



MICHIGAN TEST FOR TEACHER CERTIFICATION

Technical Report: Appendices

OCTOBER 2014–SEPTEMBER 2015

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Michigan Test for Teacher Certification

Technical Report: Appendices

Test Statistics

October 1, 2014 – September 30, 2015

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MTTC Technical Report

Test Statistics: October 1, 2014 – September 30, 2015

Section I: Overview

Volume II of the MTTC Technical Report provides test statistics for test forms administered to at least 10 examinees during test administrations between October 1, 2014 and September 30, 2015. Total test statistics are provided as the basis for understanding the usefulness of the test for licensing decisions. Additional statistical information is provided for tests administered to at least 60 examinees. These statistics provide further information for the multiple-choice items and for the performance assignment(s) on the Professional Readiness Examination (PRE) Writing subtest, each of the World Language tests except Italian (including Arabic [Modern Standard], Chinese [Mandarin], French, German, Japanese, Russian, and Spanish), and Latin.

Aids to Interpreting the MTTC Statistics

A large amount of statistical information is presented in the reports that follow. Readers may benefit from a number of interpretive aids while considering these data.

- Information presented in these reports is based on four paper-based administrations of the MTTC tests, and eight computer-based testing windows at which selected tests were administered; it is possible that information based on additional test administrations might be different.
- Information in these reports that is based on the test performance of relatively small numbers of examinees (i.e., fewer than 60 examinees) may not be indicative of the performance of larger numbers of examinees.

- The MTTC tests include multiple-choice items and performance assignments. Procedures for estimating the psychometric characteristics of multiple-choice items and tests are well-established and documented in the literature; such procedures for performance assignments, and for tests that combine performance assignments and multiple-choice items, are less well-established and documented. Most MTTC tests presently consist of multiple-choice items only. The Writing subtest of the Professional Readiness Examination (previously the Basic Skills test) consists of a written performance assignment. Each of the MTTC World Language tests except Italian, as well as the Latin test, consists of a multiple-choice section and a performance assignment section. The Spanish, French, German, and Latin content-area tests each include two written performance assignments. The Chinese (Mandarin), Arabic (Modern Standard), Russian, and Japanese tests each contain eight performance assignments.
- The scores that are reported on the MTTC are scaled scores. They have been converted mathematically to a scale with a lower limit of 100, a passing score of 220, and an upper limit of 300. This is the scale used in reporting all MTTC scaled score statistics.

Test Reliability: Overview

As a term used in testing, “reliability/precision” may be defined as “the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and consistent for an individual test taker; the degree to which scores are free of random errors of measurement for a given group” (*Standards for Educational and Psychological Testing (AERA, APA & NCME, 2014, p. 222)*).

Every test (in fact, every measurement tool) can be expected to produce some measurement error; well-constructed tests produce a small amount of measurement error and generally yield consistent results from one measurement occasion (i.e., test administration) to another.

The process that was used to develop the Michigan Test for Teacher Certification contained features designed to ensure, to the extent possible, that the content and format of the tests would contribute to the stability of the scores derived from them. Test content is based on Michigan regulations, documents, and resources, and was reviewed for accuracy and edited for clarity. Test items were reviewed to ensure that they relate to knowledge and skills judged to be important to the job of an educator entering teaching in Michigan schools.

For the performance assignments, scoring procedures were carefully designed to include detailed orientation, explicit scoring scales and standards, and ongoing verification of scorer accuracy and consistency. Test administration conditions are standardized to be consistent across test sites and occasions.

Statistical estimates of reliability focus on the results of tests—the scores achieved by specific groups of examinees. To the extent that the quality of test materials and procedures can contribute to the underlying reliability and consistency of test scores, the Michigan Tests for Teacher Certification have been developed to ensure high test quality and to affect procedural consistency in test development, administration, and scoring.

Factors that affect statistical estimates of test reliability. Reliability is a property of test scores for a particular group of examinees, not a fixed property of a test. Many factors may affect statistical estimates of test reliability, among them the following.

Number of examinees. The number of examinees whose test scores contribute to a statistical estimate of reliability affects the stability of the estimate. Estimates based on smaller numbers of examinees are typically less stable than estimates based on larger numbers. For this reason, statistical estimates of reliability are calculated for the MTTC only for those tests that are taken by 60 or more examinees.

Self-selection of examinees by test administration date. Typically, examinees can decide when to take a particular test. The tests are offered multiple times per year, and examinees can select when to take and retake the tests. This self-selection can affect the composition, ability level, and variability of the group taking a particular test at a given test administration.

Variability of the group tested. In general, the larger the true variance or true spread of the scores of the examinee group (i.e., the greater the individual differences in the true level of knowledge and skills of the examinees in the particular group taking a test on a particular occasion), the greater will be the reliability coefficient. If the examinees on a particular occasion have generally similar levels of knowledge and skills, statistical estimates of reliability may tend to be lower.

Composite tests. Statistical estimates of reliability for tests that are composites of different types of items (e.g., multiple-choice items and performance assignments) tend to be more relevant when they are calculated on the combined, total test than when they are based on any single component (i.e., multiple-choice items alone or performance assignments alone).

Test content. Statistical estimates of reliability tend to be higher for tests that cover narrower, more homogeneous ranges of content than for tests that cover broad, varied ranges of content. Tests for educator licensure typically must test a broad base of knowledge and skills that pertain to licenses that will apply in a wide range of educational settings, grade levels, and teaching assignments.

Statistical procedures. One approach to gauging the reliability of a test is through the use of statistical procedures. As is the case with most statistical measures of test score reliability, the estimates to be included will be reported on a scale ranging from zero to one (i.e., 0.00 to 1.00). While there is no fixed standard that distinguishes “reliable” test scores from “unreliable” ones, the U.S. Department of Labor Employment and Training Administration has published in a guide, titled *Testing and Assessment: An Employer’s Guide to Good Practices*, the following general guidelines for interpreting reliability coefficients (U.S. DOL, 1999, p. 3):

| <u>Reliability coefficient value</u> | <u>Interpretation</u> |
|--------------------------------------|--------------------------------|
| .90 and up | Excellent |
| .80–.89 | Good |
| .70–.79 | Adequate |
| Below .70 | May have limited applicability |

Adequate numbers of examinees. Statistical reliability estimates, if they are to be interpreted with any degree of confidence, must be based on adequate numbers of examinee scores that may represent some range of examinee knowledge and skill levels and that may provide some variance in examinee score distributions. Statistical reliability estimates based on few examinee scores may be highly dependent on the characteristics of those few examinees and their scores. For this reason, statistical test data are provided in this report only for test fields in which 60 or more examinees take a test at any of the operational test administrations, either paper-based or computer-based, in the program year.

Statistical measures used. A number of statistical techniques have been devised for measuring the consistency (i.e., reliability) of test scores; the choice of a specific index is based on its characteristics, precision, and practicability (Berk, 1980). The indices provided in this report are generally recommended for single-test estimation of test reliability and/or for tests comprising performance assignments and multiple-choice items.

Each statistical procedure selected for the Michigan Test for Teacher Certification provides different information about the reliability of the tests. Measures are reported for the total test and, when applicable, for each test section. However, because pass/fail decisions are made based upon the total test score only, total test reliability is the focus of interest; measures of reliability for individual sections of the test are presented for descriptive purposes only. When considering a reliability index for a single test section, it is important to keep in mind that one section of a test is usually less reliable than the total test because the test section contains fewer test items than the total test.

The statistics that are of primary interest, however, are those that describe the consistency of pass/fail decisions on the total test and the error of measurement associated with the total test. These statistics are provided in the Test Statistics Report by Test Form, which provides information on all tests; and the Test Statistics Report by Test Field, which provides information on tests with performance assignments.

Reliability estimates for the individual sections of the tests (i.e., multiple-choice and performance assignment) are also provided for descriptive purposes only in the Test Statistics Report by Test Form. These reliability estimates should not be used in place of the total test decision consistency estimates provided.

Organization of the Data

The following reports are presented.

- Test Statistics Report by Test Form, which provides information beginning with the Professional Readiness Examination (Mathematics, Reading, and Writing), followed by all other test fields in alphabetical order, and in form order (A, B, C, etc.) within each field where more than one form has been administered. Tests for which no examinees registered during this reporting period will appear in the report with no data provided.
- Test Statistics Report by Test Field (All Forms): Performance Assignments, which provides information on tests with performance assignments beginning with the Professional Readiness Examination (Writing), followed by all other test fields with performance assignments in alphabetical order. Tests for which no examinees registered during this reporting period will appear in the report with no data provided.
- Total Scaled Score Distribution by Test Field (All Forms), beginning with the Professional Readiness Examination (Mathematics, Reading, and Writing), followed by all other test fields with 10 or more test-takers in alphabetical order. Tests for which no examinees registered during this reporting period will not appear in the report.

The table on the following pages comprises a historical list of all MTTC tests in field number order, as of October 1, 2014. Note that some fields, such as 001 Language Arts, are no longer active because they have been replaced due to subsequent changes in the testing program

Historical List of MTTC Tests in Field Number Order

| Field Number | Field Name |
|--------------|--|
| 002 | English |
| 003 | Journalism |
| 004 | Speech |
| 005 | Reading |
| 007 | Economics |
| 008 | Geography |
| 009 | History |
| 010 | Political Science |
| 011 | Psychology |
| 012 | Sociology |
| 013 | Anthropology |
| 014 | Cultural Studies |
| 015 | Behavioral Studies |
| 016 | Science |
| 017 | Biology |
| 018 | Chemistry |
| 019 | Physics |
| 020 | Earth/Space Science |
| 022 | Mathematics (Secondary) |
| 023 | French |
| 024 | German |
| 026 | Latin |
| 027 | Russian |
| 028 | Spanish |
| 029 | Italian |
| 032 | Business Education |
| 033 | Accounting |
| 034 | Business Administration |
| 036 | Marketing (Distributive Education) |
| 037 | Agricultural Education |
| 039 | Music Education |
| 040 | Family and Consumer Sciences |
| 041 | Art Education |
| 042 | Health, Physical Education, Recreation |

| | |
|-----|---|
| 043 | Health |
| 044 | Physical Education |
| 046 | Dance |
| 048 | Library Media |
| 049 | Environmental Studies |
| 050 | Computer Science |
| 051 | School Counselor |
| 053 | Fine Arts |
| 054 | Humanities |
| 056 | Mentally Impaired |
| 057 | Speech and Language Impaired |
| 058 | Physically or Otherwise Health Impaired |
| 059 | Emotional Impairment (formerly Emotionally Impaired) |
| 061 | Visually Impaired |
| 062 | Hearing Impaired |
| 063 | Learning Disabled |
| 064 | Autism Spectrum Disorder (formerly Autistic) |
| 065 | Bilingual French |
| 066 | Bilingual German |
| 067 | Bilingual Greek |
| 069 | Bilingual Russian |
| 070 | Bilingual Spanish |
| 071 | Bilingual Italian |
| 072 | Bilingual Polish |
| 073 | Bilingual Hebrew |
| 074 | Bilingual Arabic |
| 075 | Bilingual Other |
| 076 | Bilingual Vietnamese |
| 077 | Bilingual Korean |
| 078 | Bilingual Yugoslavian |
| 079 | Bilingual Chaldean |
| 080 | Bilingual Chinese |
| 081 | Bilingual Japanese |
| 082 | Early Childhood Education |
| 083 | Elementary Education (Replaced with 103 Elementary Education) |
| 084 | Social Studies (Secondary) |

