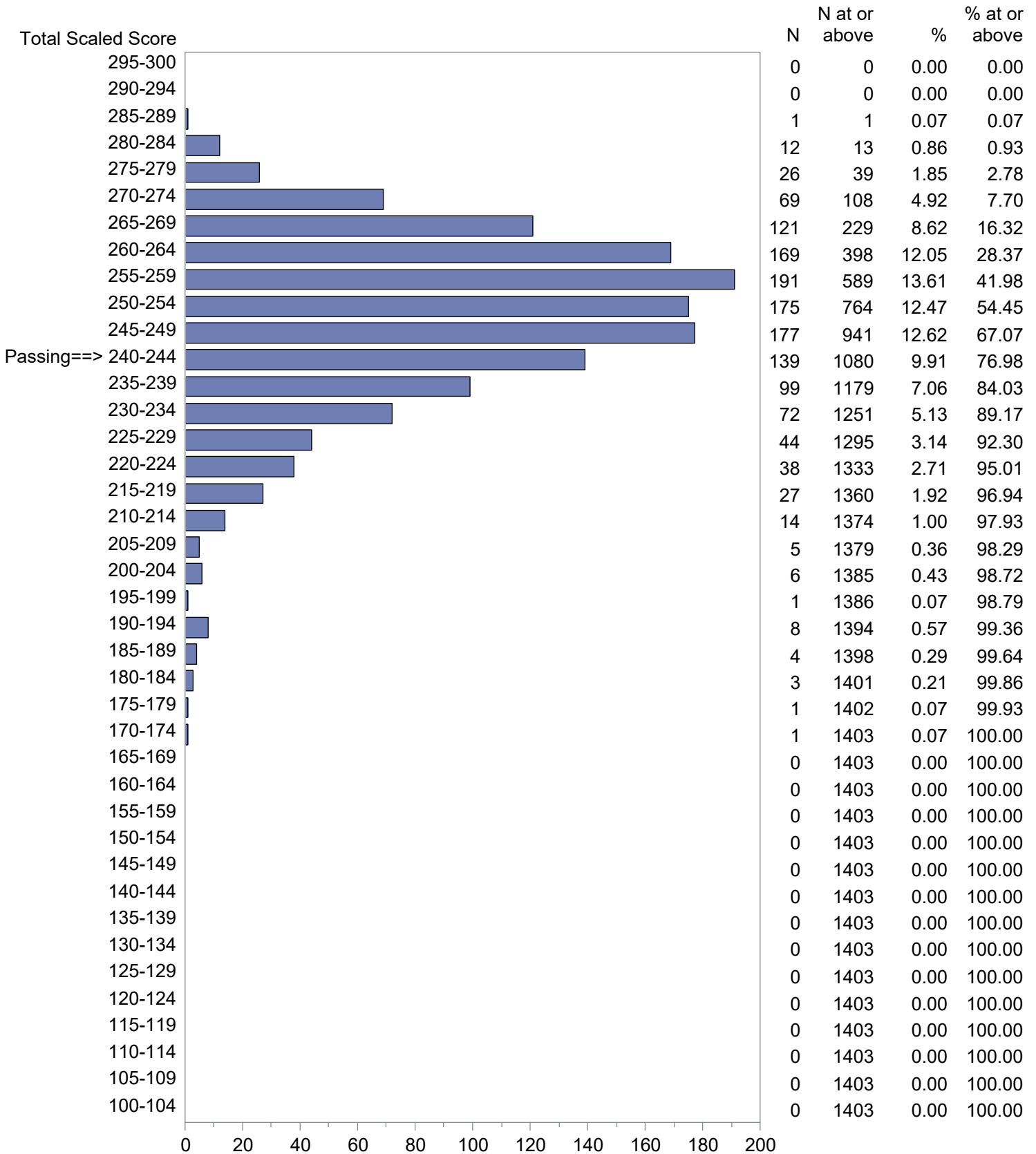
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=171 TECHNOLOGY EDUCATION 6-12



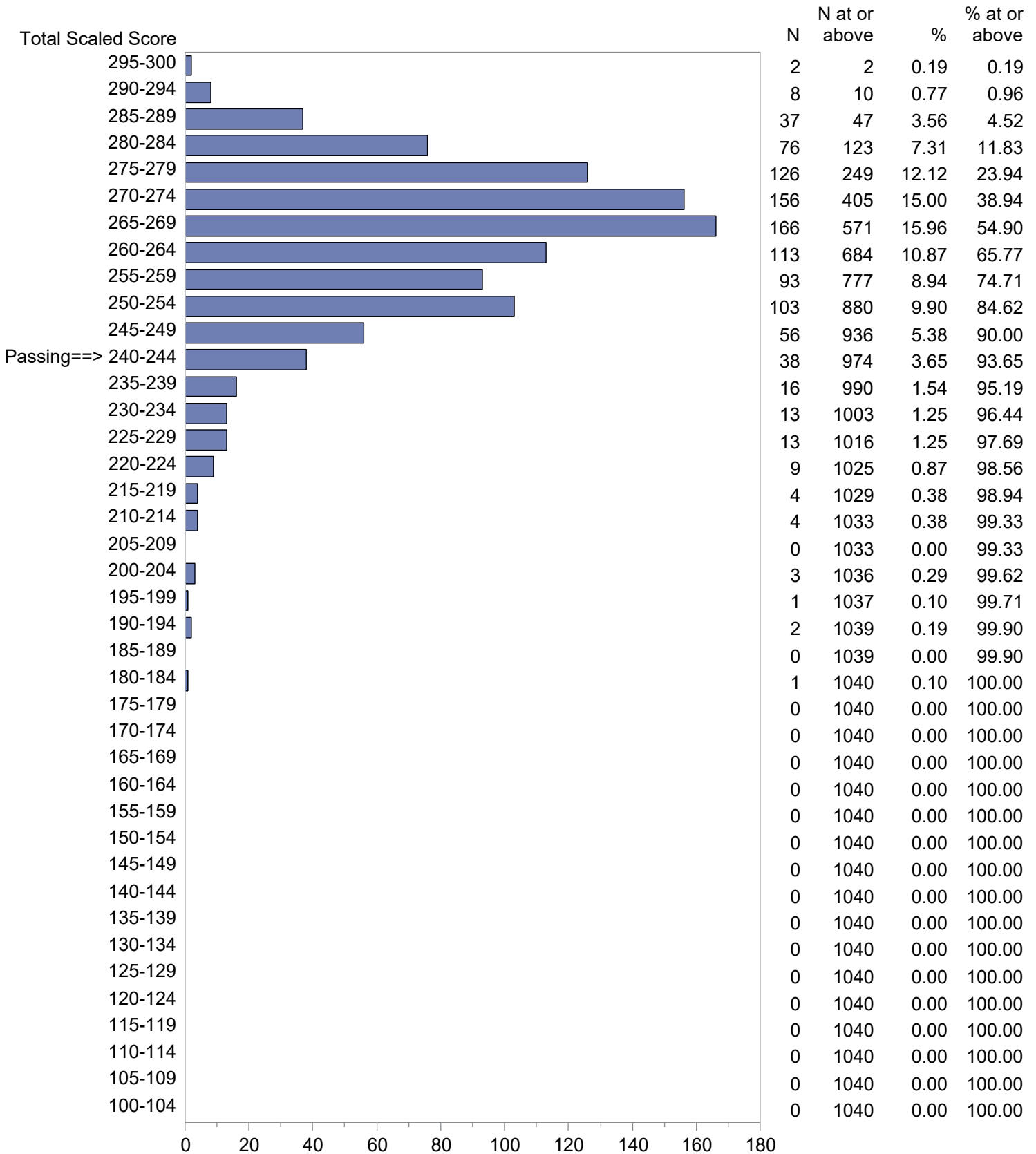
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=177 MUSIC EC-12



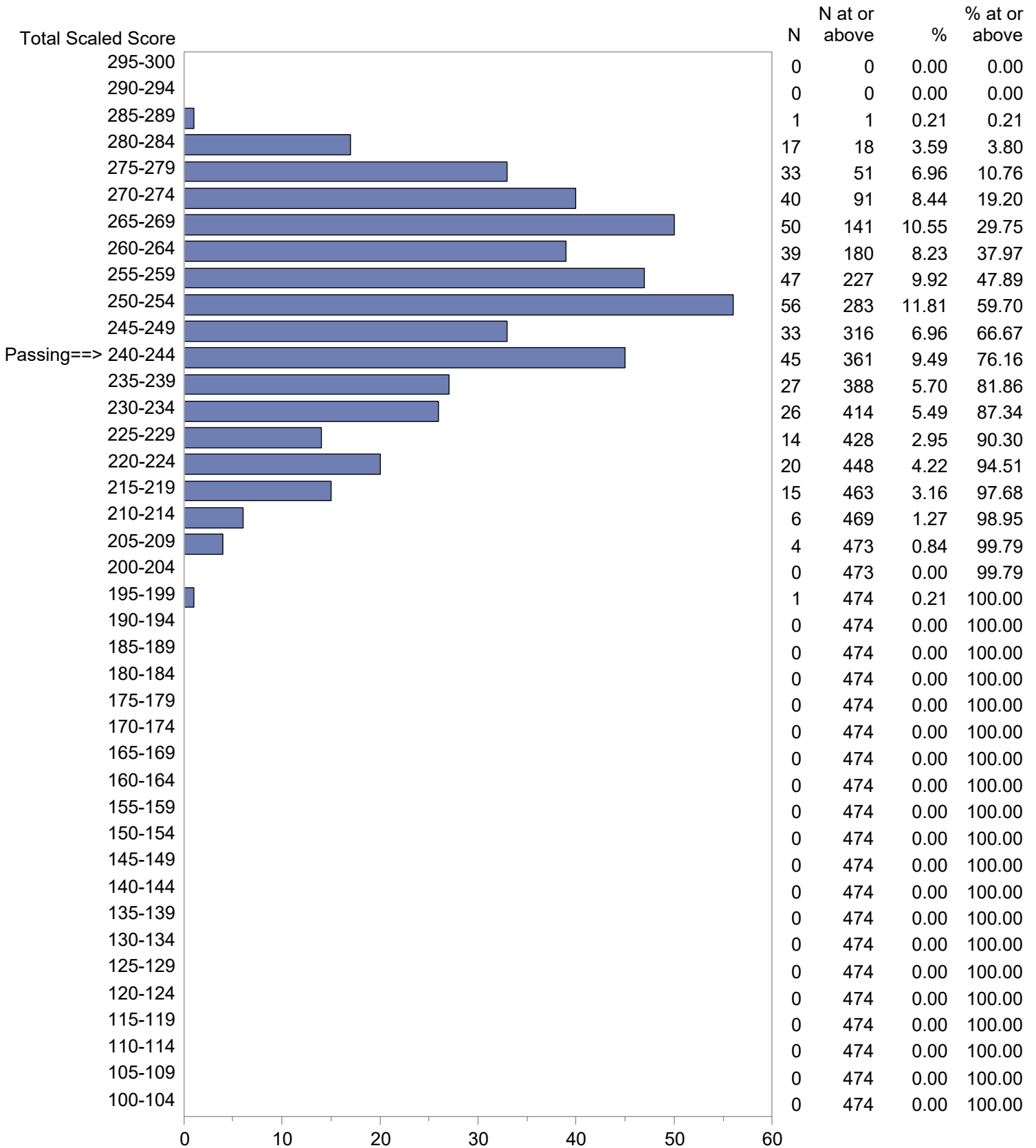
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=178 ART EC-12



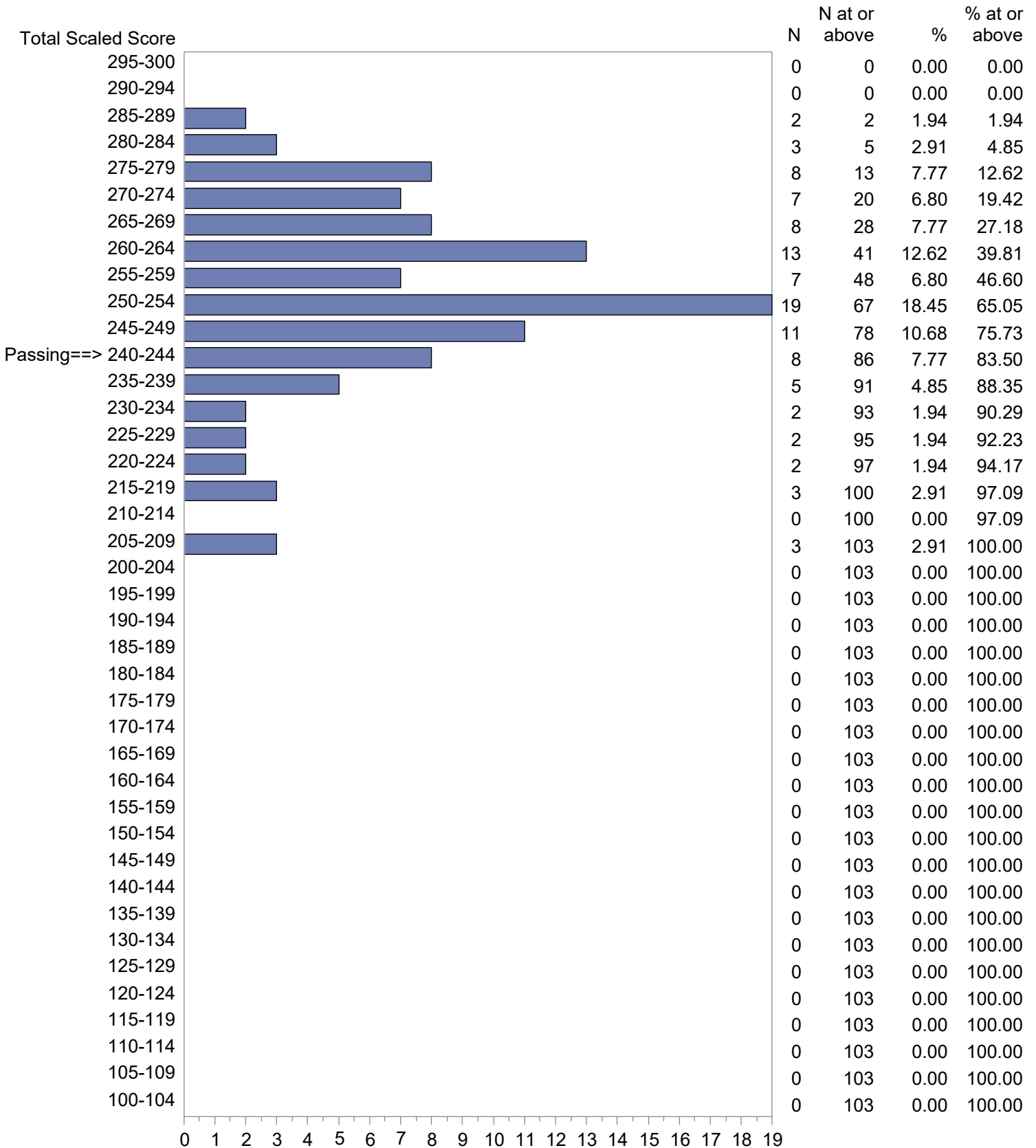
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=180 THEATRE EC-12



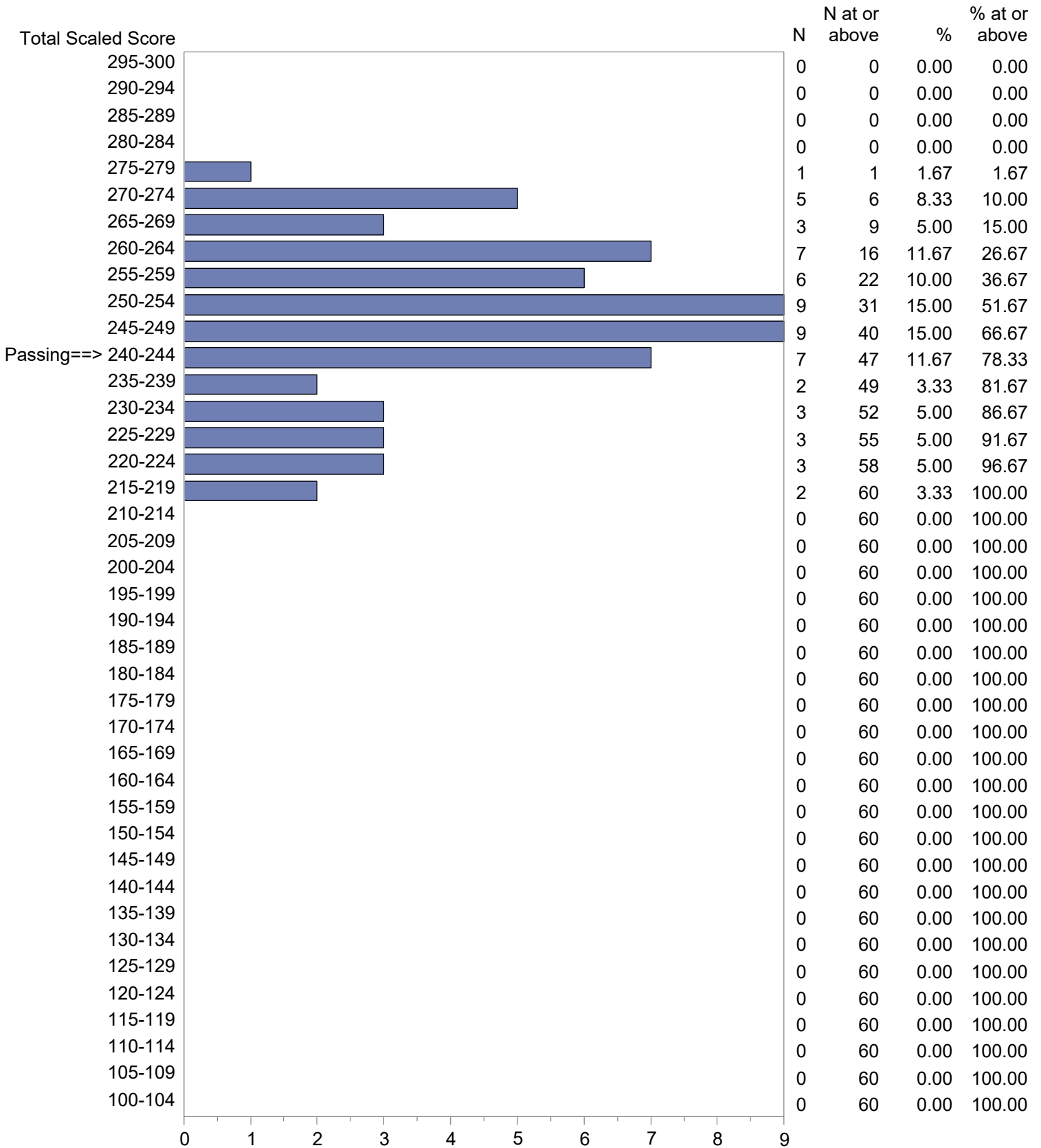
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=181 DEAF AND HARD OF HEARING



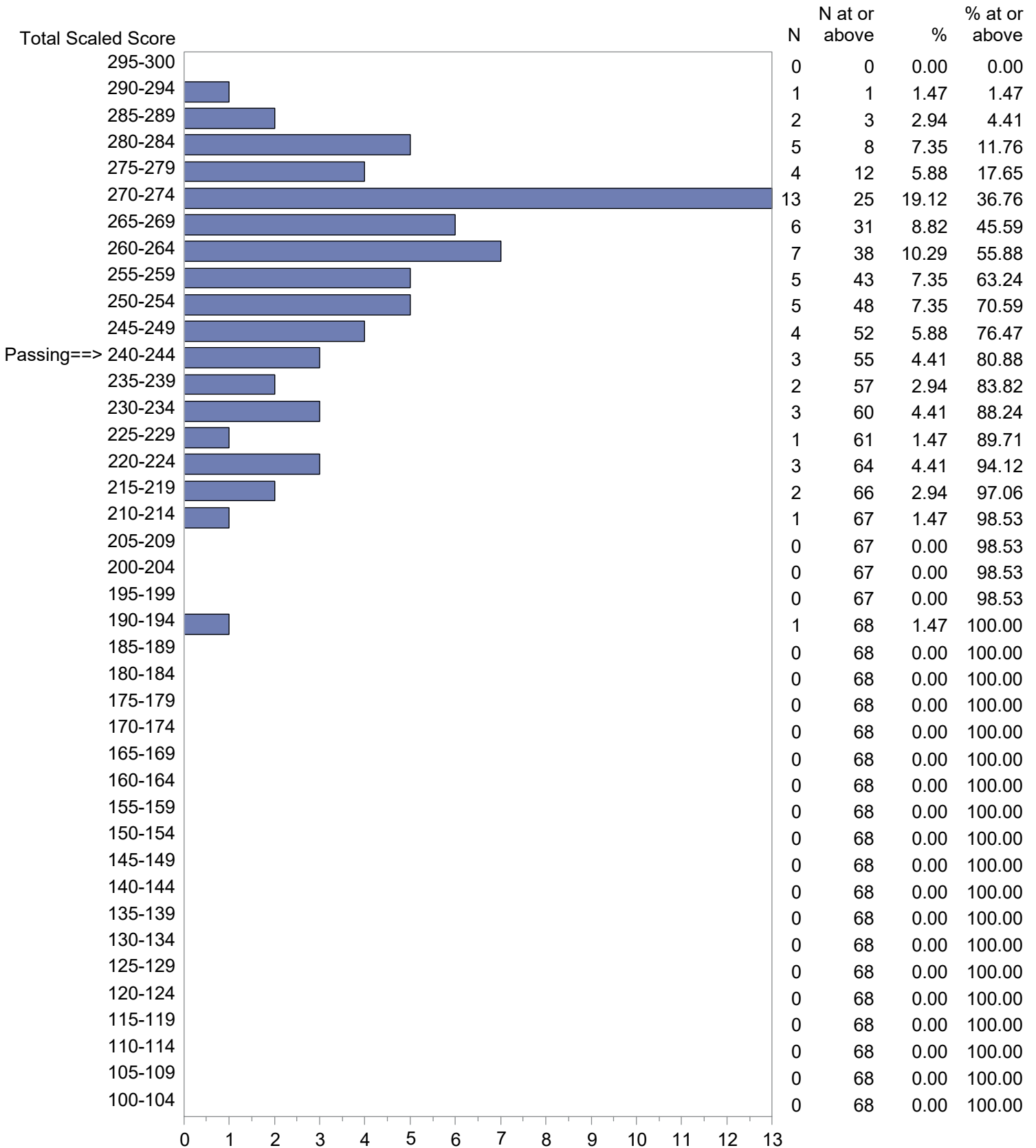
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=182 VISUALLY IMPAIRED



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

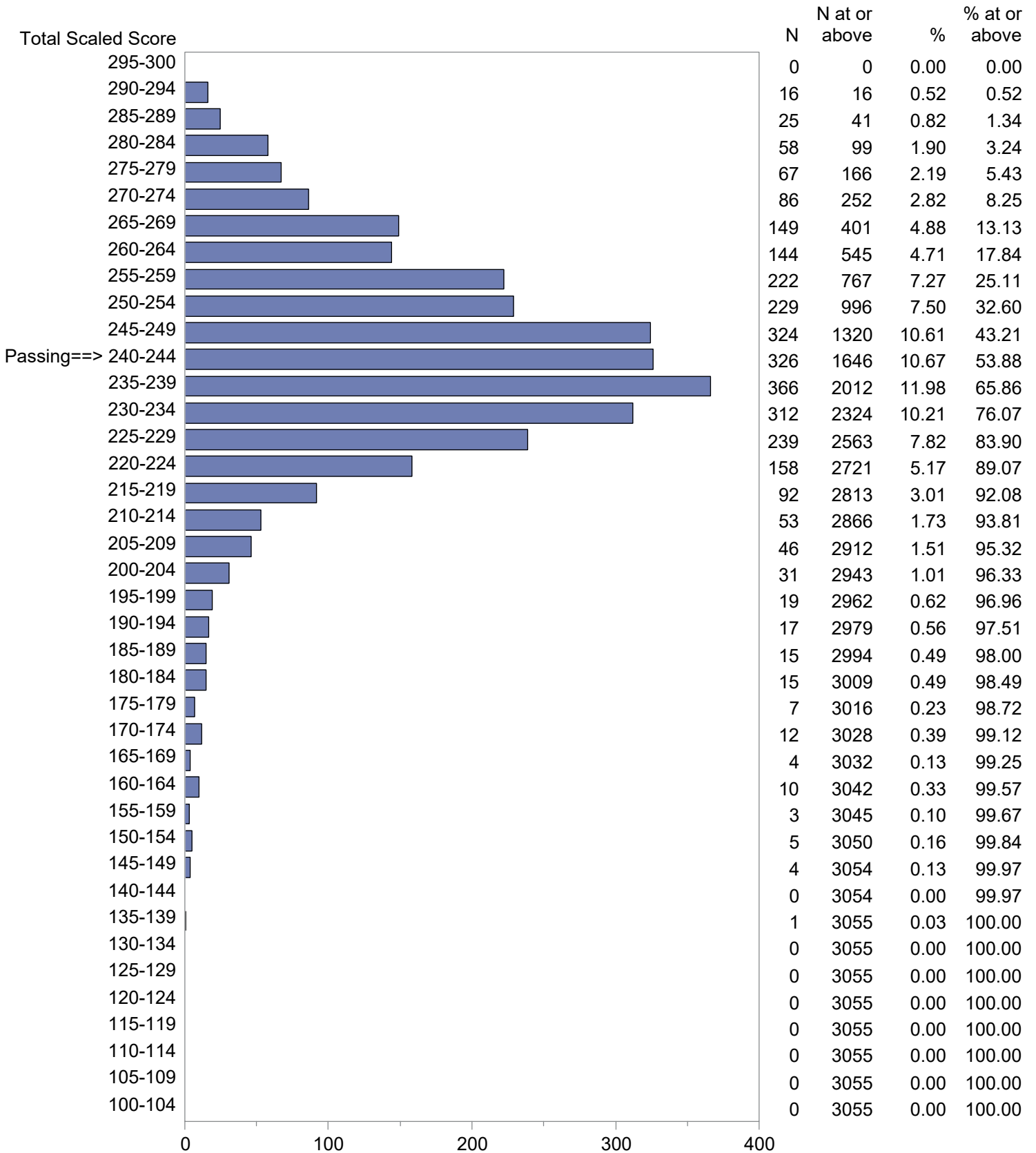
Exam Field=184 AMERICAN SIGN LANGUAGE (ASL)





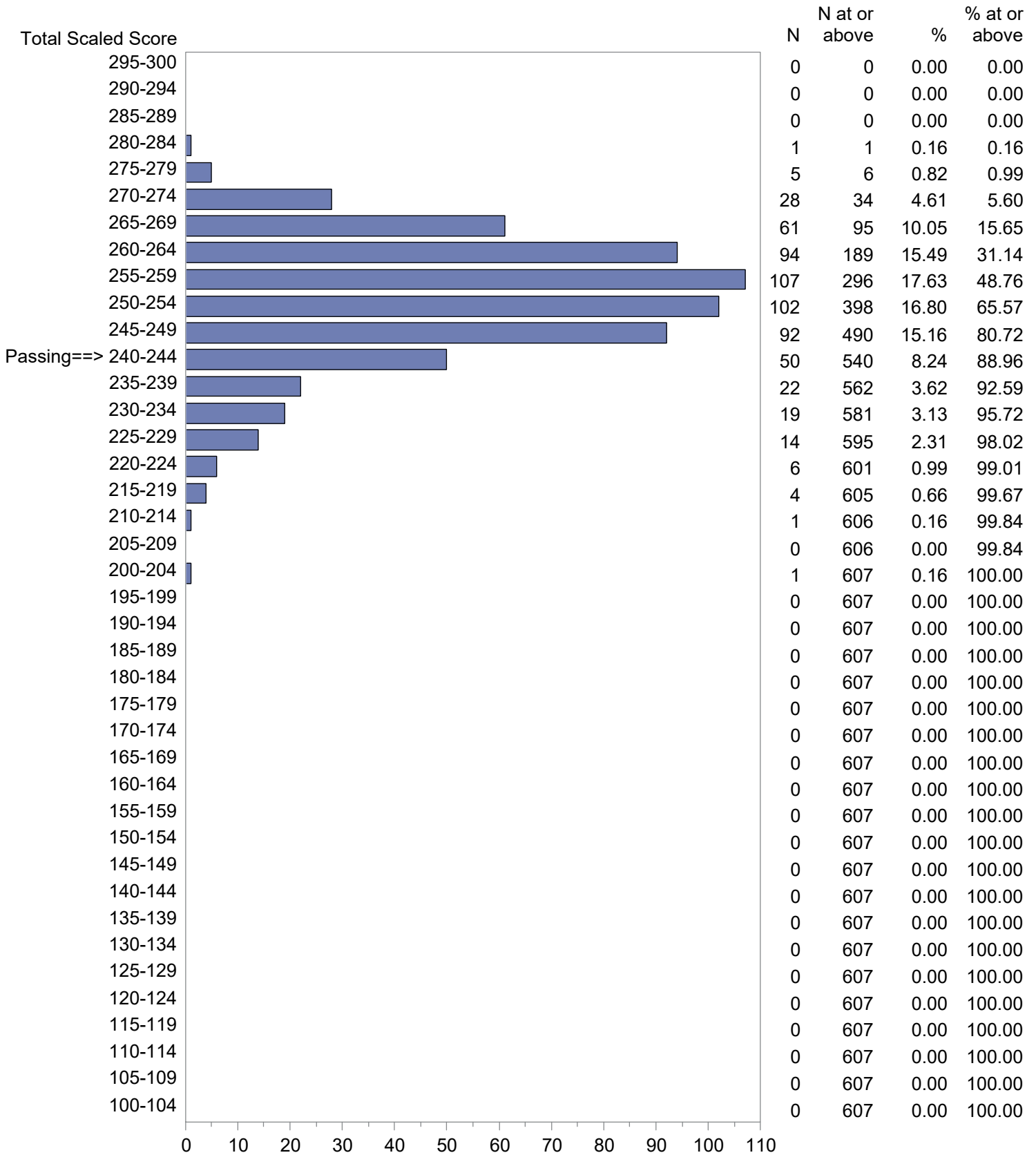
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=190 BILINGUAL TARGET LANGUAGE PROFICIENCY TEST



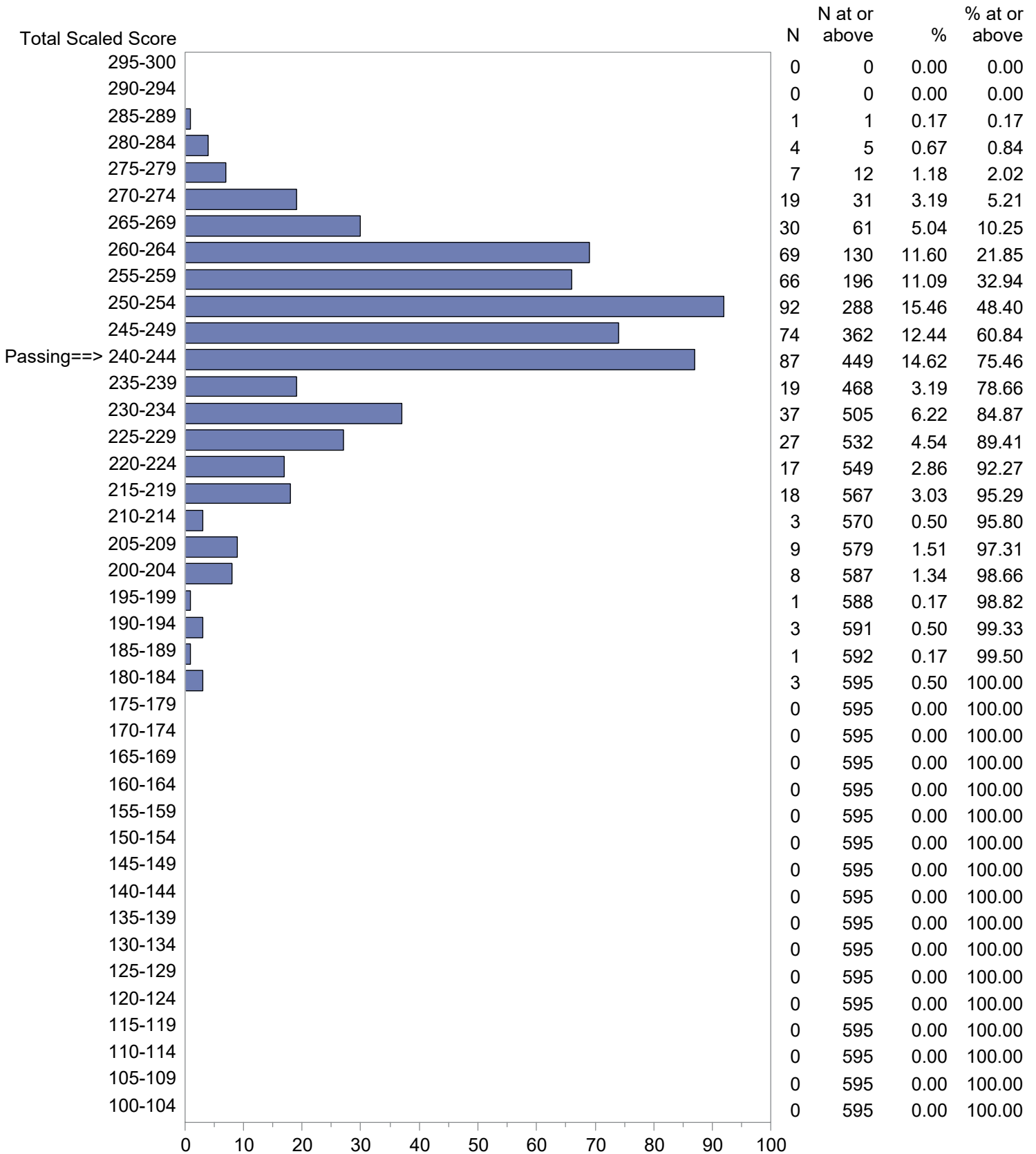
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=195 SUPERINTENDENT



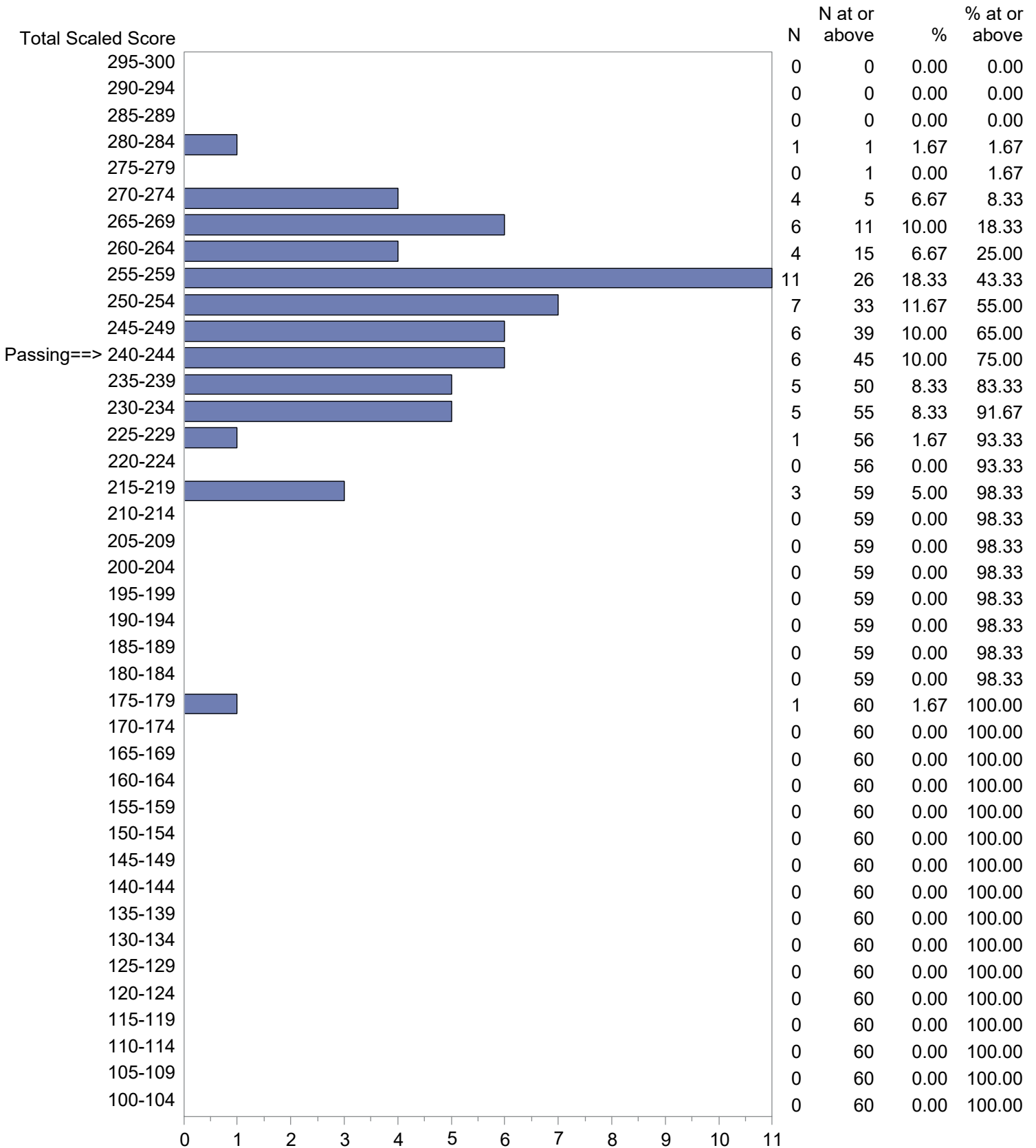
Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=200 AAFCS FAMILY AND CONSUMER SCIENCES, COMPOSITE



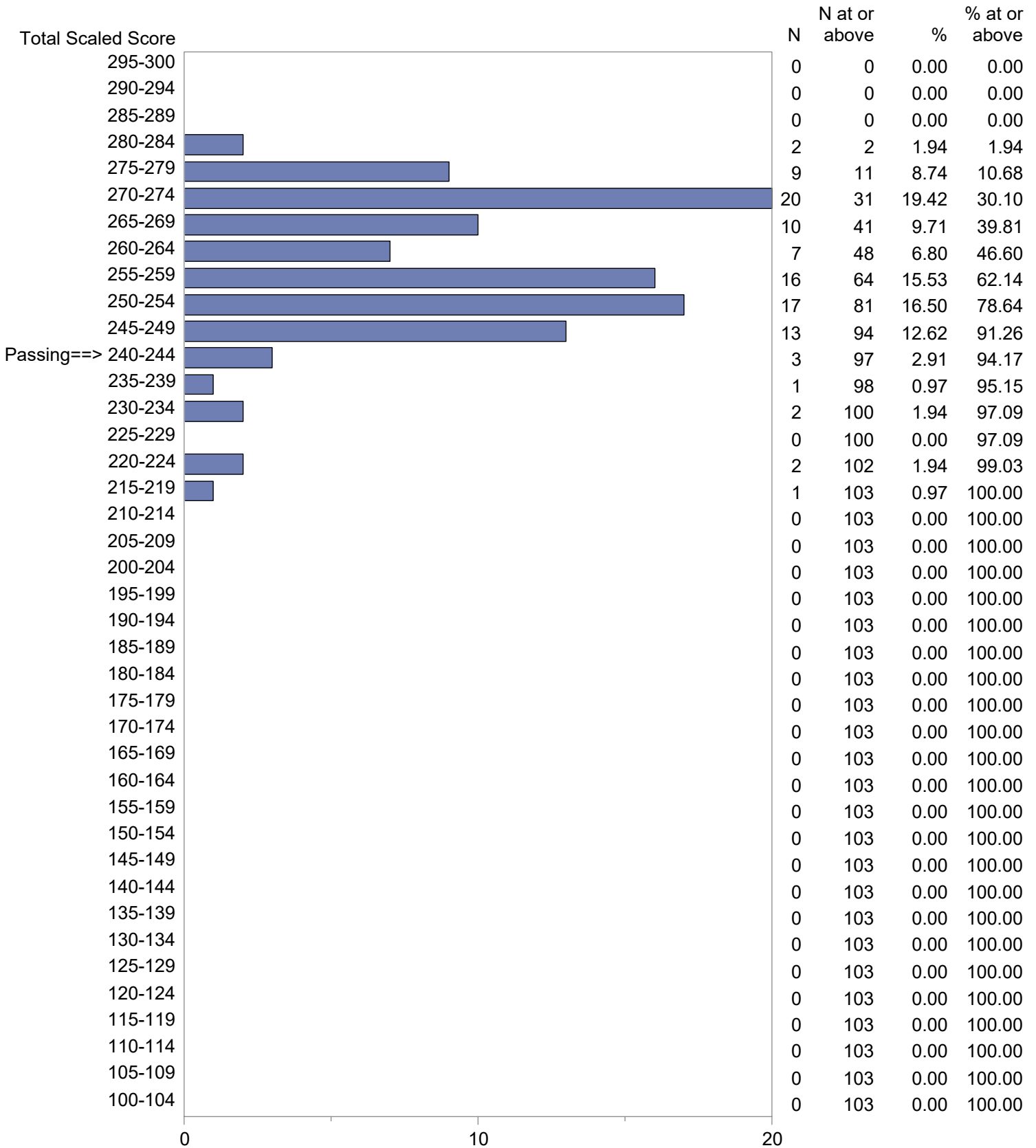
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=201 AAFCS HOSPITALITY, NUTRITION, AND FOOD SCIENCE