| | |
|-----|---|
| 085 | Middle Level |
| 086 | English as a Second Language |
| 087 | Industrial Technology |
| 088 | Technology and Design |
| 089 | Mathematics (Elementary) |
| 090 | Language Arts (Elementary) |
| 091 | Communication Arts (Secondary) |
| 092 | Reading Specialist |
| 093 | Integrated Science (Elementary) |
| 094 | Integrated Science (Secondary) |
| 095 | Visual Arts Education |
| 097 | Physical Science |
| 098 | Business, Management, Marketing and Technology |
| 099 | Music |
| 100 | Japanese |
| 101 | Chinese (Mandarin) |
| 102 | Arabic (Modern Standard) |
| 103 | Elementary Education |
| 105 | Social Studies (Elementary) |
| 106 | Early Childhood Education (General and Special Education) |
| 196 | Professional Readiness Examination (formerly Basic Skills): Reading subtest |
| 296 | Professional Readiness Examination (formerly Basic Skills): Mathematics subtest |
| 396 | Professional Readiness Examination (formerly Basic Skills): Writing subtest |

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MTTC Technical Report

Test Statistics: October 1, 2014 – September 30, 2015

Section II: Test Statistics Report by Test Form and Test Statistics Report by Test Field

The Test Statistics Report by Test Form provides selected statistics for each test form administered to at least 10 examinees during the program year. The report includes the following information:

- Test Field Name
- Form Designation (A, B, C, etc.). For each test field, one or more different test forms—each comprising a different set of scorable multiple-choice items and/or different performance assignments—were administered during the reporting period. Data for the same test forms that were administered more than once during the reporting period are combined in this report. It is important to note that comparisons of performance across test forms are subject to a number of variables, including the sample of examinees taking each test form, which changes depending on the time of year of the test administration; the proportion of retakers taking each test form; and other factors. Also note that differences in the number of examinees taking each test form may be due to the fact that the results presented in the current report are based only on administrations within the indicated date window.
- Number of Tests Taken. Scores are included in the analyses for this report for examinees who attempted at least one multiple-choice item and provided scorable responses on the performance assignment sections.
- Mean Scaled Score. The mean of the total test scaled score achieved by the examinees taking the test form is reported for each test form taken by 10 or more examinees.

- **Total Test S.E.M.** The standard error of measurement of the total test scaled scores is reported for each test form taken by 60 or more examinees. Total test standard error of measurement (S.E.M.) is estimated as the square root of the absolute error variance for a composite score (Brennan, 2001). This statistic serves as a measure of total test consistency.
- **Total Test Decision Consistency.** The total test decision (i.e., pass vs. fail) consistency of the total test scaled score is reported for each test form taken by 60 or more examinees. The estimate of total test decision consistency provided is the model suggested by Breyer and Lewis (1994). This is a single-test estimate of total test decision consistency for tests with multiple item formats. Each test is carefully divided to create two halves that are parallel in terms of item content and as equivalent as practicable in terms of item statistics. The decision consistency statistic is reported in the range of 0.00 to 1.00; the closer the estimate is to 1.00, the more consistent (reliable) the decision is considered to be.
- **Stratified Coefficient Alpha.** The stratified alpha score is reported for each test form taken by 60 or more examinees. Stratified coefficient alpha is an estimate of total test reliability for a test containing a mixture of item types (e.g. multiple-choice, open response or essay) (Qualls 1995). Each item type component of the test is treated as a subtest. Internal consistency estimates for the separate subtests are combined to compute stratified coefficient alpha. Stratified coefficient alpha is reported in the range .00 to 1.00, with a higher number indicating a greater level of consistency (reliability). This statistical estimate was deemed most appropriate for estimating total reliability of some tests with mixed item formats in this testing program because it takes into account differences in length and variance of each subtest.
- **Length.** The length indicates the number of scorable items included in the multiple-choice section of the test form.

The report also contains the following information for each test form taken by 60 or more examinees.

- **KR20:** For the multiple-choice section: Kuder-Richardson 20 (KR-20). The KR-20 is an overall test consistency (reliability) estimate based on a single test administration (Kuder & Richardson, 1937). It is generally applicable to tests composed of multiple-choice items. KR-20 is reported in the range 0.00 to 1.00, with a higher number indicating a greater level of consistency (reliability). Homogeneity refers to the degree to which the items on the test are consistent with one another. KR-20 is a special case of the Alpha Coefficient and as such can be considered the lower bound of a theoretical reliability coefficient (Crocker & Algina, 1986).
- **G Coefficient:** For the performance assignment section: Generalizability (G) Coefficient. 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 0.00 to 1.00, with a higher number indicating a greater level of generalizability. The G coefficient is generally applicable to tests composed of open-response items; it gauges the degree to which the results from one test form of the open-response items are generalizable to other forms or other test administrations.

The Test Statistics Report by Test Field contains the following information for each assignment included in the performance assignment section of each test taken by 60 or more examinees.

- **Number of Tests Taken.** The number of tests taken indicates the number of tests taken during the date range indicated.
- **Scorer Agreement.** The scoring process documents the number of scorings and the individual scores that each response has received; for this report, the percent of cases in which the first two scorers were in agreement (i.e., assigned identical or adjacent scores), broken down by the percent in exact agreement and the percent that assigned adjacent scores, is provided. (Note: As described in Volume I, scores that are not in agreement after the first two scorings are resolved through additional scoring and review. For the Basic Skills Writing test, all responses that receive a “borderline” total score of “5” are also resolved, so that the final scores assigned are either “2,” “3,” “4,” “6,” “7,” or “8.”

This ensures that all failing papers have received scores of “1” or “2” from at least two scorers, and all passing papers have received scores of “3” or “4” from at least two scorers.)

- Inter-rater Reliability. Another procedure used for computing scorer consistency is the intraclass correlation between the first and second score assigned to each response (Snedecor & Cochran, 1967), corrected using the Spearman-Brown formula (McNemar, 1969). (Note: This correlation may be limited by the restriction of range attributable to the fact that only scores ranging from “1” to “4” are assigned to each scorer.)

**Test Statistics Report by Test Form
and Test Statistics Report by Test Field
(All Forms: Performance Assignments)**

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**Michigan Test For Teacher Certification (MTTC)
October 1, 2014 - September 30, 2015
Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|--|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Professional Readiness Examination-Reading Subtest (196) | B | 589 | 247 | 19.8 | 0.83 | -- | 36 | 0.83 | -- |
| | C | 485 | 239 | 19.5 | 0.85 | -- | 36 | 0.84 | -- |
| | A | 499 | 233 | 20.0 | 0.82 | -- | 36 | 0.83 | -- |
| | D | 567 | 221 | 19.5 | 0.80 | -- | 36 | 0.86 | -- |
| | E | 905 | 211 | 20.7 | 0.84 | -- | 36 | 0.87 | -- |
| | F | 559 | 229 | 19.2 | 0.78 | -- | 36 | 0.80 | -- |
| Professional Readiness Examination-Mathematics Subtest (296) | B | 919 | 193 | 19.4 | 0.85 | -- | 40 | 0.81 | -- |
| | C | 766 | 199 | 19.4 | 0.84 | -- | 40 | 0.79 | -- |
| | A | 720 | 195 | 19.3 | 0.85 | -- | 40 | 0.82 | -- |
| | D | 757 | 184 | 19.4 | 0.89 | -- | 40 | 0.84 | -- |
| | E | 1,125 | 183 | 19.1 | 0.87 | -- | 40 | 0.84 | -- |
| | F | 837 | 177 | 20.0 | 0.90 | -- | 40 | 0.83 | -- |

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**Michigan Test For Teacher Certification (MTTC)
October 1, 2014 - September 30, 2015
Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|--|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Professional Readiness Examination-Writing Subtest (396) | B | 1,231 | 195 | 16.3 | 0.85 | 0.77 | 36 | 0.74 | 0.61 |
| | C | 1,005 | 196 | 16.7 | 0.87 | 0.74 | 36 | 0.77 | 0.46 |
| | A | 905 | 186 | 15.2 | 0.87 | 0.80 | 36 | 0.77 | 0.63 |
| | D | 927 | 179 | 15.2 | 0.90 | 0.84 | 36 | 0.81 | 0.70 |
| | E | 1,380 | 177 | 15.2 | 0.90 | 0.84 | 36 | 0.81 | 0.69 |
| | F | 1,062 | 180 | 17.1 | 0.91 | 0.78 | 36 | 0.77 | 0.55 |
| Agricultural Education (037) | A | 11 | 259 | -- | -- | -- | 64 | -- | -- |
| Arabic (Modern Standard) (102) | A | 14 | 240 | -- | -- | -- | 28 | -- | -- |
| Autism Spectrum Disorder (064) | B | 135 | 236 | 12.1 | 0.85 | -- | 80 | 0.74 | -- |
| | A | 26 | 230 | -- | -- | -- | 80 | -- | -- |
| Bilingual Education (075) | A | 10 | 245 | -- | -- | -- | 80 | -- | -- |

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**Michigan Test For Teacher Certification (MTTC)
October 1, 2014 - September 30, 2015
Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|--|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Biology (017) | B | 70 | 229 | 11.0 | 0.81 | -- | 80 | 0.84 | -- |
| | C | 76 | 218 | 11.6 | 0.82 | -- | 80 | 0.83 | -- |
| | A | 63 | 223 | 11.2 | 0.82 | -- | 80 | 0.87 | -- |
| | D | 17 | 233 | -- | -- | -- | 80 | -- | -- |
| | E | 31 | 227 | -- | -- | -- | 80 | -- | -- |
| Business, Management, Marketing, & Tech. (098) | A | 37 | 212 | -- | -- | -- | 80 | -- | -- |
| Chemistry (018) | B | 7 | -- | -- | -- | -- | 80 | -- | -- |
| | C | 4 | -- | -- | -- | -- | 80 | -- | -- |
| | A | 116 | 223 | 11.4 | 0.91 | -- | 80 | 0.86 | -- |
| Chinese (Mandarin) (101) | A | 48 | 249 | -- | -- | -- | 28 | -- | -- |
| Cognitive Impairment (056) | B | 296 | 225 | 13.8 | 0.78 | -- | 80 | 0.76 | -- |
| | C | 165 | 219 | 13.8 | 0.81 | -- | 80 | 0.77 | -- |
| | A | 99 | 212 | 14.6 | 0.77 | -- | 80 | 0.77 | -- |
| Communication Arts (Secondary) (091) | A | 17 | 219 | -- | -- | -- | 80 | -- | -- |
| Computer Science (050) | A | 13 | 207 | -- | -- | -- | 80 | -- | -- |