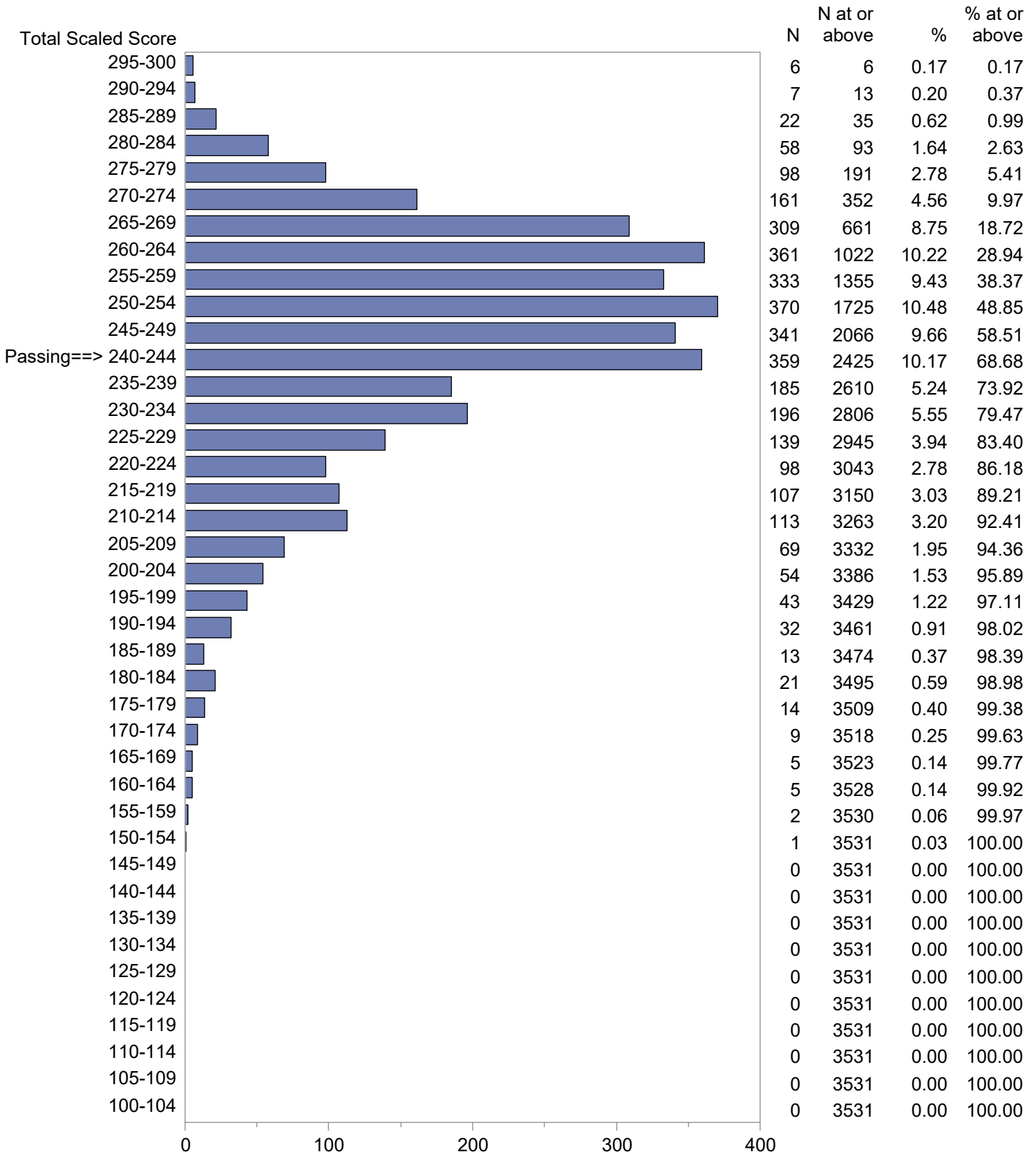
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=202 AAFCS HUMAN DEVELOPMENT & FAMILY STUDIES



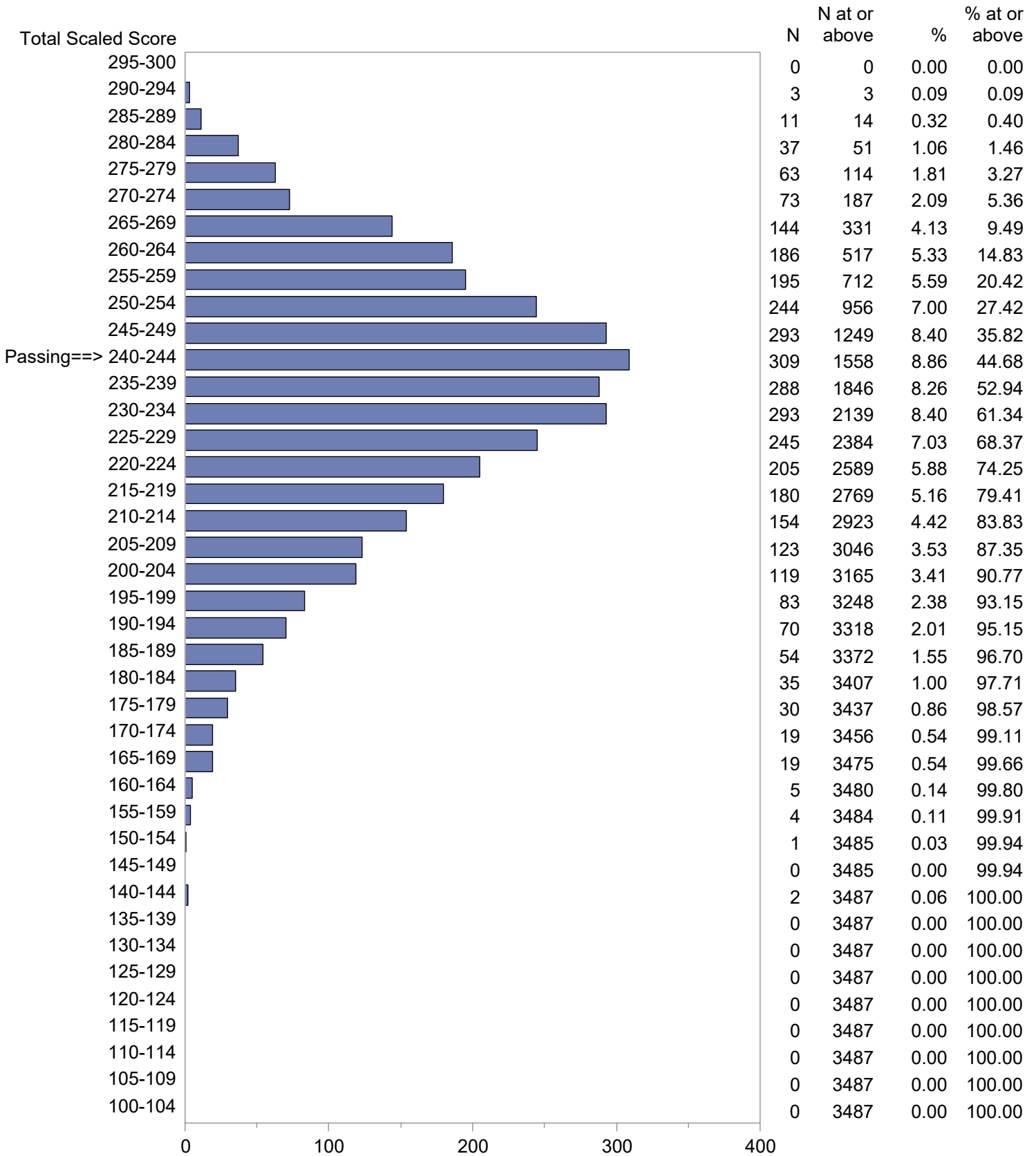
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=231 ENGLISH LANGUAGE ARTS AND READING 7-12



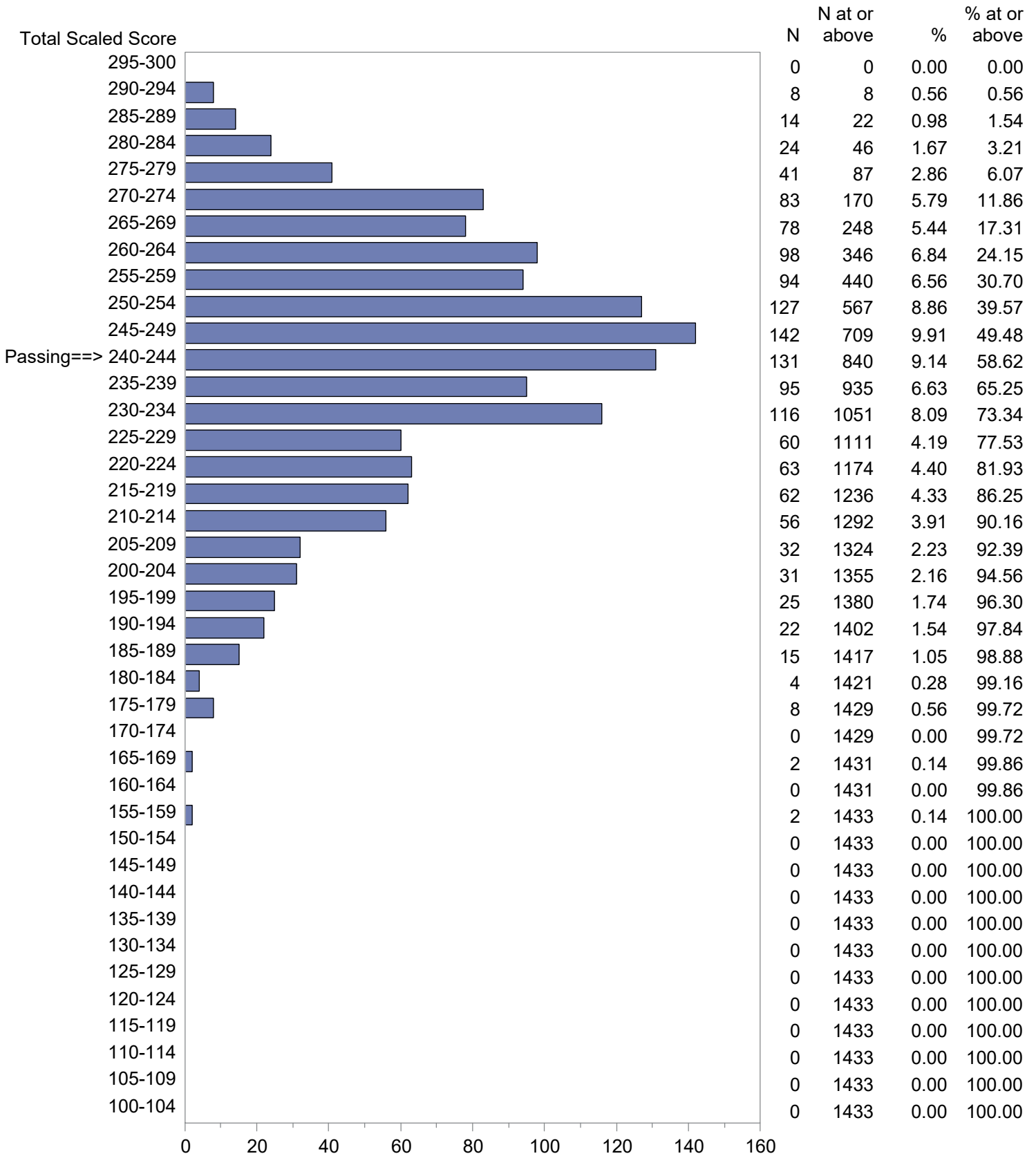
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=232 SOCIAL STUDIES 7-12



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

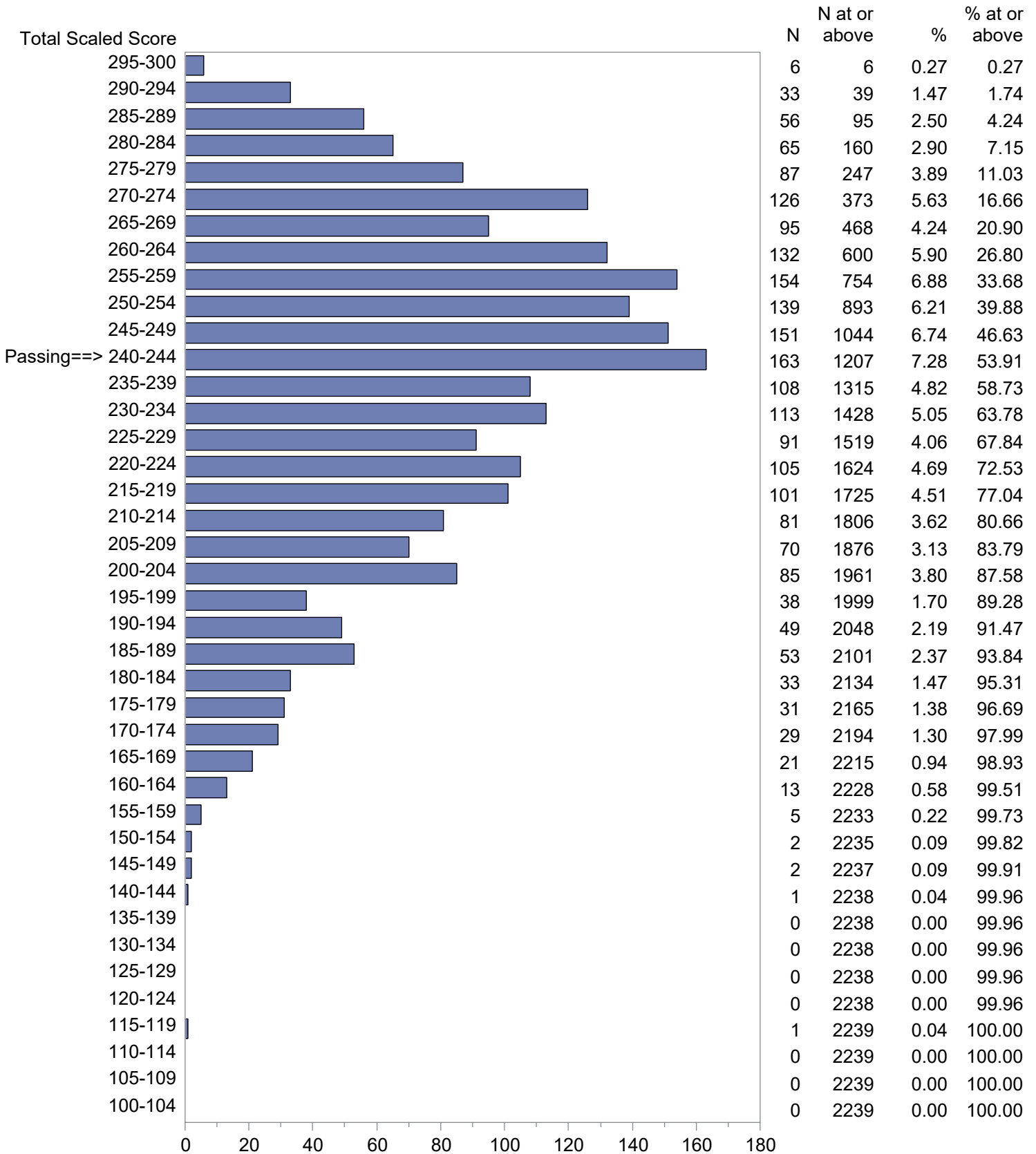
Exam Field=233 HISTORY 7-12





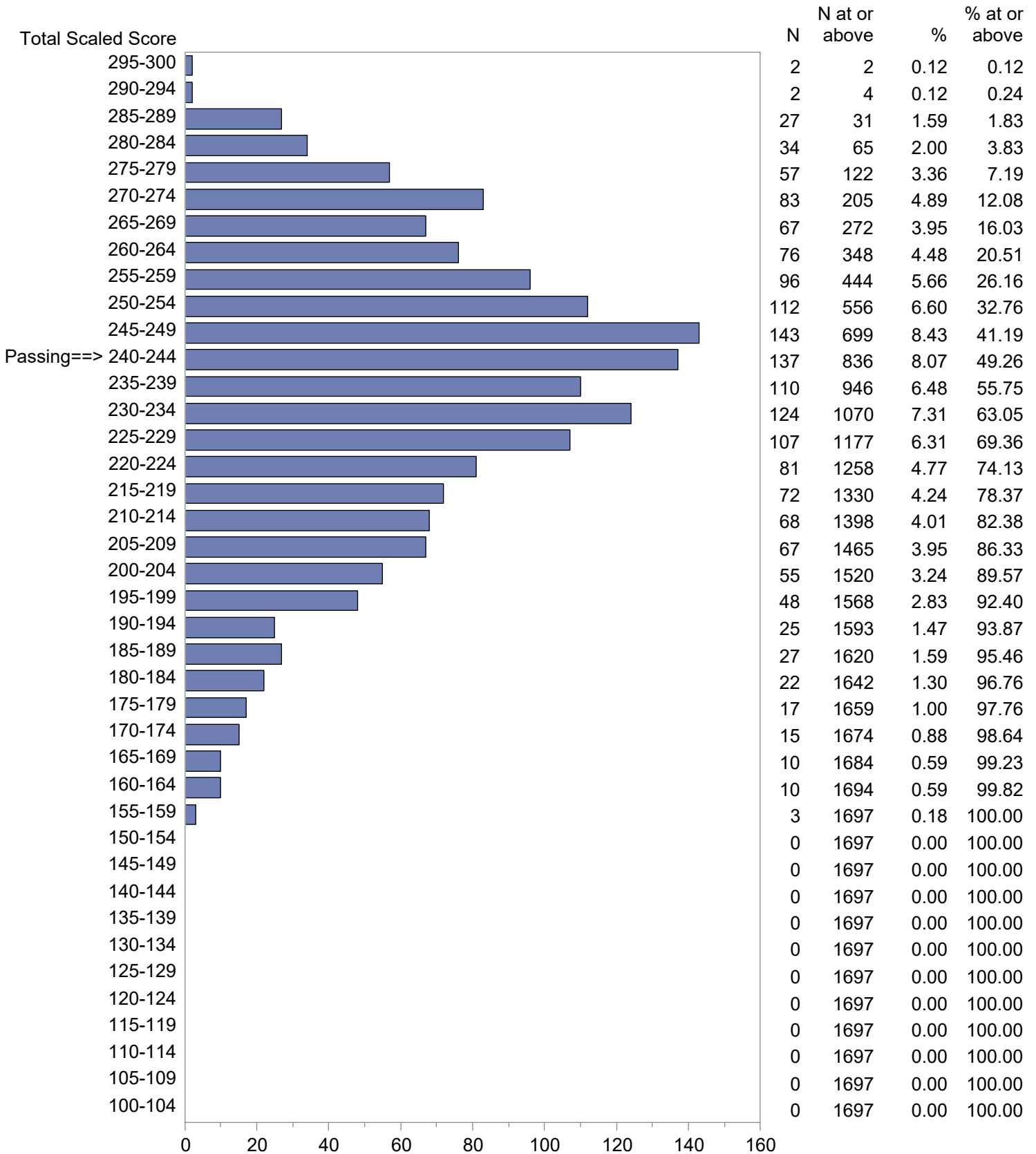
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=235 MATHEMATICS 7-12



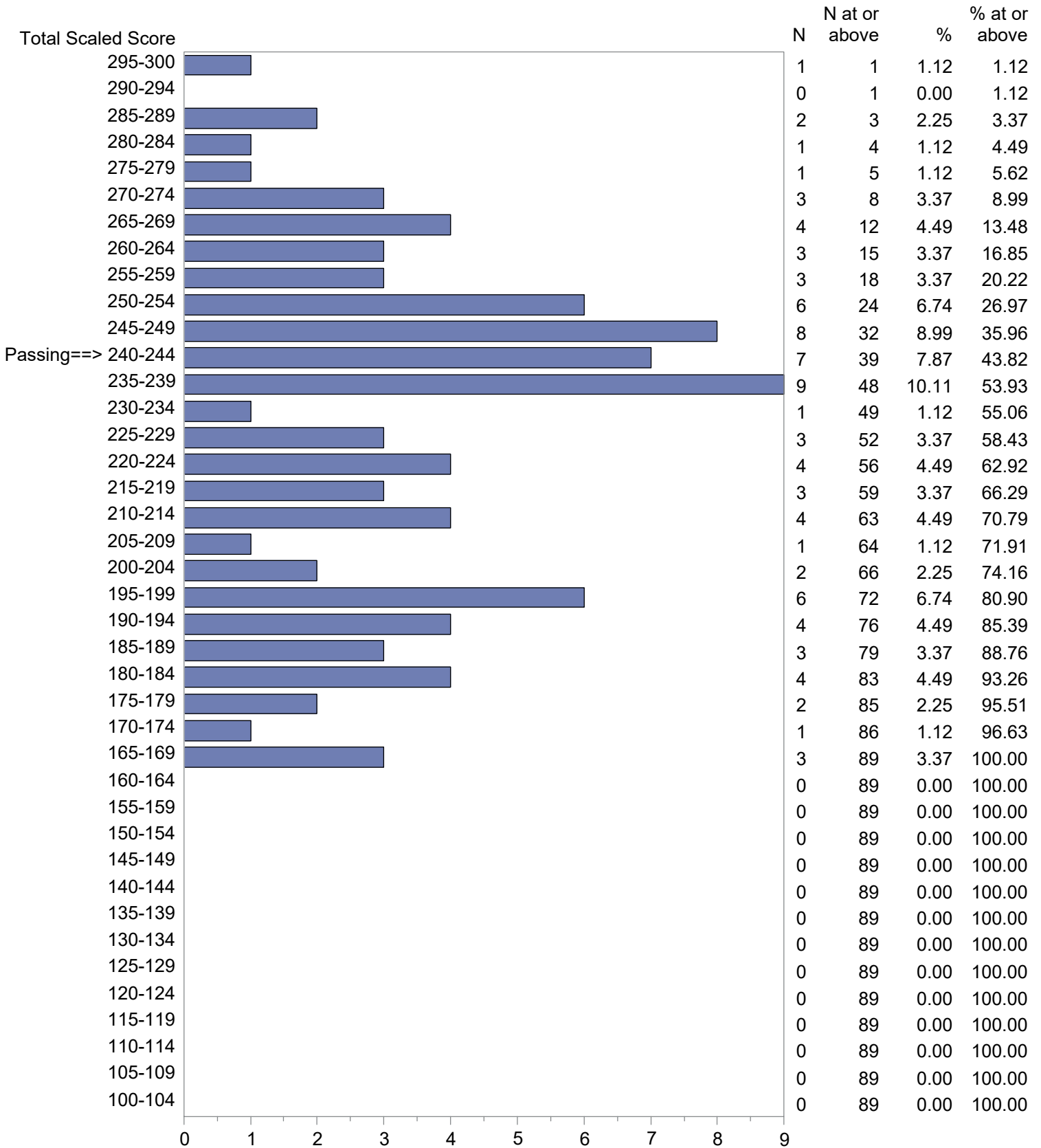
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=236 SCIENCE 7-12



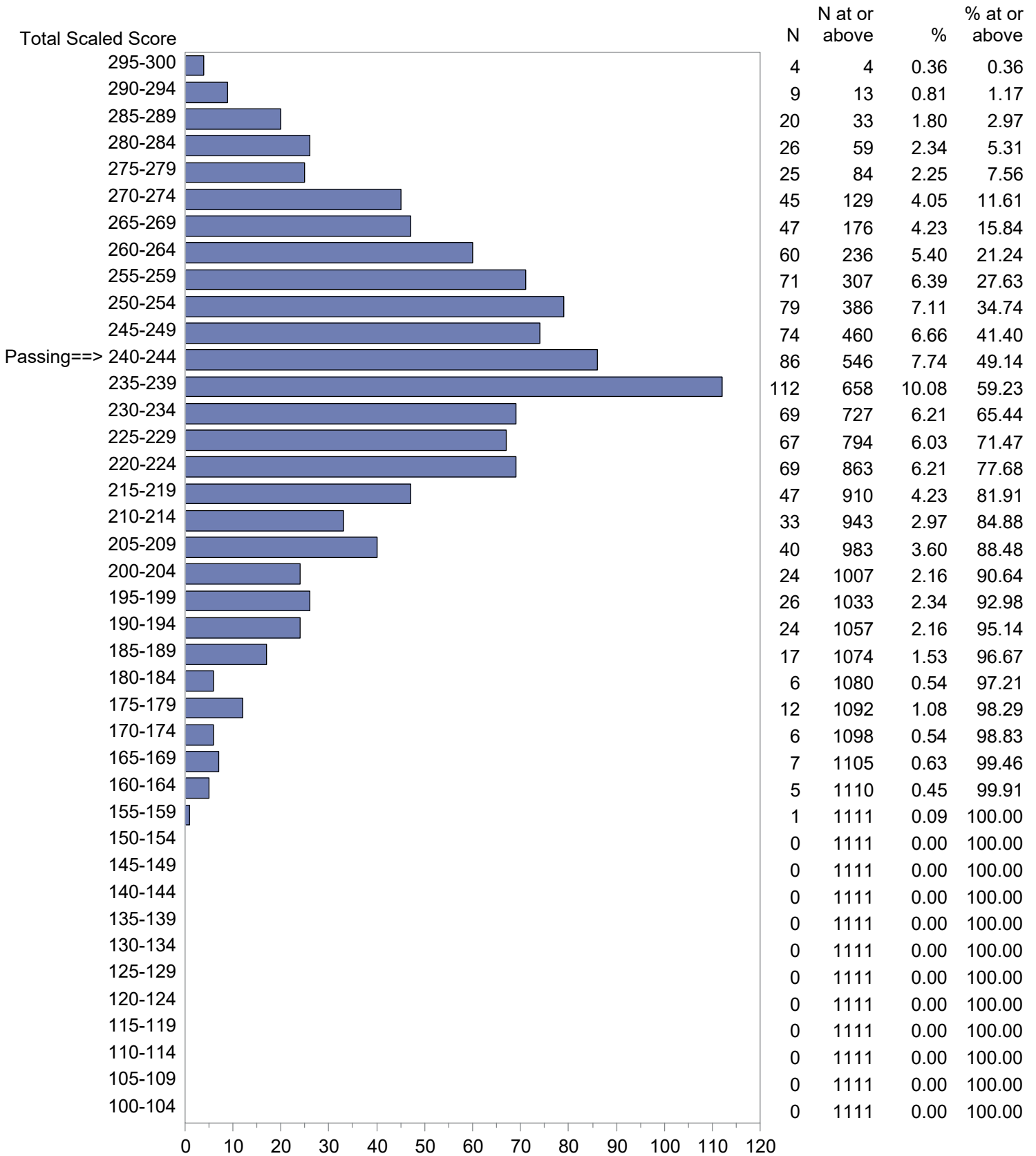
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=237 PHYSICAL SCIENCE 6-12



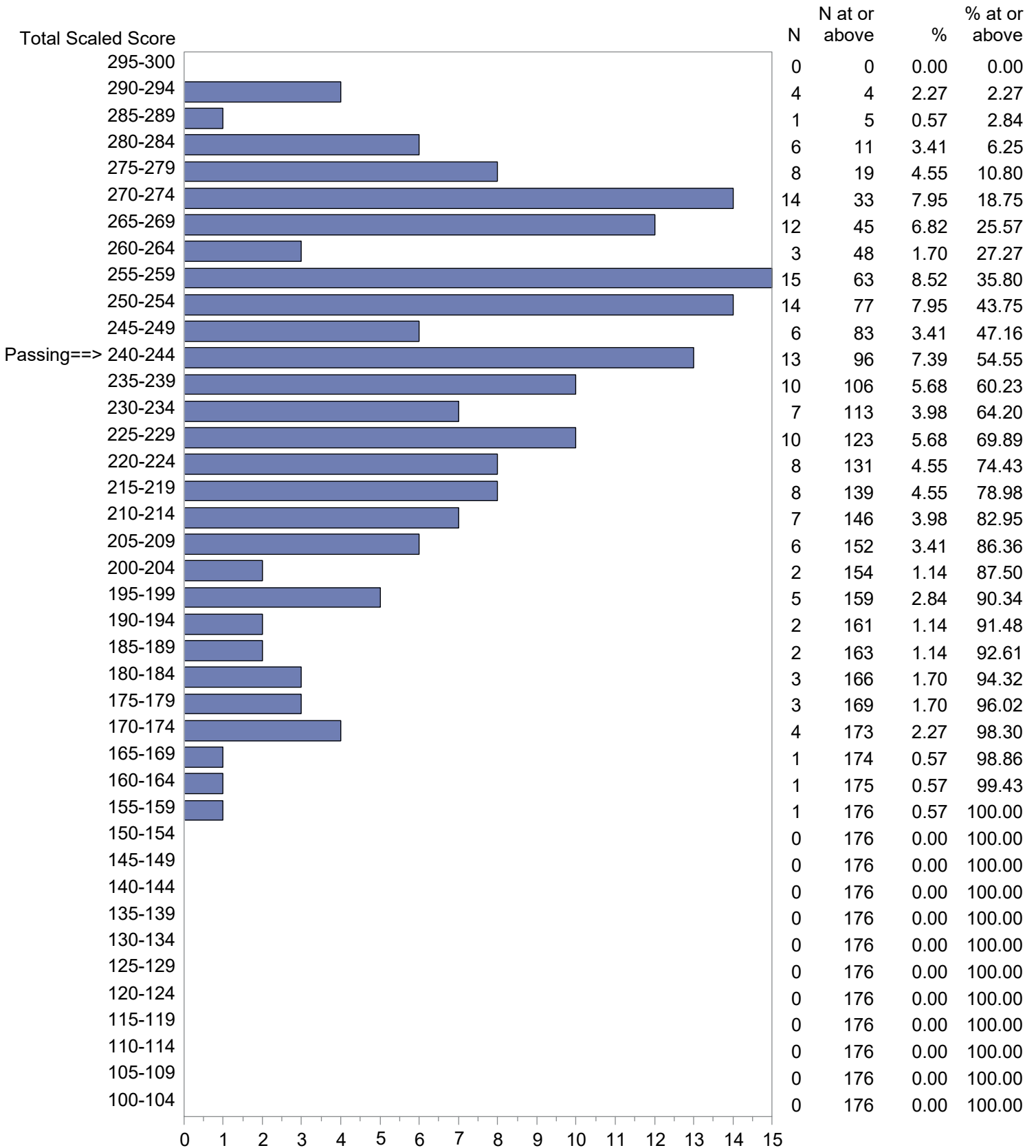
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=238 LIFE SCIENCE 7-12



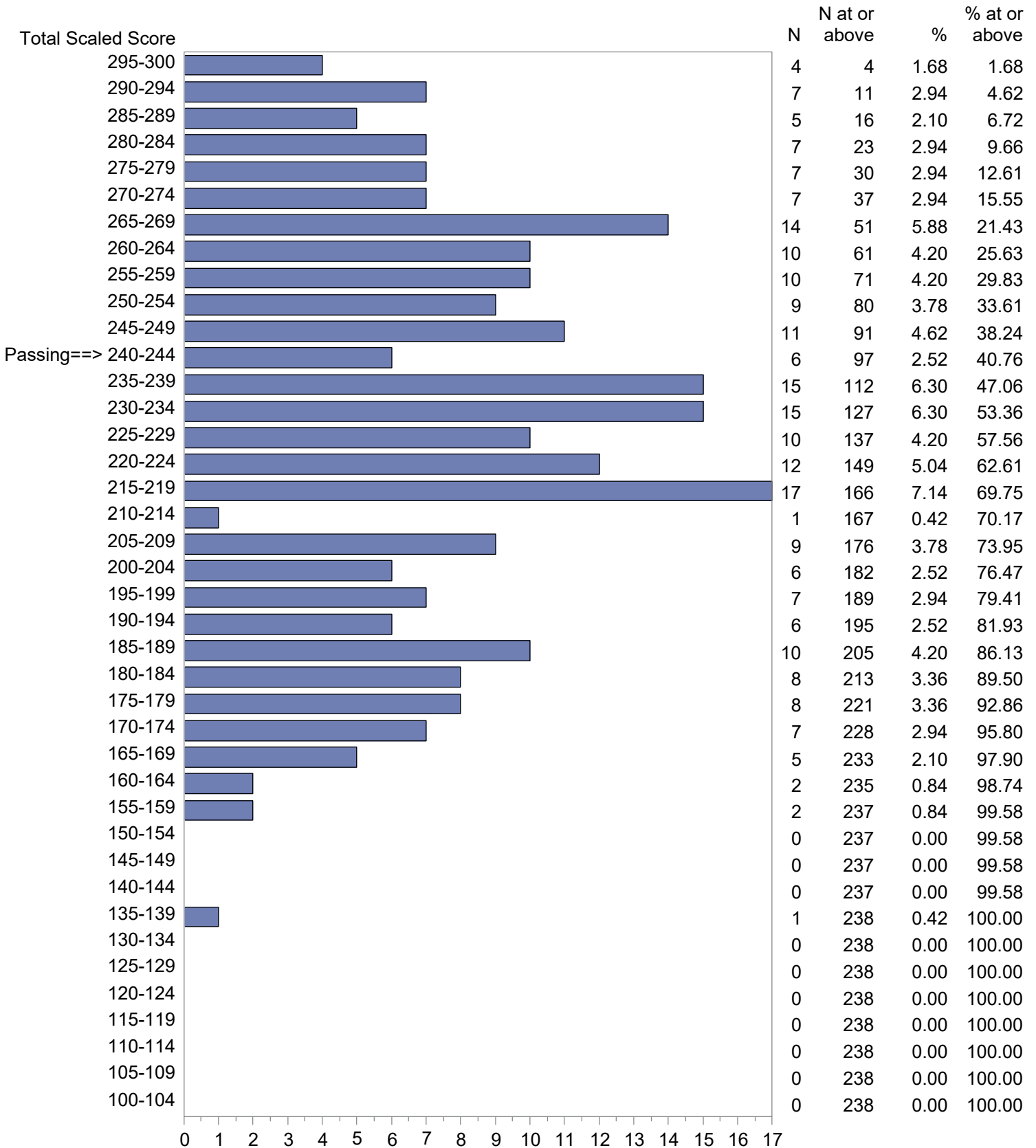
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=240 CHEMISTRY 7-12



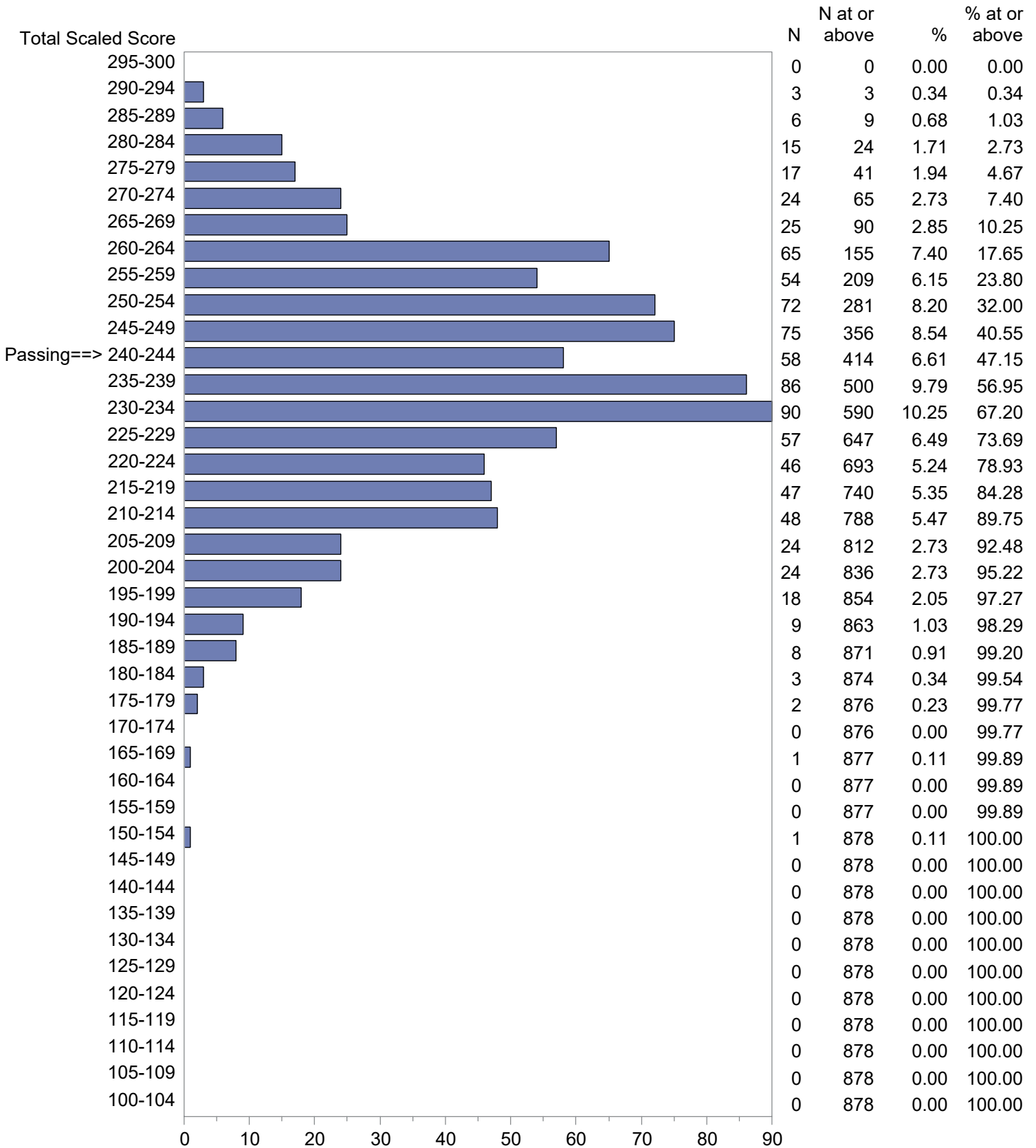
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=241 COMPUTER SCIENCE 8-12



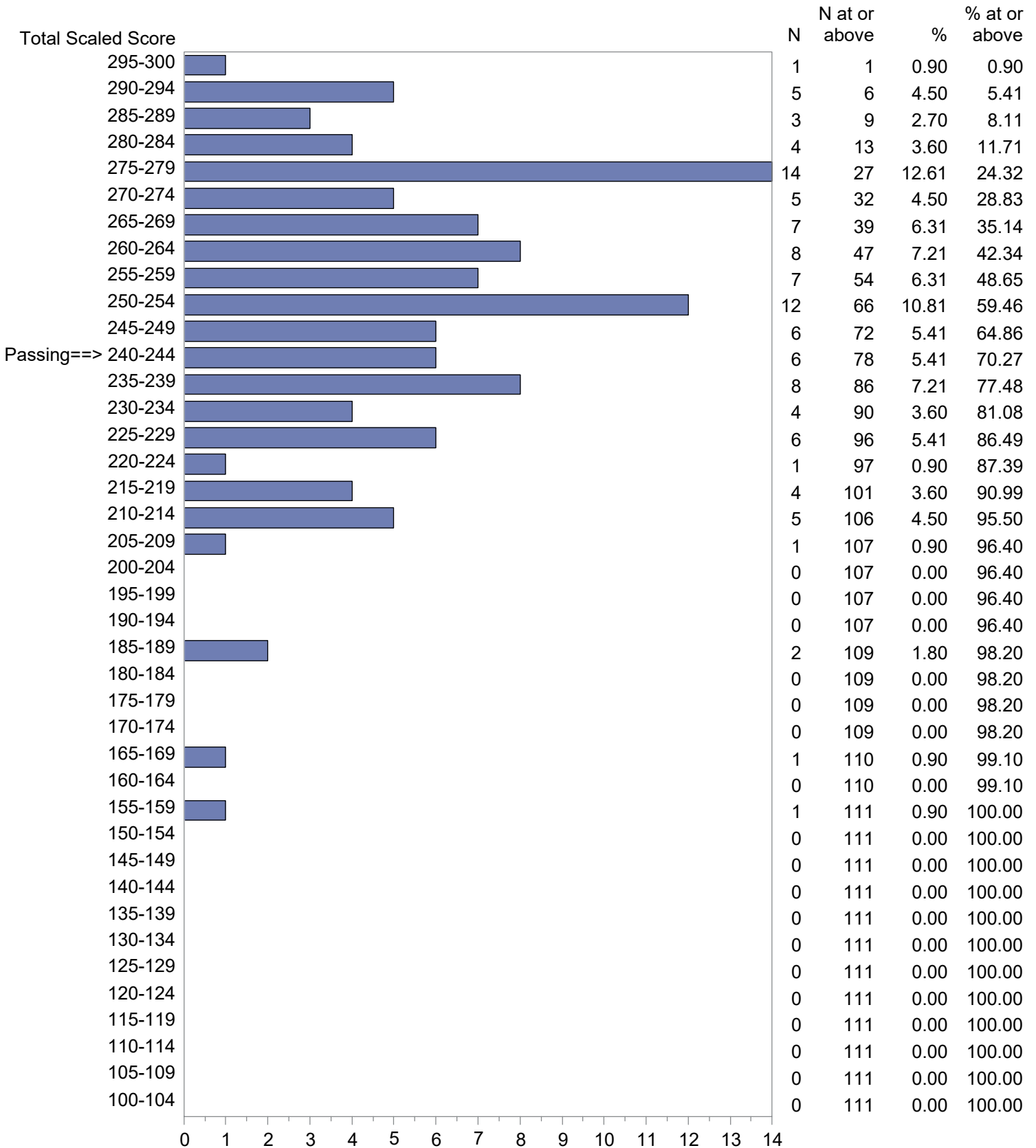
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=242 TECHNOLOGY APPLICATIONS EC-12



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

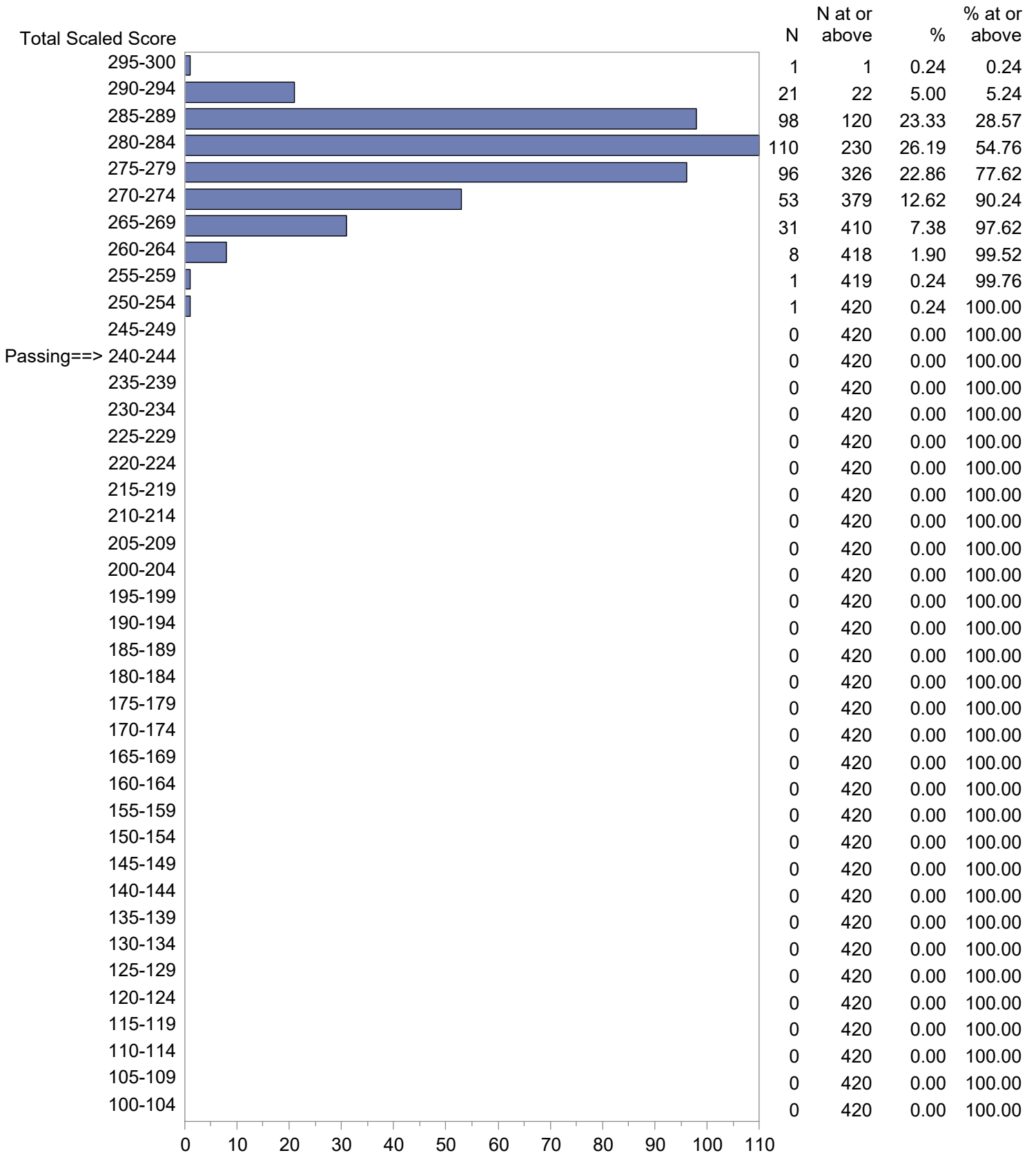
Exam Field=243 PHYSICS/MATHEMATICS 7-12





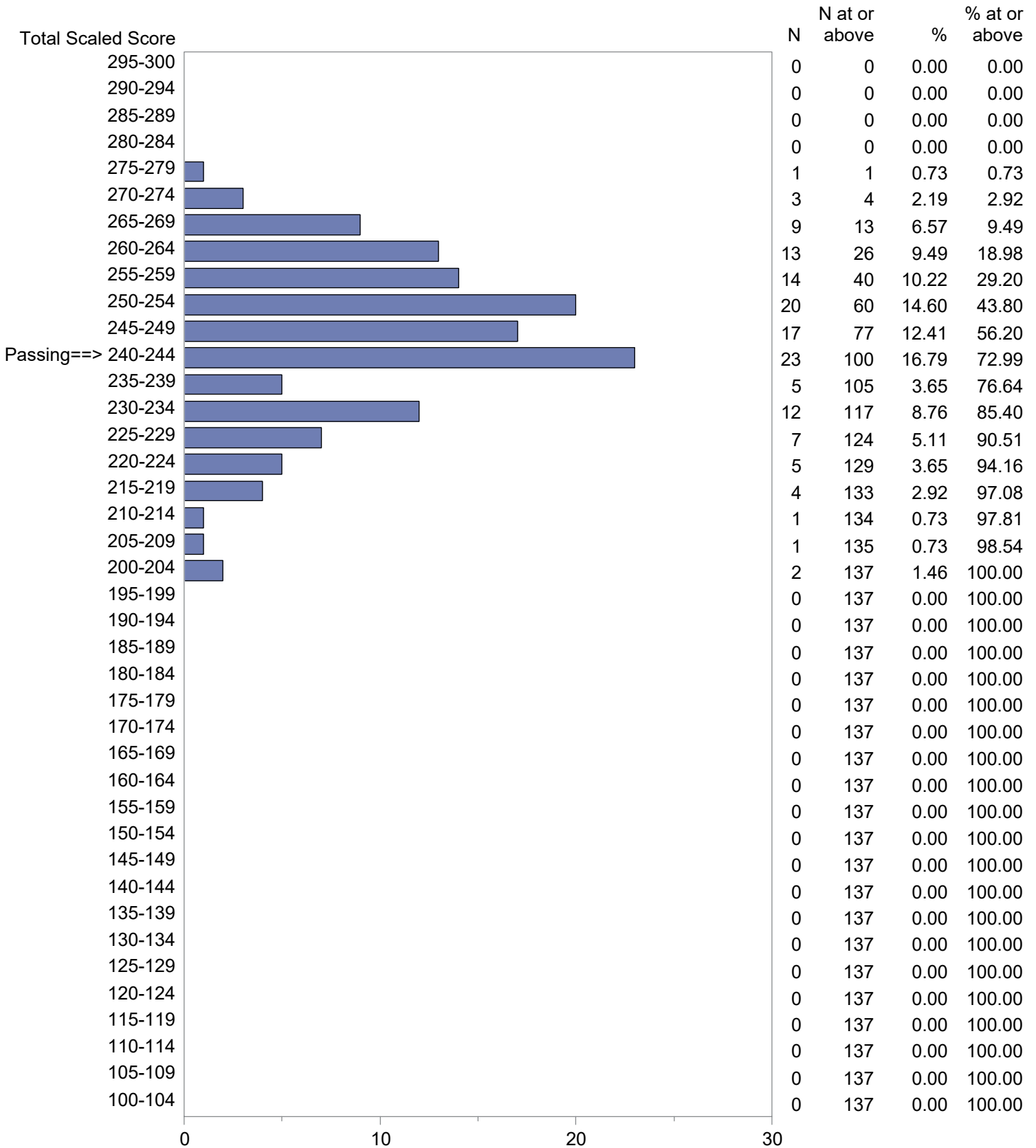
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=253 EDUCATIONAL DIAGNOSTICIAN



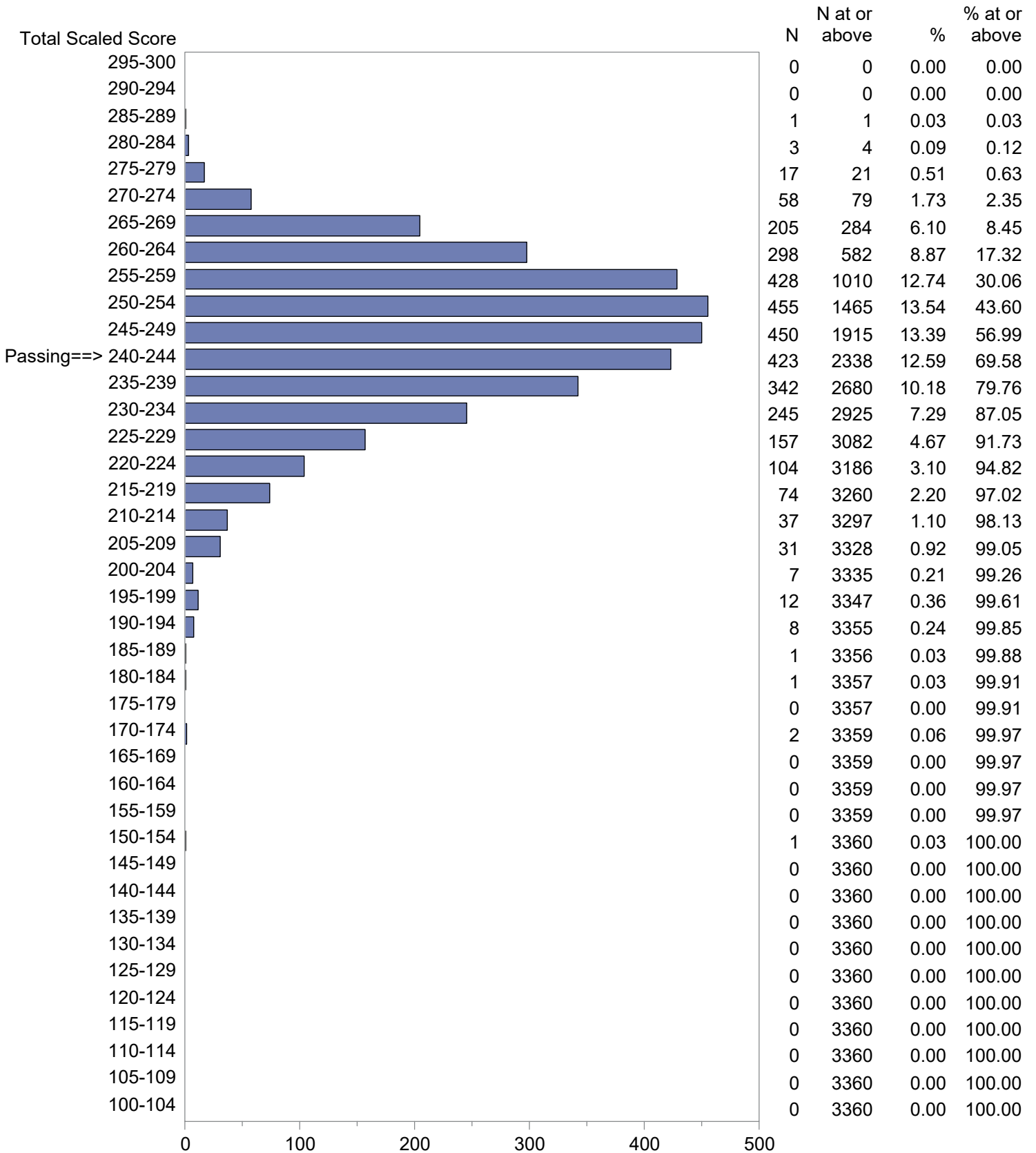
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=256 JOURNALISM 7-12



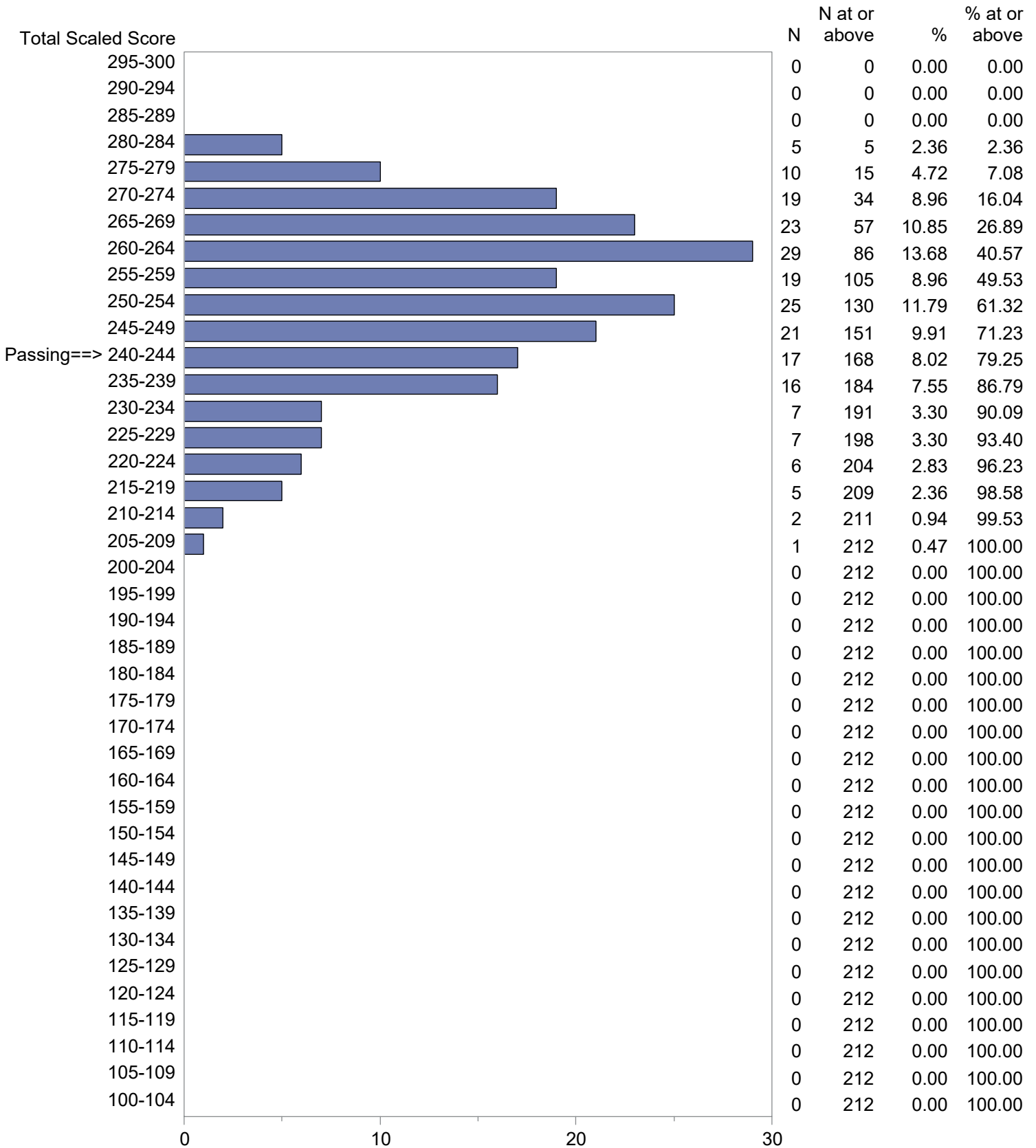
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=268 PRINCIPAL AS INSTRUCTIONAL LEADER



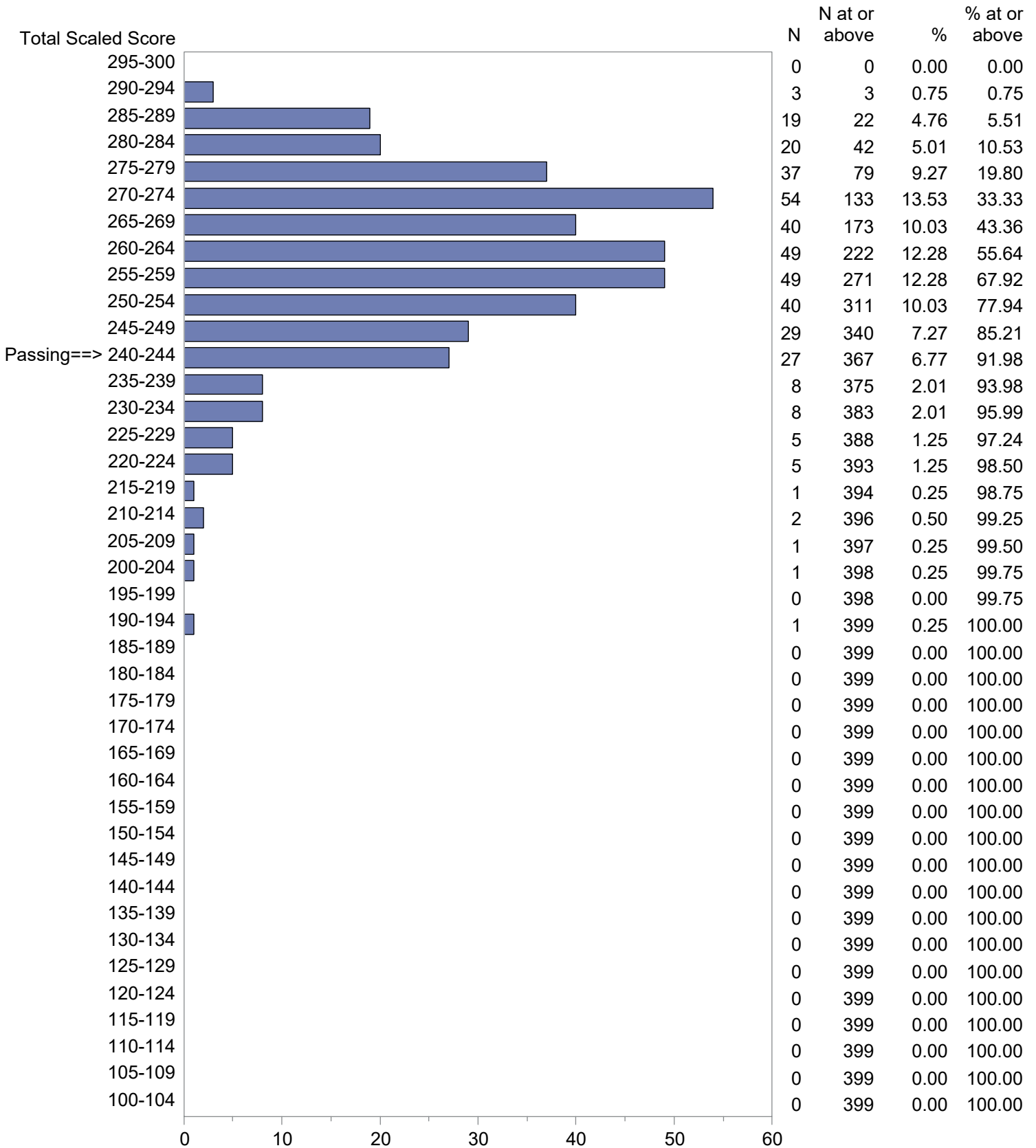
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=270 PPR TRADE & INDUSTRIAL EDUC 6-12



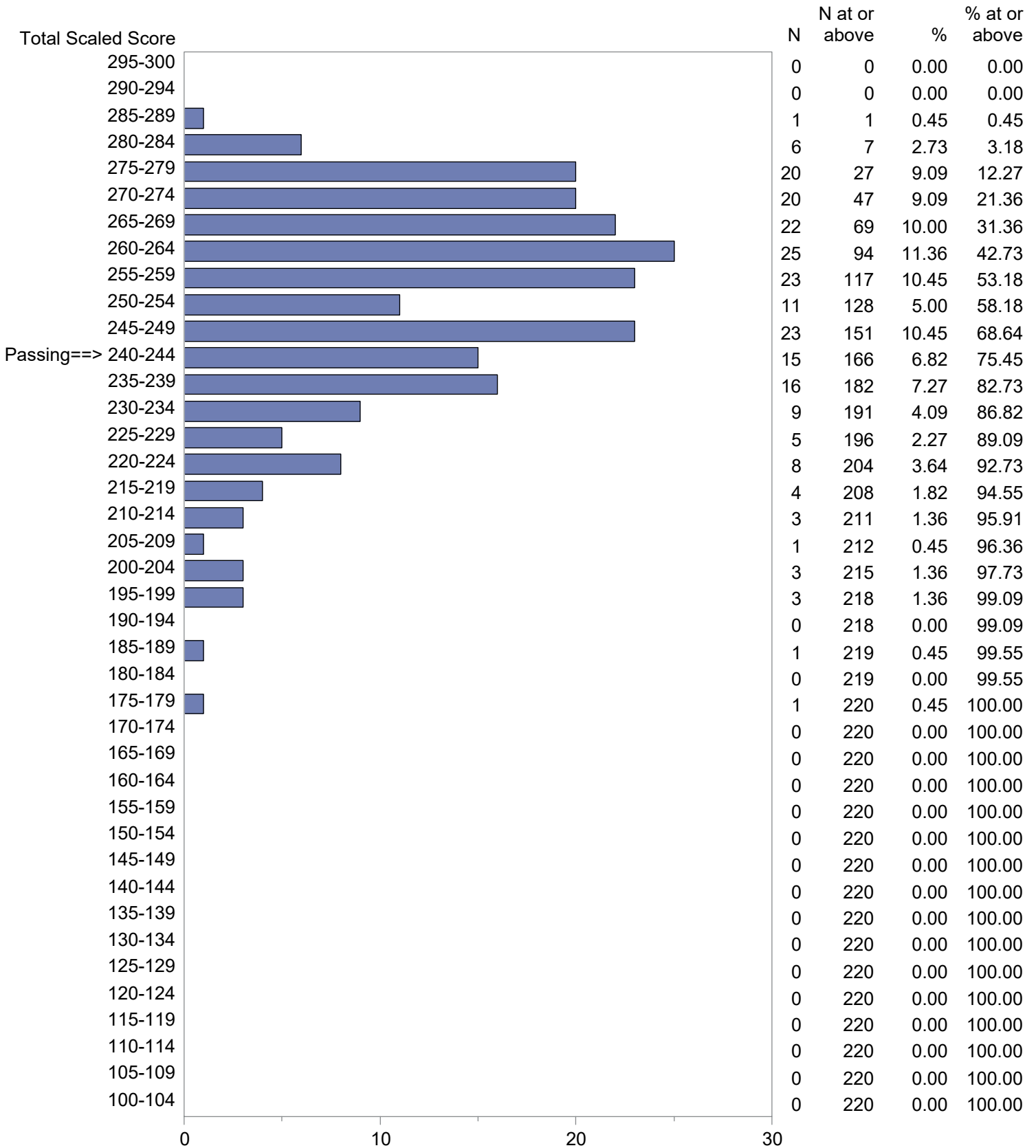
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=272 AGRICULTURAL- FOOD AND NATURAL RESOURCES 6-12



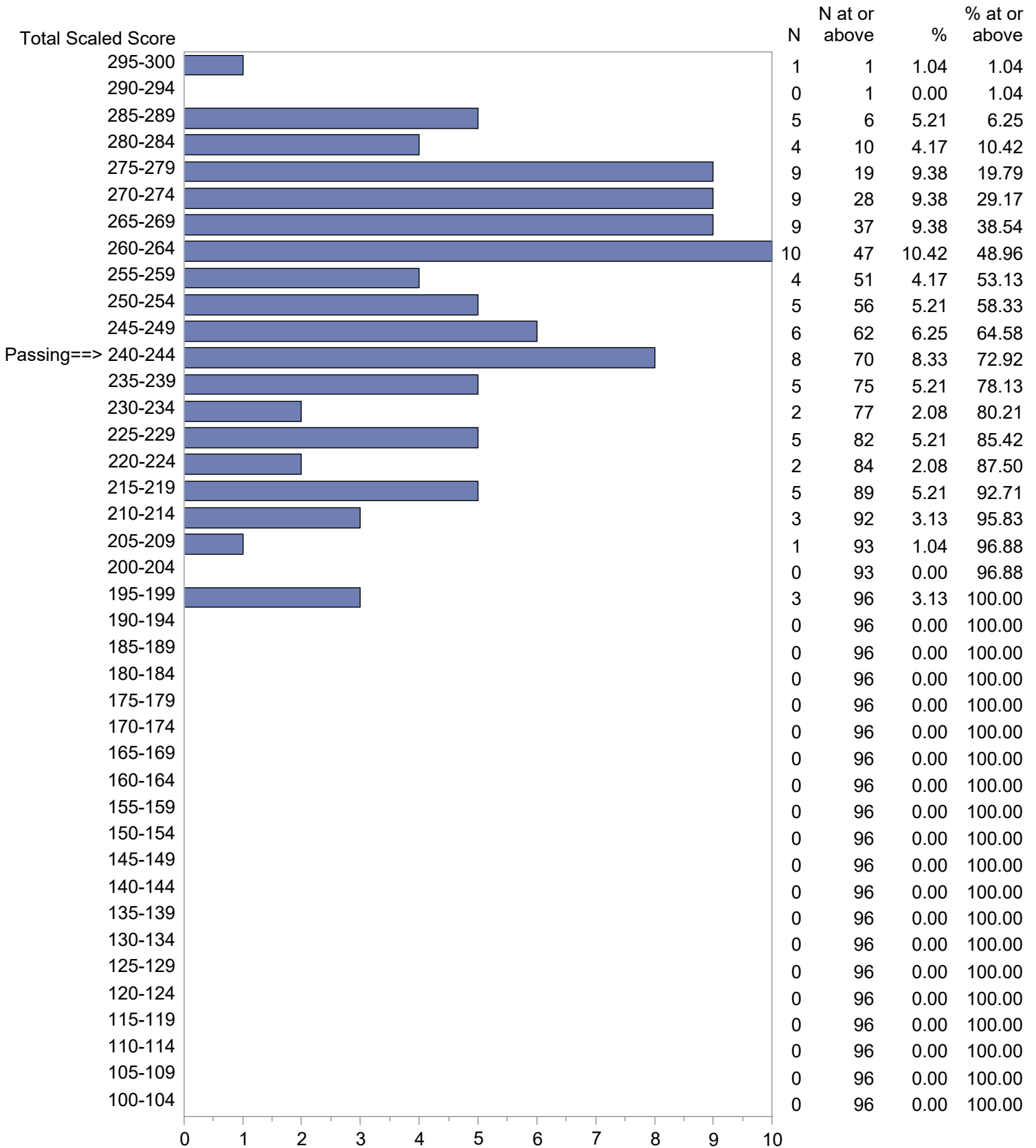
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=273 HEALTH SCIENCE 6-12



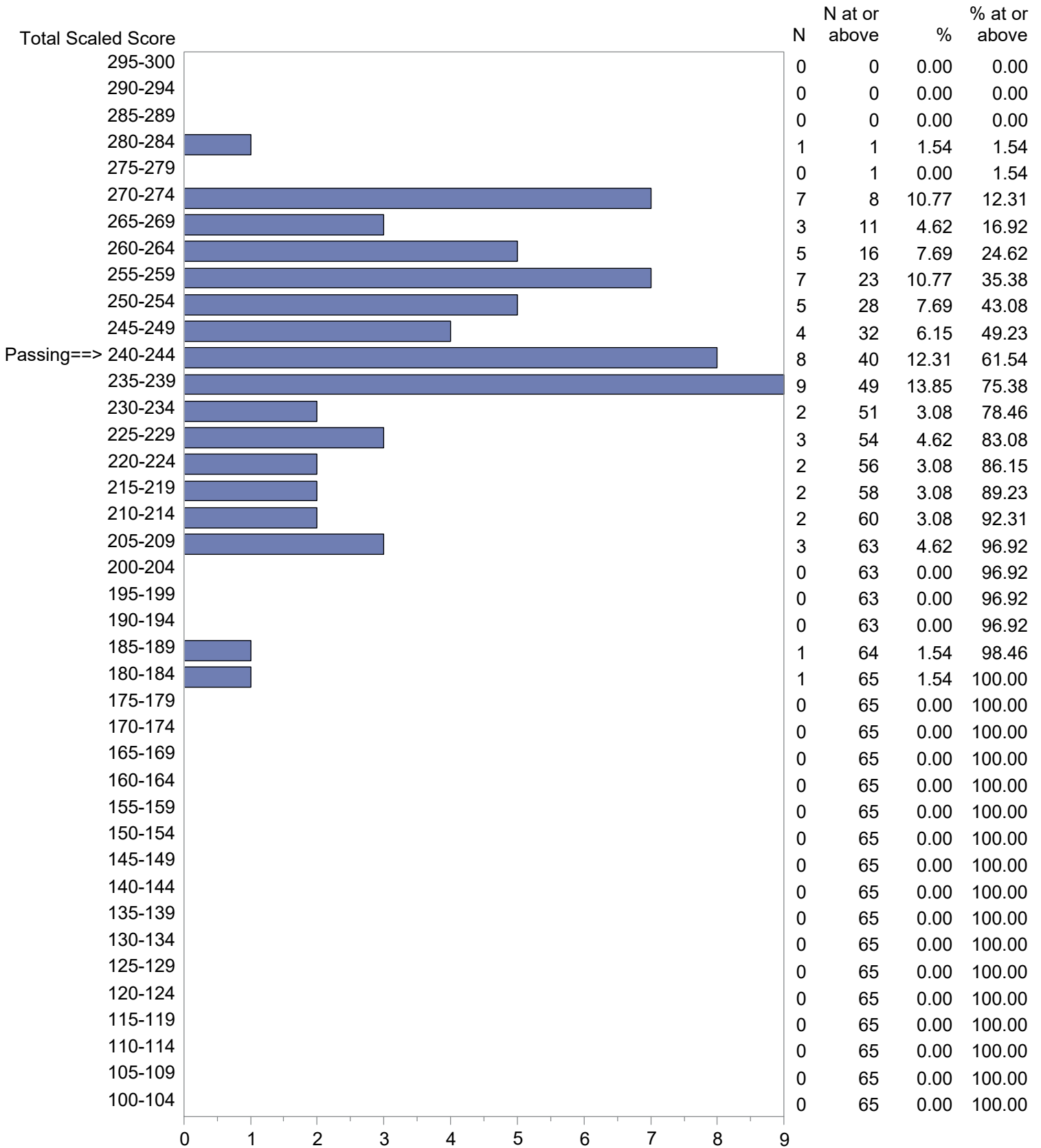
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=274 MATHEMATICS/PHYSICAL SCIENCE/ENGINEERING 6-12



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

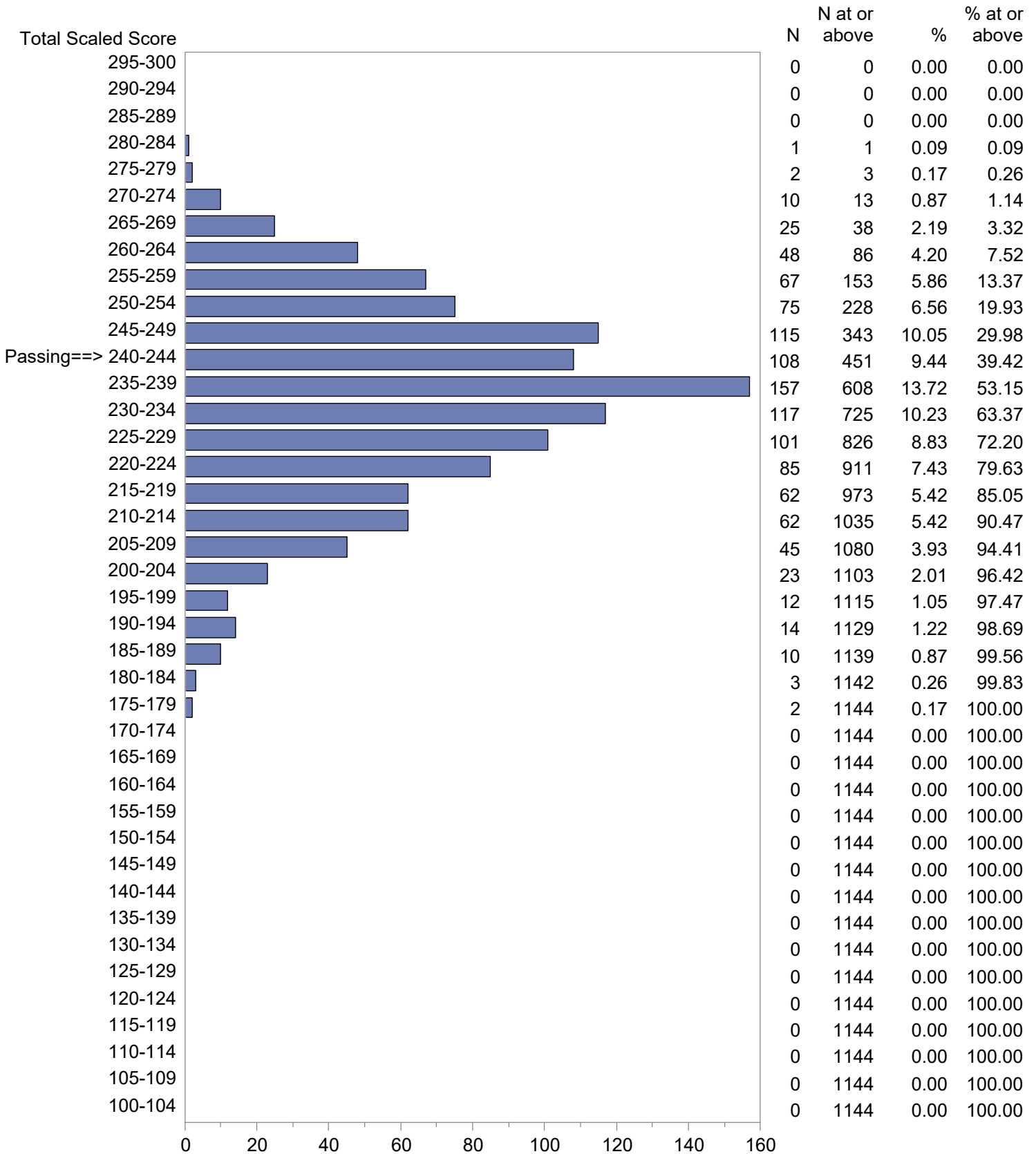
Exam Field=275 MARKETING 6-12





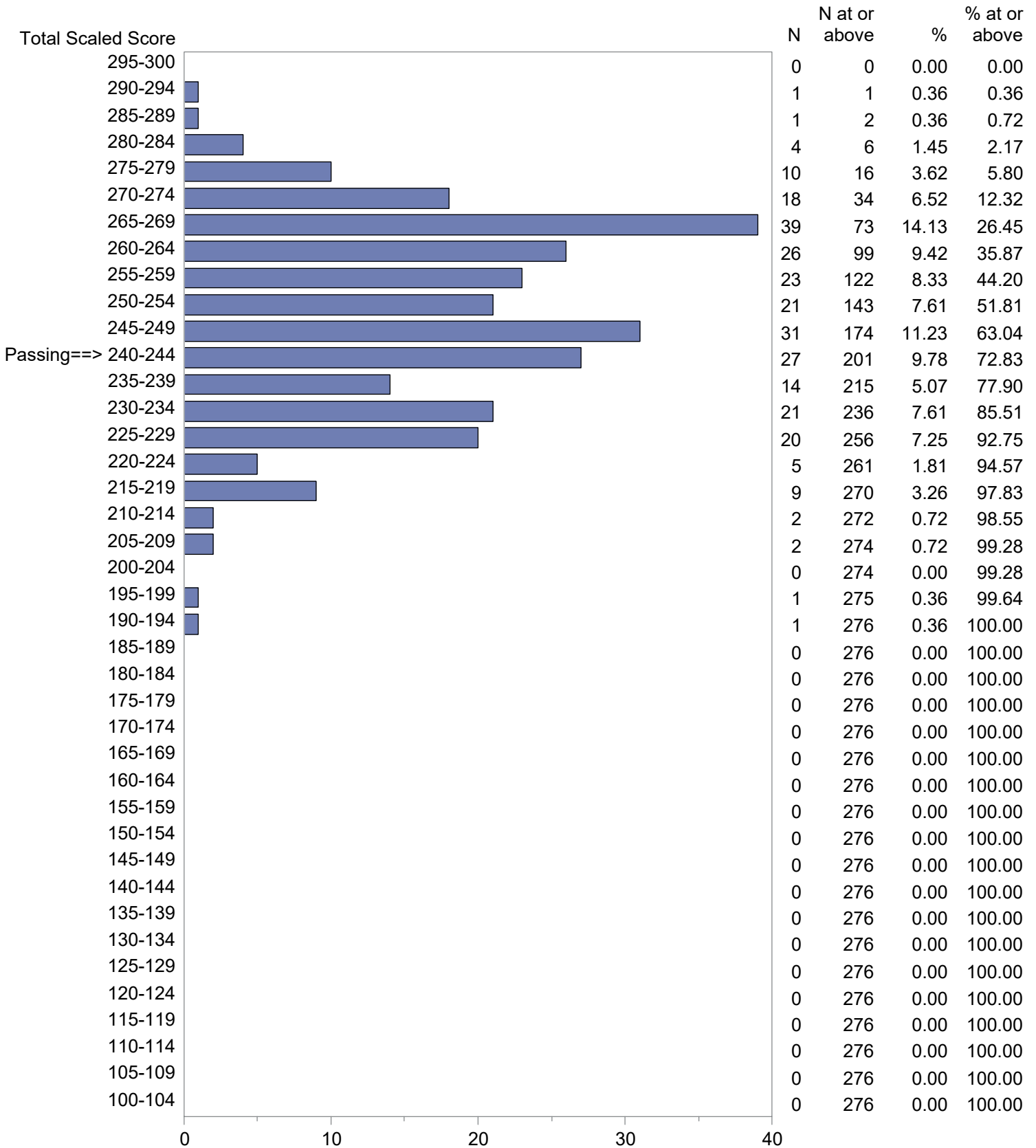
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=276 BUSINESS AND FINANCE 6-12



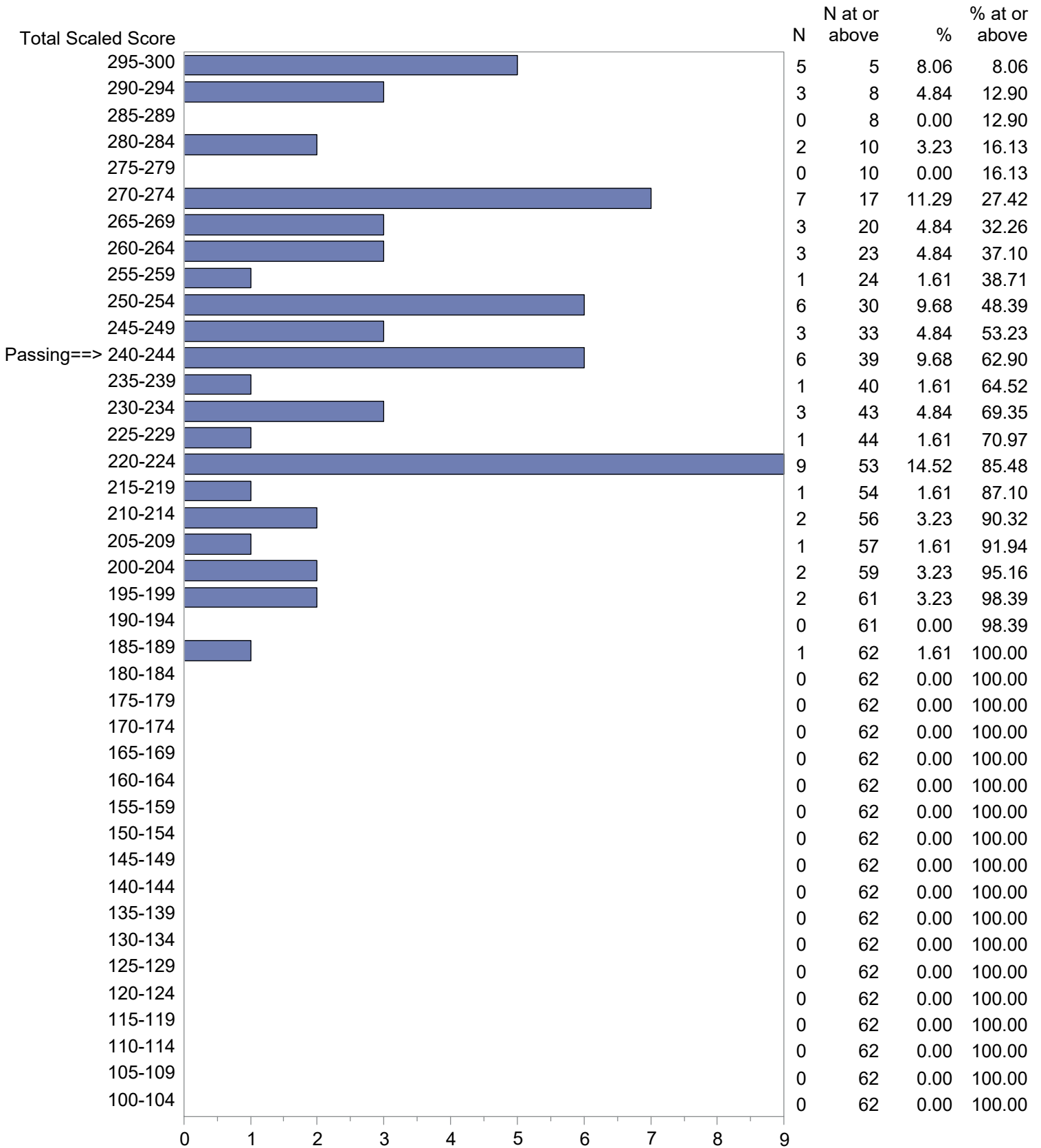
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=279 DANCE 6-12



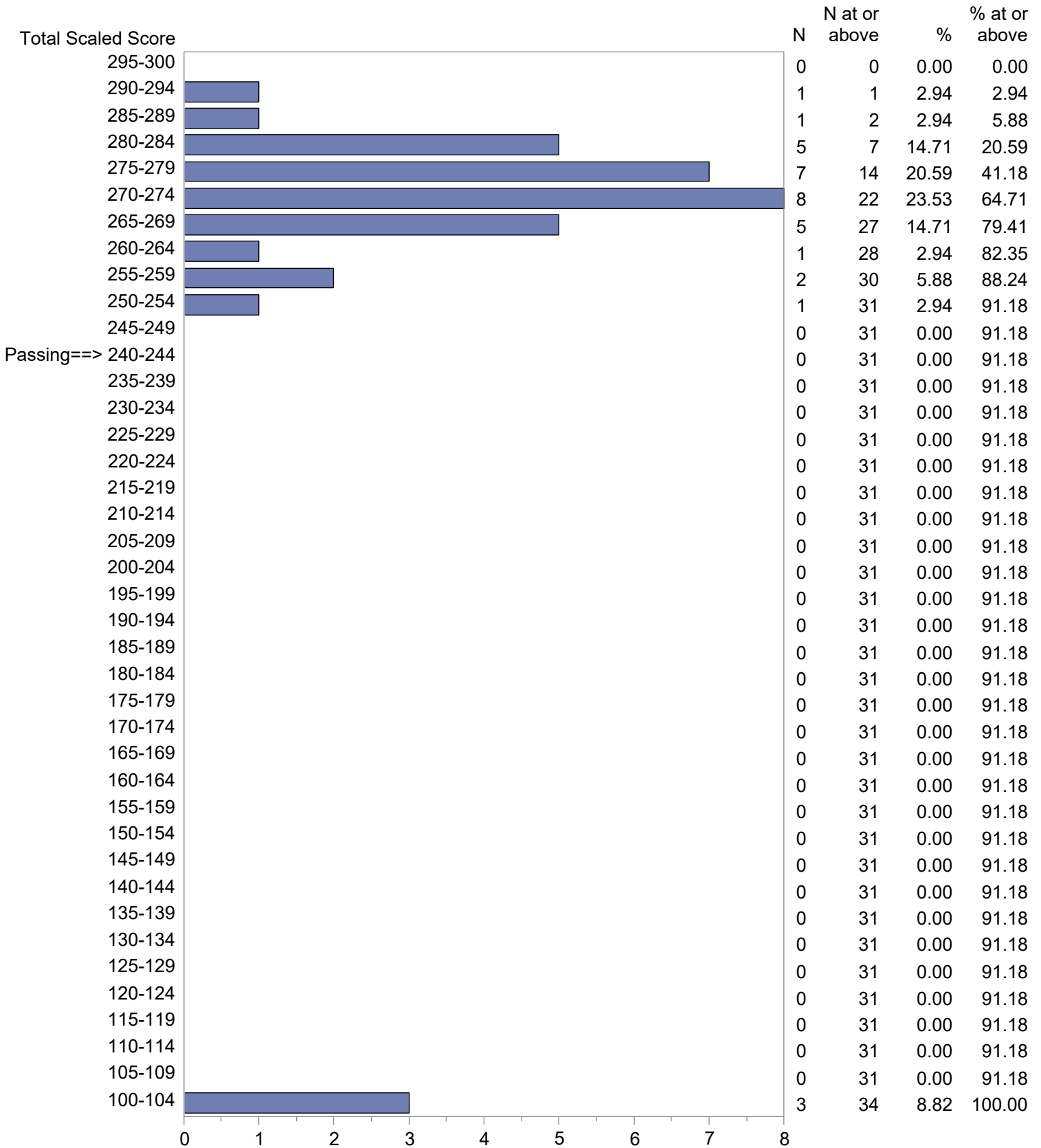
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=283 BRAILLE