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Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|---|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Dance (046) | A | 5 | -- | -- | -- | -- | 80 | -- | -- |
| Early Childhood Education (General and Special Education) (106) | B | 146 | 222 | 16.3 | 0.81 | -- | 80 | 0.76 | -- |
| | C | 142 | 221 | 16.2 | 0.77 | -- | 80 | 0.74 | -- |
| | A | 181 | 217 | 16.5 | 0.75 | -- | 80 | 0.79 | -- |
| | D | 278 | 223 | 16.3 | 0.77 | -- | 80 | 0.78 | -- |
| Earth/Space Science (020) | A | 50 | 227 | -- | -- | -- | 80 | -- | -- |
| Economics (007) | A | 6 | -- | -- | -- | -- | 80 | -- | -- |
| Elementary Education (103) | B | 147 | 220 | 9.9 | 0.80 | -- | 120 | 0.88 | -- |
| | C | 598 | 225 | 9.6 | 0.87 | -- | 120 | 0.90 | -- |
| | A | 906 | 230 | 9.4 | 0.87 | -- | 120 | 0.89 | -- |
| | D | 615 | 226 | 9.6 | 0.81 | -- | 120 | 0.89 | -- |
| | E | 1,031 | 230 | 9.2 | 0.85 | -- | 120 | 0.89 | -- |

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**Michigan Test For Teacher Certification (MTTC)
October 1, 2014 - September 30, 2015
Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|------------------------------------|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Emotional Impairment (059) | B | 22 | 213 | -- | -- | -- | 80 | -- | -- |
| | C | 122 | 231 | 12.2 | 0.84 | -- | 80 | 0.75 | -- |
| | A | 29 | 204 | -- | -- | -- | 80 | -- | -- |
| | D | 73 | 226 | 12.4 | 0.84 | -- | 80 | 0.77 | -- |
| English (002) | B | 106 | 232 | 11.7 | 0.90 | -- | 80 | 0.85 | -- |
| | C | 129 | 235 | 11.5 | 0.81 | -- | 80 | 0.82 | -- |
| | A | 484 | 231 | 12.0 | 0.85 | -- | 80 | 0.84 | -- |
| English as a Second Language (086) | A | 346 | 239 | 11.1 | 0.87 | -- | 80 | 0.87 | -- |
| Family and Consumer Sciences (040) | A | 14 | 204 | -- | -- | -- | 80 | -- | -- |
| Fine Arts (053) | A | 5 | -- | -- | -- | -- | 80 | -- | -- |
| French (023) | A | 50 | 218 | -- | -- | -- | 64 | -- | -- |
| Geography (008) | A | 28 | 204 | -- | -- | -- | 80 | -- | -- |
| German (024) | A | 21 | 214 | -- | -- | -- | 64 | -- | -- |
| Health (043) | A | 154 | 239 | 11.9 | 0.83 | -- | 80 | 0.83 | -- |
| Hearing Impaired (062) | A | 9 | -- | -- | -- | -- | 80 | -- | -- |

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**Michigan Test For Teacher Certification (MTTC)
October 1, 2014 - September 30, 2015
Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|---------------------------------------|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| History (009) | B | 110 | 209 | 11.5 | 0.82 | -- | 80 | 0.77 | -- |
| | C | 290 | 213 | 11.3 | 0.81 | -- | 80 | 0.82 | -- |
| | A | 139 | 211 | 11.4 | 0.77 | -- | 80 | 0.80 | -- |
| Industrial Technology (087) | A | 9 | -- | -- | -- | -- | 80 | -- | -- |
| Integrated Science (Elementary) (093) | B | 57 | 221 | -- | -- | -- | 80 | -- | -- |
| | C | 65 | 226 | 10.2 | 0.79 | -- | 80 | 0.85 | -- |
| | A | 66 | 217 | 10.6 | 0.78 | -- | 80 | 0.80 | -- |
| | D | 259 | 223 | 10.4 | 0.85 | -- | 80 | 0.83 | -- |
| Integrated Science (Secondary) (094) | B | 23 | 229 | -- | -- | -- | 80 | -- | -- |
| | C | 19 | 234 | -- | -- | -- | 80 | -- | -- |
| | A | 164 | 227 | 10.9 | 0.90 | -- | 80 | 0.90 | -- |
| Italian (029) | A | 2 | -- | -- | -- | -- | 80 | -- | -- |
| Japanese (100) | A | 4 | -- | -- | -- | -- | 28 | -- | -- |
| Journalism (003) | A | 13 | 208 | -- | -- | -- | 80 | -- | -- |

(Continued)

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October 1, 2014 - September 30, 2015
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| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|----------------------------------|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Language Arts (Elementary) (090) | B | 144 | 231 | 12.2 | 0.76 | -- | 80 | 0.77 | -- |
| | C | 149 | 231 | 12.3 | 0.80 | -- | 80 | 0.80 | -- |
| | A | 501 | 230 | 12.6 | 0.81 | -- | 80 | 0.78 | -- |
| | D | 116 | 226 | 12.7 | 0.76 | -- | 80 | 0.83 | -- |
| Latin (026) | A | 6 | -- | -- | -- | -- | 64 | -- | -- |
| Learning Disabilities (063) | B | 27 | 232 | -- | -- | -- | 80 | -- | -- |
| | C | 109 | 242 | 11.3 | 0.87 | -- | 80 | 0.78 | -- |
| | A | 49 | 225 | -- | -- | -- | 80 | -- | -- |
| | D | 104 | 236 | 11.3 | 0.82 | -- | 80 | 0.85 | -- |
| | E | 153 | 234 | 11.7 | 0.81 | -- | 80 | 0.82 | -- |
| Library Media (048) | A | 24 | 218 | -- | -- | -- | 80 | -- | -- |
| Marketing Education (036) | A | 4 | -- | -- | -- | -- | 80 | -- | -- |

(Continued)

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October 1, 2014 - September 30, 2015
Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|--------------------------------|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Mathematics (Elementary) (089) | B | 67 | 231 | 11.6 | 0.83 | -- | 64 | 0.86 | -- |
| | C | 64 | 228 | 11.5 | 0.84 | -- | 64 | 0.89 | -- |
| | A | 192 | 240 | 11.3 | 0.89 | -- | 64 | 0.87 | -- |
| | D | 226 | 239 | 10.9 | 0.87 | -- | 64 | 0.87 | -- |
| Mathematics (Secondary) (022) | B | 114 | 248 | 10.5 | 0.94 | -- | 64 | 0.92 | -- |
| | C | 91 | 250 | 10.4 | 0.95 | -- | 64 | 0.92 | -- |
| | A | 1 | -- | -- | -- | -- | 64 | -- | -- |
| | D | 45 | 241 | -- | -- | -- | 64 | -- | -- |
| | E | 100 | 249 | 10.7 | 0.87 | -- | 64 | 0.90 | -- |
| | F | 64 | 238 | 11.2 | 0.92 | -- | 64 | 0.88 | -- |
| Middle Level (085) | A | 26 | 246 | -- | -- | -- | 80 | -- | -- |
| Music Education (099) | B | 186 | 250 | 9.3 | 0.96 | -- | 80 | 0.71 | -- |
| | A | 40 | 253 | -- | -- | -- | 80 | -- | -- |

(Continued)

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Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|---|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Physical Education (044) | B | 50 | 230 | -- | -- | -- | 80 | -- | -- |
| | C | 33 | 223 | -- | -- | -- | 80 | -- | -- |
| | A | 43 | 217 | -- | -- | -- | 80 | -- | -- |
| | D | 118 | 224 | 14.0 | 0.75 | -- | 80 | 0.76 | -- |
| Physical Science (097) | A | 7 | -- | -- | -- | -- | 80 | -- | -- |
| Physical or Other Health Impairment (058) | A | 8 | -- | -- | -- | -- | 80 | -- | -- |
| Physics (019) | A | 58 | 238 | -- | -- | -- | 80 | -- | -- |
| Political Science (010) | A | 58 | 199 | -- | -- | -- | 80 | -- | -- |
| Psychology (011) | A | 95 | 234 | 10.6 | 0.82 | -- | 80 | 0.79 | -- |
| Reading (005) | B | 32 | 229 | -- | -- | -- | 80 | -- | -- |
| | C | 69 | 234 | 12.3 | 0.90 | -- | 80 | 0.87 | -- |
| | A | 22 | 229 | -- | -- | -- | 80 | -- | -- |
| Reading Specialist (092) | A | 161 | 240 | 11.3 | 0.88 | -- | 80 | 0.83 | -- |
| Russian (027) | A | 0 | -- | -- | -- | -- | 28 | -- | -- |

(Continued)

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October 1, 2014 - September 30, 2015
Test Statistics Report by Test Form**

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|------------------------------------|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| School Counselor (051) | B | 170 | 248 | 10.1 | 0.95 | -- | 80 | 0.85 | -- |
| | A | 42 | 245 | -- | -- | -- | 80 | -- | -- |
| Social Studies (Elementary) (105) | B | 122 | 216 | 10.8 | 0.82 | -- | 80 | 0.69 | -- |
| | C | 123 | 213 | 10.9 | 0.81 | -- | 80 | 0.83 | -- |
| | A | 112 | 216 | 10.8 | 0.76 | -- | 80 | 0.74 | -- |
| Social Studies (Secondary) (084) | B | 143 | 220 | 10.4 | 0.81 | -- | 80 | 0.81 | -- |
| | C | 314 | 224 | 10.4 | 0.78 | -- | 80 | 0.80 | -- |
| | A | 175 | 218 | 10.5 | 0.76 | -- | 80 | 0.80 | -- |
| Sociology (012) | A | 8 | -- | -- | -- | -- | 80 | -- | -- |
| Spanish (028) | B | 3 | -- | -- | -- | -- | 64 | -- | -- |
| | C | 27 | 242 | -- | -- | -- | 64 | -- | -- |
| | A | 171 | 242 | 11.8 | 0.88 | 0.89 | 64 | 0.83 | 0.83 |
| Speech (004) | A | 57 | 261 | -- | -- | -- | 80 | -- | -- |
| Speech and Language Impaired (057) | A | 10 | 257 | -- | -- | -- | 80 | -- | -- |
| Technology and Design (088) | A | 1 | -- | -- | -- | -- | 80 | -- | -- |

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Michigan Test For Teacher Certification (MTTC)

October 1, 2014 - September 30, 2015

Test Statistics Report by Test Form

| | | Number of Tests Taken | Total Test Scaled Score Indices | | | | Multiple-Choice Section | | Performance Assignment Section |
|-----------------------------|------|-----------------------|---------------------------------|------|----------------------|------------------|-------------------------|------|--------------------------------|
| | | | Mean | SEM | Decision Consistency | Stratified Alpha | Length | KR20 | G Coefficient |
| Test Field | Form | | | | | | | | |
| Visual Arts Education (095) | A | 150 | 239 | 10.2 | 0.87 | -- | 80 | 0.78 | -- |
| Visually Impaired (061) | A | 3 | -- | -- | -- | -- | 79 | -- | -- |

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Michigan Test For Teacher Certification (MTTC)

October 1, 2014 - September 30, 2015

Test Statistics Report by Test Field (All Forms)

| | Number of Tests Taken | Performance Assignments | | | | | | | |
|--|-----------------------|-------------------------|---------------|------------------|-------------------------|-------------------|---------------|------------------|-------------------------|
| | | Item 1 of 2 | | | | Item 2 of 2 | | | |
| | | Scorer Agreement | | | Inter-rater Reliability | Scorer Agreement | | | Inter-rater Reliability |
| | | Percent Agreement | Percent Exact | Percent Adjacent | | Percent Agreement | Percent Exact | Percent Adjacent | |
| Professional Readiness Examination-Writing Subtest (396) | 6,510 | 99.9 | 78.3 | 21.6 | 0.83 | 99.9 | 78.0 | 21.9 | 0.83 |
| Arabic (Modern Standard) (102) | 14 | -- | -- | -- | -- | -- | -- | -- | -- |
| Chinese (Mandarin) (101) | 48 | -- | -- | -- | -- | -- | -- | -- | -- |
| French (023) | 50 | -- | -- | -- | -- | -- | -- | -- | -- |
| German (024) | 21 | -- | -- | -- | -- | -- | -- | -- | -- |
| Japanese (100) | 4 | -- | -- | -- | -- | -- | -- | -- | -- |
| Latin (026) | 6 | -- | -- | -- | -- | -- | -- | -- | -- |
| Russian (027) | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| Spanish (028) | 201 | 100.0 | 79.7 | 20.3 | 0.91 | 100.0 | 76.6 | 23.4 | 0.90 |

MTTC Technical Report

Test Statistics: October 1, 2014 – September 30, 2015

Section III: Total Scaled Score Distribution by Test Field

The Total Scaled Score Distribution by Test Field report provides information about the scaled score distributions for the test fields taken by 10 or more examinees. For the MTTC, results are reported on a scale ranging from 100 to 300. A scaled score of 220 represents the minimum passing score for each test.

The reports include the following.

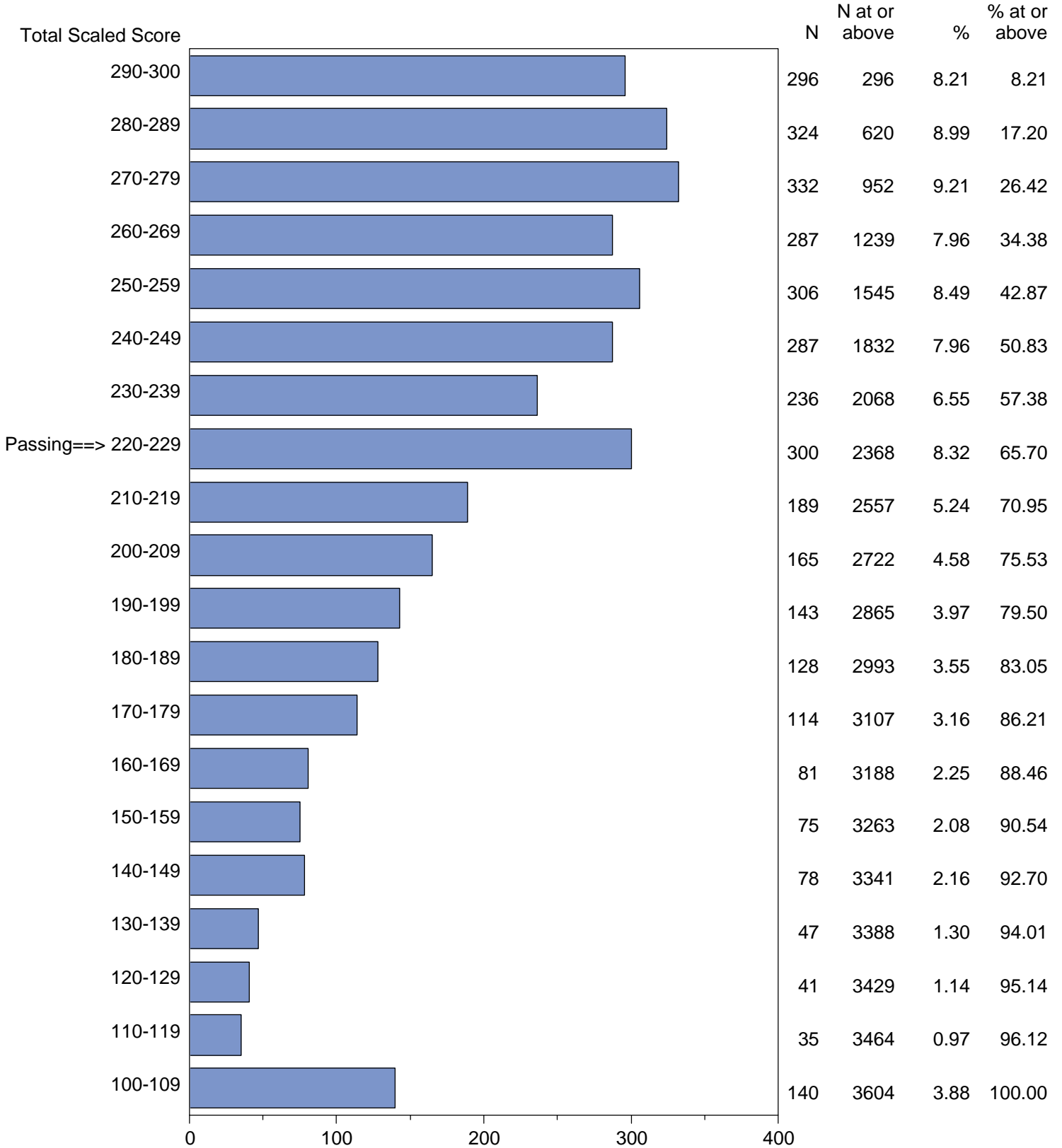
- Distribution of total scaled scores in 10-point increments
- N: the number of scores observed at the scaled scores within the 10-point range indicated
- N at or above: the number of scores observed at or above the lowest scaled score within the 10-point range indicated
- Percent: the percent of scores observed at the scaled scores within the 10-point range indicated
- % at or above: the percent of scores observed at or above the lowest scaled score within the 10-point range indicated

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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

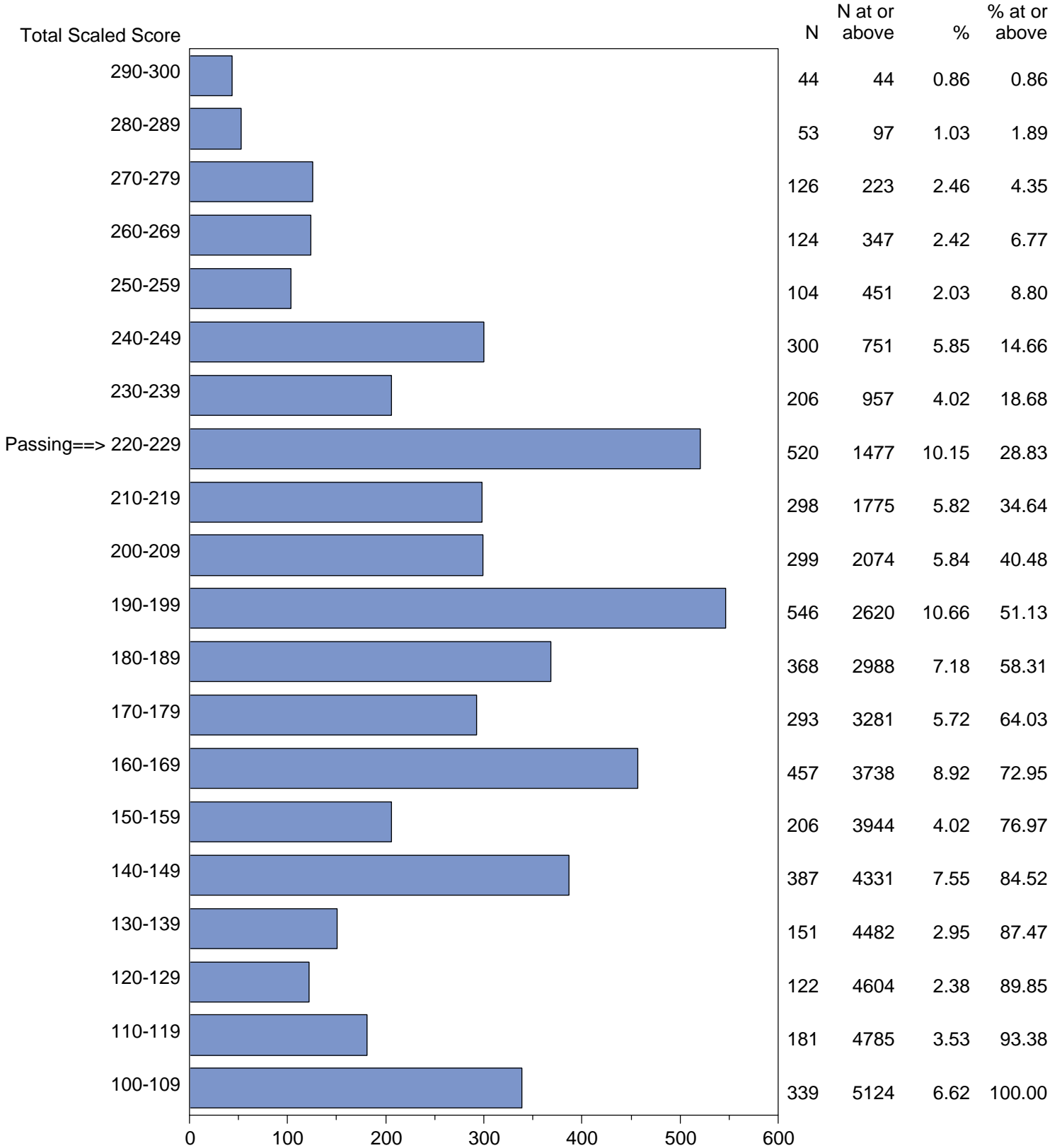
Test Field = Professional Readiness Examination-Reading Subtest (196)