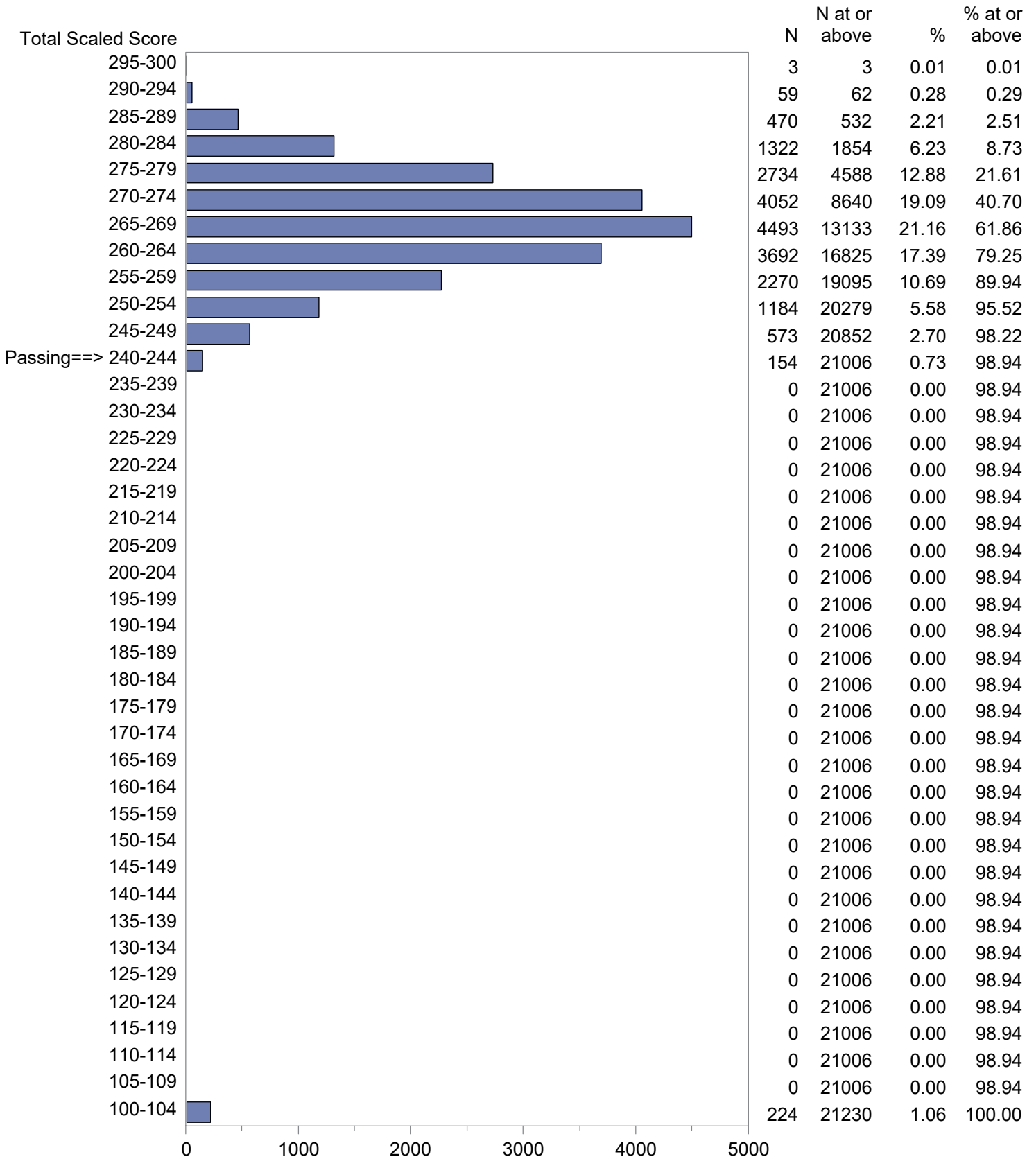
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=292 EARLY CHILDHOOD: PK-3



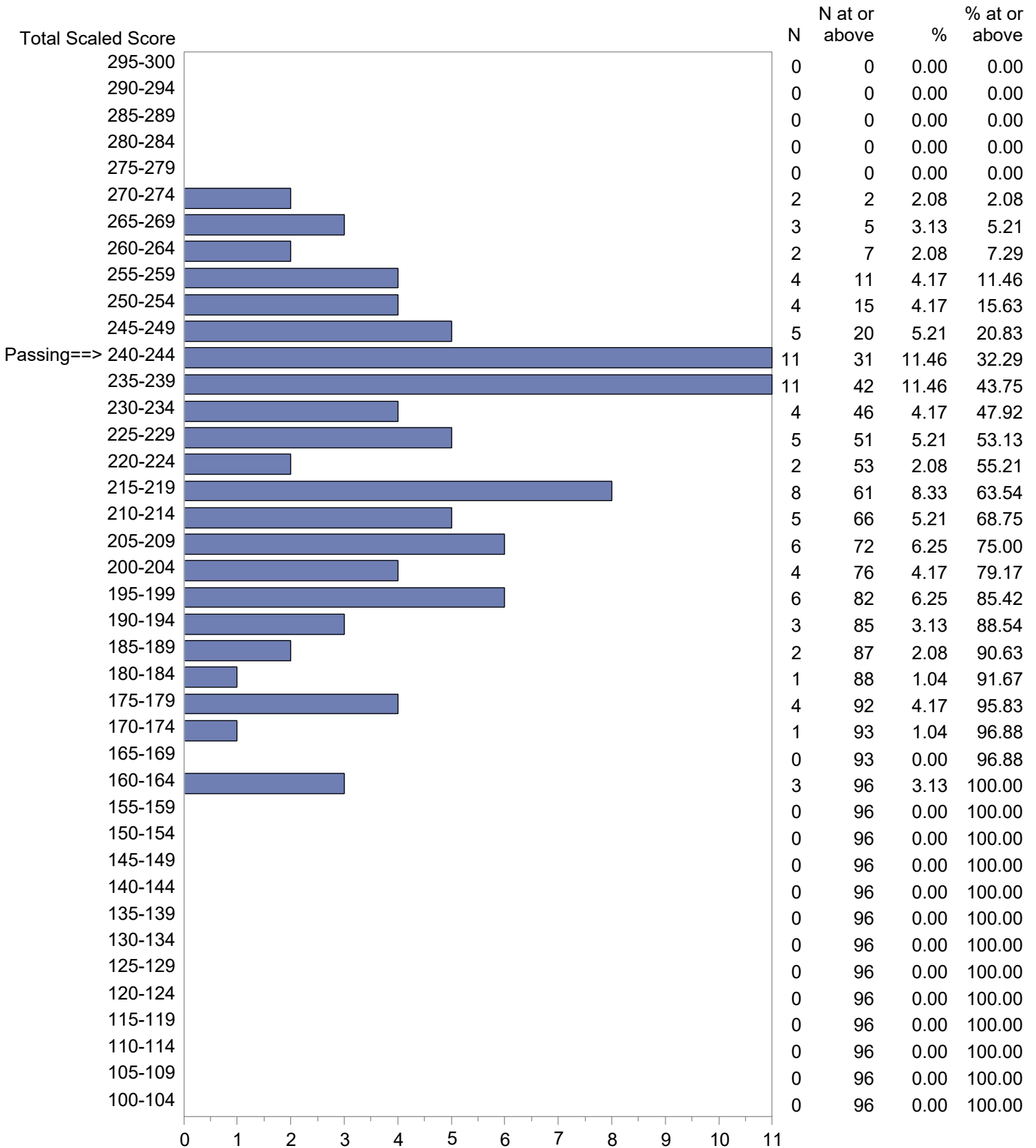
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=293 SCIENCE OF TEACHING READING



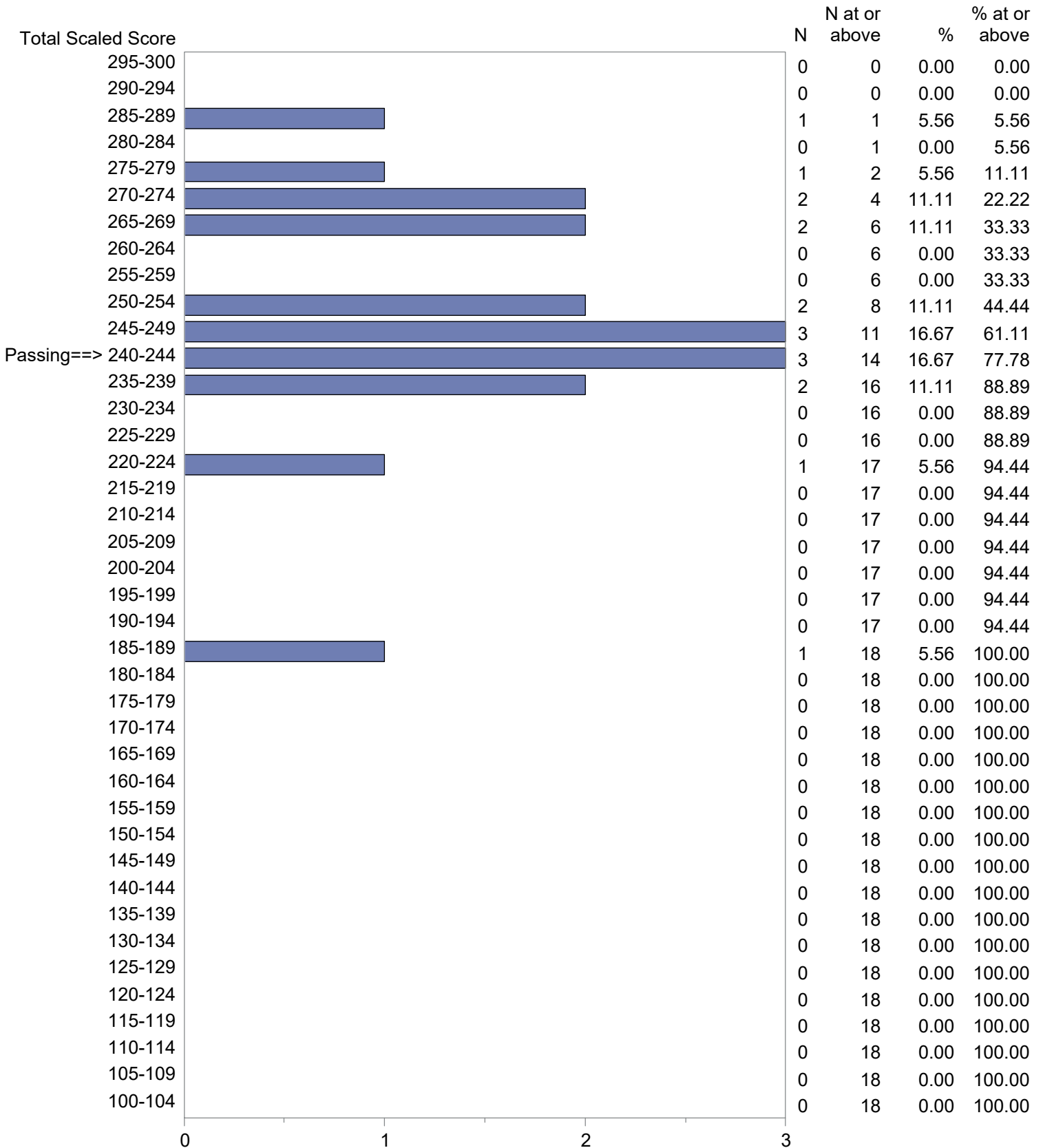
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=610 LANGUAGES OTHER THAN ENGLISH-FRENCH



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=611 LANGUAGES OTHER THAN ENGLISH-GERMAN



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

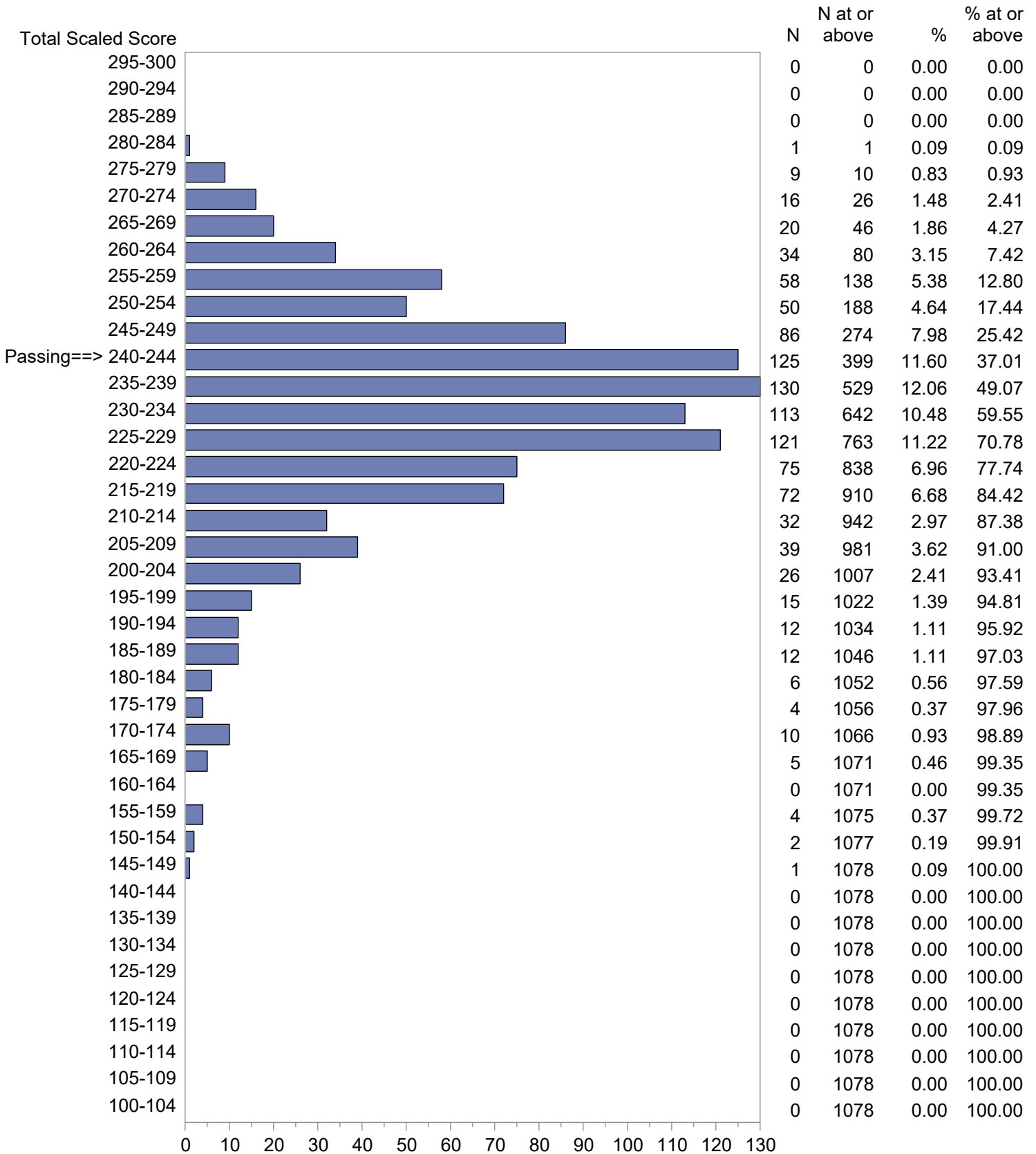
Exam Field=612 LANGUAGES OTHER THAN ENGLISH-LATIN

Total Scaled Score	N	N at or above	%	% at or above
295-300	0	0	0.00	0.00
290-294	2	2	16.67	16.67
285-289	0	2	0.00	16.67
280-284	0	2	0.00	16.67
275-279	2	4	16.67	33.33
270-274	1	5	8.33	41.67
265-269	2	7	16.67	58.33
260-264	2	9	16.67	75.00
255-259	0	9	0.00	75.00
250-254	1	10	8.33	83.33
245-249	0	10	0.00	83.33
240-244	0	10	0.00	83.33
235-239	0	10	0.00	83.33
230-234	0	10	0.00	83.33
225-229	0	10	0.00	83.33
220-224	0	10	0.00	83.33
215-219	1	11	8.33	91.67
210-214	1	12	8.33	100.00
205-209	0	12	0.00	100.00
200-204	0	12	0.00	100.00
195-199	0	12	0.00	100.00
190-194	0	12	0.00	100.00
185-189	0	12	0.00	100.00
180-184	0	12	0.00	100.00
175-179	0	12	0.00	100.00
170-174	0	12	0.00	100.00
165-169	0	12	0.00	100.00
160-164	0	12	0.00	100.00
155-159	0	12	0.00	100.00
150-154	0	12	0.00	100.00
145-149	0	12	0.00	100.00
140-144	0	12	0.00	100.00
135-139	0	12	0.00	100.00
130-134	0	12	0.00	100.00
125-129	0	12	0.00	100.00
120-124	0	12	0.00	100.00
115-119	0	12	0.00	100.00
110-114	0	12	0.00	100.00
105-109	0	12	0.00	100.00
100-104	0	12	0.00	100.00



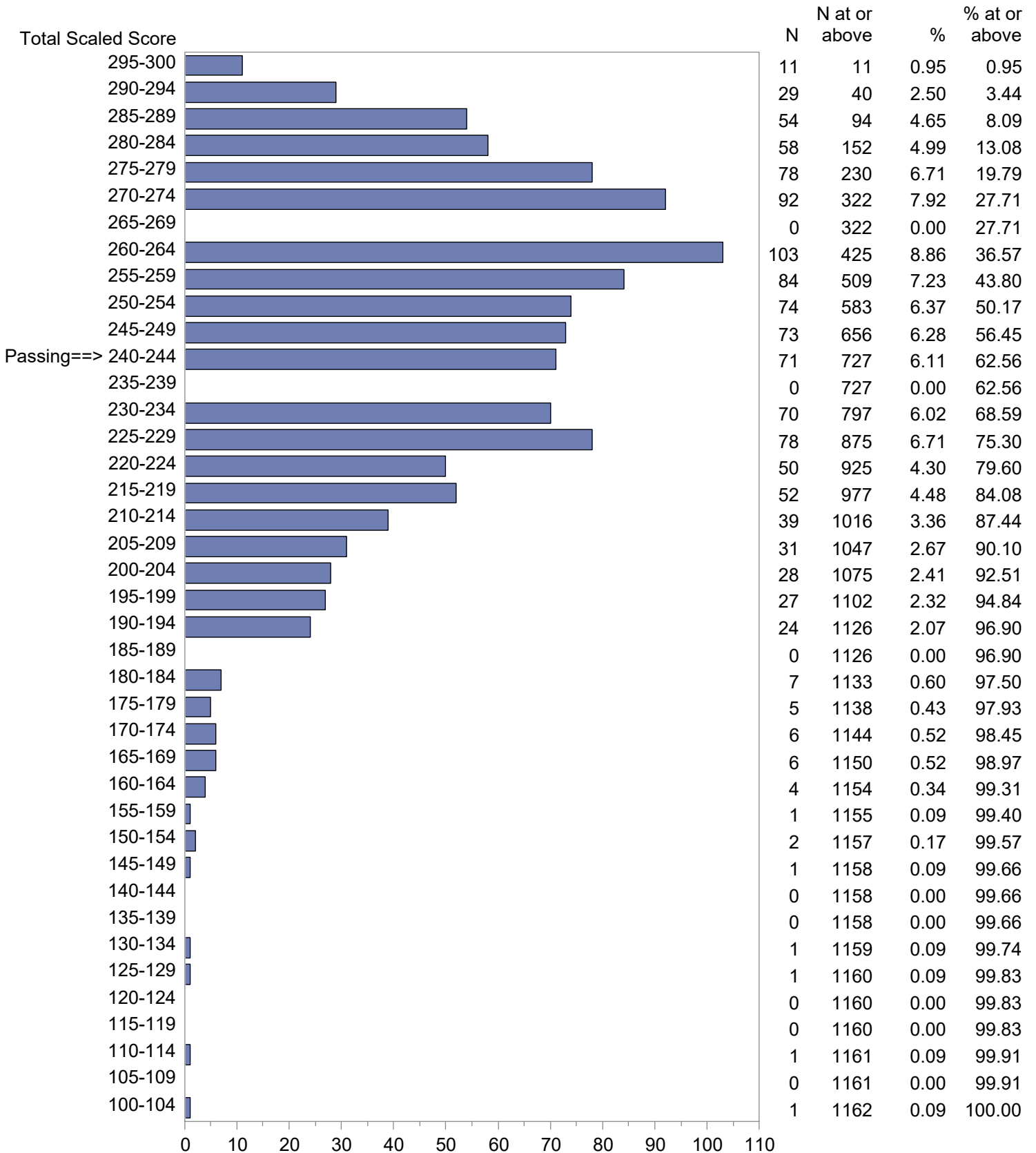
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=613 LANGUAGES OTHER THAN ENGLISH-SPANISH



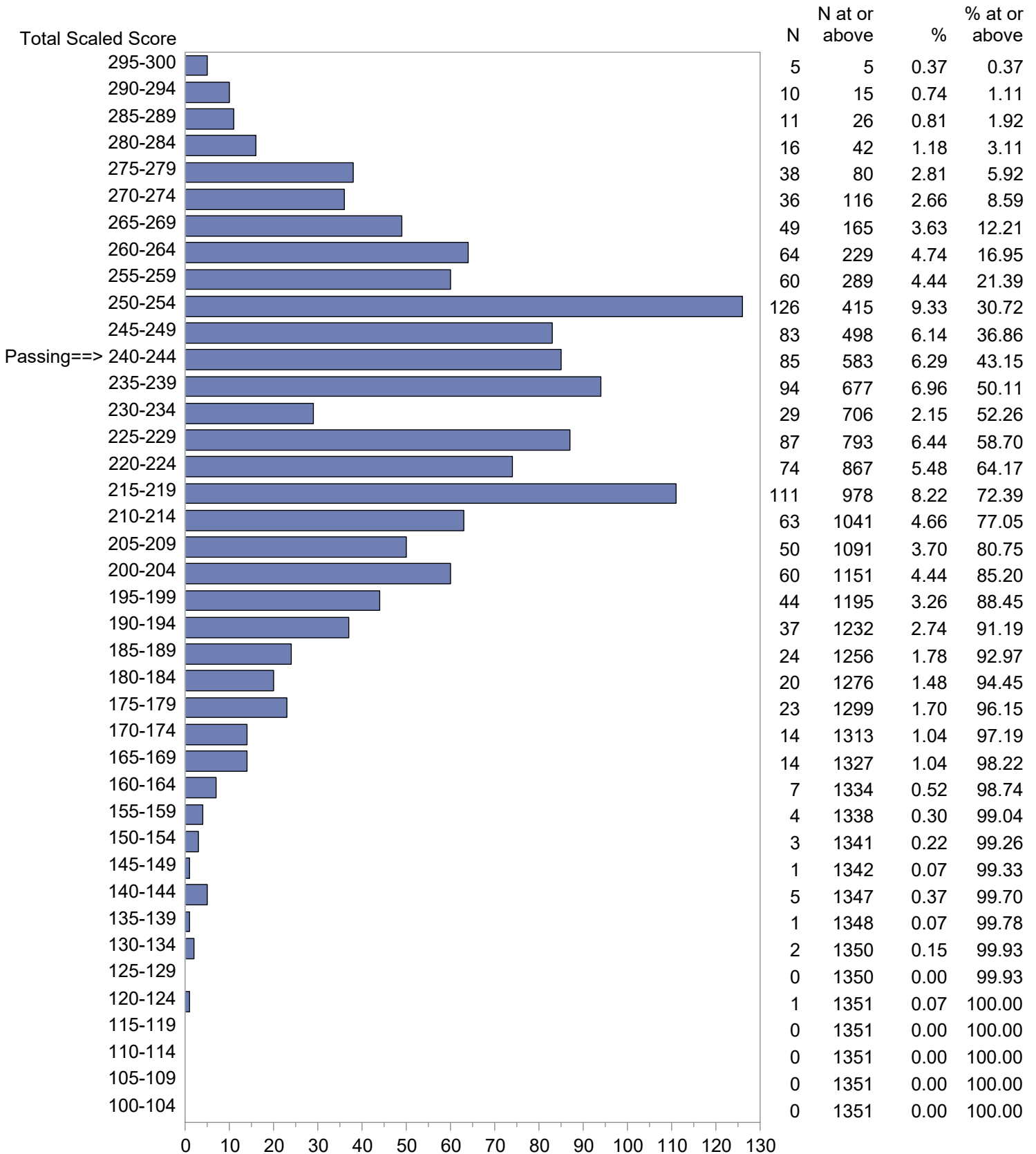
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=701 TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST I: READING)



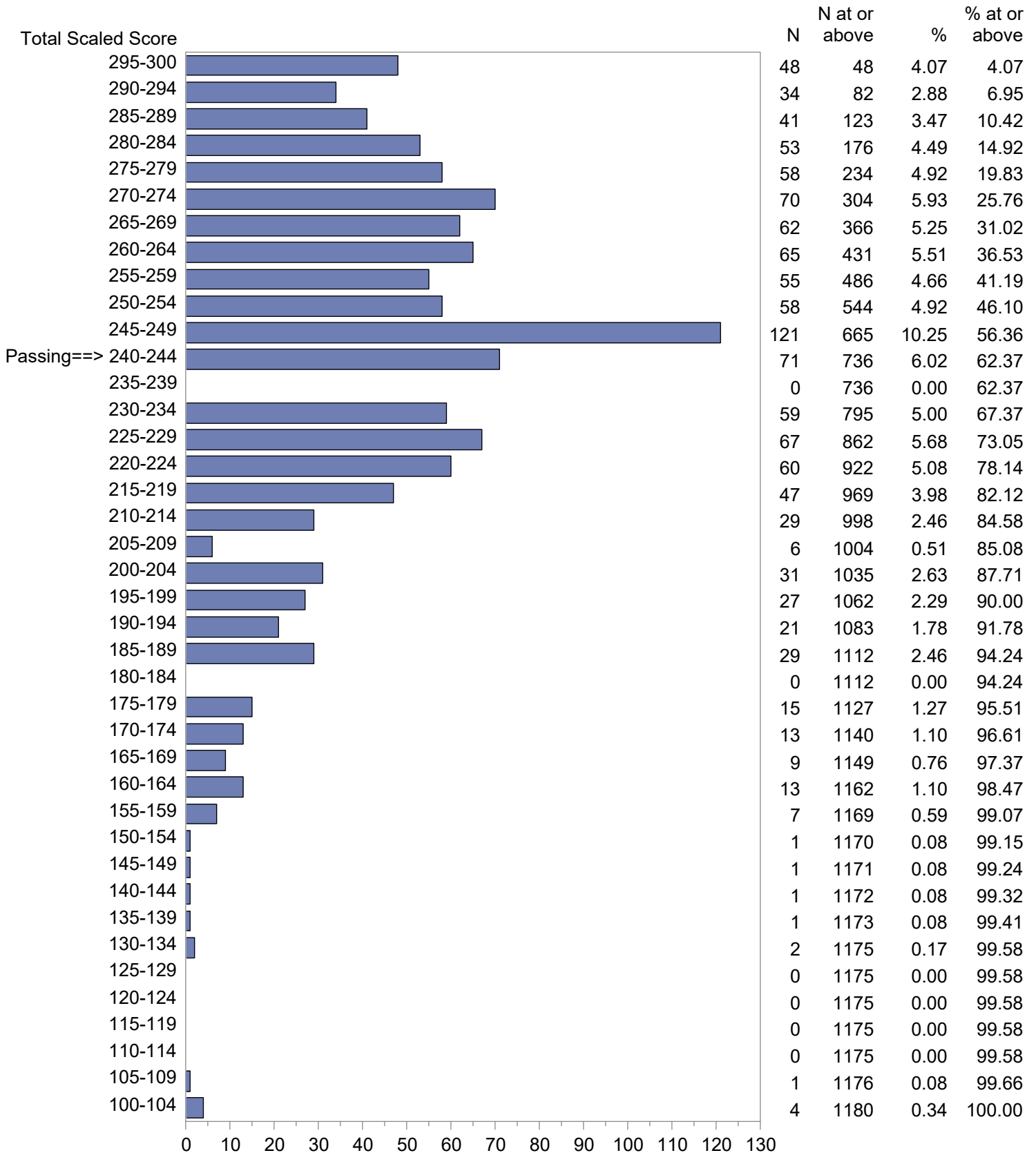
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=702 TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST II: WRITING)



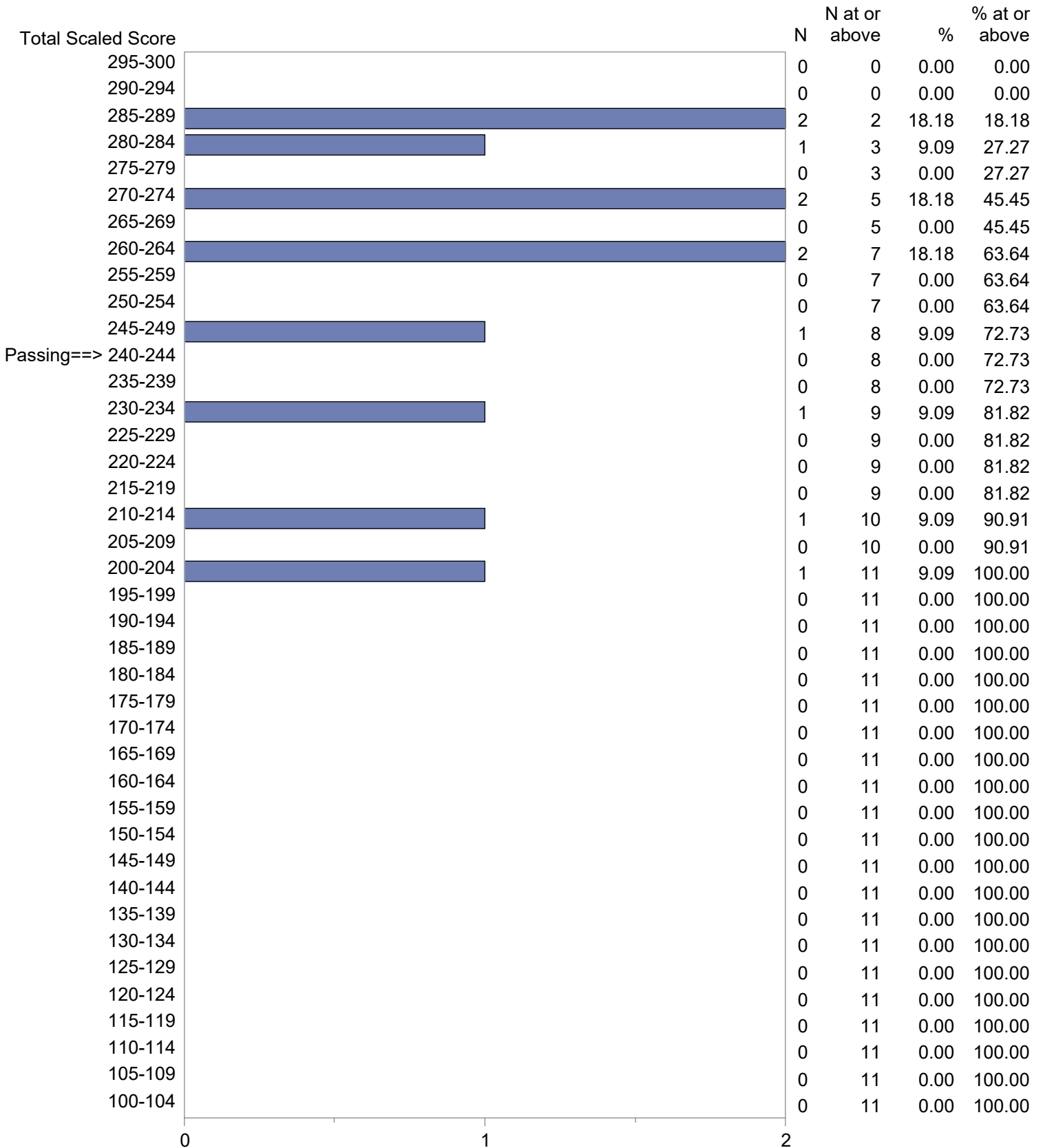
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=703 TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST III: MATHEMATICS)



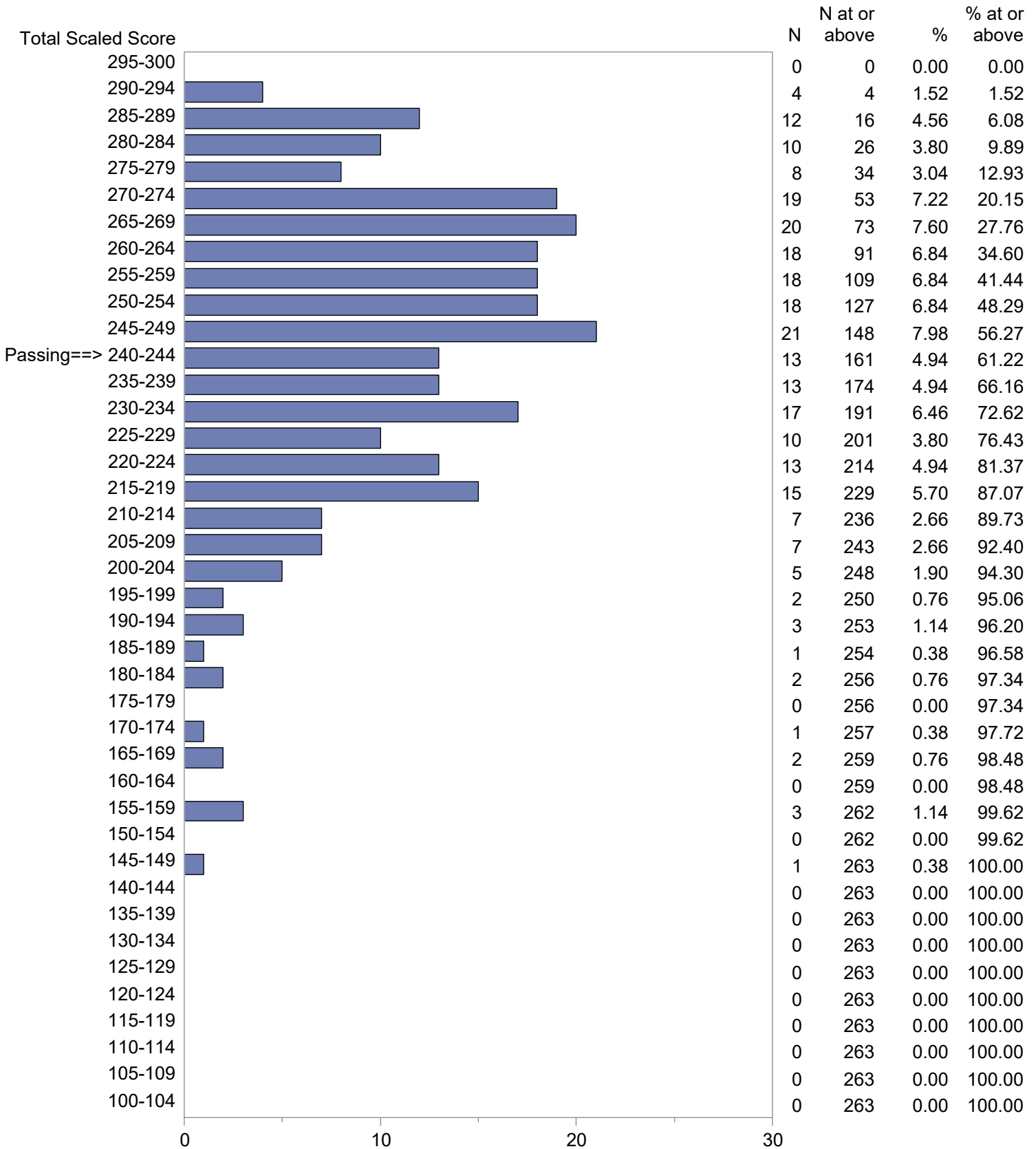
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=710 TX PACT: LOTE FRENCH: EARLY CHILDHOOD-GRADE 12



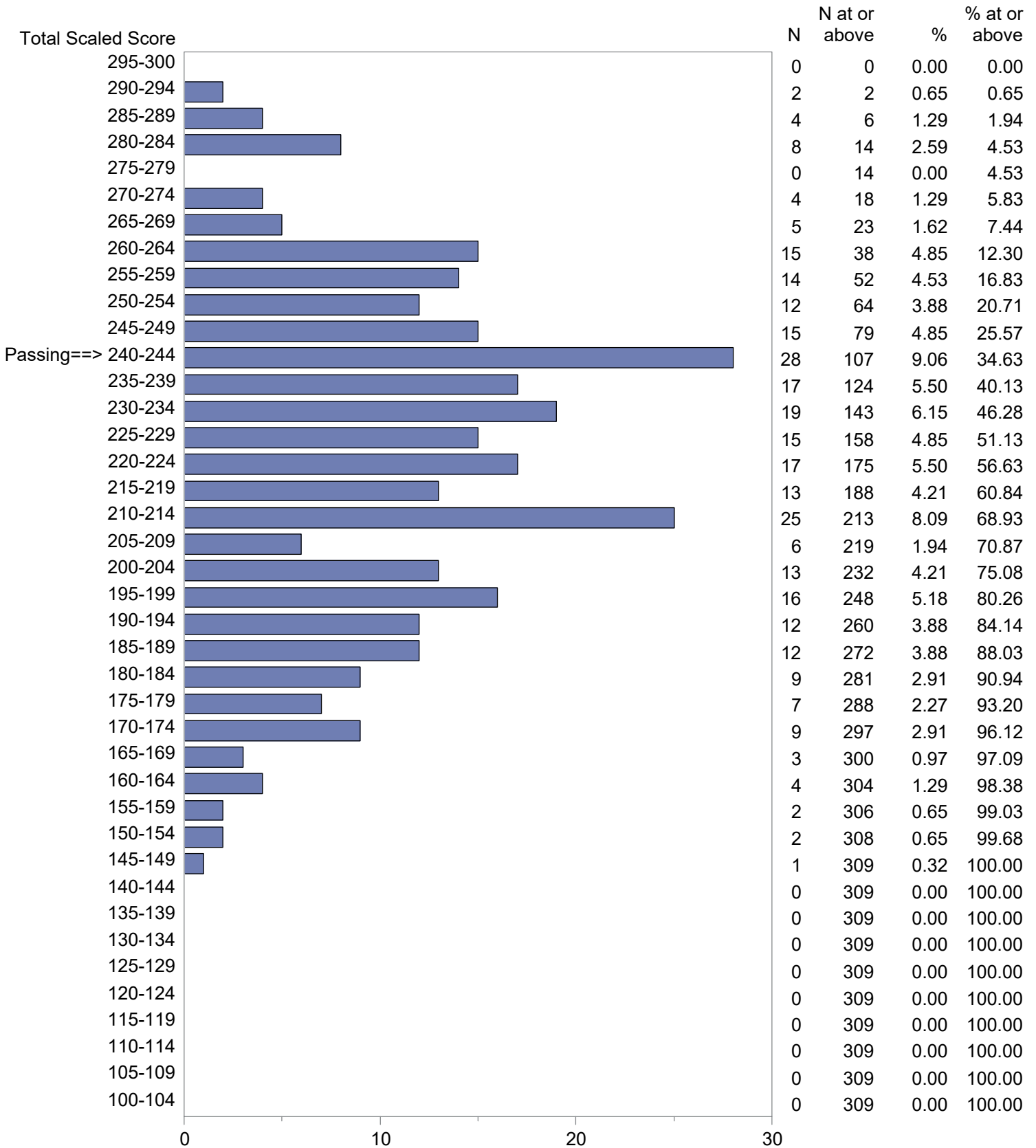
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=713 TX PACT: LOTE SPANISH: EARLY CHILDHOOD-GRADE 12



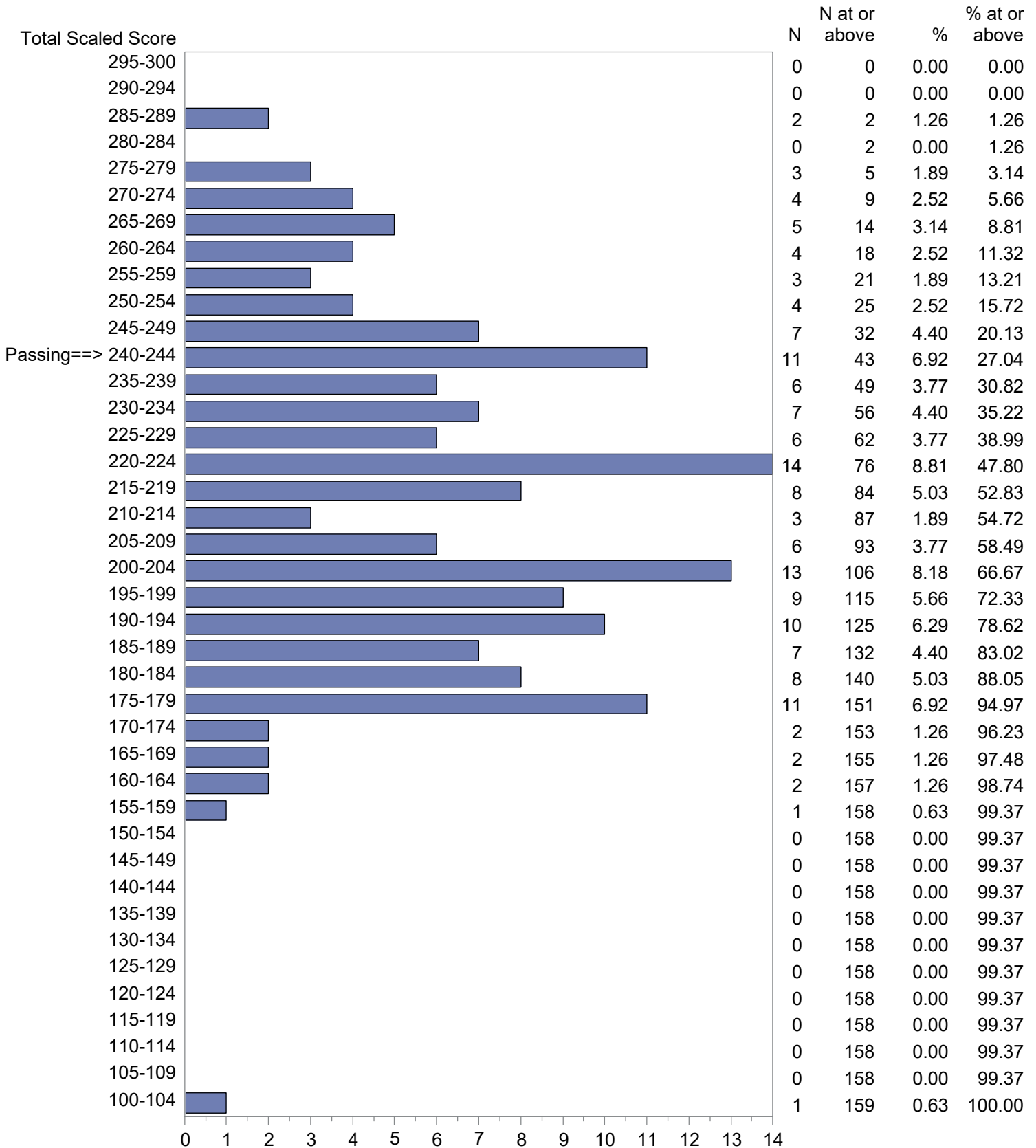
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=715 TX PACT: MATHEMATICS: GRADES 4-8