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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

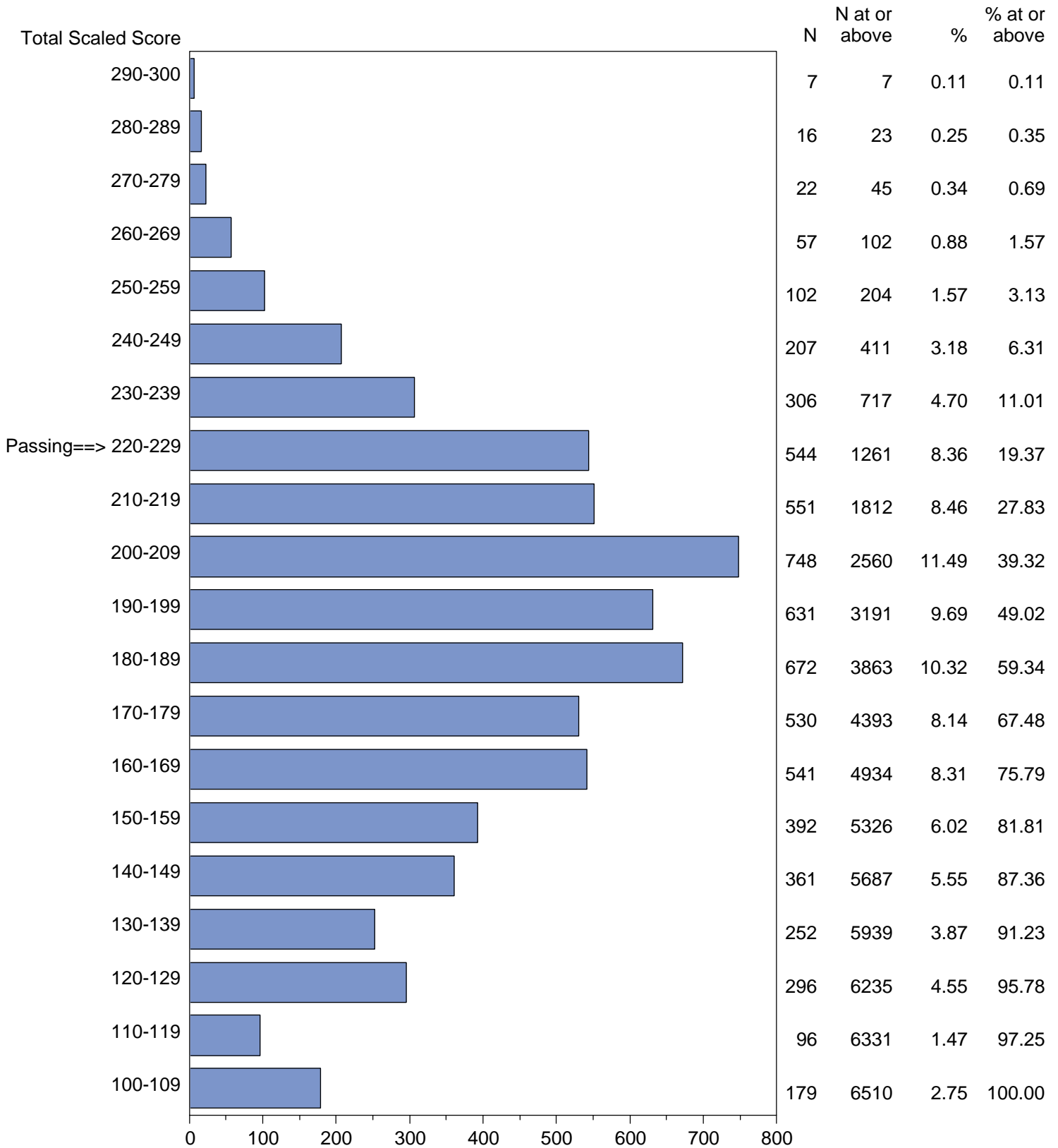
Test Field = Professional Readiness Examination-Mathematics Subtest (296)



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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

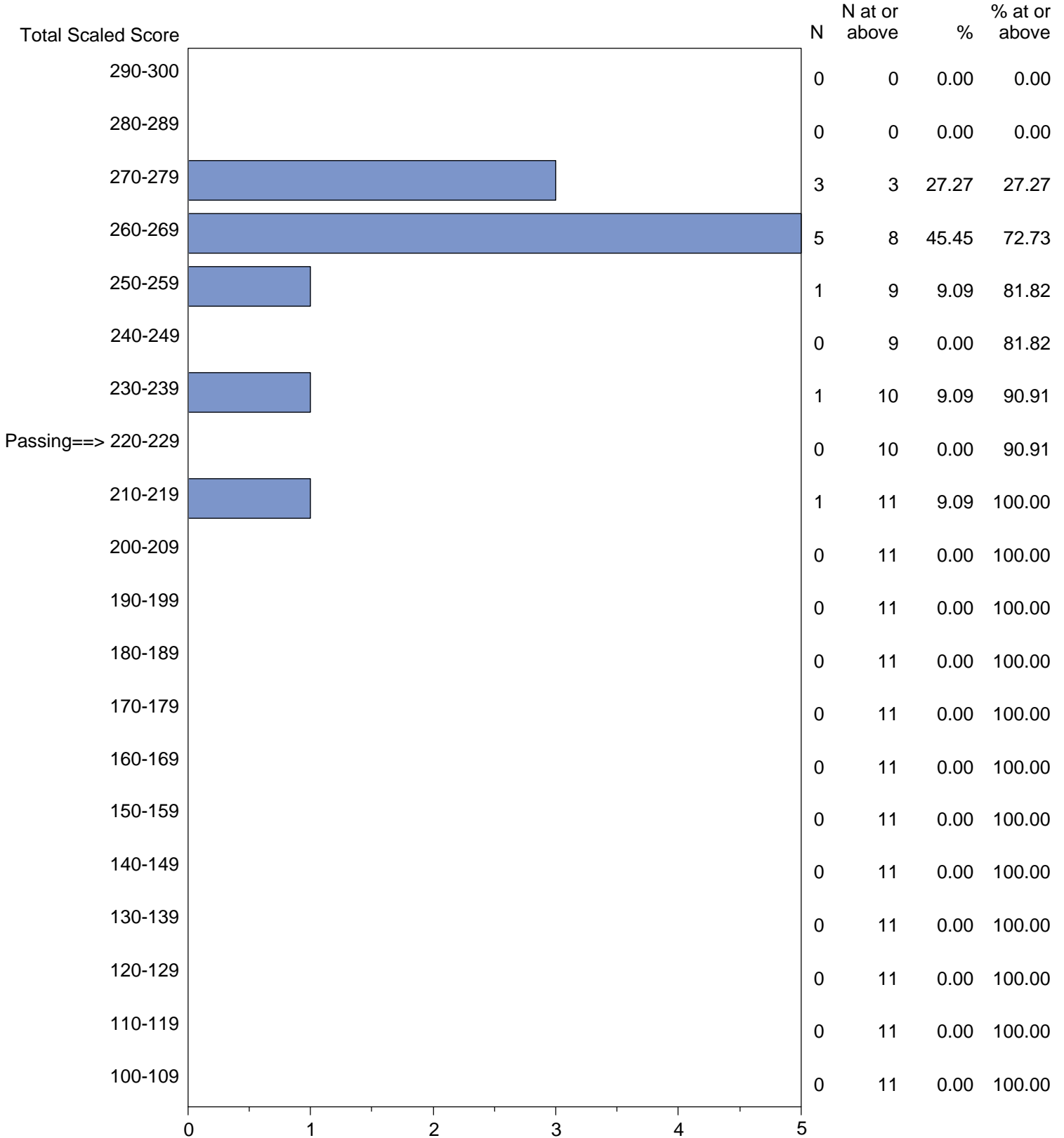
Test Field = Professional Readiness Examination-Writing Subtest (396)



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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

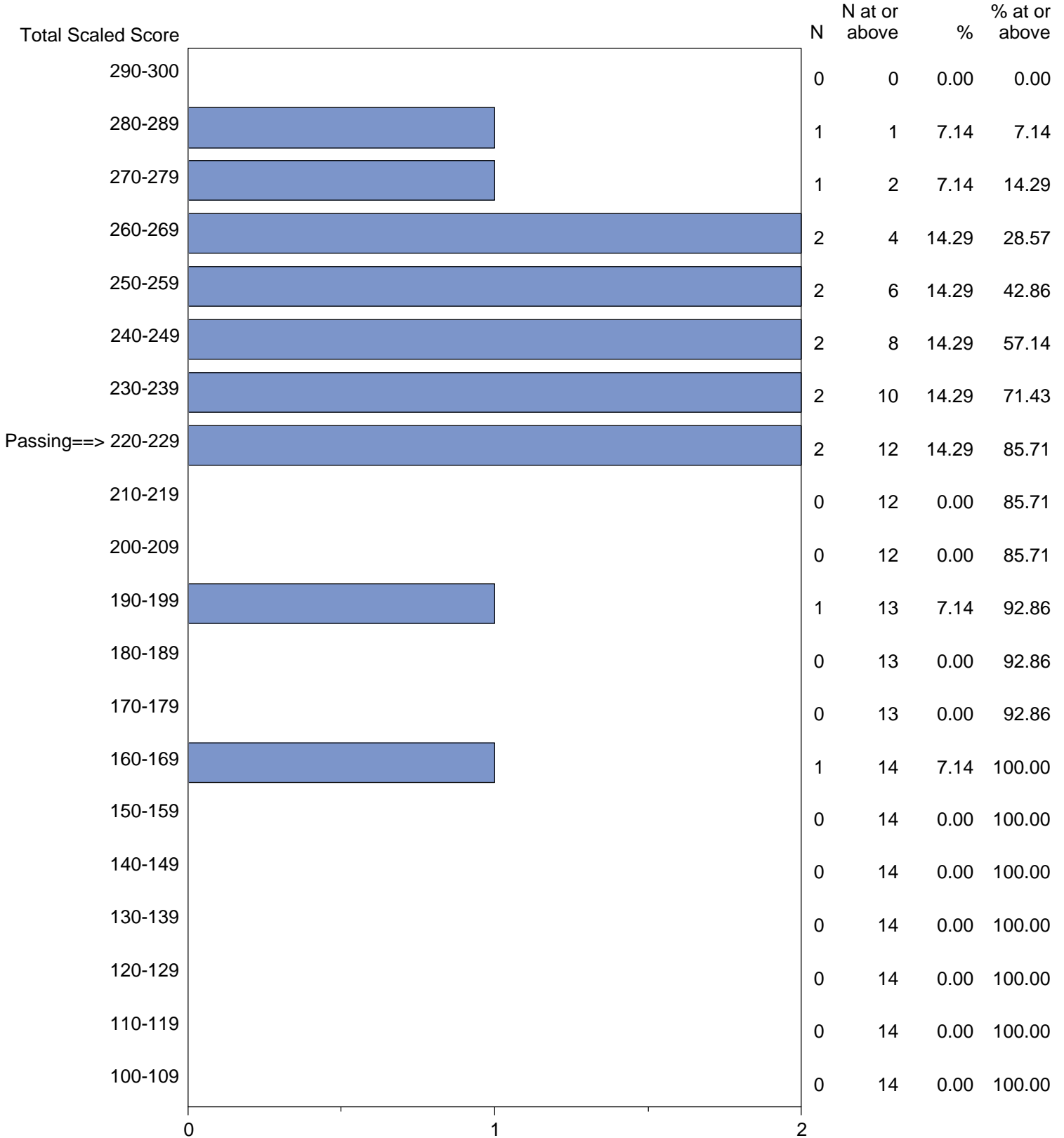
Test Field = Agricultural Education (037)