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

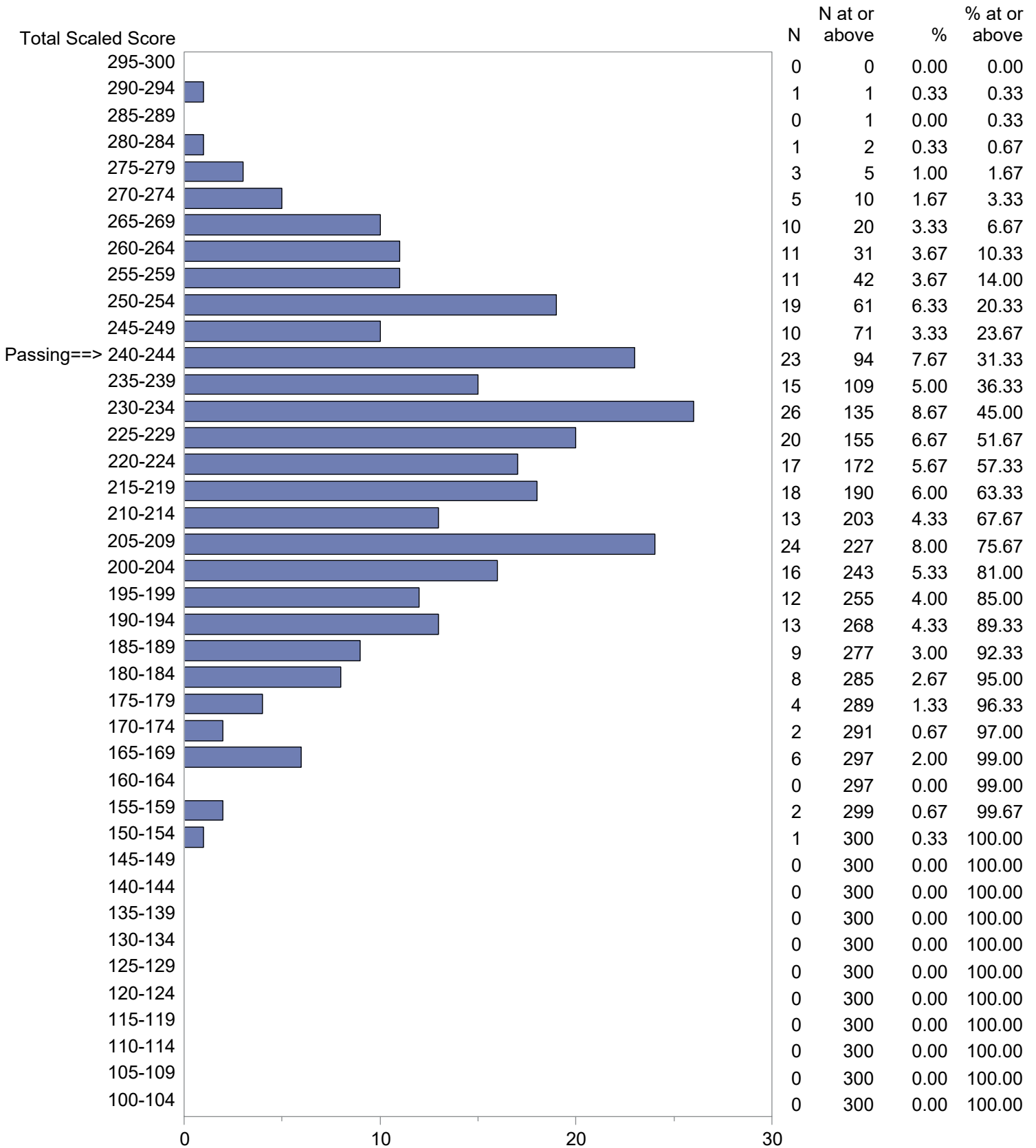
Exam Field=716 TX PACT: SCIENCE: GRADES 4-8





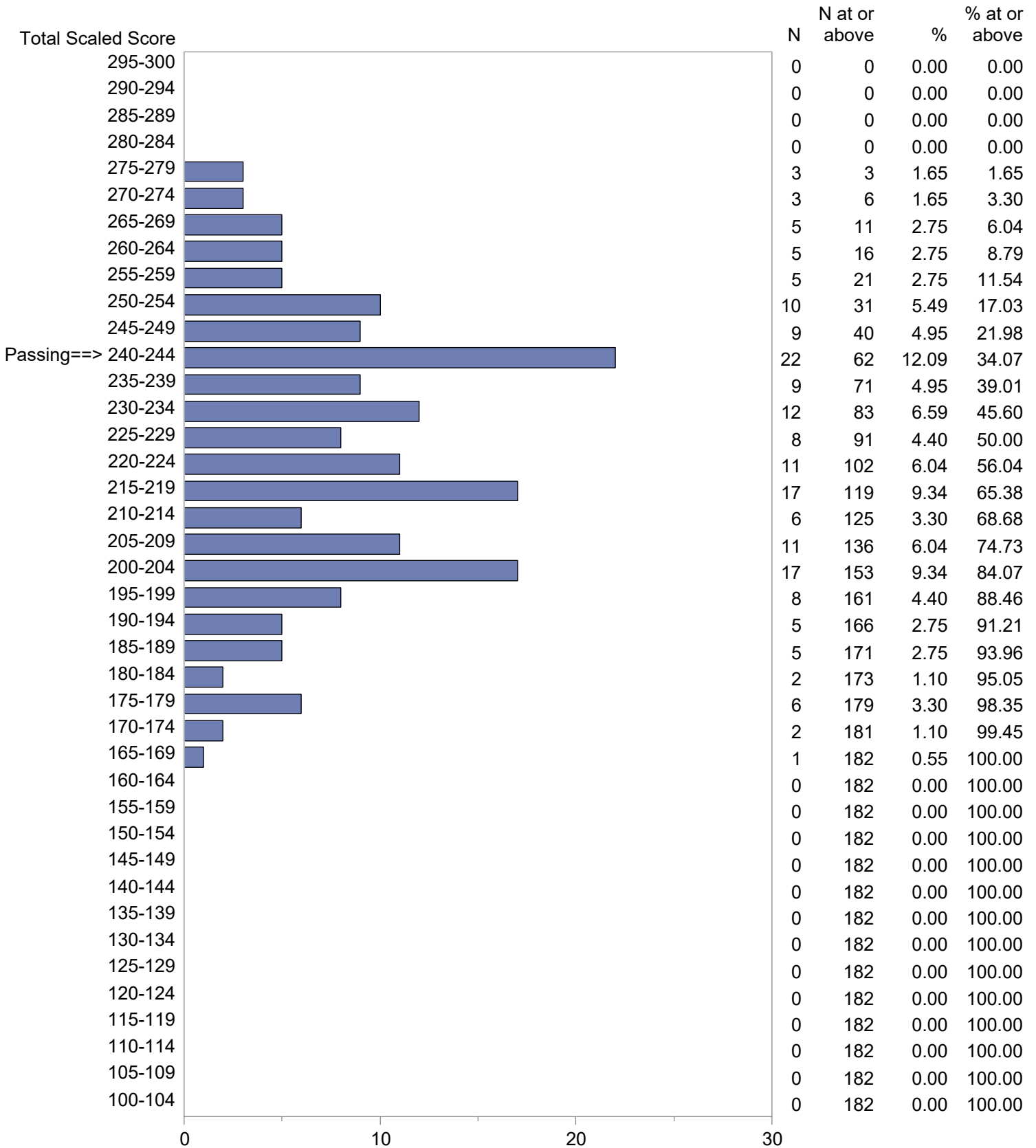
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=717 TX PACT: ENGLISH LANGUAGE ARTS AND READING: GRADES 4-8



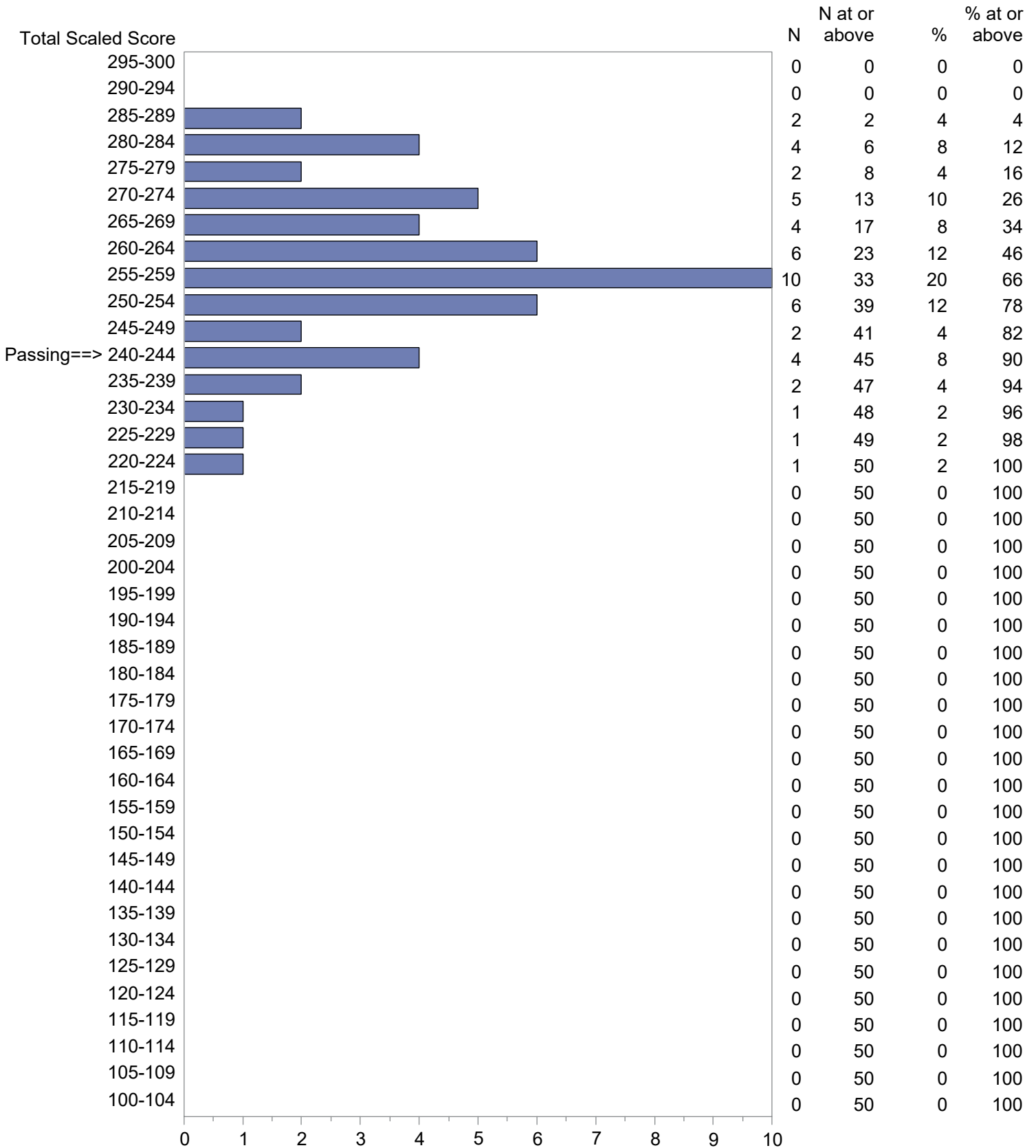
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=718 TX PACT: SOCIAL STUDIES: GRADES 4-8



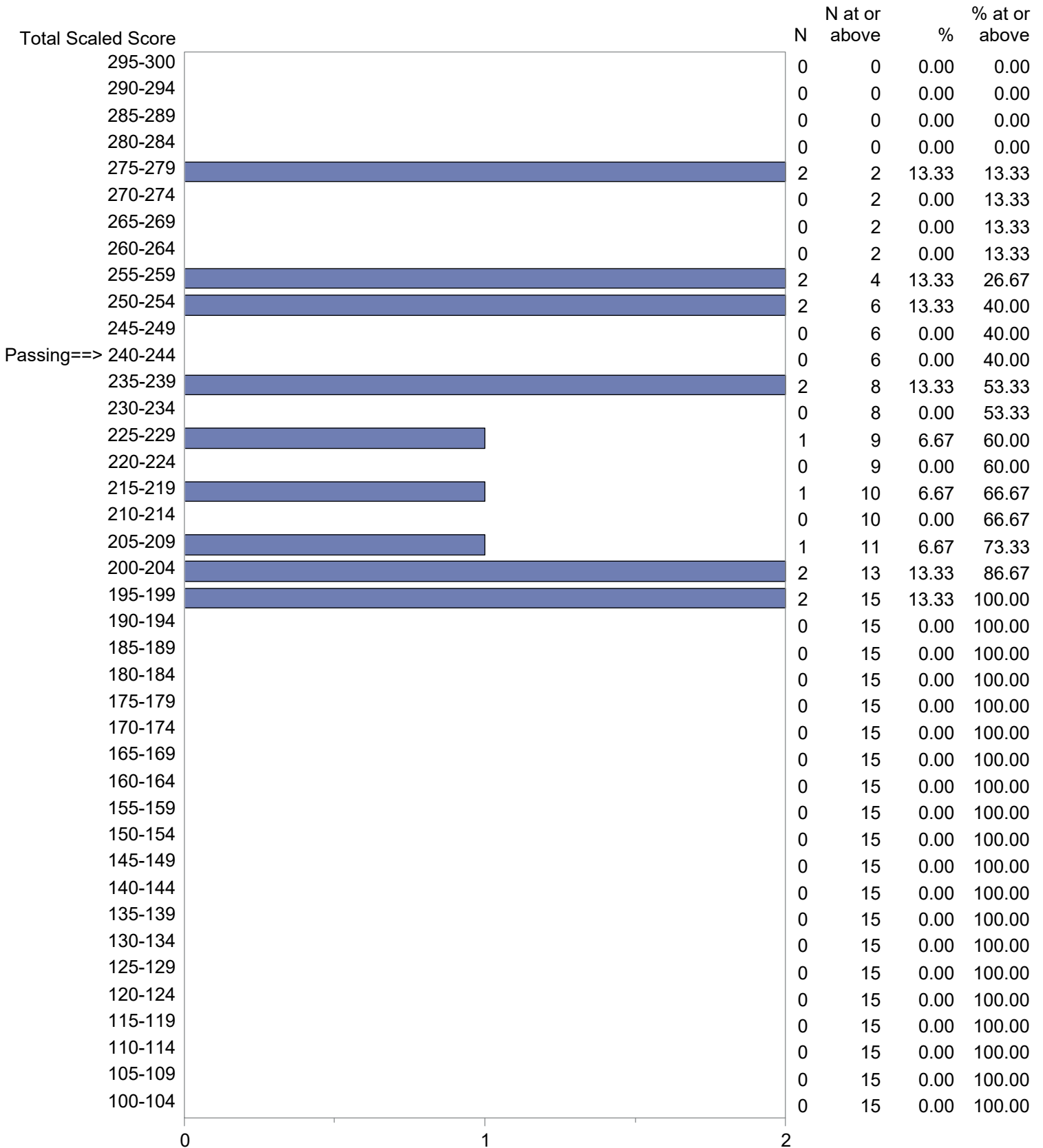
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=721 TX PACT: FAMILY AND CONSUMER SCIENCES



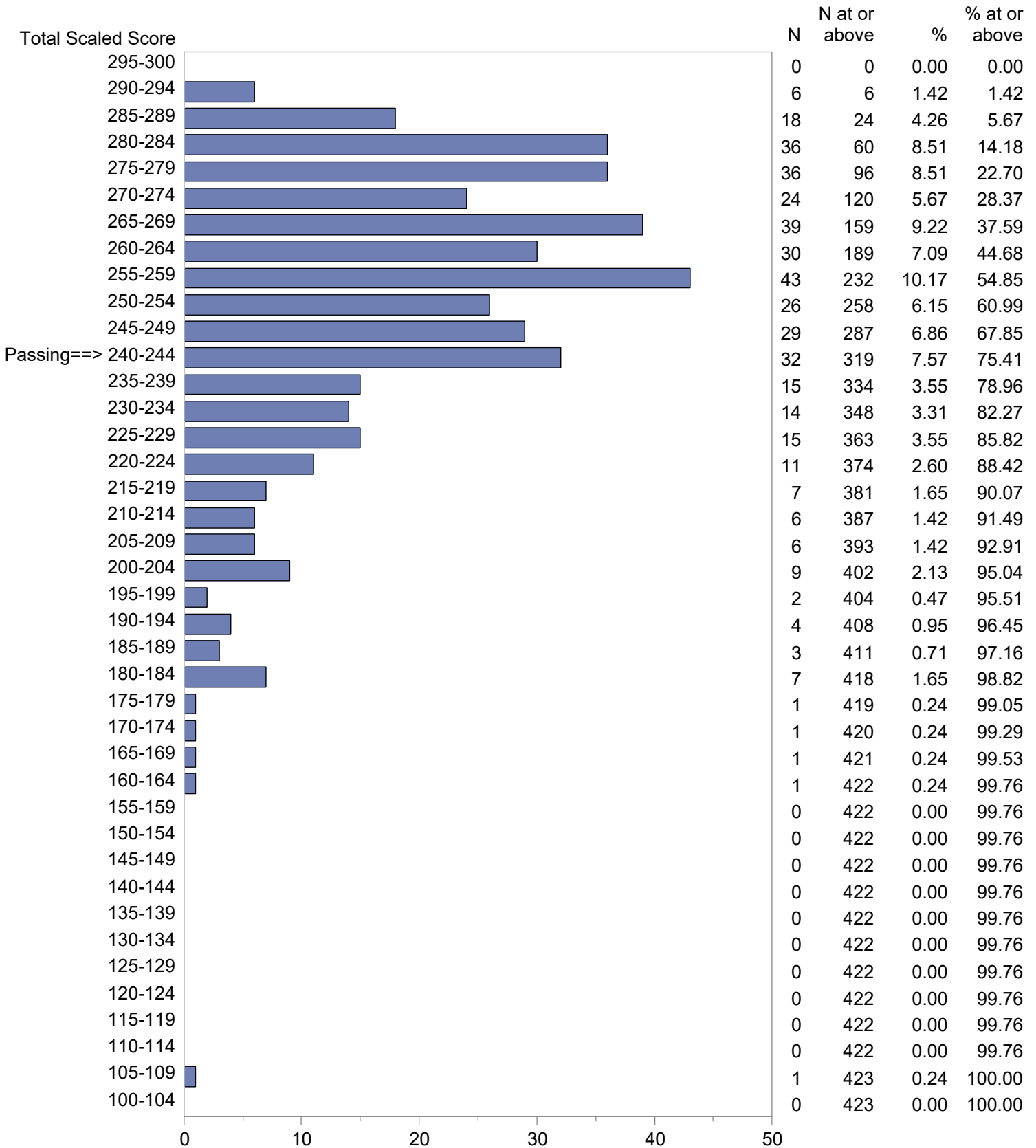
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=729 TX PACT: SPEECH: GRADES 7-12



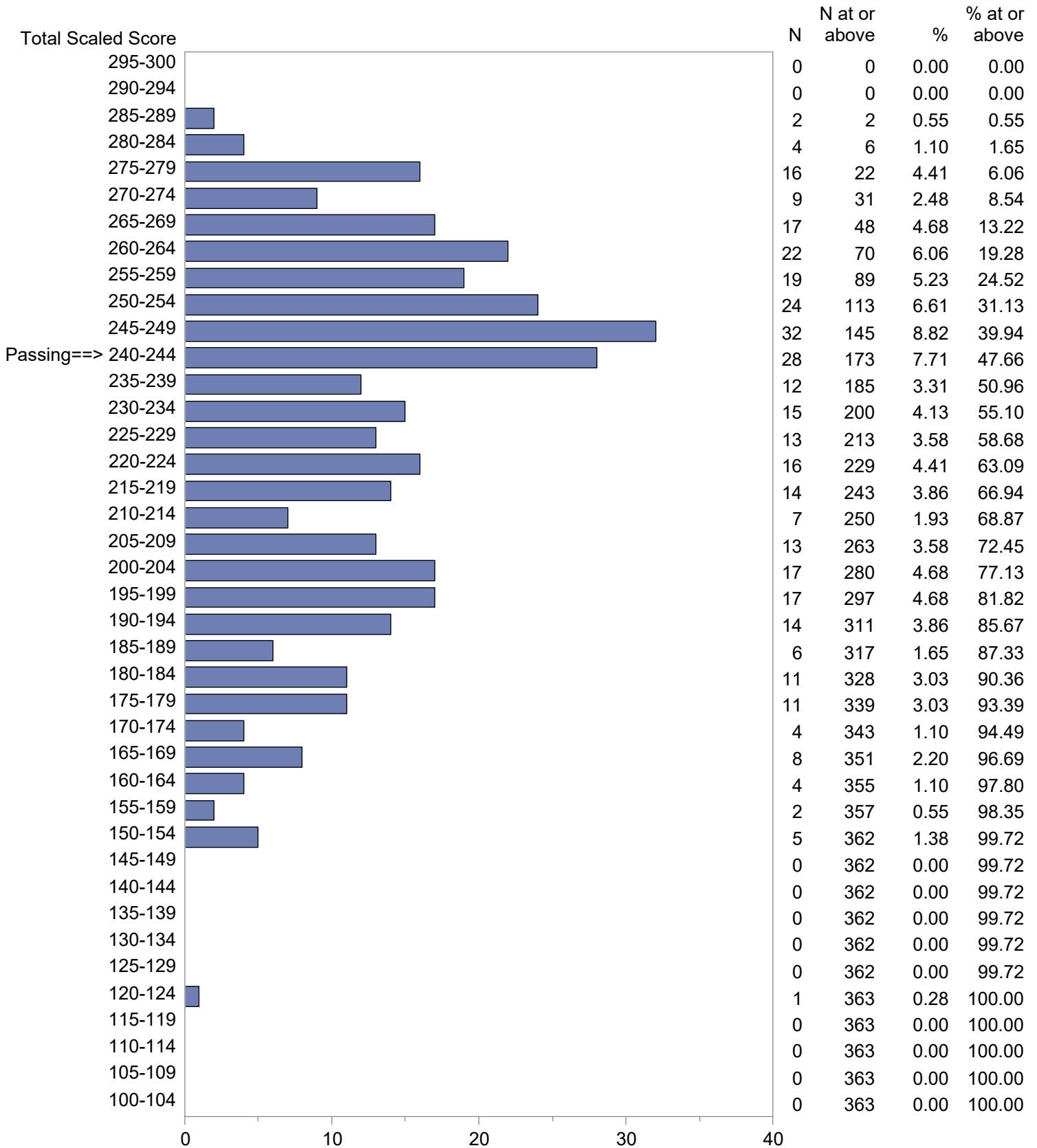
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=731 TX PACT: ENGLISH LANGUAGE ARTS AND READING: GRADES 7-12



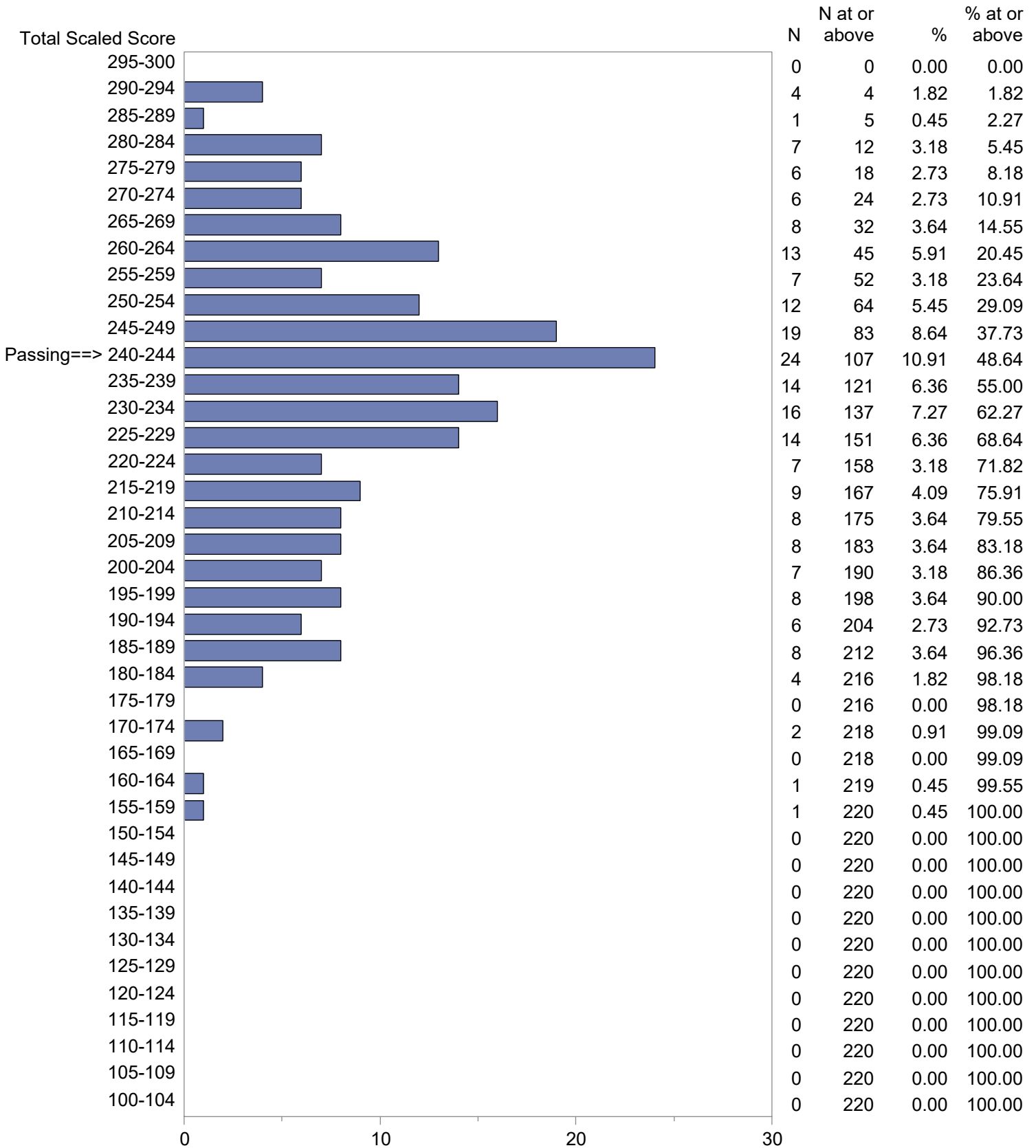
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=732 TX PACT: SOCIAL STUDIES: GRADES 7-12



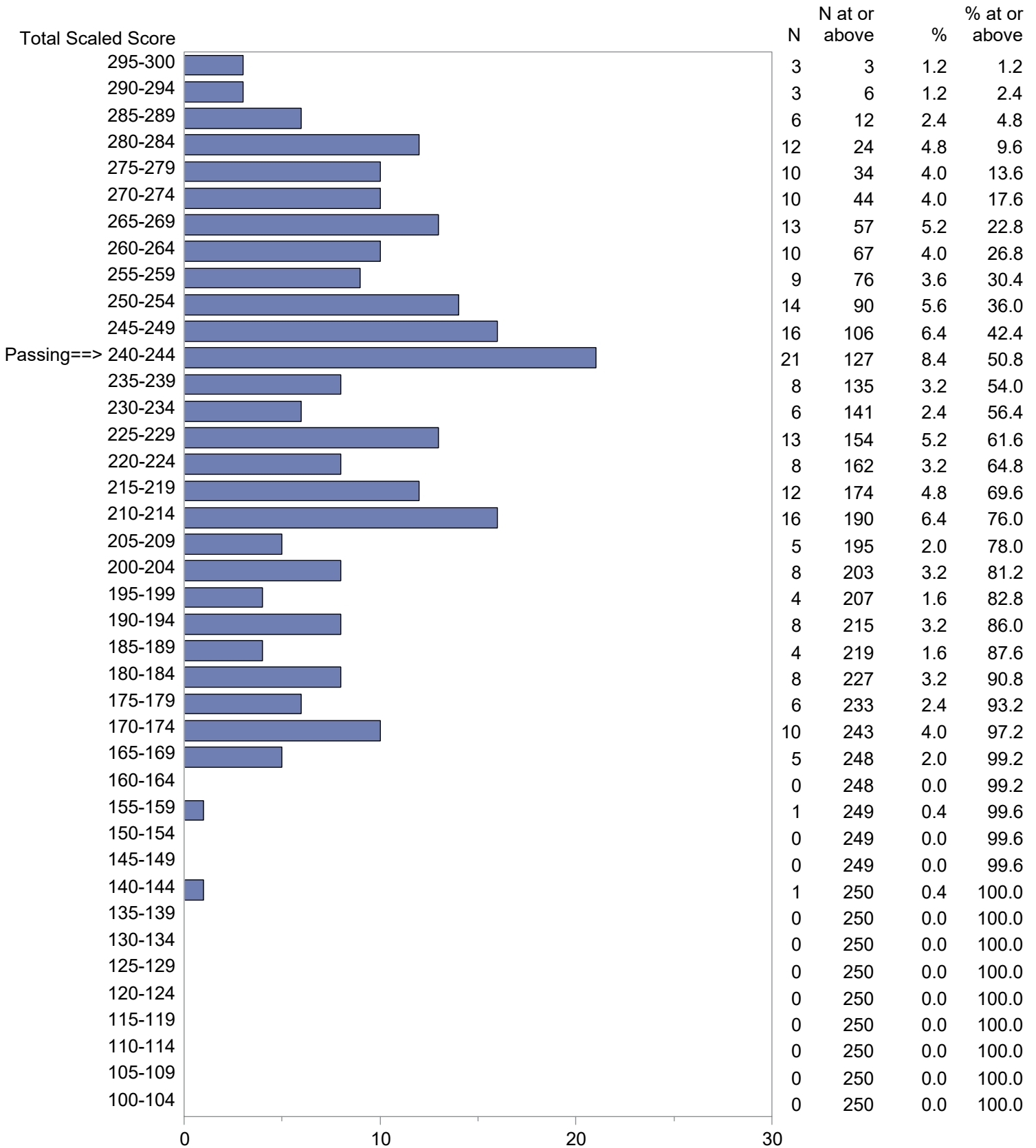
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=733 TX PACT: HISTORY: GRADES 7-12



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

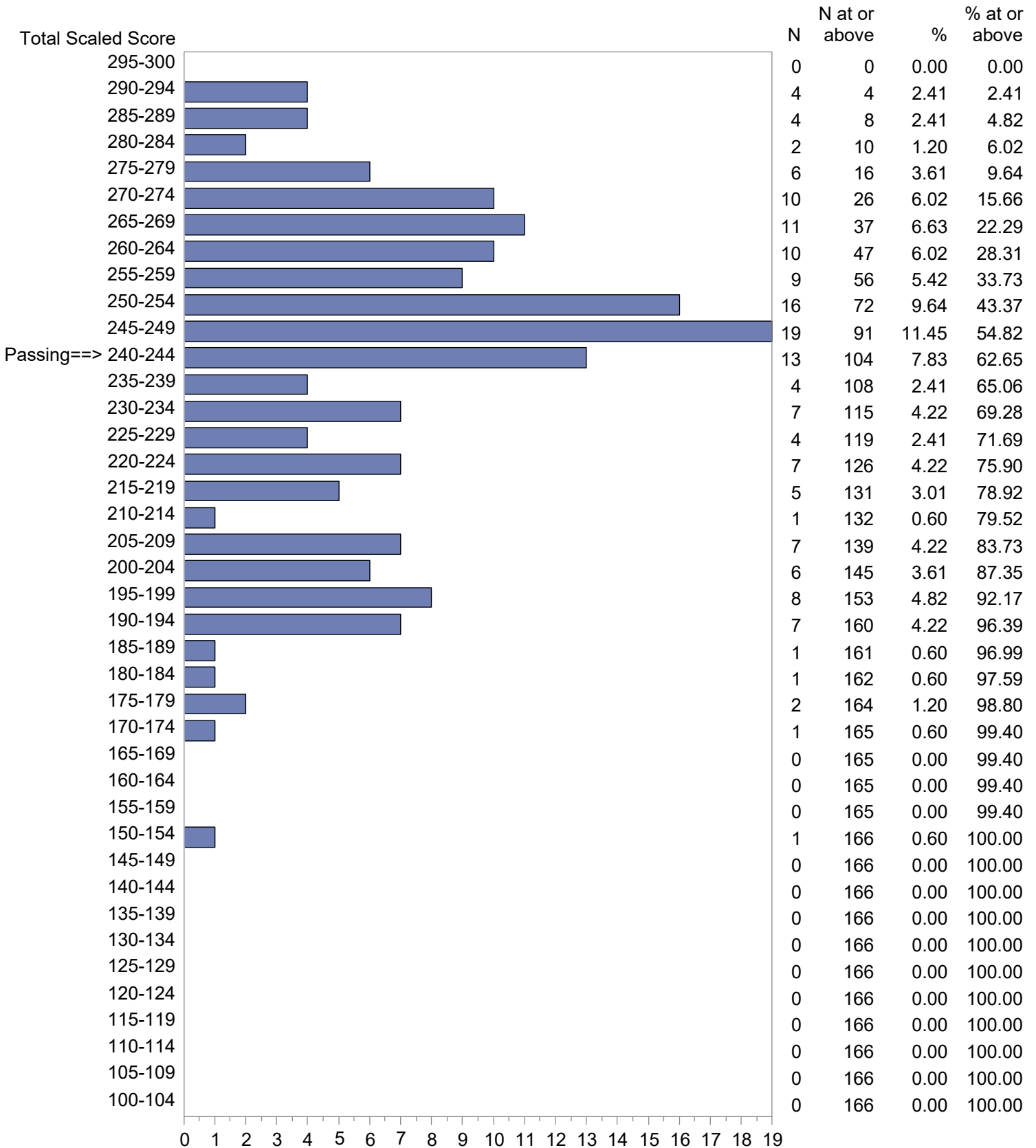
Exam Field=735 TX PACT: MATHEMATICS: GRADES 7-12





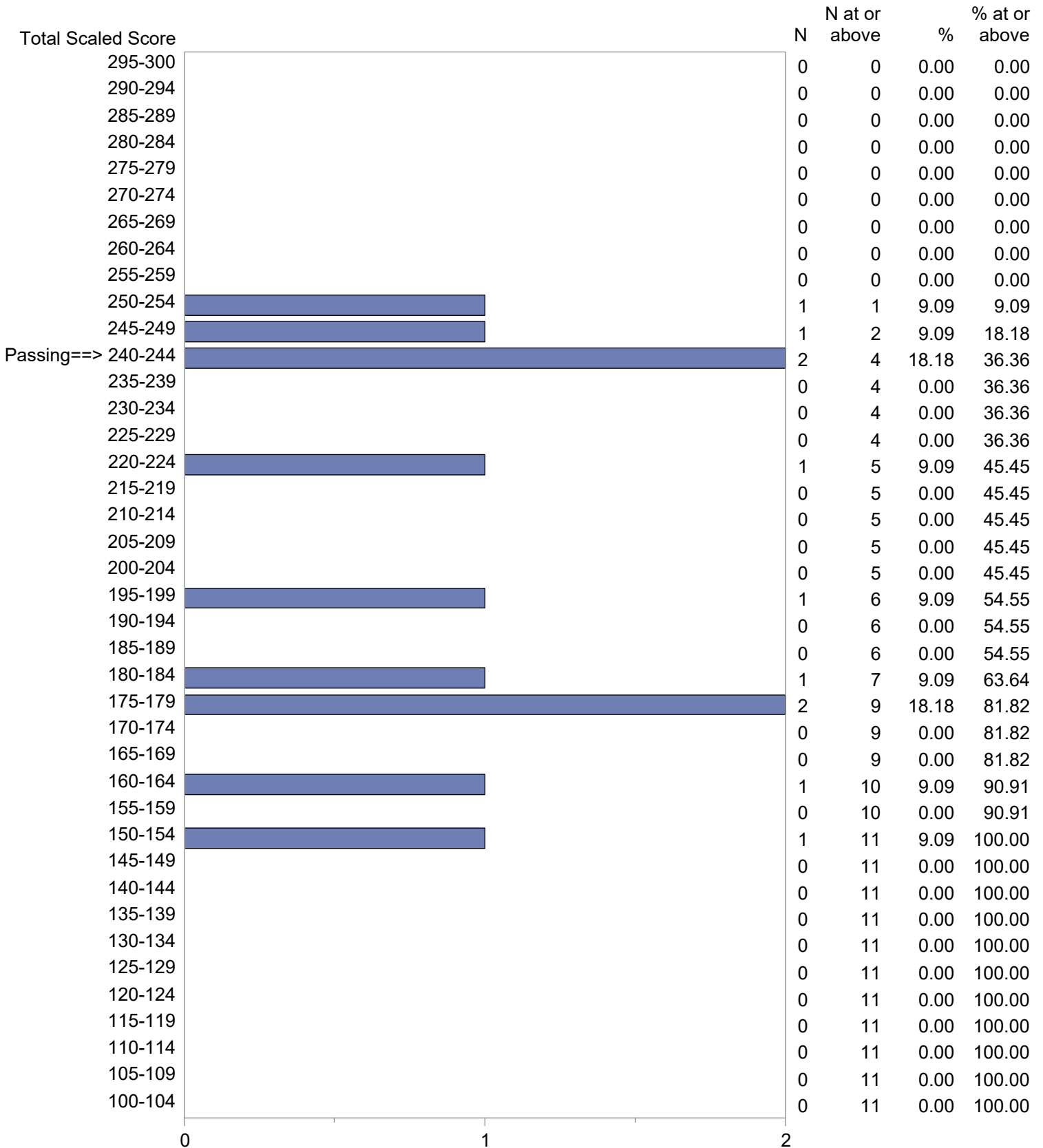
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=736 TX PACT: SCIENCE: GRADES 7-12



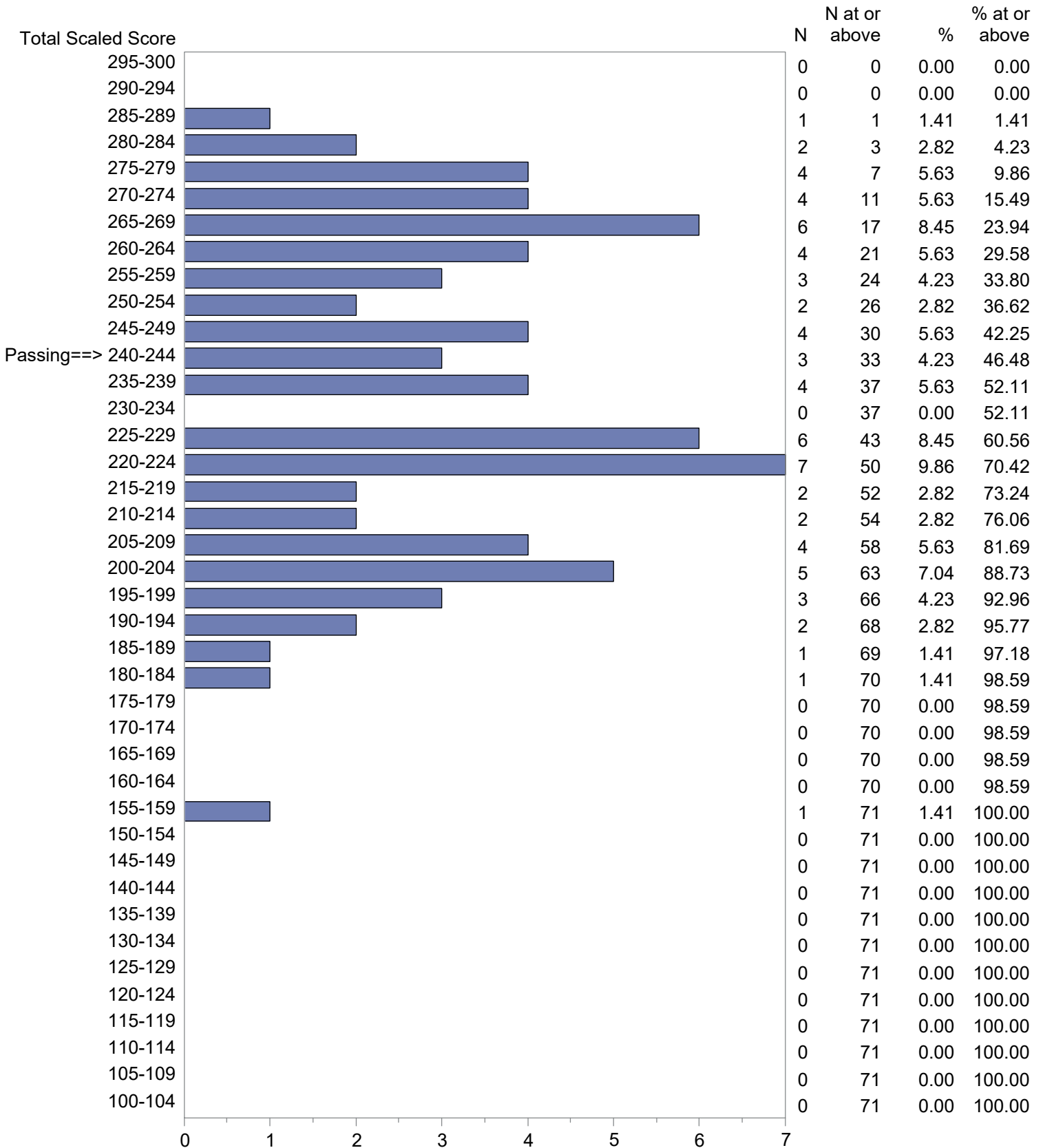
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=737 TX PACT: PHYSICAL SCIENCE: GRADES 6-12