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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

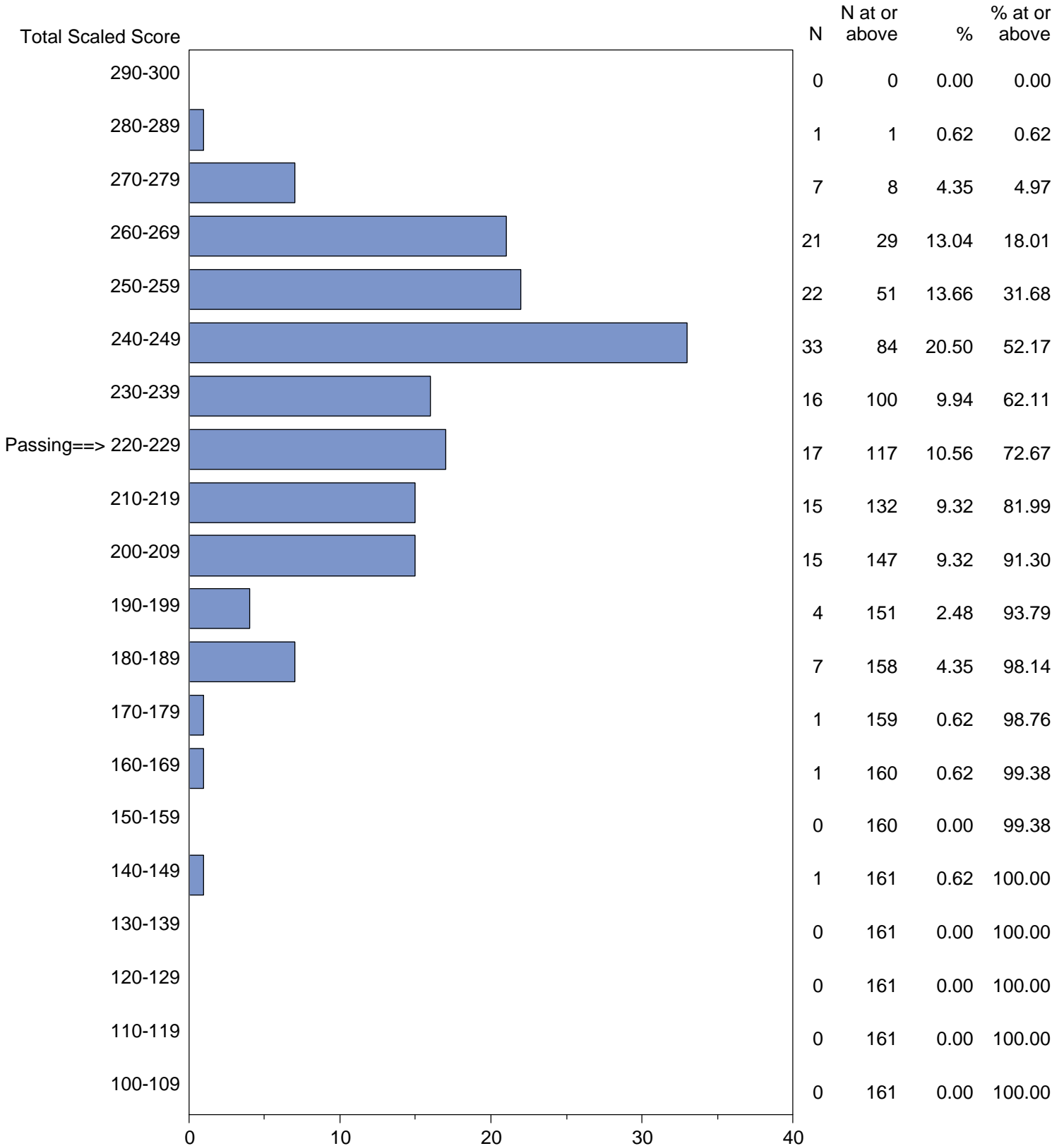
Test Field = Arabic (Modern Standard) (102)



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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

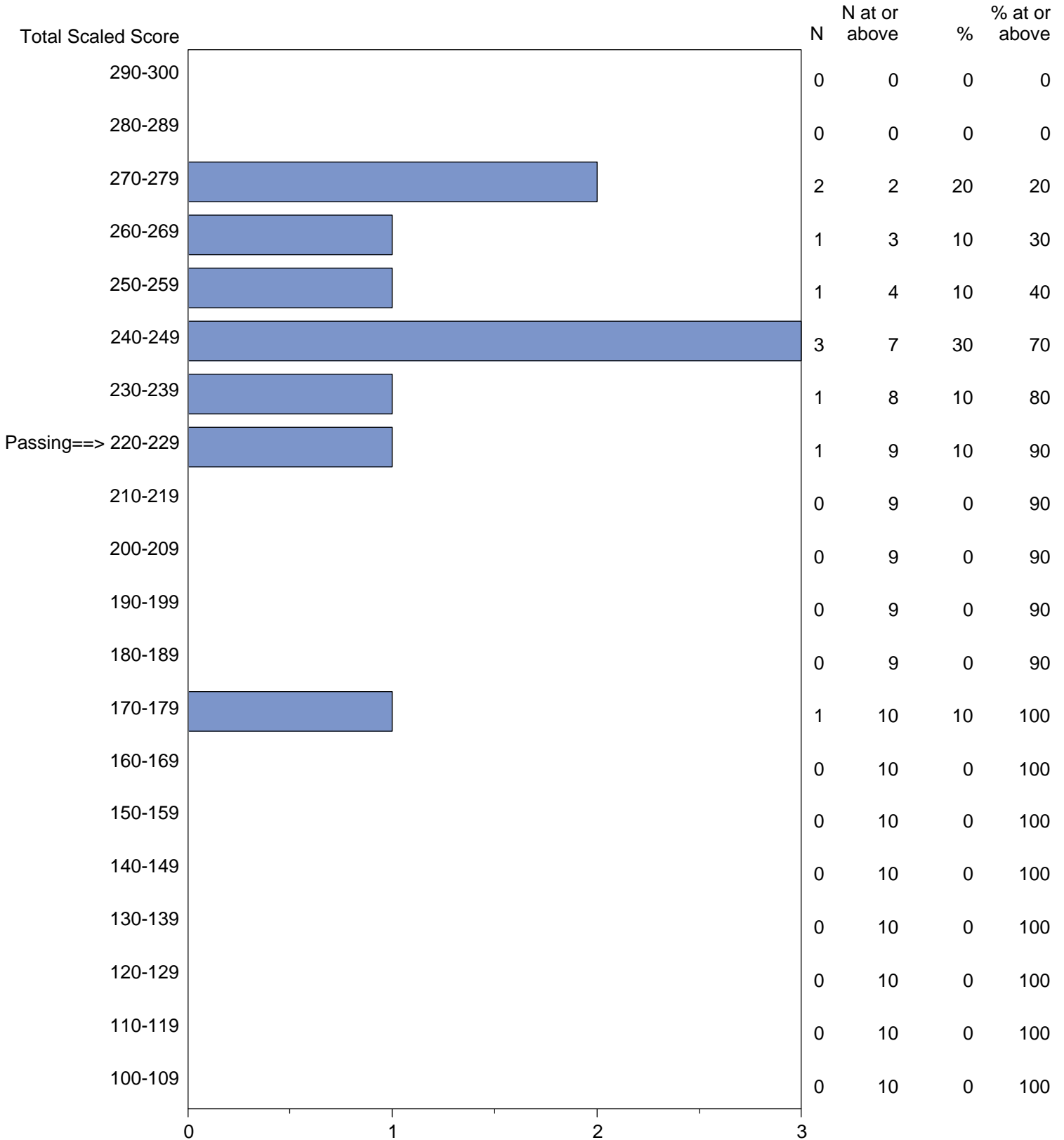
Test Field = Autism Spectrum Disorder (064)



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 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

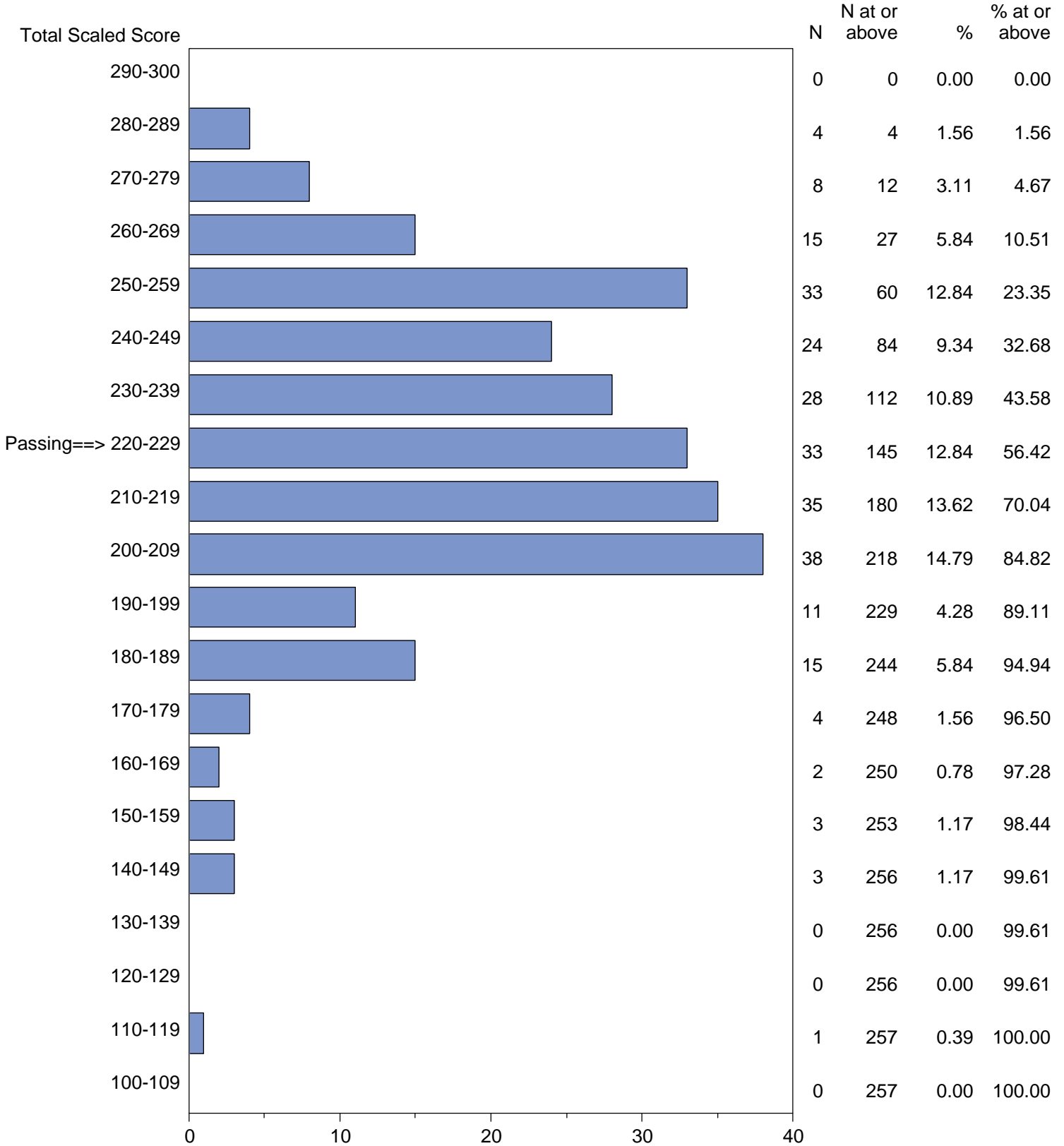
Test Field = Bilingual Education (075)