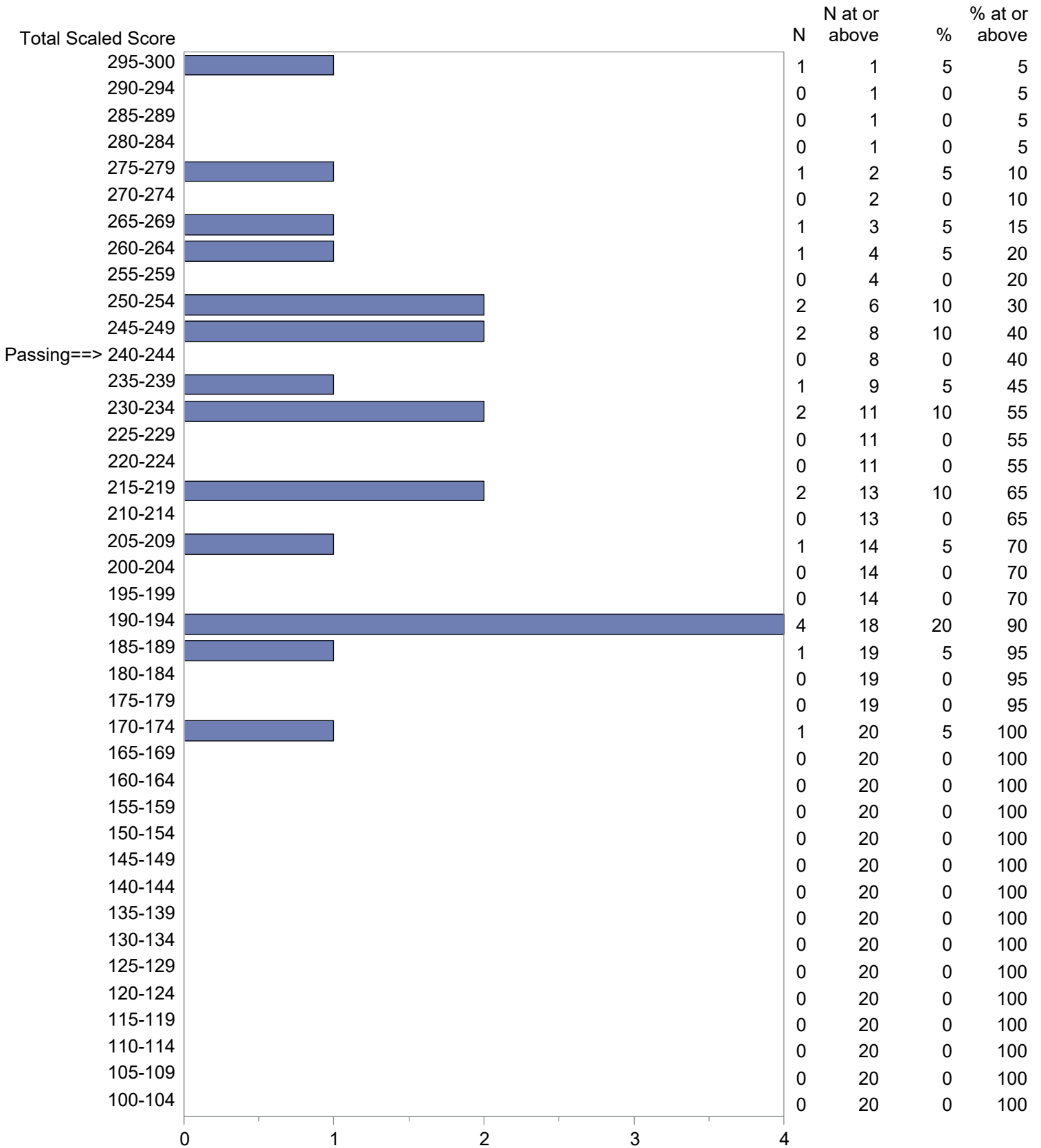
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=738 TX PACT: LIFE SCIENCE: GRADES 7-12



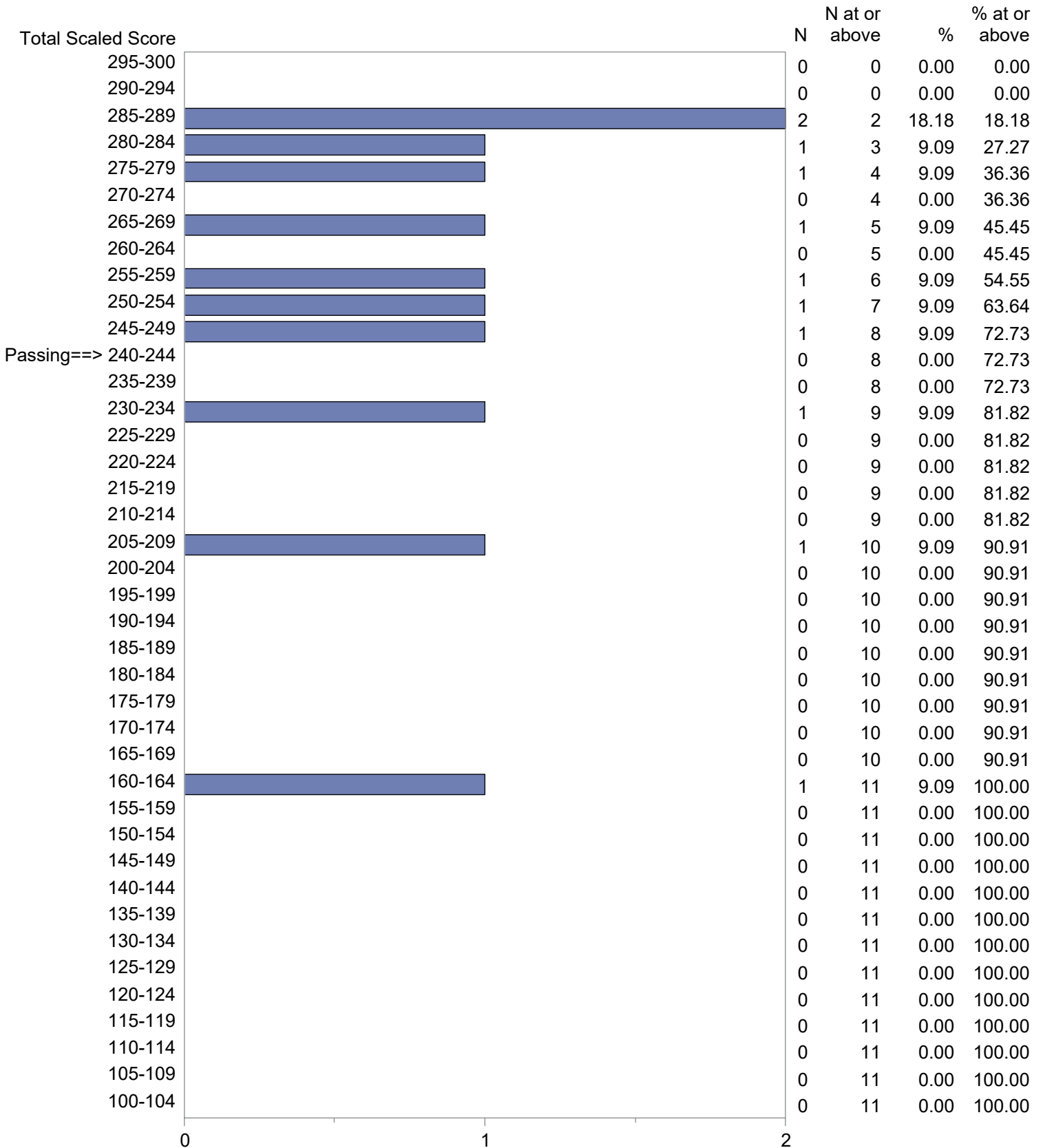
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=740 TX PACT: CHEMISTRY: GRADES 7-12



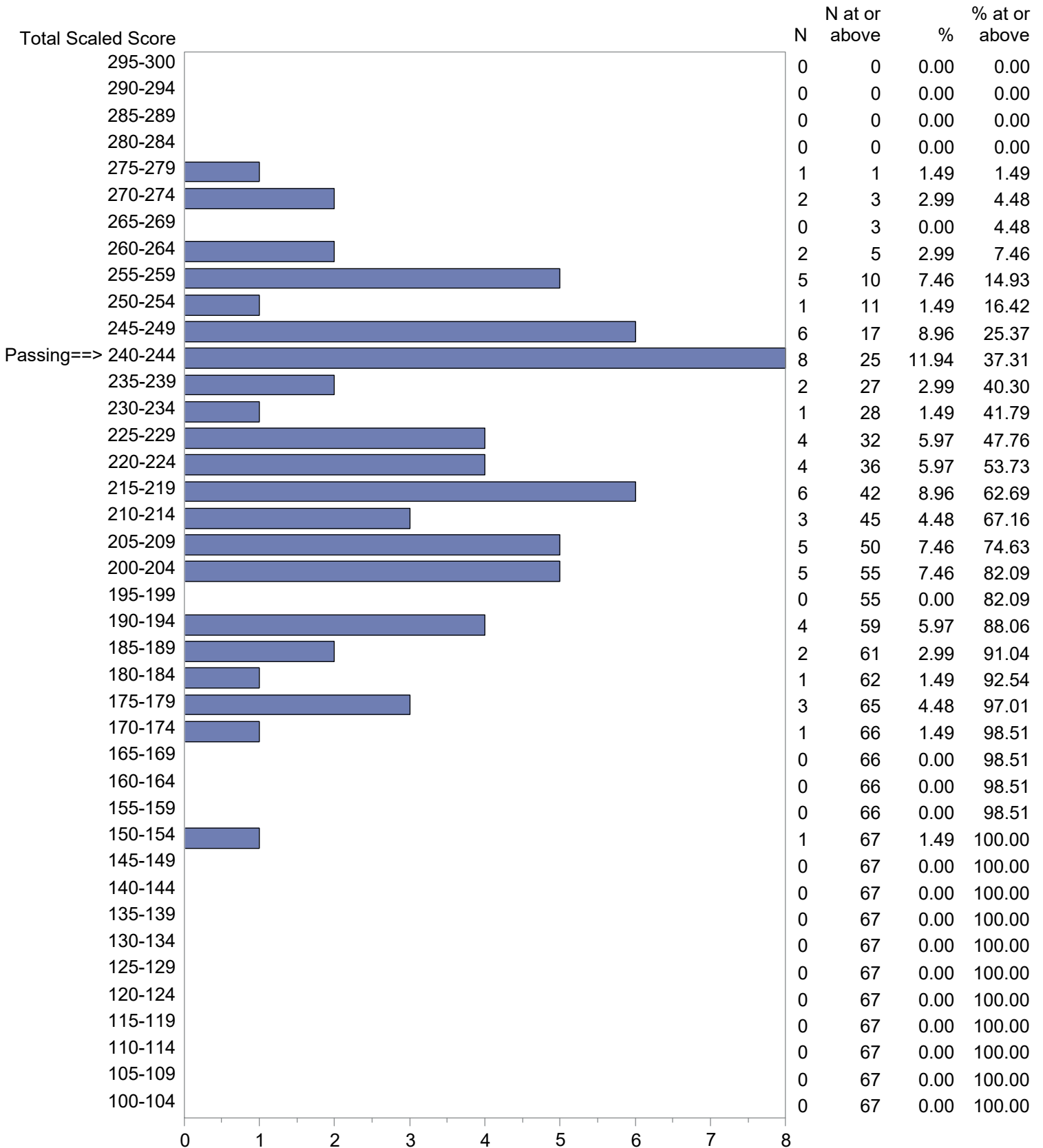
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=741 TX PACT: COMPUTER SCIENCE: GRADES 8-12



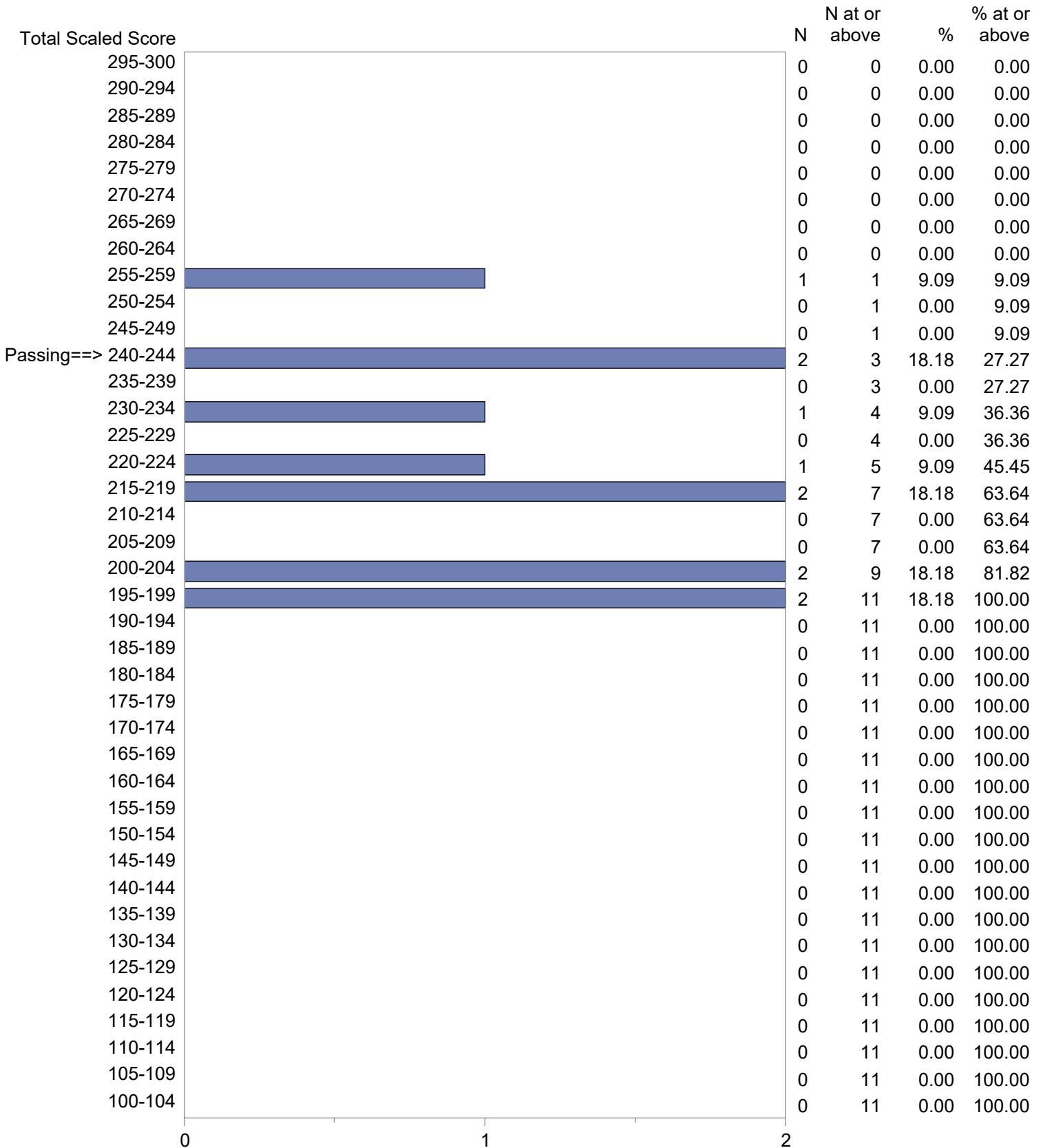
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=742 TX PACT: TECHNOLOGY APPLICATIONS: EARLY CHILDHOOD-GRADE 12



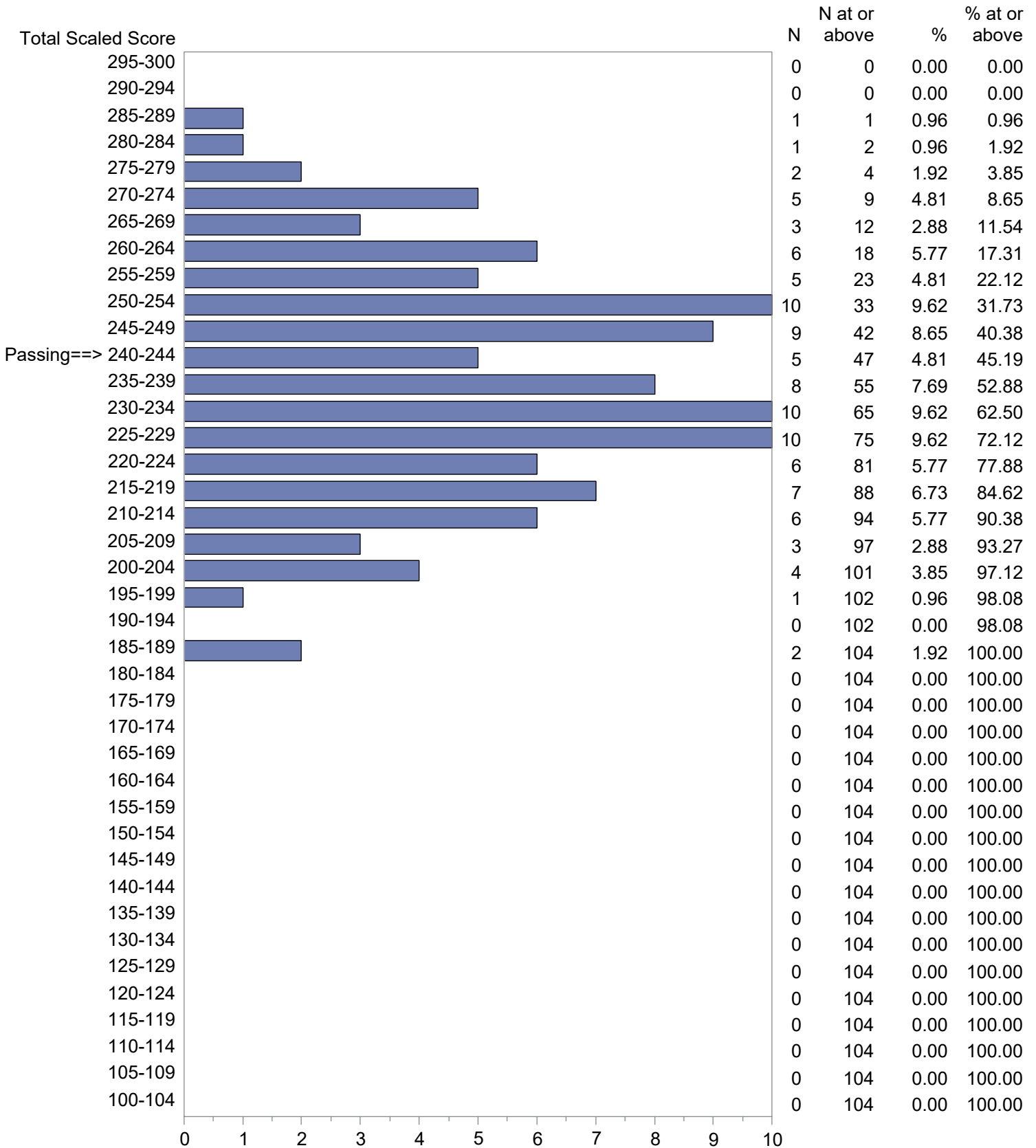
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=756 TX PACT: JOURNALISM: GRADES 7-12



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

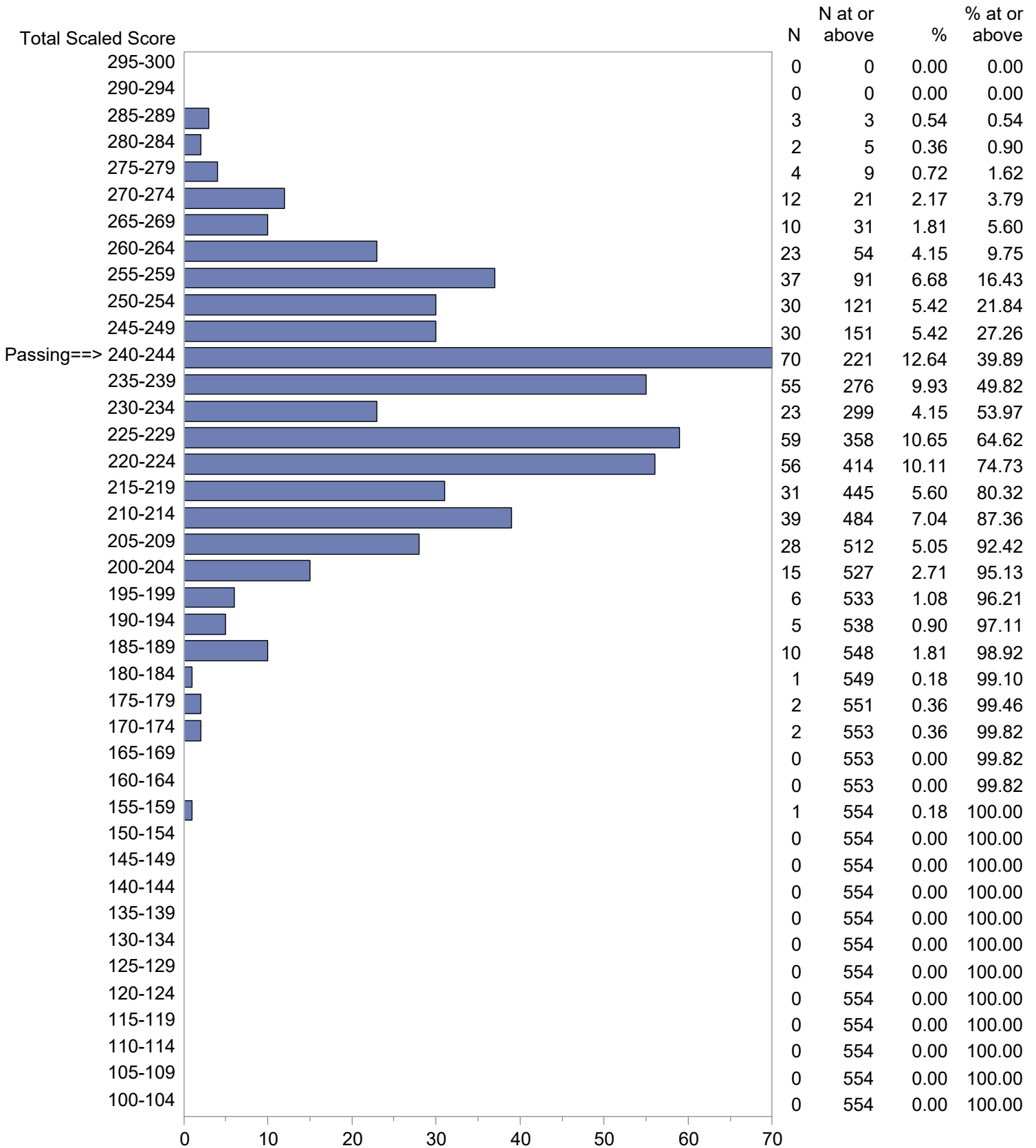
Exam Field=757 TX PACT: HEALTH: EARLY CHILDHOOD-GRADE 12





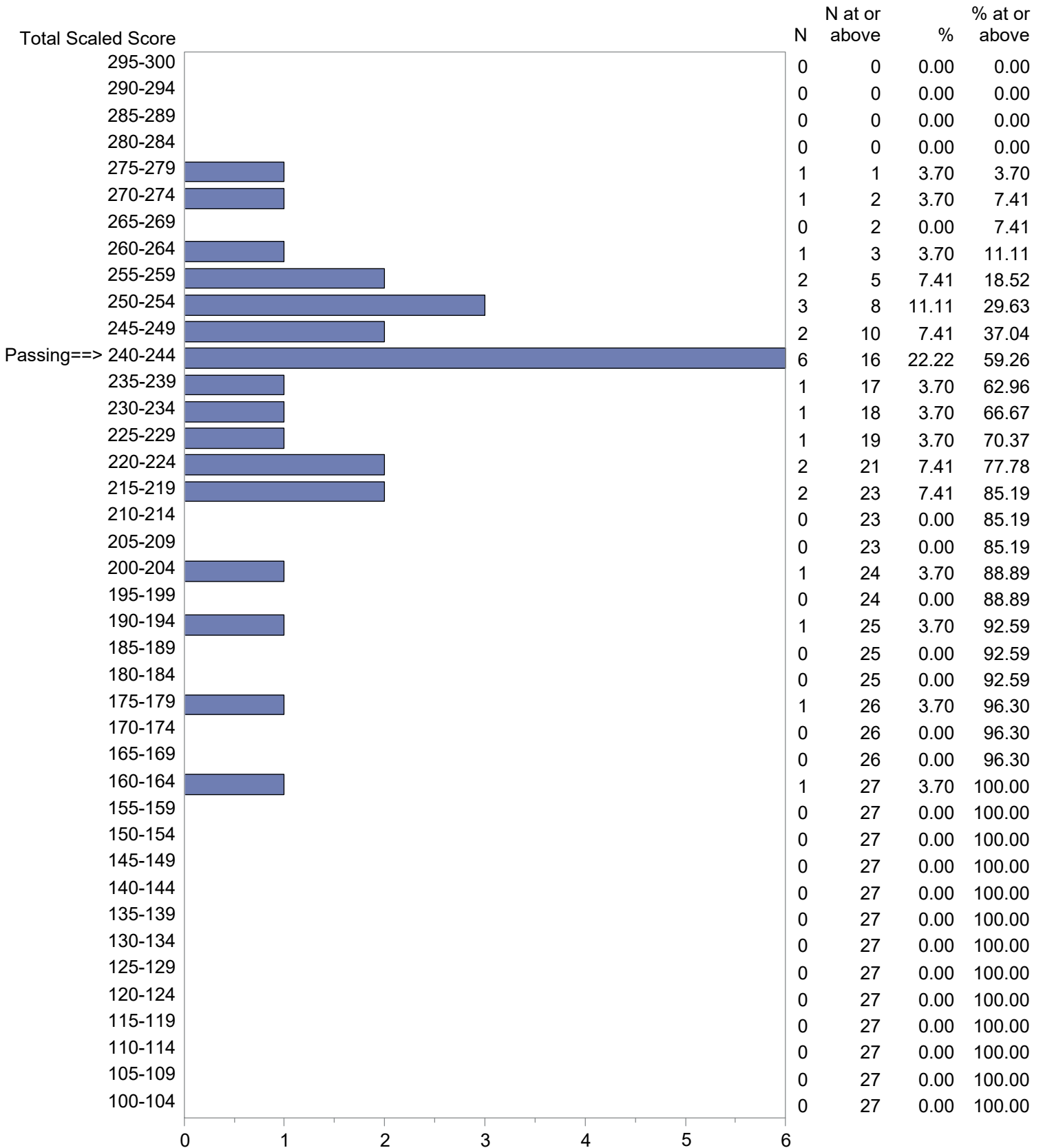
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=758 TX PACT: PHYSICAL EDUCATION: EARLY CHILDHOOD-GRADE 12



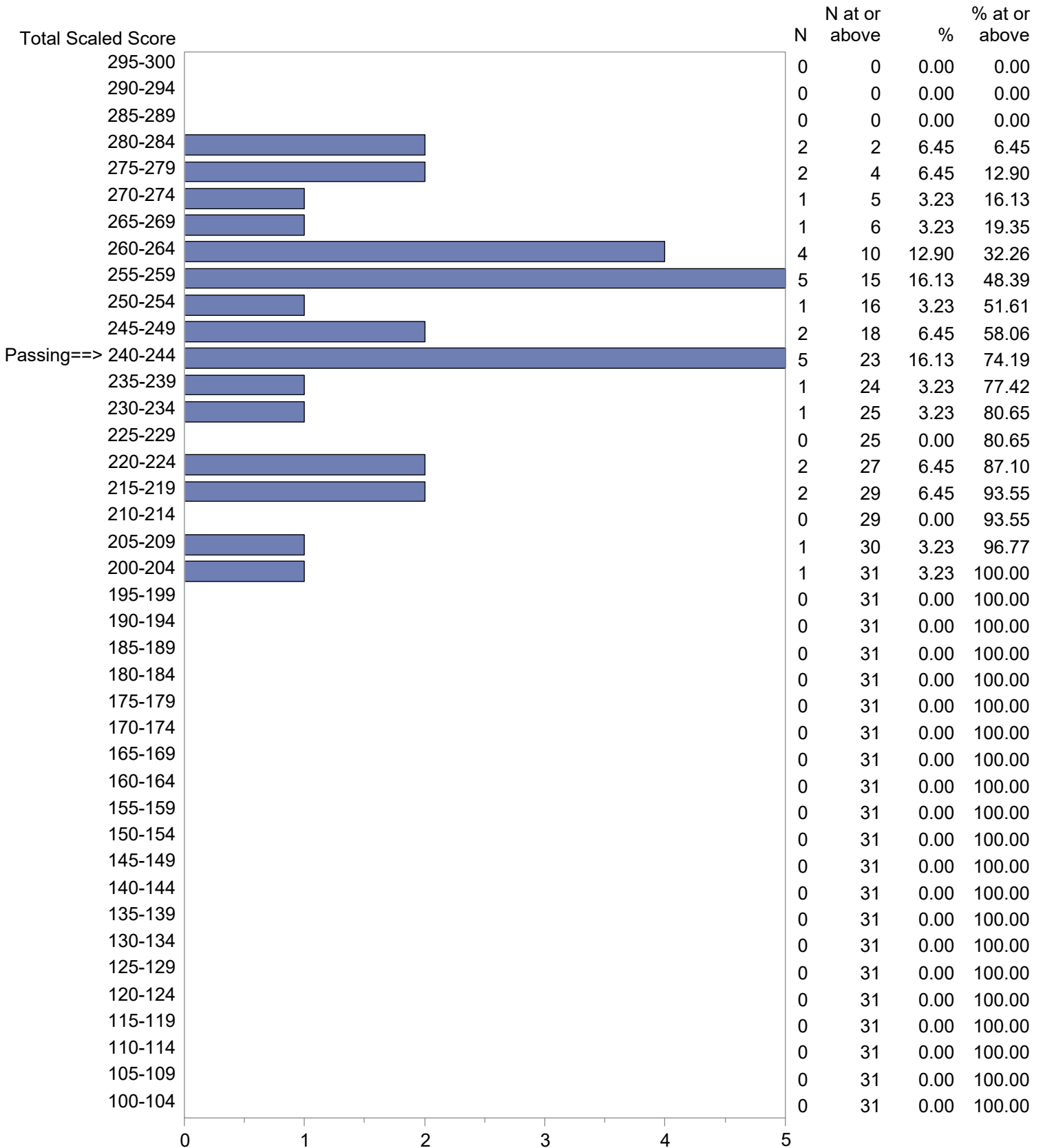
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=771 TX PACT: TECHNOLOGY EDUCATION: GRADES 6-12



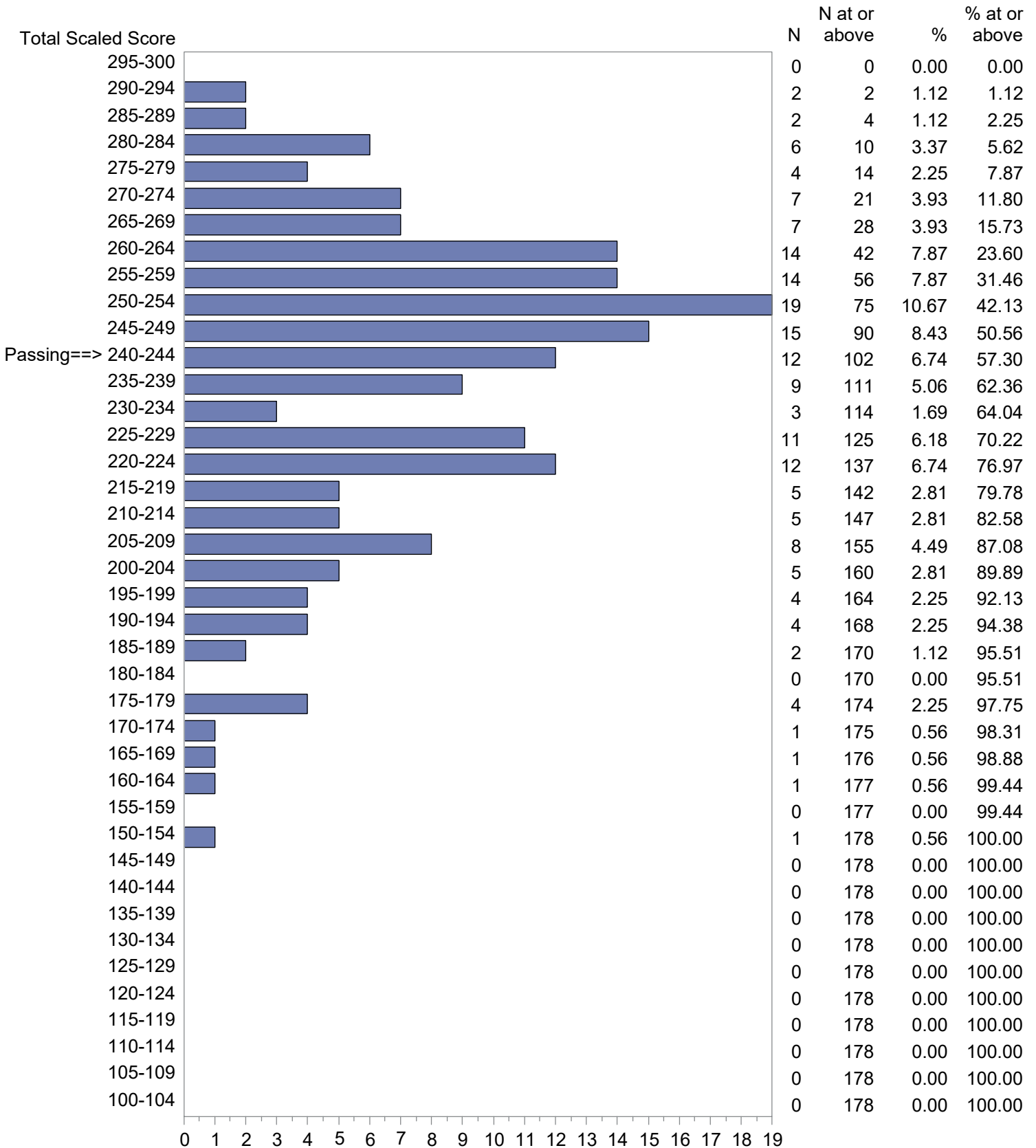
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=772 TX PACT: AGRICULTURE, FOOD, AND NATURAL RESOURCES: GRADES 6-12



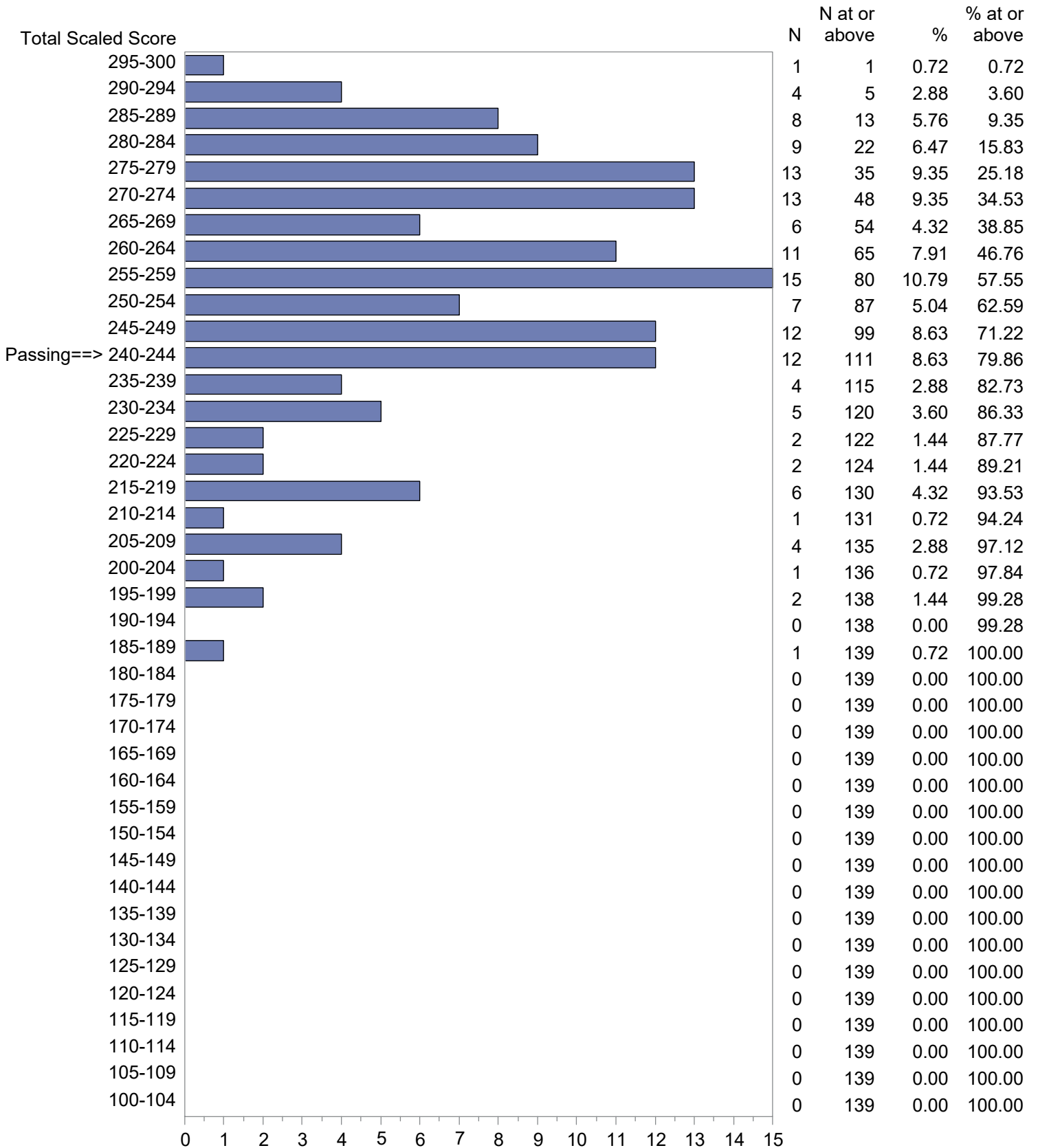
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=776 TX PACT: BUSINESS AND FINANCE: GRADES 6-12



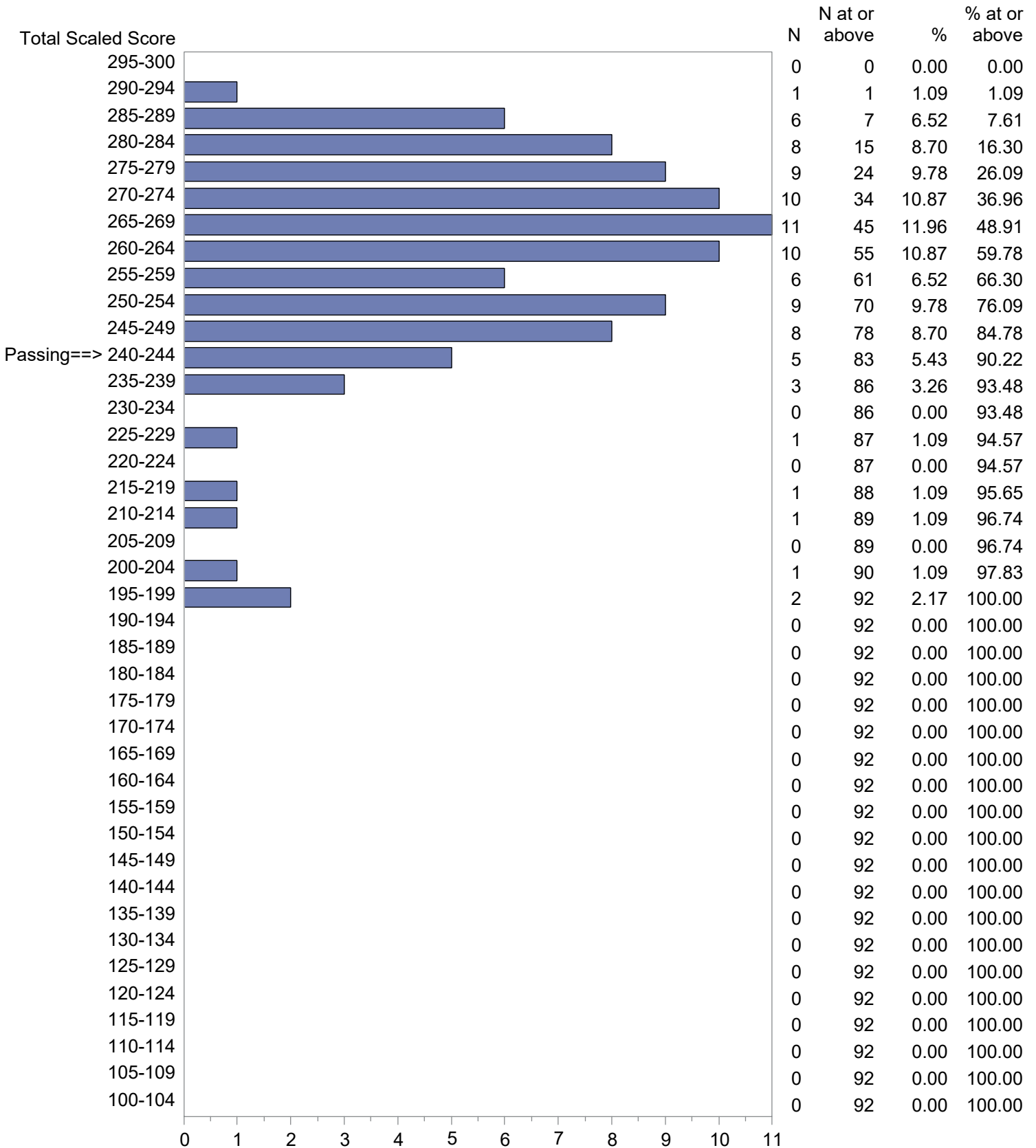
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=777 TX PACT: MUSIC: EARLY CHILDHOOD-GRADE 12