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 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

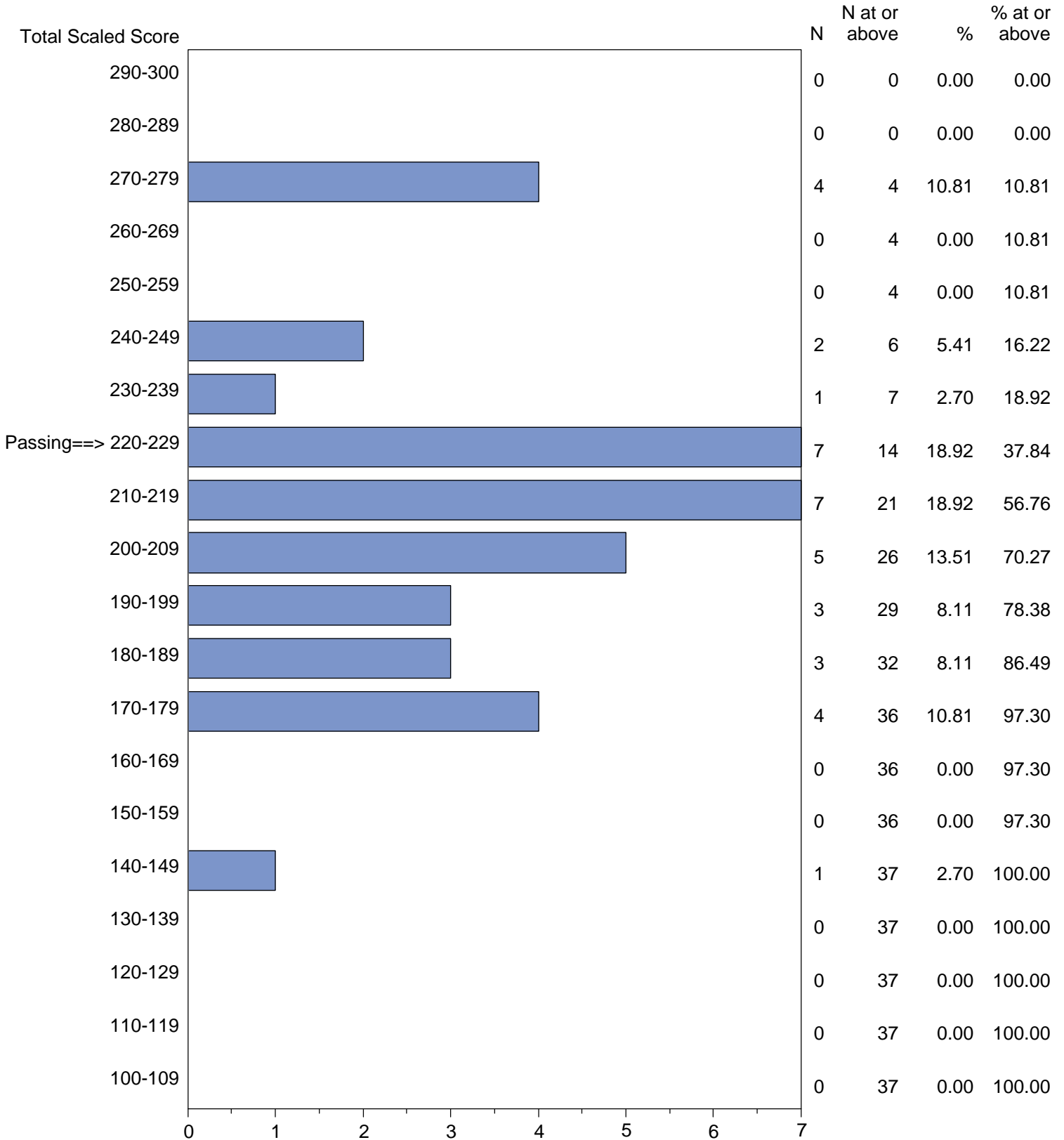
Test Field = Biology (017)



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 Total Scaled Score Distribution by Test Field (All Forms)

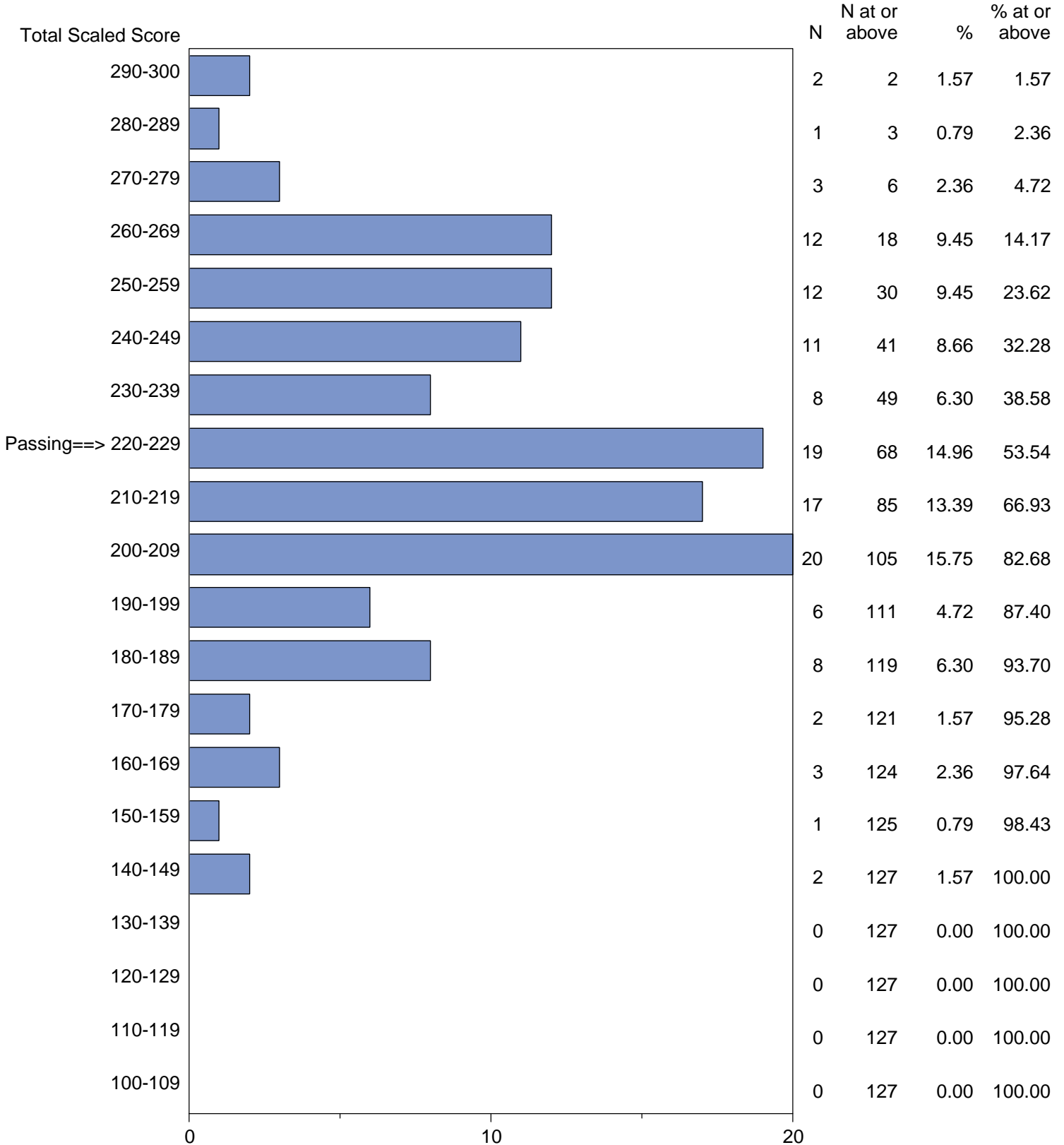
Test Field = Business, Management, Marketing, & Tech. (098)



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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
 Total Scaled Score Distribution by Test Field (All Forms)