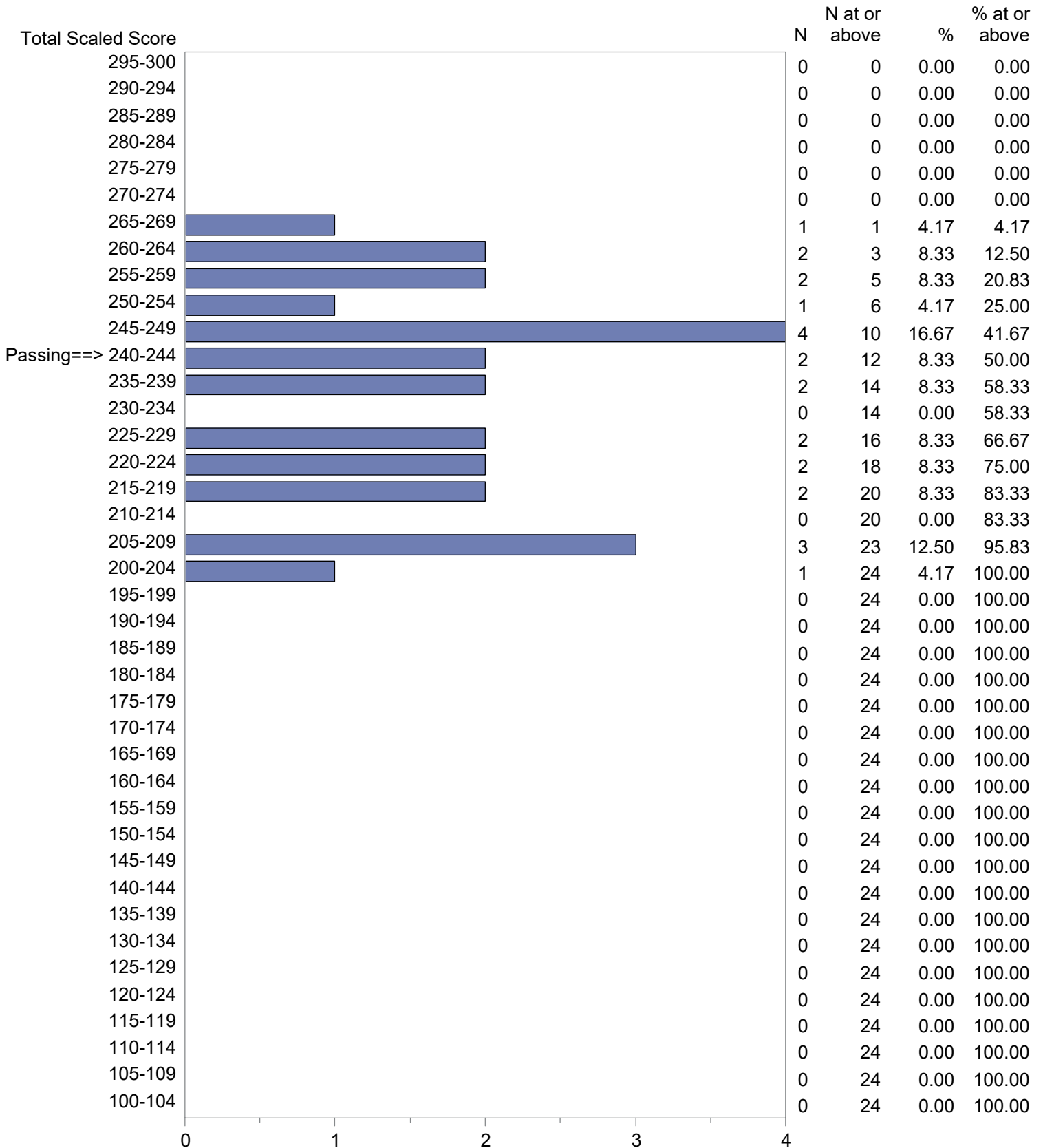
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=778 TX PACT: ART: EARLY CHILDHOOD-GRADE 12



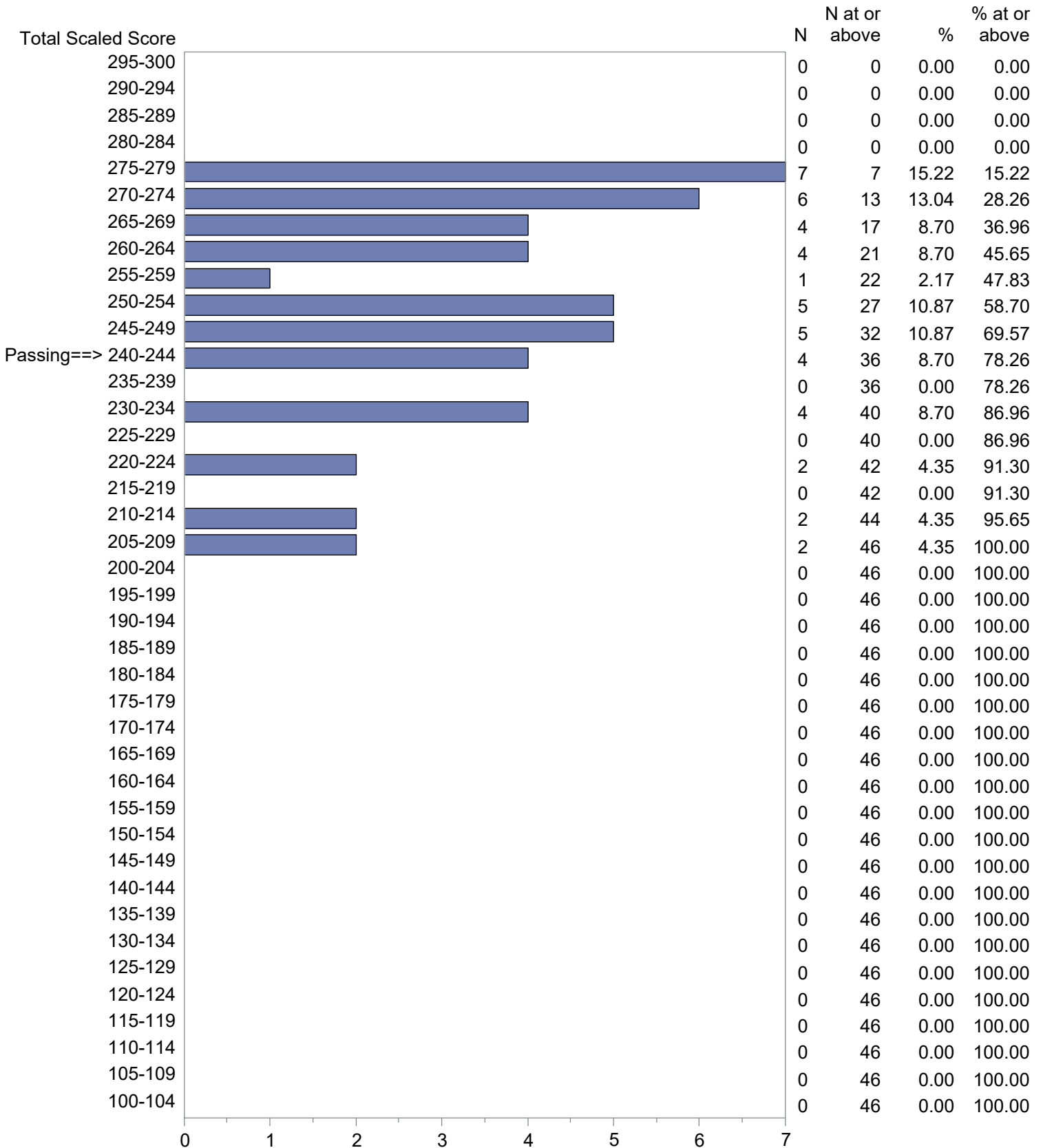
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=779 TX PACT: DANCE: GRADES 6-12



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

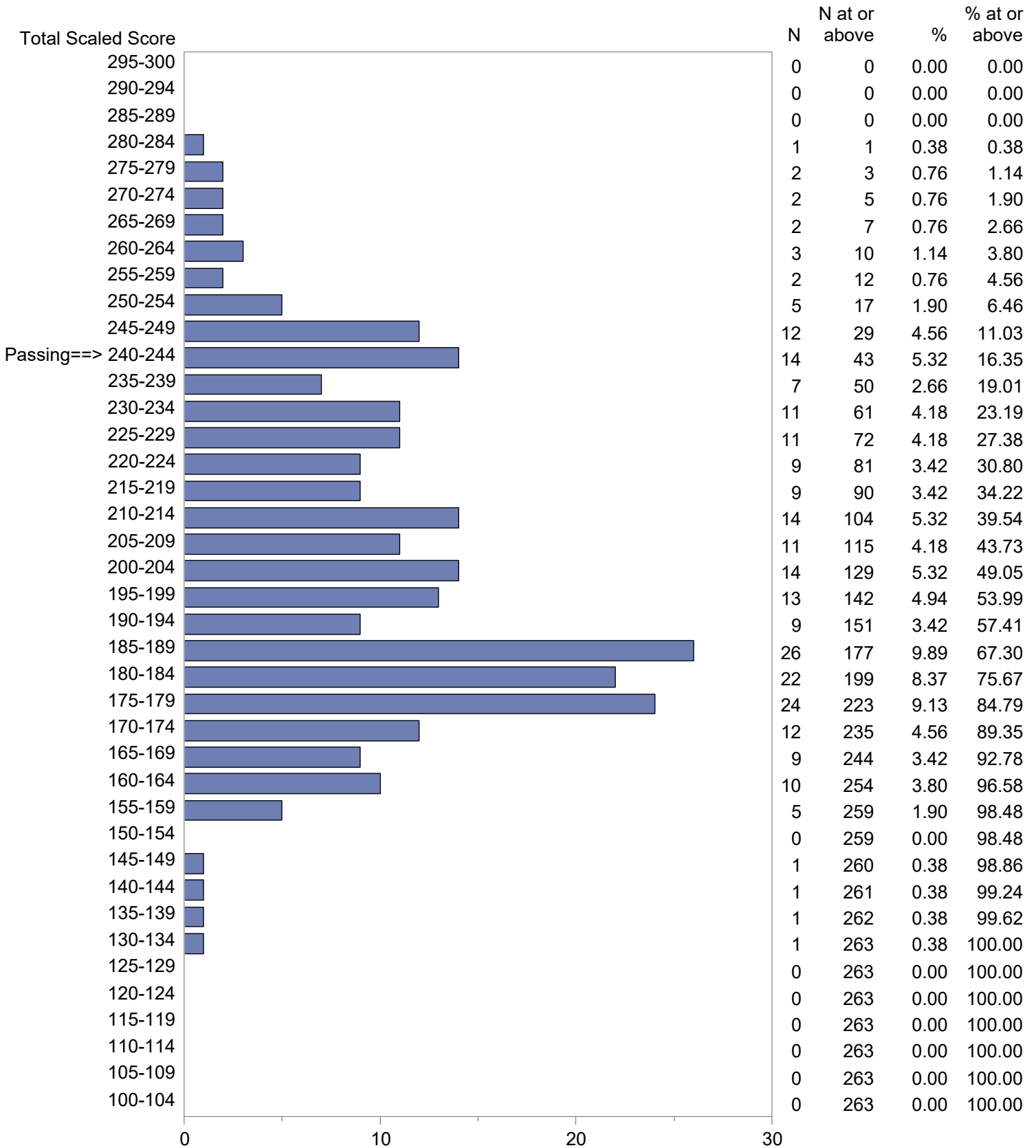
Exam Field=780 TX PACT: THEATRE: EARLY CHILDHOOD-GRADE 12





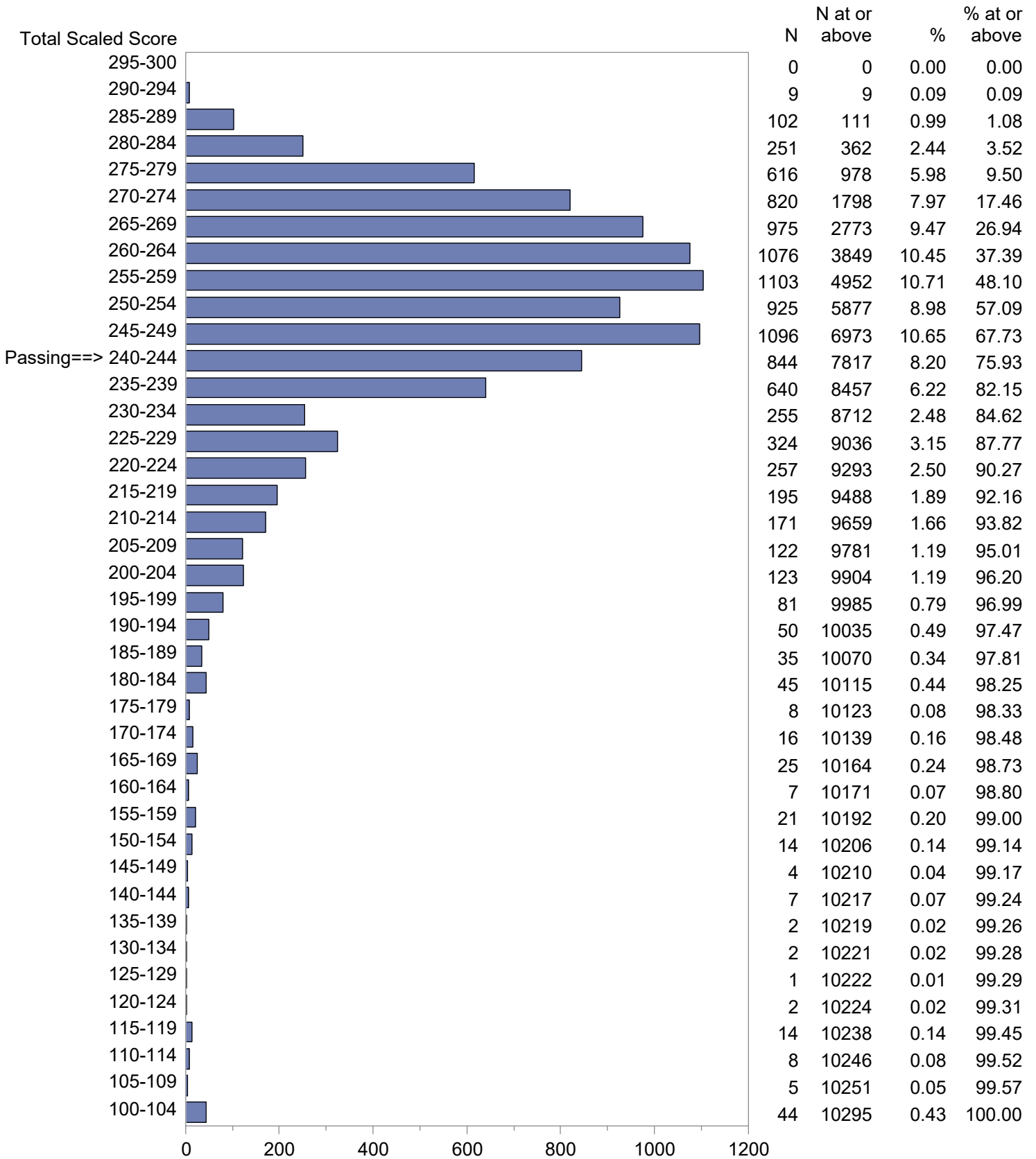
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=790 TX PACT: CORE SUBJECTS: GRADES 4-8



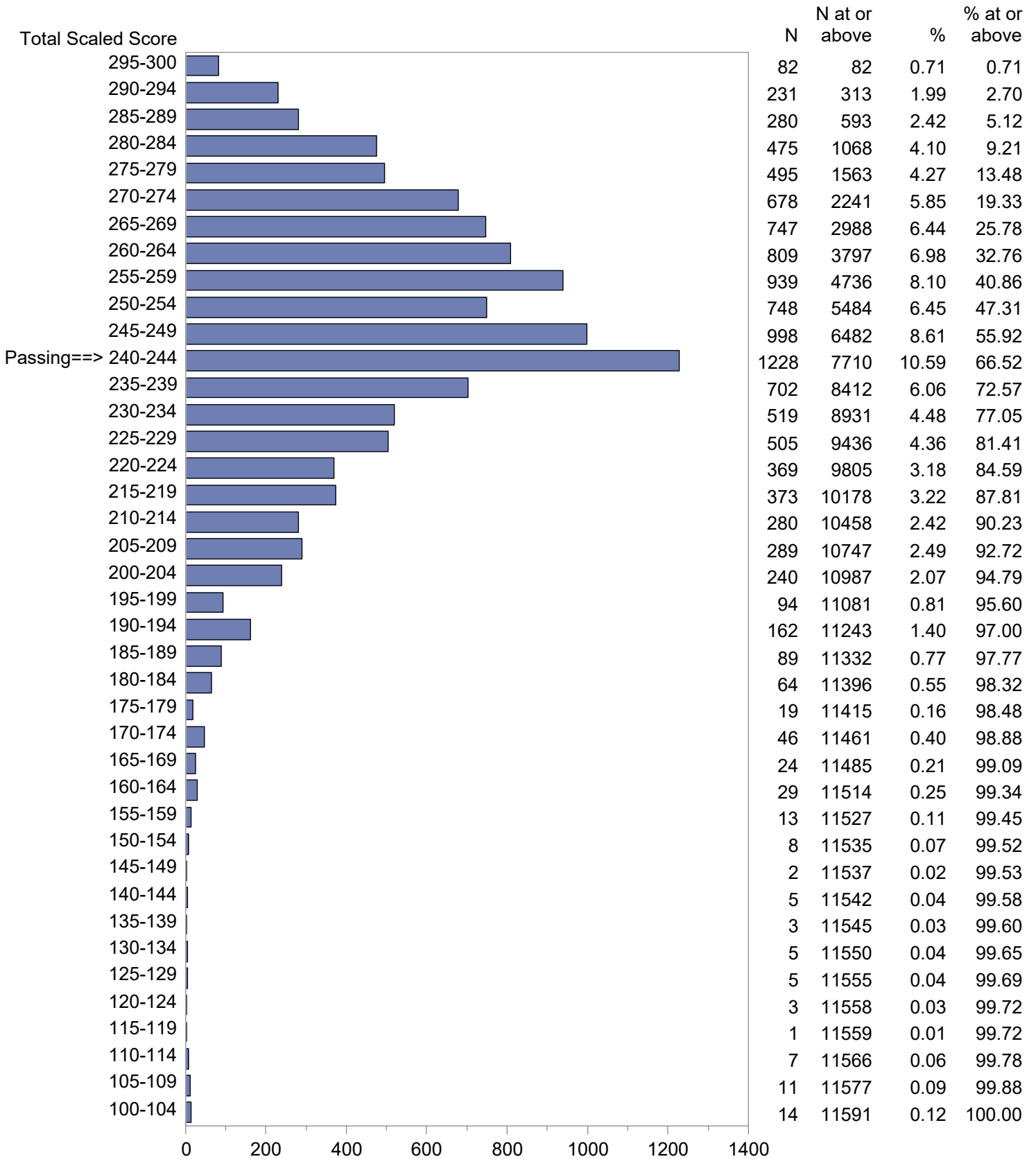
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=801 CORE SUBJECTS EC-6 ELAR/STR



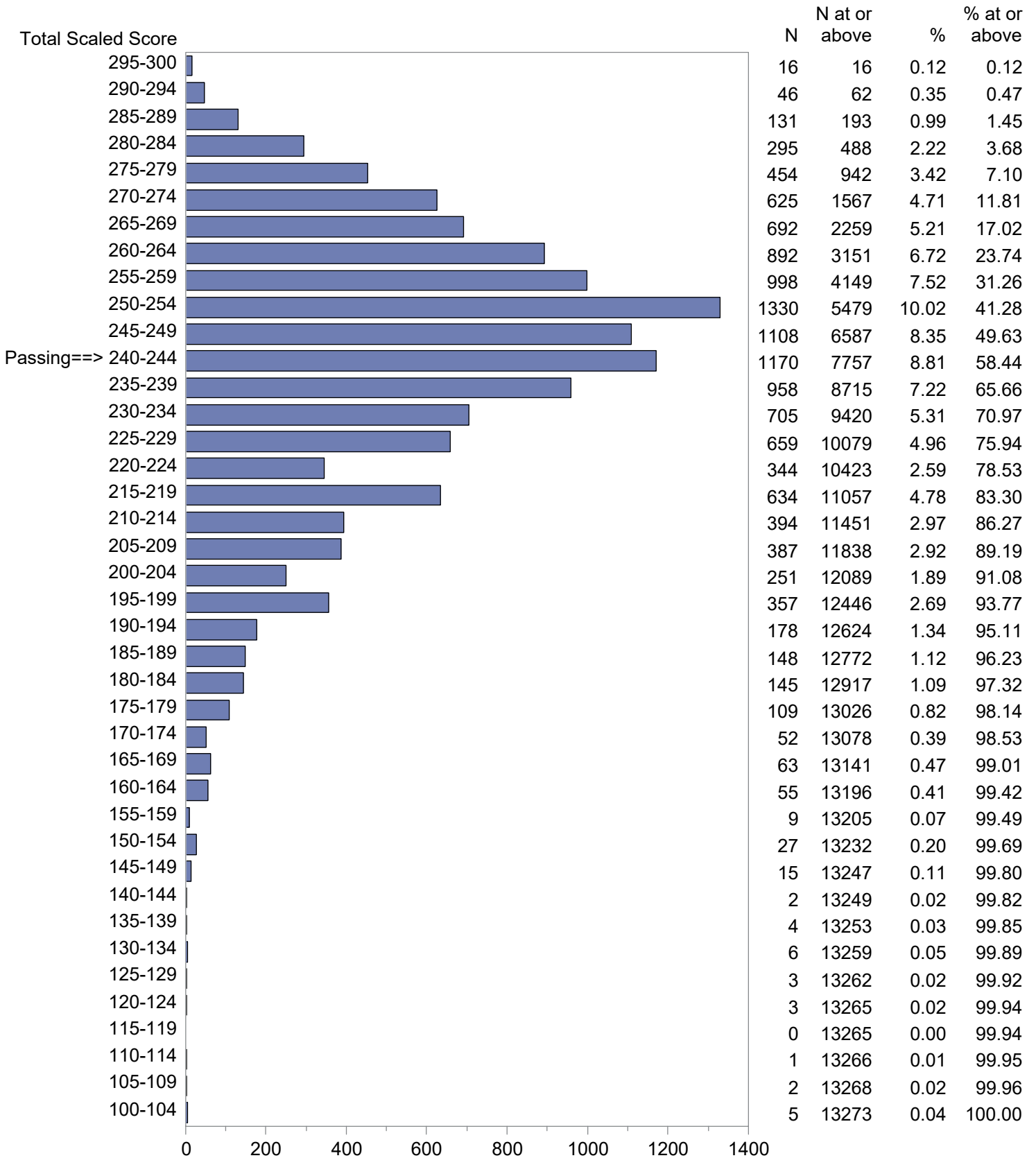
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=802 CORE SUBJECTS EC-6 MATHEMATICS



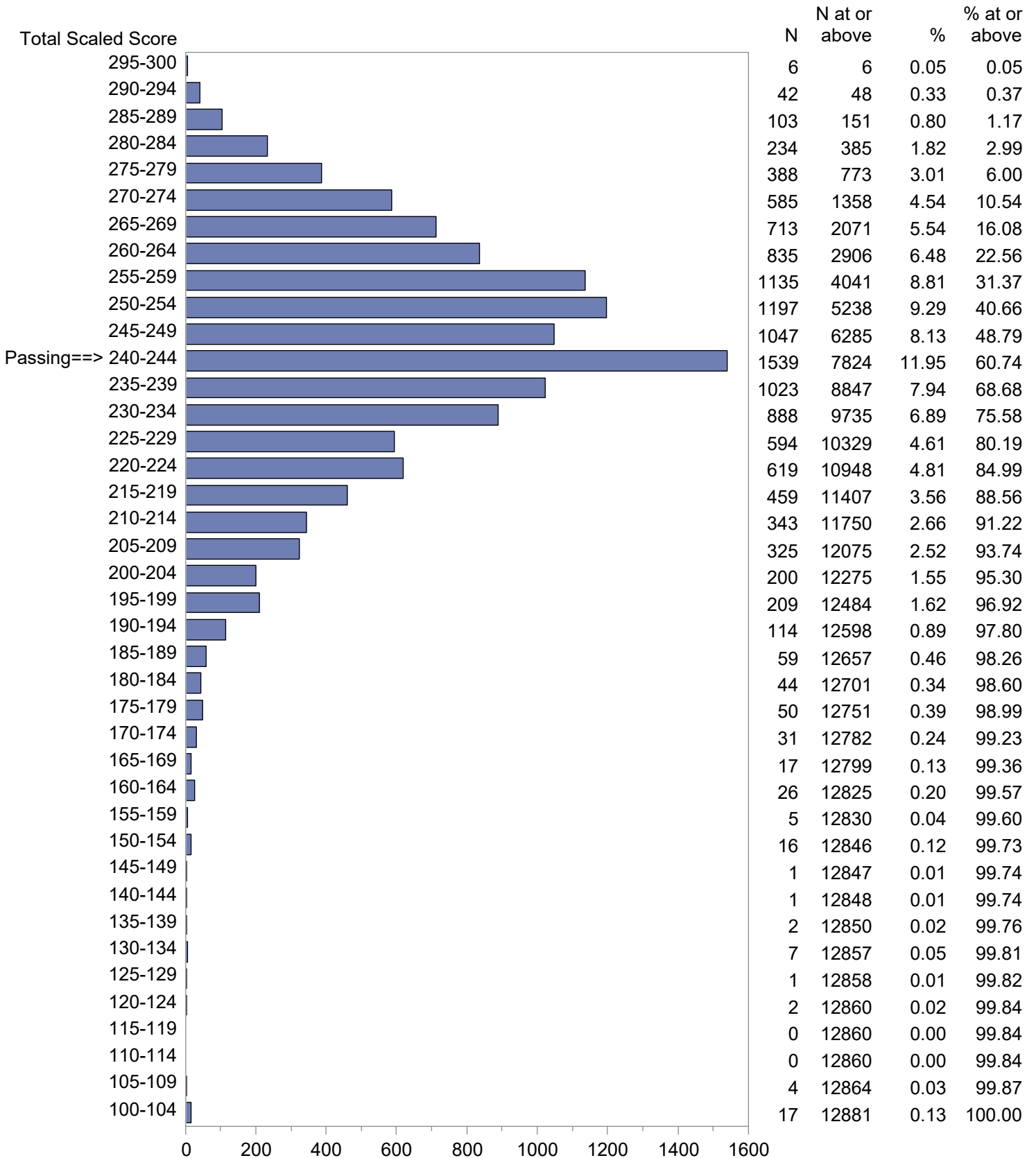
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=803 CORE SUBJECTS EC-6 SOCIAL STUDIES



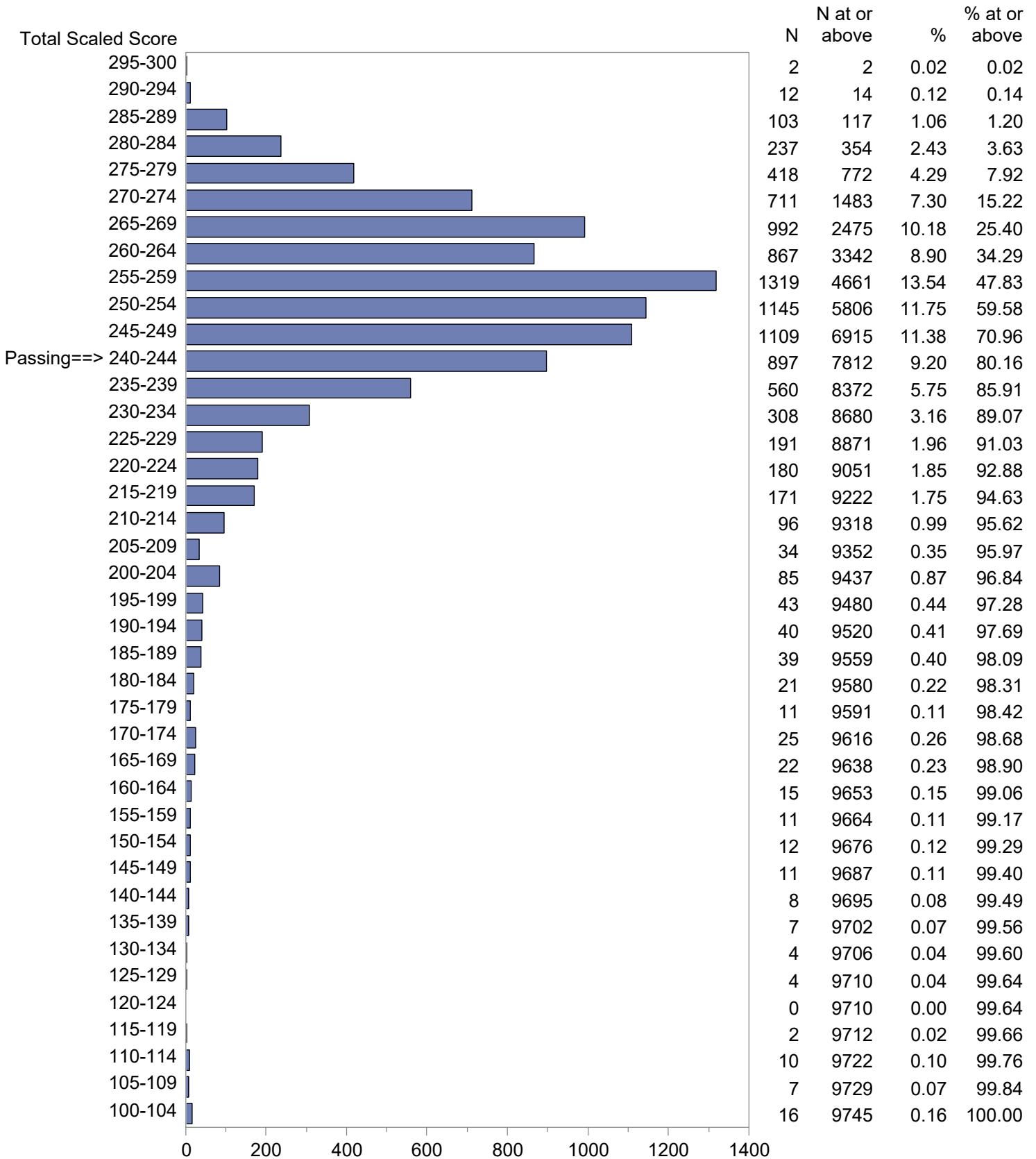
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=804 CORE SUBJECTS EC-6 SCIENCE



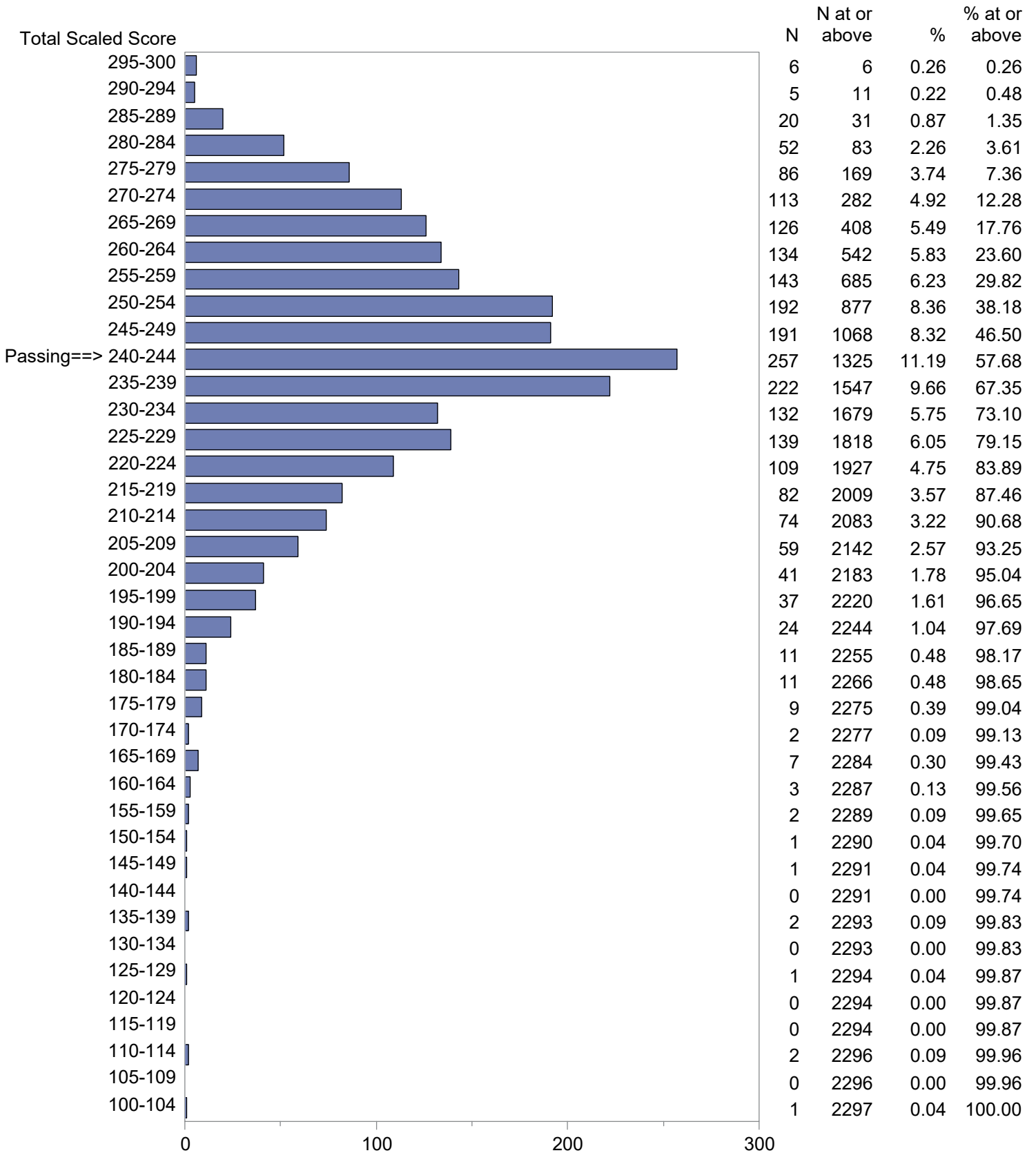
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=805 CORE SUBJECTS EC-6 FINE ARTS/HEALTH/PE



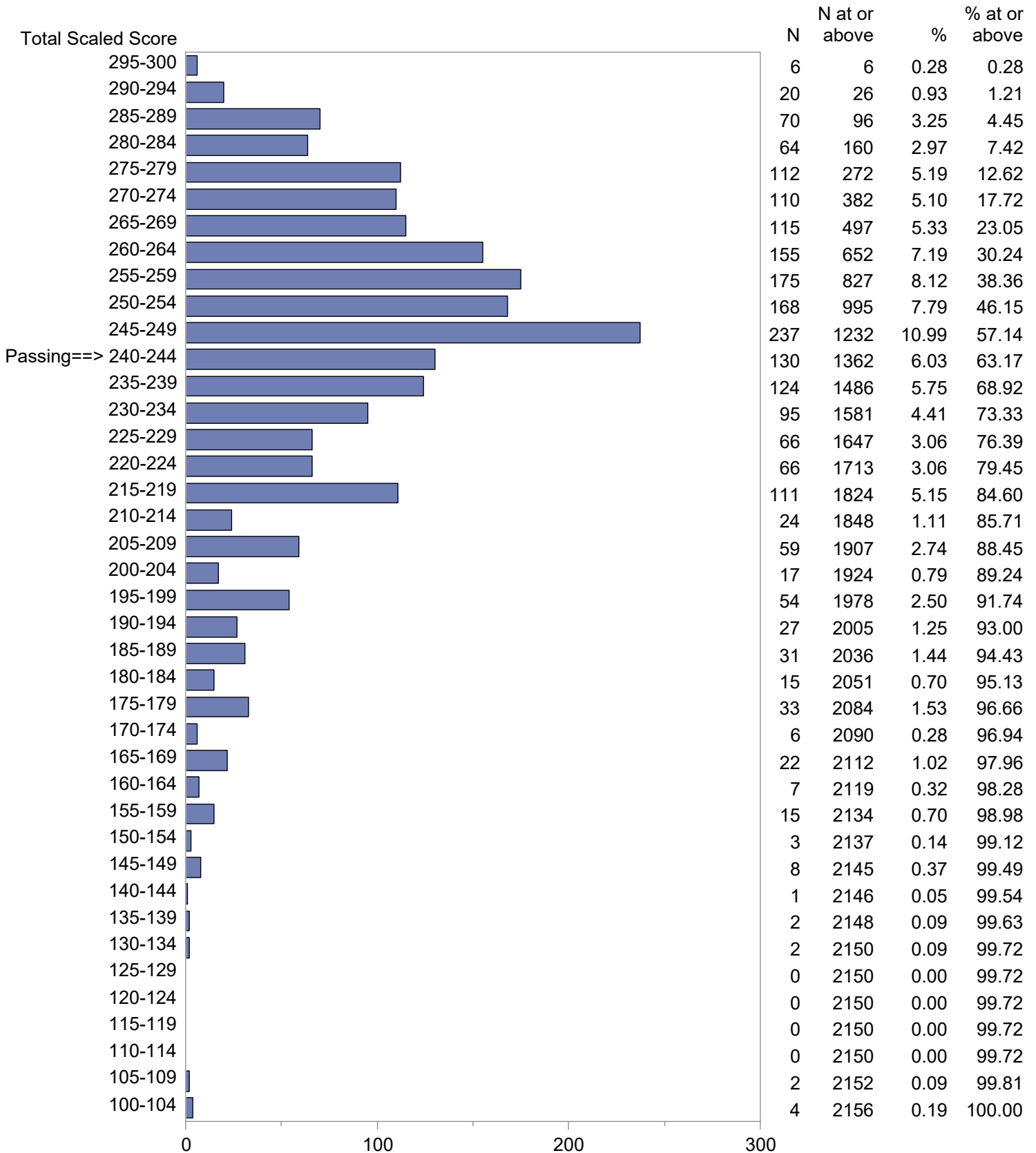
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=806 CORE SUBJECTS 4-8 ELAR



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

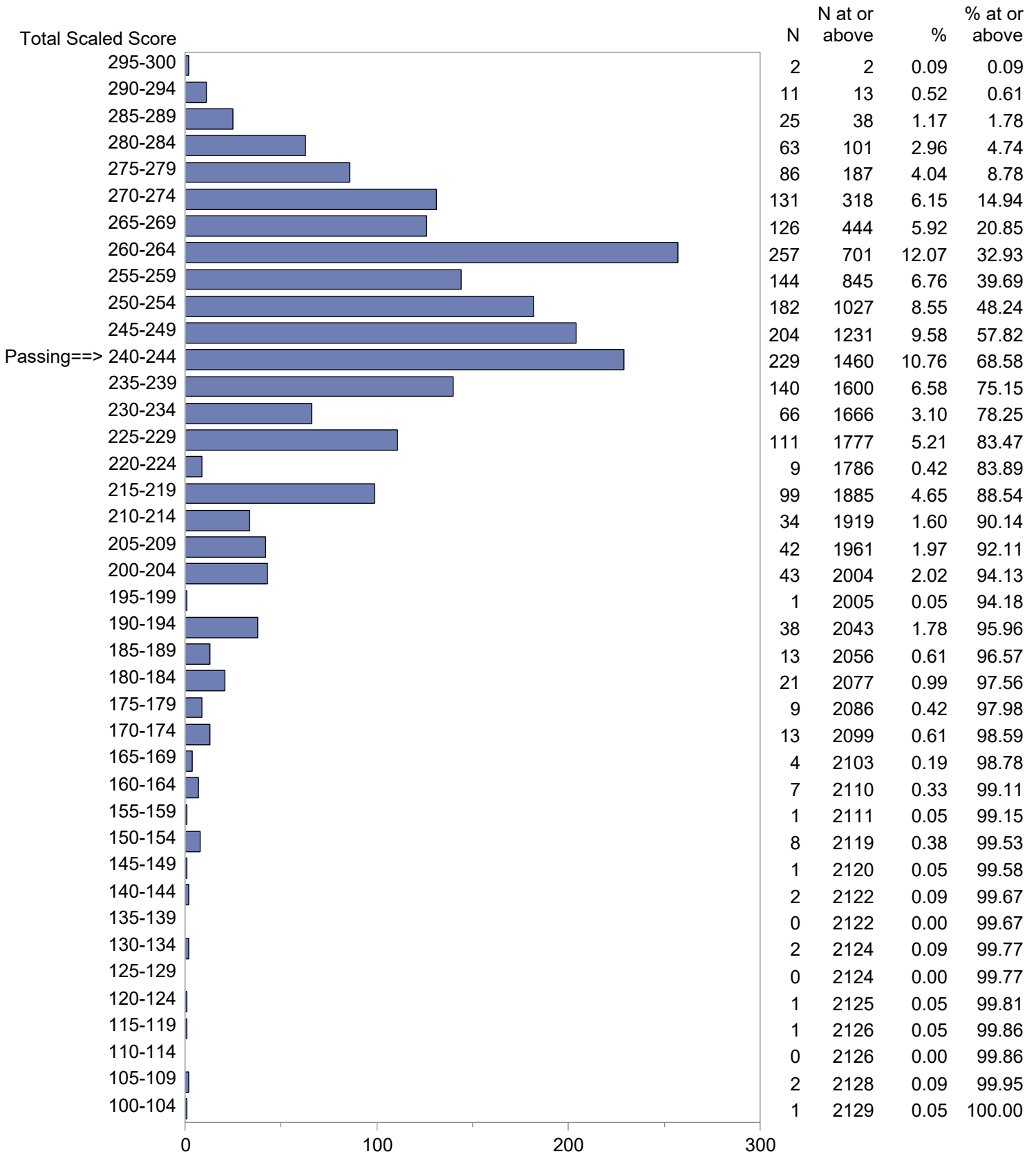
Exam Field=807 CORE SUBJECTS 4-8 MATHEMATICS





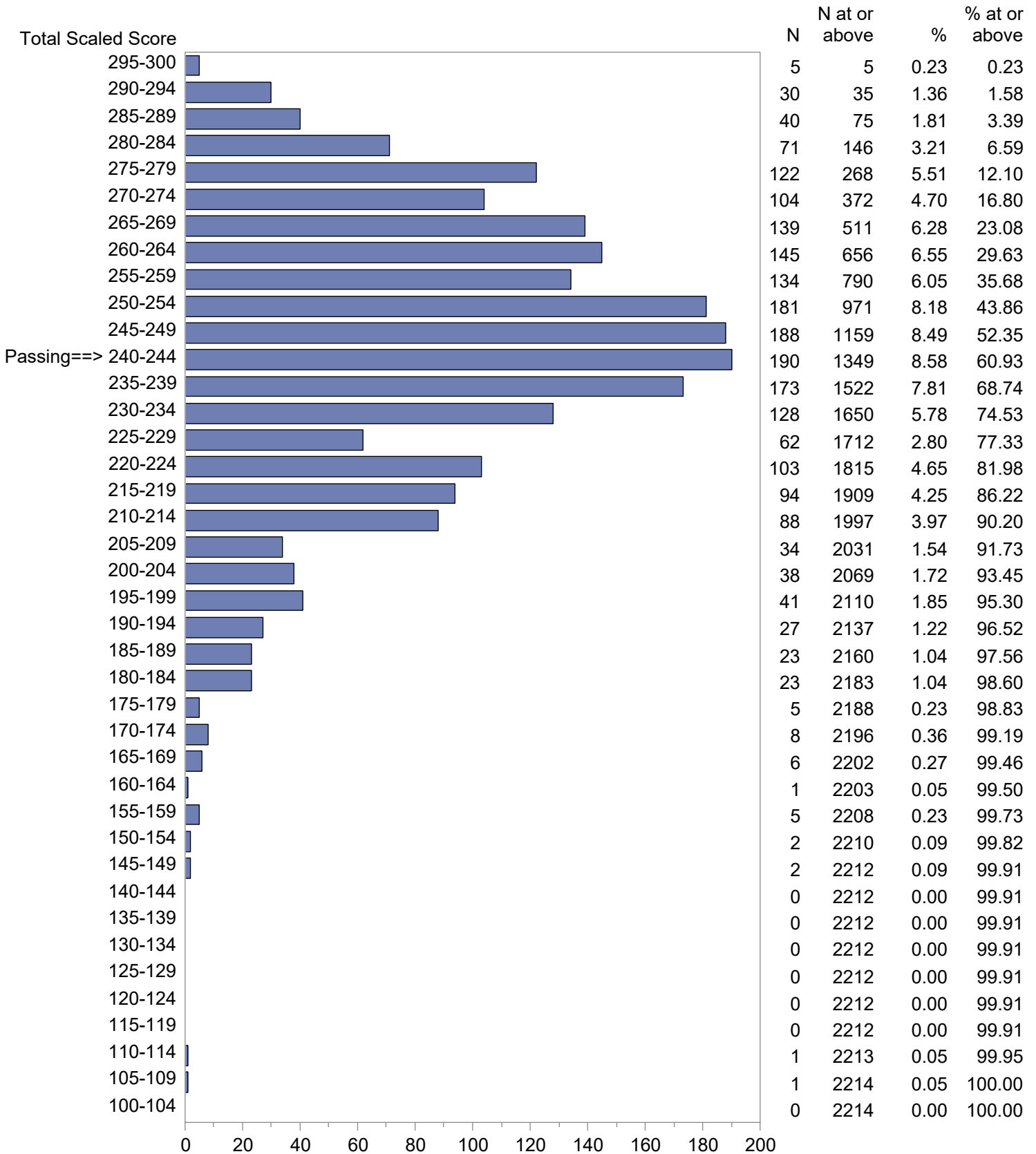
Texas Educator Certification Examination Program  
September 1, 2020 - August 31, 2021  
Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=808 CORE SUBJECTS 4-8 SOCIAL STUDIES



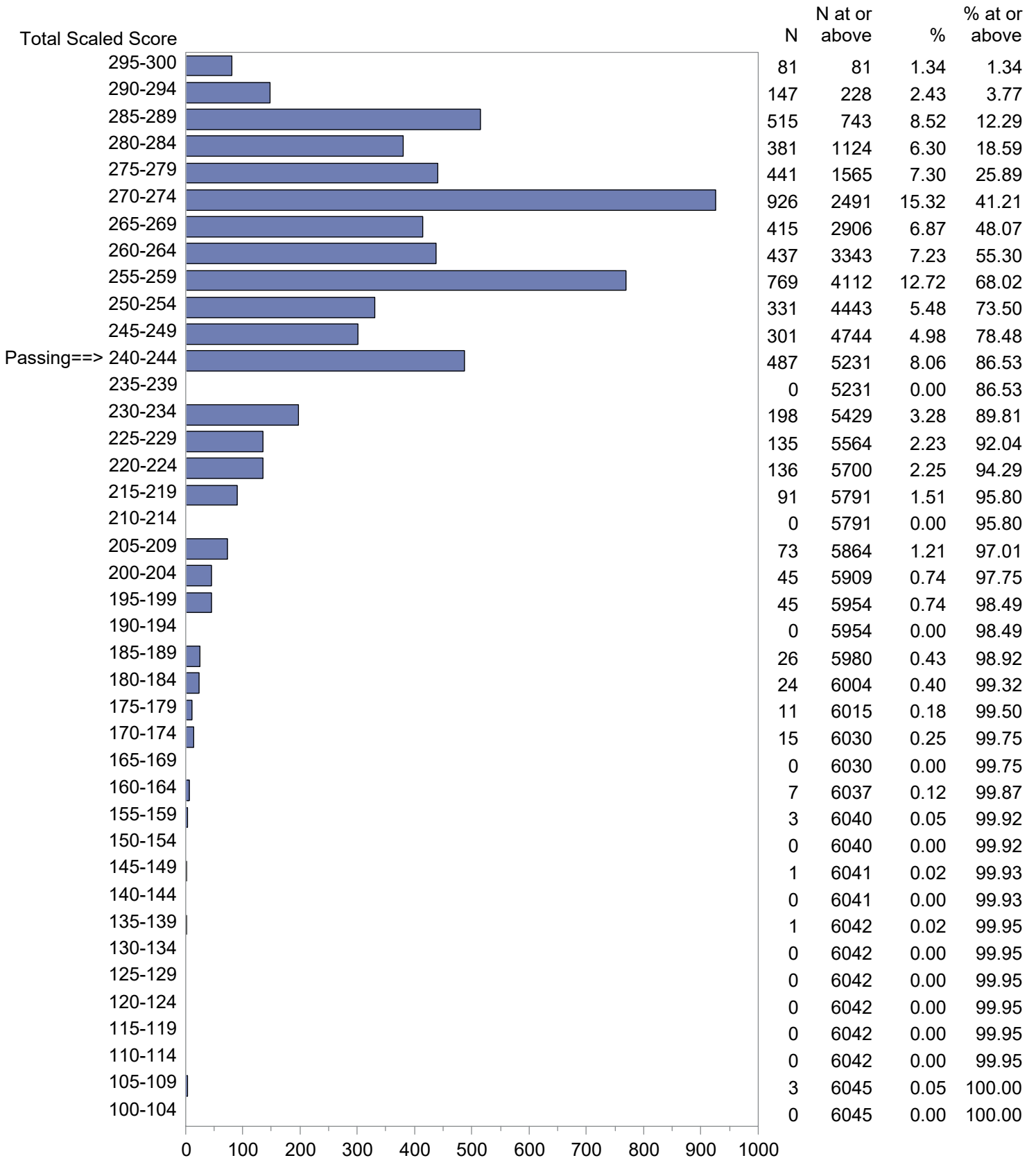
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=809 CORE SUBJECTS 4-8 SCIENCE



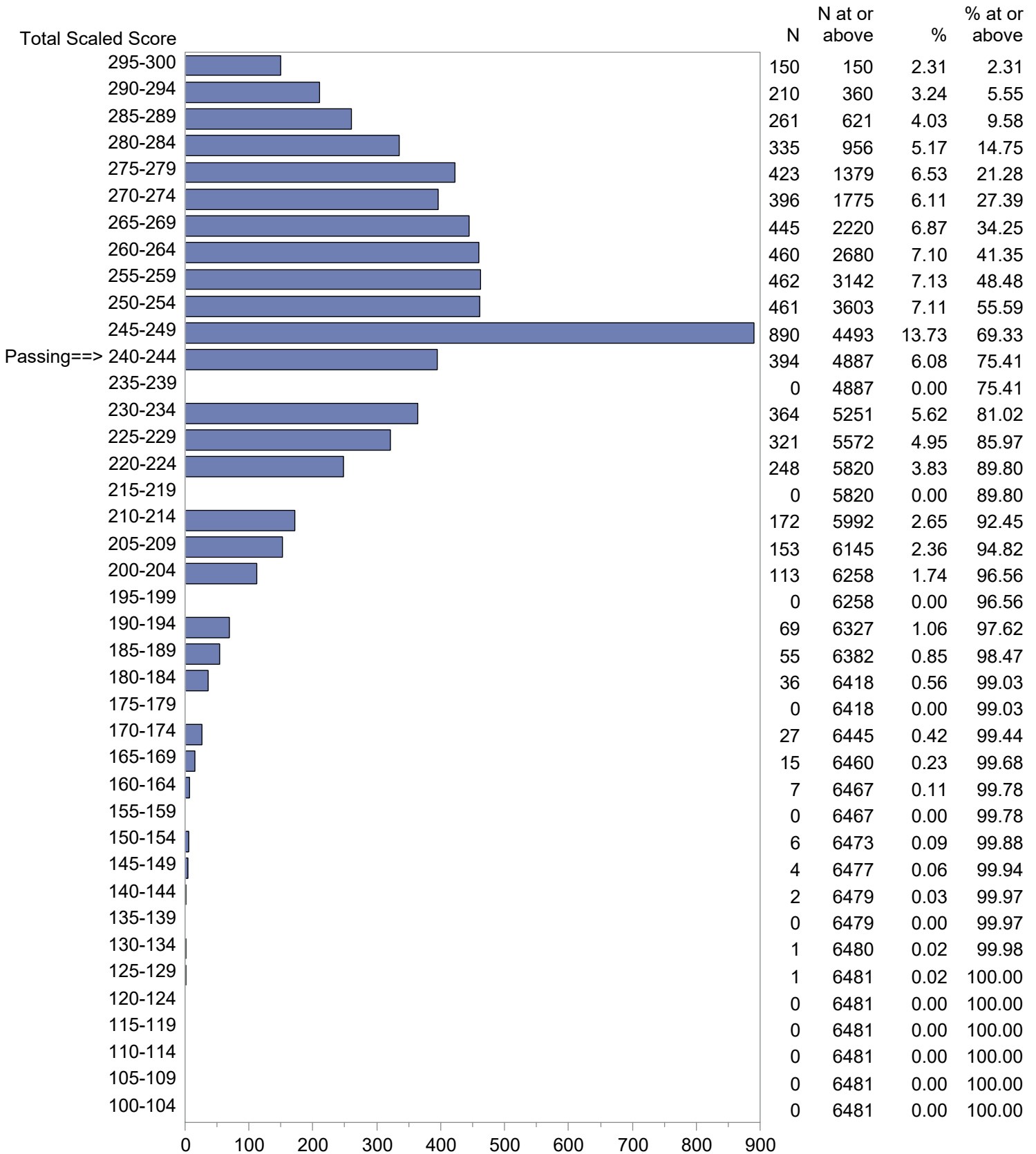
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=901 CORE SUBJECTS EC-6 ELAR



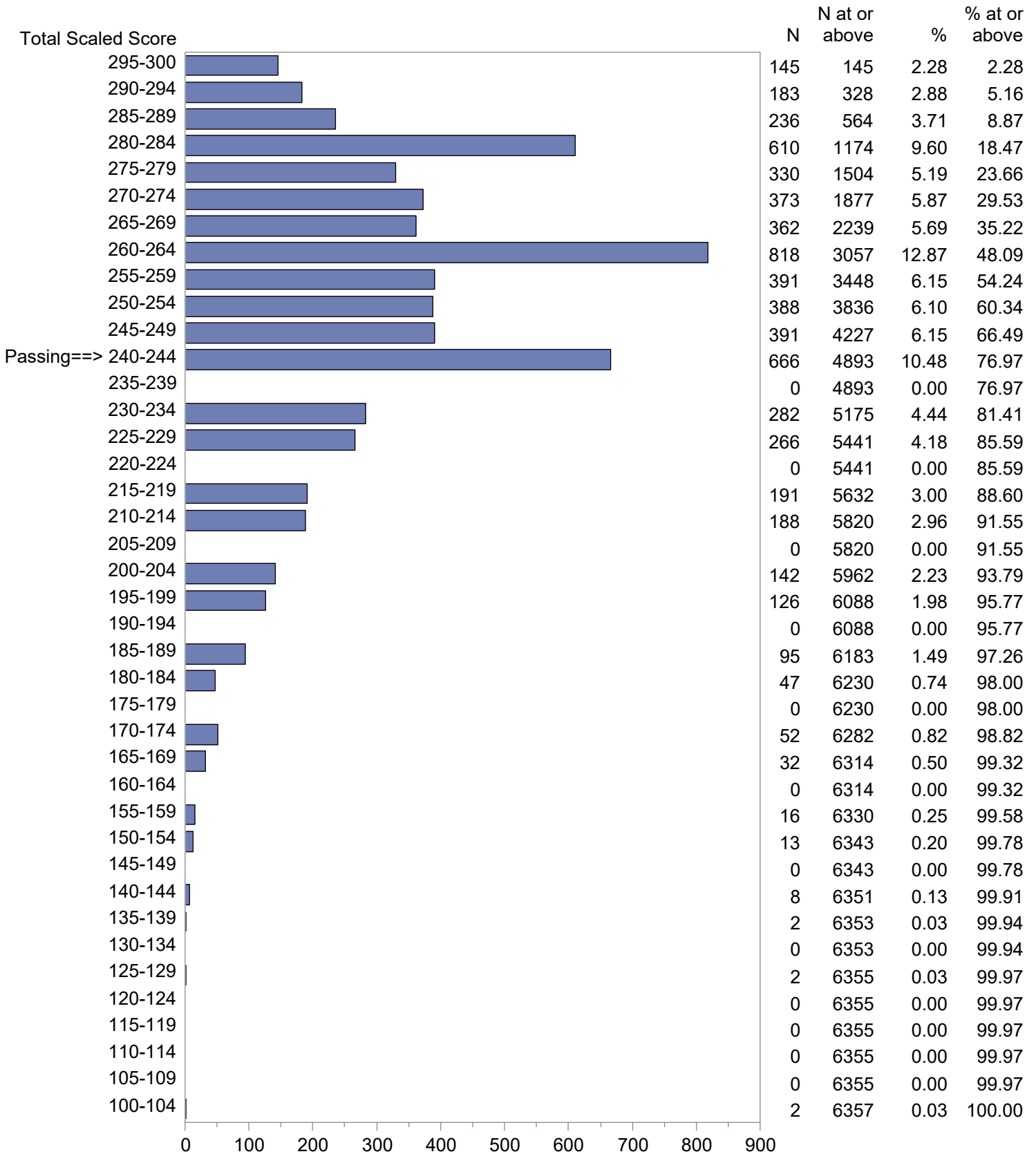
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=902 CORE SUBJECTS EC-6 MATH



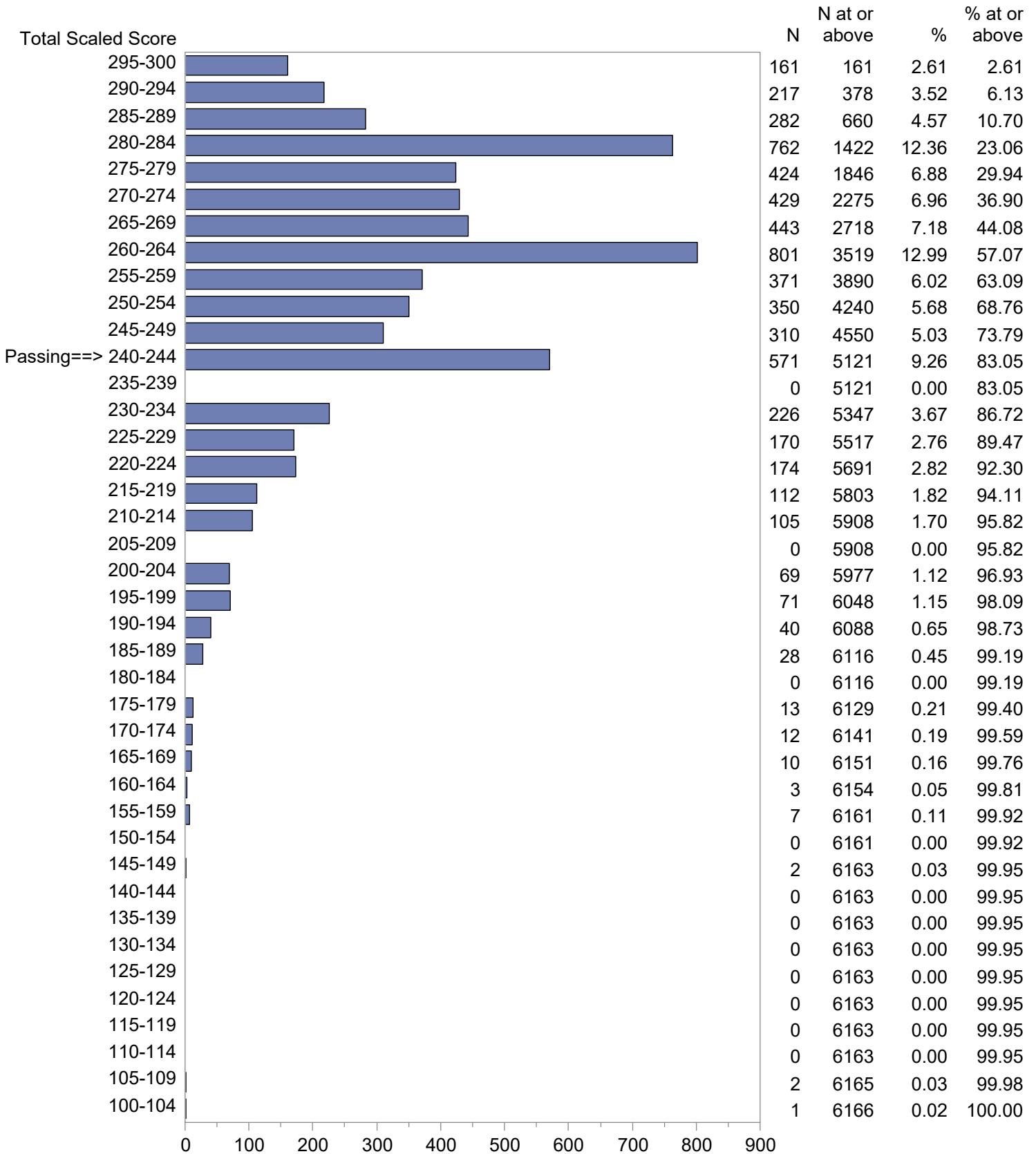
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=903 CORE SUBJECTS EC-6 SOCIAL STUDIES



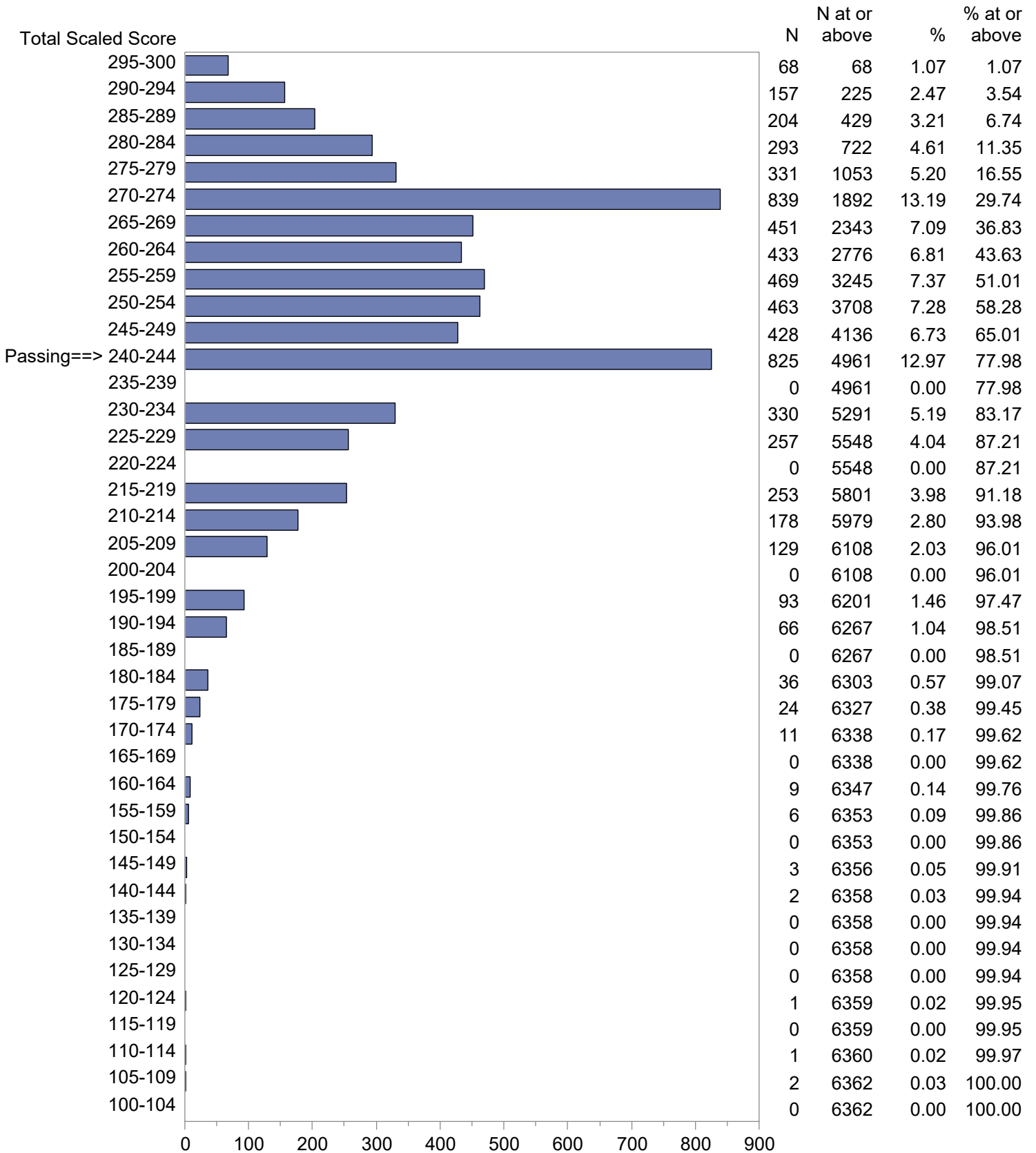
Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=904 CORE SUBJECTS EC-6 SCIENCE



Texas Educator Certification Examination Program  
 September 1, 2020 - August 31, 2021  
 Total Scaled Score Distribution by Exam Field (All Forms)

Exam Field=905 CORE SUBJECTS EC-6 FINE ARTS, HEALTH, PE



## **Appendix 4. Total Scaled Score Summary Statistics by Exam Field**



**Texas Educator Certification Examination Program**  
**September 1, 2020 - August 31, 2021**  
**Total Scaled Score Summary Statistics Report by Exam Field**

Exam Code	Exam Field	Number of Test Takers	Mean Reported Score	Mean Standard Deviation	Mean SEM	Mean KR20	Pass Rate
072 <sup>ab</sup>	TEXAS ASSESSMENT OF SIGN COMMUNICATION (TASC)	46	3.41	1.18	-	-	74%
073 <sup>ab</sup>	TASC-ASL (AMERICAN SIGN LANGUAGE)	88	2.99	1.39	-	-	56%
113	ENGLISH LANGUAGE ARTS & READING/SOCIAL STUDIES 4-8	505	249.77	21.12	6.56	0.90	70%
114	MATHEMATICS/SCIENCE 4-8	502	238.71	22.88	6.86	0.91	51%
115	MATHEMATICS 4-8	2,278	238.63	30.17	9.09	0.91	51%
116	SCIENCE 4-8	1,623	237.44	21.73	8.55	0.84	46%
117	ENGLISH LANGUAGE ARTS AND READING 4-8	1,844	252.77	20.53	7.79	0.85	77%
118	SOCIAL STUDIES 4-8	1,500	237.13	26.21	9.02	0.88	50%
129	SPEECH 7-12	364	246.18	22.48	7.67	0.88	59%
150	SCHOOL LIBRARIAN	522	247.47	16.04	8.46	0.71	68%
151 <sup>b</sup>	READING SPECIALIST	327	271.65	11.36	-	-	100%
152	SCHOOL COUNSELOR	1,461	257.11	15.04	8.02	0.71	88%
153	EDUCATIONAL DIAGNOSTICIAN	590	251.74	16.10	7.74	0.77	80%
154	ENGLISH AS A SECOND LANGUAGE (ESL) SUPPLEMENTAL	20,519	249.53	19.14	9.15	0.77	72%
157	HEALTH EC-12	716	258.77	16.03	7.54	0.78	88%
158	PHYSICAL EDUCATION EC-12	3,192	250.80	20.11	9.22	0.78	74%
160	PEDAGOGY & PROFESSIONAL RESPONSIBILITIES EC-12	29,579	255.63	18.14	7.55	0.82	80%
161	SPECIAL EDUCATION EC-12	8,637	244.92	18.33	6.33	0.88	61%
162	GIFTED AND TALENTED SUPPLEMENTAL	416	257.90	12.93	6.85	0.73	93%
163	SPECIAL EDUCATION SUPPLEMENTAL	918	251.31	14.10	6.17	0.80	82%
164	BILINGUAL EDUCATION SUPPLEMENTAL	2,943	247.52	16.51	8.08	0.76	67%
171	TECHNOLOGY EDUCATION 6-12	328	262.33	15.81	5.17	0.89	94%
177	MUSIC EC-12	1,403	249.29	16.58	6.95	0.81	77%
178	ART EC-12	1,040	263.36	15.42	6.49	0.82	94%
180	THEATRE EC-12	474	252.17	18.15	7.01	0.85	76%
181 <sup>b</sup>	DEAF AND HARD OF HEARING	103	253.61	17.63	-	-	83%
182 <sup>b</sup>	VISUALLY IMPAIRED	60	249.13	14.61	-	-	78%
184 <sup>b</sup>	AMERICAN SIGN LANGUAGE (ASL)	68	257.60	20.76	-	-	81%
190	BILINGUAL TARGET LANGUAGE PROFICIENCY TEST (BTLPT) - SPANISH	3,055	241.24	21.40	7.38	0.84	54%
195	SUPERINTENDENT	607	253.22	11.57	6.87	0.65	89%
200	AAFCS FAMILY AND CONSUMER SCIENCES, COMPOSITE	595	246.42	16.93	8.55	0.74	75%

**Texas Educator Certification Examination Program**  
**September 1, 2020 - August 31, 2021**  
**Total Scaled Score Summary Statistics Report by Exam Field**

Exam Code	Exam Field	Number of Test Takers	Mean Reported Score	Mean Standard Deviation	Mean SEM	Mean KR20	Pass Rate
201 <sup>b</sup>	AAFCS HOSPITALITY, NUTRITION, FOOD SCIENCE	60	249.07	17.31	-	-	75%
202	AAFCS HUMAN DEVELOPMENT & FAMILY STUDIES	103	259.25	13.20	7.63	0.67	94%
231	ENGLISH LANGUAGE ARTS AND READING 7-12	3,531	245.40	22.28	8.91	0.85	69%
232	SOCIAL STUDIES 7-12	3,487	234.08	24.35	7.30	0.91	45%
233	HISTORY 7-12	1,433	241.76	23.27	7.95	0.88	59%
235	MATHEMATICS 7-12	2,239	237.87	30.93	8.27	0.93	54%
236	SCIENCE 7-12	1,697	236.33	27.29	7.10	0.93	49%
237 <sup>b</sup>	PHYSICAL SCIENCE 6-12	89	228.49	31.95	-	-	44%
238	LIFE SCIENCE 7-12	1,111	237.94	26.78	9.32	0.88	49%
240 <sup>b</sup>	CHEMISTRY 7-12	176	239.12	30.85	-	-	55%
241	COMPUTER SCIENCE 8-12	238	230.60	36.63	9.34	0.93	41%
242	TECHNOLOGY APPLICATIONS EC-12	878	237.99	22.20	9.25	0.83	47%
243 <sup>b</sup>	PHYSICS/MATHEMATICS 7-12	111	251.40	26.90	-	-	70%
253 <sup>c</sup>	EDUCATIONAL DIAGNOSTICIAN	420	-	-	-	0.74	100%
256 <sup>b</sup>	JOURNALISM 7-12	137	245.85	15.19	-	-	73%
268	PRINCIPAL AS INSTRUCTIONAL LEADER (PAIL)	3,360	245.83	14.77	7.42	0.68	70%
270 <sup>b</sup>	PPR TRADE & INDUSTRIAL EDUCATION 6-12	212	252.82	16.34	-	-	79%
272	AGRICULTURE, FOOD AND NATURAL RESOURCES 6-12	399	260.85	16.20	6.71	0.83	92%
273	HEALTH SCIENCE 6-12	220	252.28	20.53	7.68	0.86	75%
274 <sup>b</sup>	MATHEMATICS/PHYSICAL SCIENCE/ENGINEERING 6-12	96	252.66	23.50	-	-	73%
275 <sup>b</sup>	MARKETING 6-12	65	243.46	20.86	-	-	62%
276	BUSINESS AND FINANCE 6-12	1,144	234.22	18.08	8.23	0.79	39%
279	DANCE 6-12	276	249.94	17.79	7.90	0.80	73%
283 <sup>b</sup>	BRAILLE (UEB)	62	248.11	29.36	-	-	63%
292 <sup>bc</sup>	EARLY CHILDHOOD: PK-3	34	-	-	-	-	91%
293 <sup>c</sup>	SCIENCE OF TEACHING READING	21,230	-	-	-	0.80	99%
610 <sup>b</sup>	LANGUAGES OTHER THAN ENGLISH-FRENCH EC-12	96	223.30	26.72	-	-	32%
611 <sup>b</sup>	LANGUAGES OTHER THAN ENGLISH-GERMAN EC-12	18	248.94	22.97	-	-	78%
612 <sup>b</sup>	LANGUAGES OTHER THAN ENGLISH-LATIN EC-12	12	262.92	24.81	-	-	83%
613	LANGUAGES OTHER THAN ENGLISH-SPANISH EC-12	1,078	232.01	20.84	7.20	0.87	37%

**Texas Educator Certification Examination Program**  
**September 1, 2020 - August 31, 2021**  
**Total Scaled Score Summary Statistics Report by Exam Field**

Exam Code	Exam Field	Number of Test Takers	Mean Reported Score	Mean Standard Deviation	Mean SEM	Mean KR20	Pass Rate
701	TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST I: READING)	1,162	245.60	30.64	13.50	0.80	63%
702	TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST II: WRITING)	1,351	230.90	29.61	11.59	0.75	43%
703	TX PACT: ESSENTIAL ACADEMIC SKILLS (SUBTEST III: MATHEMATICS)	1,180	243.52	35.12	13.01	0.86	62%
710 <sup>b</sup>	TX PACT: LOTE FRENCH: EARLY CHILDHOOD-GRADE 12	11	256.55	29.37	-	-	73%
711 <sup>d</sup>	TX PACT: LOTE GERMAN: EARLY CHILDHOOD-GRADE 12	2	-	-	-	-	-
712 <sup>d</sup>	TX PACT: LOTE LATIN: EARLY CHILDHOOD-GRADE 12	1	-	-	-	-	-
713	TX PACT: LOTE SPANISH: EARLY CHILDHOOD-GRADE 12	263	244.93	28.23	11.11	0.89	61%
714 <sup>d</sup>	TX PACT: LOTE CHINESE: EARLY CHILDHOOD-GRADE 12	8	-	-	-	-	-
715	TX PACT: MATHEMATICS: GRADES 4-8	309	223.60	31.05	8.90	0.92	35%
716	TX PACT: SCIENCE: GRADES 4-8	159	217.02	31.81	9.03	0.92	27%
717	TX PACT: ENGLISH LANGUAGE ARTS AND READING: GRADES 4-8	300	224.07	27.33	8.64	0.90	31%
718	TX PACT: SOCIAL STUDIES: GRADES 4-8	182	224.53	25.16	9.19	0.87	34%
721 <sup>b</sup>	TX PACT: FAMILY AND CONSUMER SCIENCES	50	258.90	15.32	-	-	90%
729 <sup>b</sup>	TX PACT: SPEECH: GRADES 7-12	15	233.33	28.75	-	-	40%
731	TX PACT: ENGLISH LANGUAGE ARTS AND READING: GRADES 7-12	423	252.10	26.90	7.18	0.93	75%
732	TX PACT: SOCIAL STUDIES: GRADES 7-12	363	228.59	33.31	8.85	0.93	48%
733	TX PACT: HISTORY: GRADES 7-12	220	234.74	28.05	8.26	0.91	49%
735	TX PACT: MATHEMATICS: GRADES 7-12	250	233.66	34.87	7.92	0.95	51%
736	TX PACT: SCIENCE: GRADES 7-12	166	240.46	29.19	7.59	0.93	63%
737 <sup>b</sup>	TX PACT: PHYSICAL SCIENCE: GRADES 6-12	11	204.55	37.72	-	-	36%
738 <sup>b</sup>	TX PACT: LIFE SCIENCE: GRADES 7-12	71	236.20	29.88	-	-	46%
739 <sup>d</sup>	TX PACT: PHYSICS: GRADES 7-12	4	-	-	-	-	-
740 <sup>b</sup>	TX PACT: CHEMISTRY: GRADES 7-12	20	228.15	34.45	-	-	40%
741 <sup>b</sup>	TX PACT: COMPUTER SCIENCE: GRADES 8-12	11	250.55	38.15	-	-	73%
742 <sup>b</sup>	TX PACT: TECHNOLOGY APPLICATIONS: EARLY CHILDHOOD-GRADE 12	67	223.28	27.57	-	-	37%
756 <sup>b</sup>	TX PACT: JOURNALISM: GRADES 7-12	11	220.64	21.10	-	-	27%
757	TX PACT: HEALTH: EARLY CHILDHOOD-GRADE 12	104	237.16	22.02	9.34	0.82	45%

**Texas Educator Certification Examination Program**  
**September 1, 2020 - August 31, 2021**  
**Total Scaled Score Summary Statistics Report by Exam Field**

Exam Code	Exam Field	Number of Test Takers	Mean Reported Score	Mean Standard Deviation	Mean SEM	Mean KR20	Pass Rate
758	TX PACT: PHYSICAL EDUCATION: EARLY CHILDHOOD-GRADE 12	554	232.89	20.88	9.63	0.79	40%
771 <sup>b</sup>	TX PACT: TECHNOLOGY EDUCATION: GRADES 6-12	27	234.37	27.43	-	-	59%
772 <sup>b</sup>	TX PACT: AGRICULTURE, FOOD, AND NATURAL RESOURCES: GRADES 6-12	31	248.68	21.26	-	-	74%
776	TX PACT: BUSINESS AND FINANCE: GRADES 6-12	178	238.50	28.12	8.25	0.91	57%
777	TX PACT: MUSIC: EARLY CHILDHOOD-GRADE 12	139	255.89	23.81	7.32	0.91	80%
778 <sup>b</sup>	TX PACT: ART: EARLY CHILDHOOD-GRADE 12	92	260.95	19.99	-	-	90%
779 <sup>b</sup>	TX PACT: DANCE: GRADES 6-12	24	236.17	19.64	-	-	50%
780 <sup>b</sup>	TX PACT: THEATRE: EARLY CHILDHOOD-GRADE 12	46	253.02	20.70	-	-	78%
784 <sup>d</sup>	TX PACT: AMERICAN SIGN LANGUAGE (ASL): EC-12 (SUBTEST I)	3	-	-	-	-	-
785 <sup>d</sup>	TX PACT: AMERICAN SIGN LANGUAGE (ASL): EC-12 (SUBTEST II)	4	-	-	-	-	-
790	TX PACT: CORE SUBJECTS: GRADES 4-8	263	203.37	30.19	7.90	0.93	16%
801	CORE SUBJECTS EC-6 ELAR/STR	10,295	249.18	25.03	9.41	0.86	76%
802	CORE SUBJECTS EC-6 MATHEMATICS	11,591	246.01	27.23	12.40	0.79	67%
803	CORE SUBJECTS EC-6 SOCIAL STUDIES	13,273	240.06	26.68	13.62	0.74	58%
804	CORE SUBJECTS EC-6 SCIENCE	12,881	242.36	23.32	10.91	0.78	61%
805	CORE SUBJECTS EC-6 FINE ARTS/HEALTH/PE	9,745	250.48	22.54	11.01	0.75	80%
806	CORE SUBJECTS 4-8 ELAR	2,297	241.88	24.13	9.54	0.84	58%
807	CORE SUBJECTS 4-8 MATHEMATICS	2,156	242.49	30.59	12.01	0.84	63%
808	CORE SUBJECTS 4-8 SOCIAL STUDIES	2,129	244.97	26.22	13.55	0.72	69%
809	CORE SUBJECTS 4-8 SCIENCE	2,214	243.44	26.54	11.97	0.79	61%
901	CORE SUBJECTS EC-6 ELAR	6,045	259.82	23.07	10.67	0.79	87%
902	CORE SUBJECTS EC-6 MATHEMATICS	6,481	252.15	26.43	12.36	0.78	75%
903	CORE SUBJECTS EC-6 SOCIAL STUDIES	6,357	252.30	28.74	12.37	0.81	77%
904	CORE SUBJECTS EC-6 SCIENCE	6,166	258.39	25.02	11.10	0.80	83%
905	CORE SUBJECTS EC-6 FINE ARTS/HEALTH/PE	6,362	252.54	25.07	12.61	0.75	78%

**Notes:**

<sup>a</sup> For exam codes 072 and 073, the summary statistics were calculated by converting alphabetic scores reported to candidates to numeric scores (A = 5, B = 4, C = 3, D = 2, E = 1).

<sup>b</sup> These exam forms were taken by too few test-takers to estimate reliability and the standard error of measurement.

<sup>c</sup> Summary statistics are not reported for exam forms taken during the Introductory Pass/Fail Period.

<sup>d</sup> These exam forms were taken by too few test-takers to report means.

## **Appendix 5. Sample Candidate Score Report**



**Examinee Score Report**

**Test:** 231 ENG LANGUAGE ARTS AND READING 7-12  
**Total Scaled Score:** 256  
**Status\*:** Passed  
**Scaled Score Range:** 100-300  
**Passing Score:** 240

**Test Date:** MM/DD/YYYY  
FIRSTNAME M LASTNAME  
123 EXAMPLE LANE  
EXAMPLE, TX, 12345  
  
**TEA ID:** 1234567

Performance by Domain	Points Possible	Points Earned
I. Integrated Language Arts	12	9
Competency 001	3	2
Competency 002	4	3
Competency 003	5	4
II. Literature and Reading Processes	32	21
Competency 004	8	5
Competency 005	7	4
Competency 006	11	9
Competency 007	6	3
III. Written Communication	24	14
Competency 008	10	4
Competency 009	14	10
IV. Oral Communication and Media Literacy	12	9
Competency 010	4	3
Competency 011	8	6
Constructed Responses	20	12
Literary Analysis	8	8

Responses to the Literary Analysis constructed-response question that receive a score of 8, as yours did, typically demonstrate a thorough understanding of the content knowledge addressed in the assignment.

Writing Assessment and Pedagogy

12

4

A score of 4 on the Writing Assessment and Pedagogy constructed–response question indicates that your responses to the three tasks demonstrate a seriously limited overall understanding of the content knowledge addressed in the assignment. Because this combined score is determined by adding the scores for each of the question’s three tasks together, it does not indicate your level of proficiency on any individual task response. A combined score of 4 does indicate that at least two of your three responses are weak or deficient in addressing the components of the assigned task and /or meeting the **Performance Characteristics** on which the scoring rubrics are based.

**A score of 4 may indicate WEAKNESSES in ONE OR MORE of your task responses. Typical weaknesses for each Performance Characteristic are described below.**

**Purpose:** Typical weaknesses include vague, limited, or somewhat inaccurate

- identification/description of
  - o a significant strength of the student’s response (Task 1),
  - o a significant weakness of the student’s response (Task 2), or
  - o a specific, appropriate instructional activity to address the weakness you identified in Task 2 (Task 3);
- explanation of
  - o how the strength contributes to the response’s overall effectiveness (Task 1),
  - o how the weakness interferes with the response’s overall effectiveness (Task 2), or
  - o how the instructional activity addresses the weakness you identified in Task 2 and/or why you think the activity would be effective (Task 3).

**Demonstration of Knowledge :** Typical weaknesses include vague, limited, or partially inaccurate

- assessment and identification of the strengths and/or weaknesses of student writing,
- explanation of how particular features contribute to the overall effectiveness of student writing,
- application of appropriate instructional and pedagogical activities to address weaknesses in student writing, and
- explanation of how specific instructional activities support student learning.

**Support :** Typical weaknesses include limited, somewhat ineffective, and/or somewhat inaccurate

- supporting details or examples and
- citations of examples from the student response.

**Rationale :** Typical weaknesses include

- limited reasoning and
- only a partial understanding of the assigned task.

**Written Expression:** Typical weaknesses include distracting errors in the conventions of standard English for paragraphing, sentence structure, usage, and mechanical conventions that result in a lack of clarity and/or impede effectiveness.

**A score of 4 also indicates DEFICIENCIES in ONE OR MORE of your task responses. Typical deficiencies for each Performance Characteristic are described below.**

**Purpose:** Typical deficiencies include missing, incorrect, or largely incomprehensible

- identification/description of
  - o a significant strength of the student’s response (Task 1),
  - o a significant weakness of the student’s response (Task 2), or
  - o a specific, appropriate instructional activity to address the weakness you identified in Task 2 (Task 3);
- explanation of
  - o how the strength contributes to the response’s overall effectiveness (Task 1),
  - o how the weakness interferes with the response’s overall effectiveness (Task 2), or
  - o how the instructional activity addresses the weakness you identified in Task 2 and/or why you think the activity would be effective (Task 3).

**Demonstration of Knowledge** : Typical deficiencies include missing, insufficient, or inaccurate

- assessment and identification of the strengths and/or weaknesses of student writing,
- explanation of how particular features contribute to the overall effectiveness of student writing,
- explanation of how to apply appropriate instructional and pedagogical activities to address weaknesses in student writing, and
- explanation of how specific instructional activities support student learning.

**Support** : Typical deficiencies include

- little or no relevant support and
- no citation of relevant examples from the student response.

**Rationale** : Typical deficiencies reflect

- weak reasoning and
- little or no understanding of the assigned task.

**Written Expression**: Typical deficiencies include severe errors in the conventions of standard English for paragraphing, sentence structure, usage, and mechanical conventions that interfere with meaning.

You are strongly encouraged to thoroughly review the pertinent sections of the Test Preparation Manual to better understand all aspects of this test's Writing Assessment and Pedagogy constructed–response question.

You are limited to five attempts to take a certification exam under Texas Education Code §21.048 (<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm#21.048>). The five attempts include any of the exam approval methods (PACT, EPP, out of state, charter, and CBE). If you choose to register again for the same exam after completion of the fifth testing attempt or an approved waiver attempt, your scores will not be counted towards certification and you will assume responsibility for exam fees paid.

For information about the scoring of the exam, select Scores in the top navigation of the Texas Educator Certification Examination Program website, <http://www.tx.nesinc.com>, and review the additional information provided about how to read your score report.

**Print a copy of this score report for your records.**

Note: Please allow 7 to 10 business days after the score reporting date for your exam scores to be posted in your Educator Certification Online System (ECOS) account accessed through TEA Login (TEAL) (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) before submitting your online application for certification. Application for certification does not proceed automatically based upon receipt of your scores by TEA. To apply for certification, you must access your ECOS account, click on "Applications," and complete the appropriate application.

\* Passed/Not Passed status is based on the total scaled score for each exam. Refer to the Scores section and the Preparation Manual on the testing program website, at <http://www.tx.nesinc.com>, to learn more about the performance information included on your score report.

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