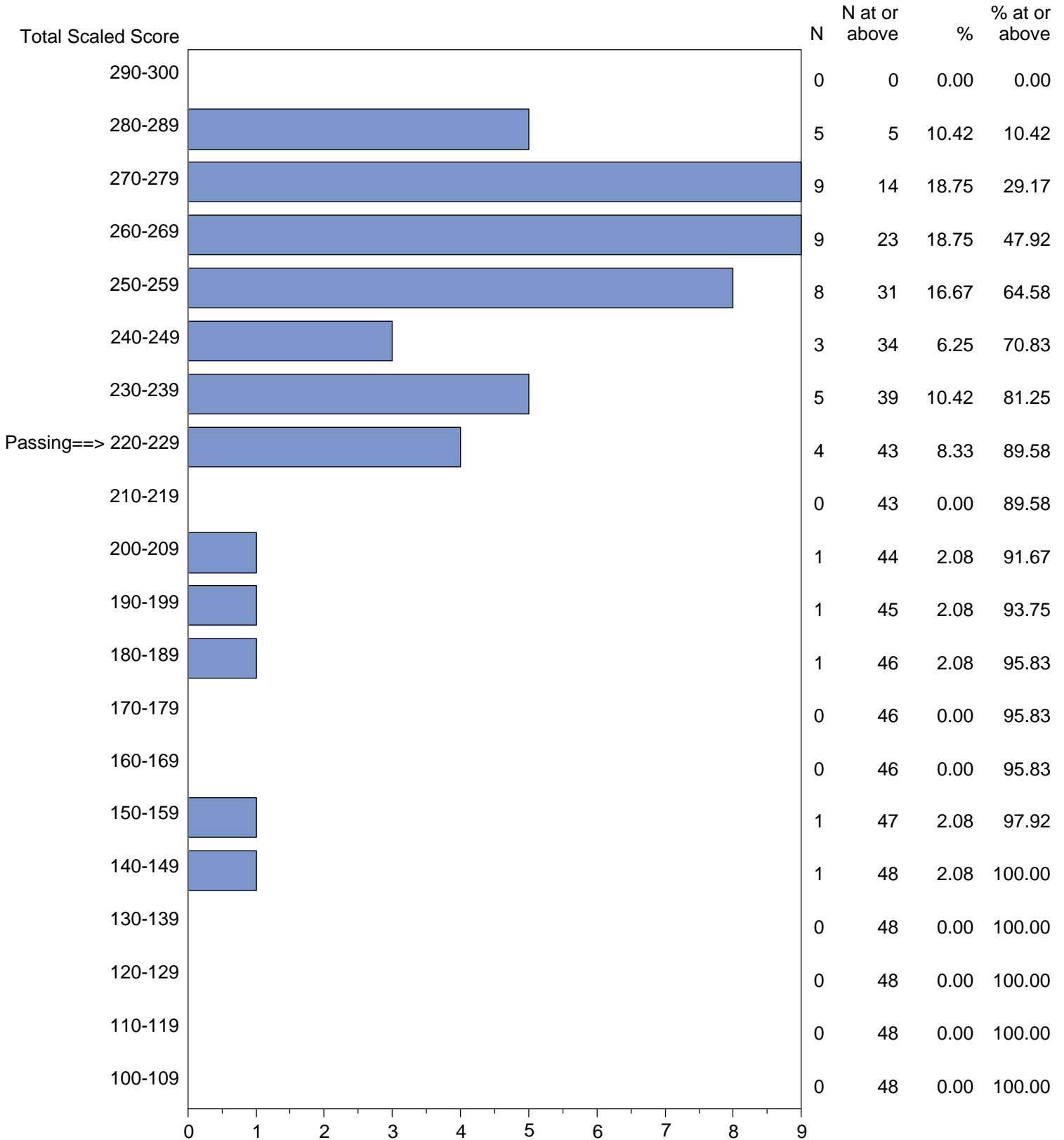
Test Field = Chemistry (018)



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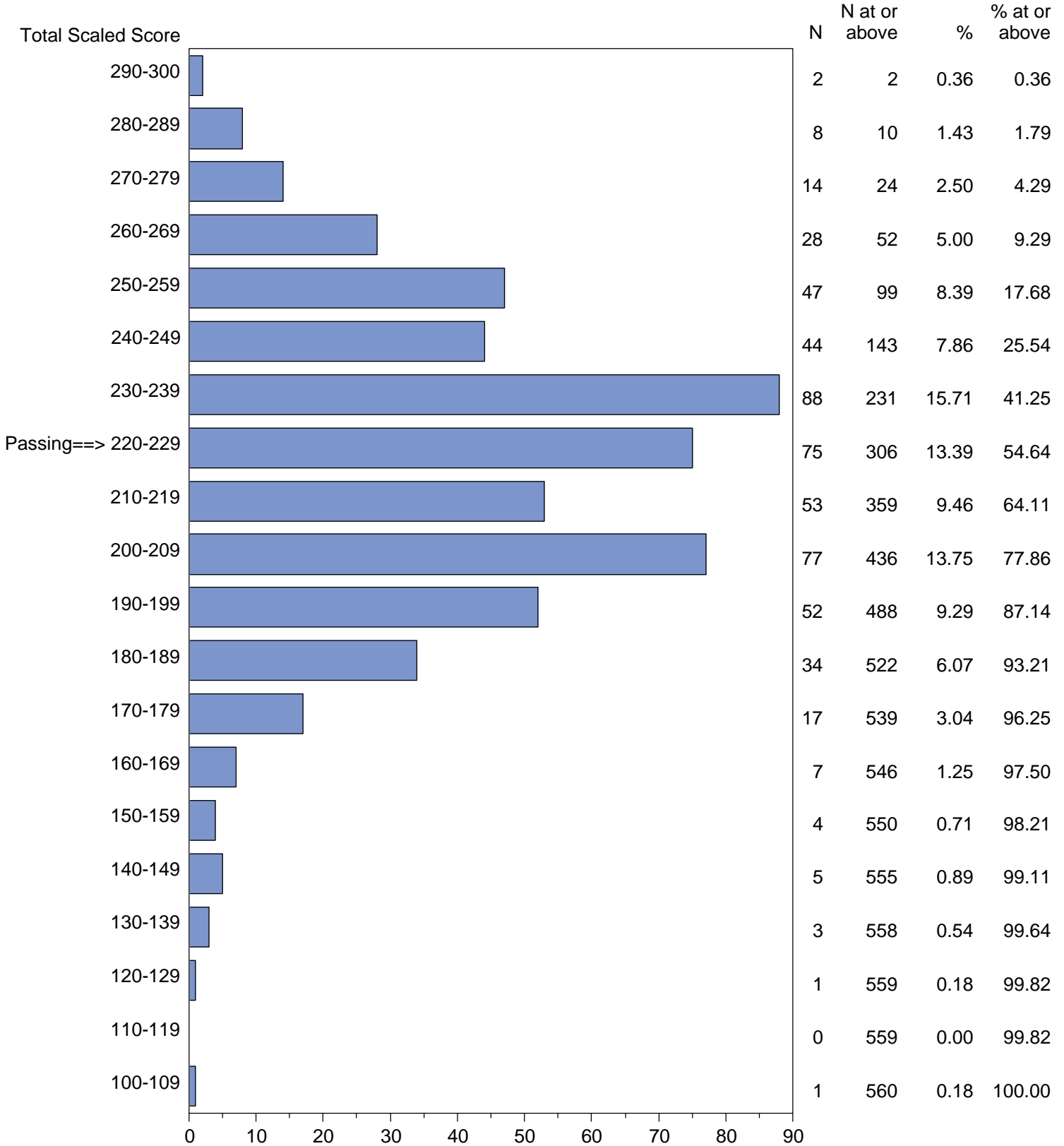
Test Field = Chinese (Mandarin) (101)



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 Total Scaled Score Distribution by Test Field (All Forms)

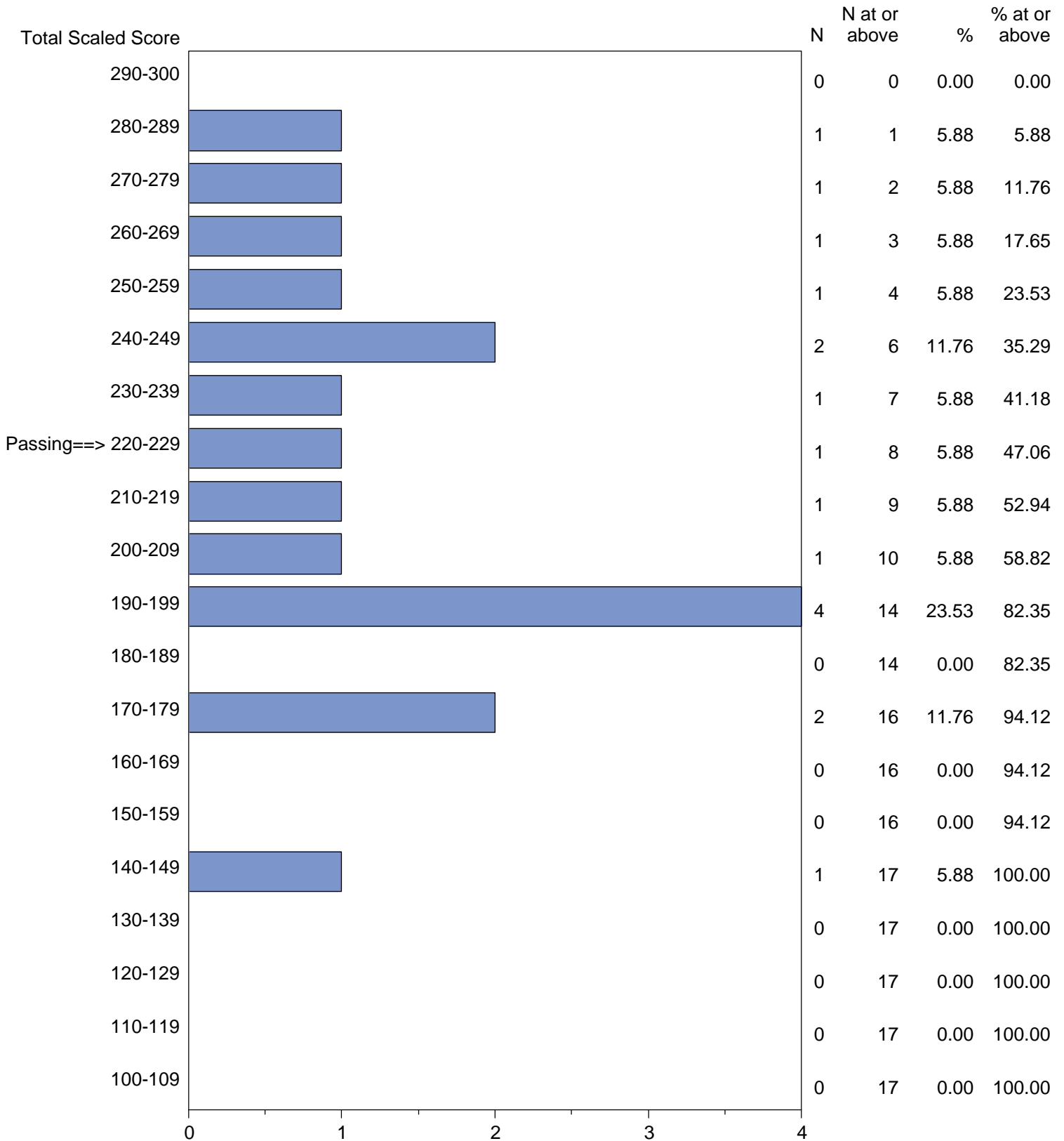
Test Field = Cognitive Impairment (056)



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 Total Scaled Score Distribution by Test Field (All Forms)

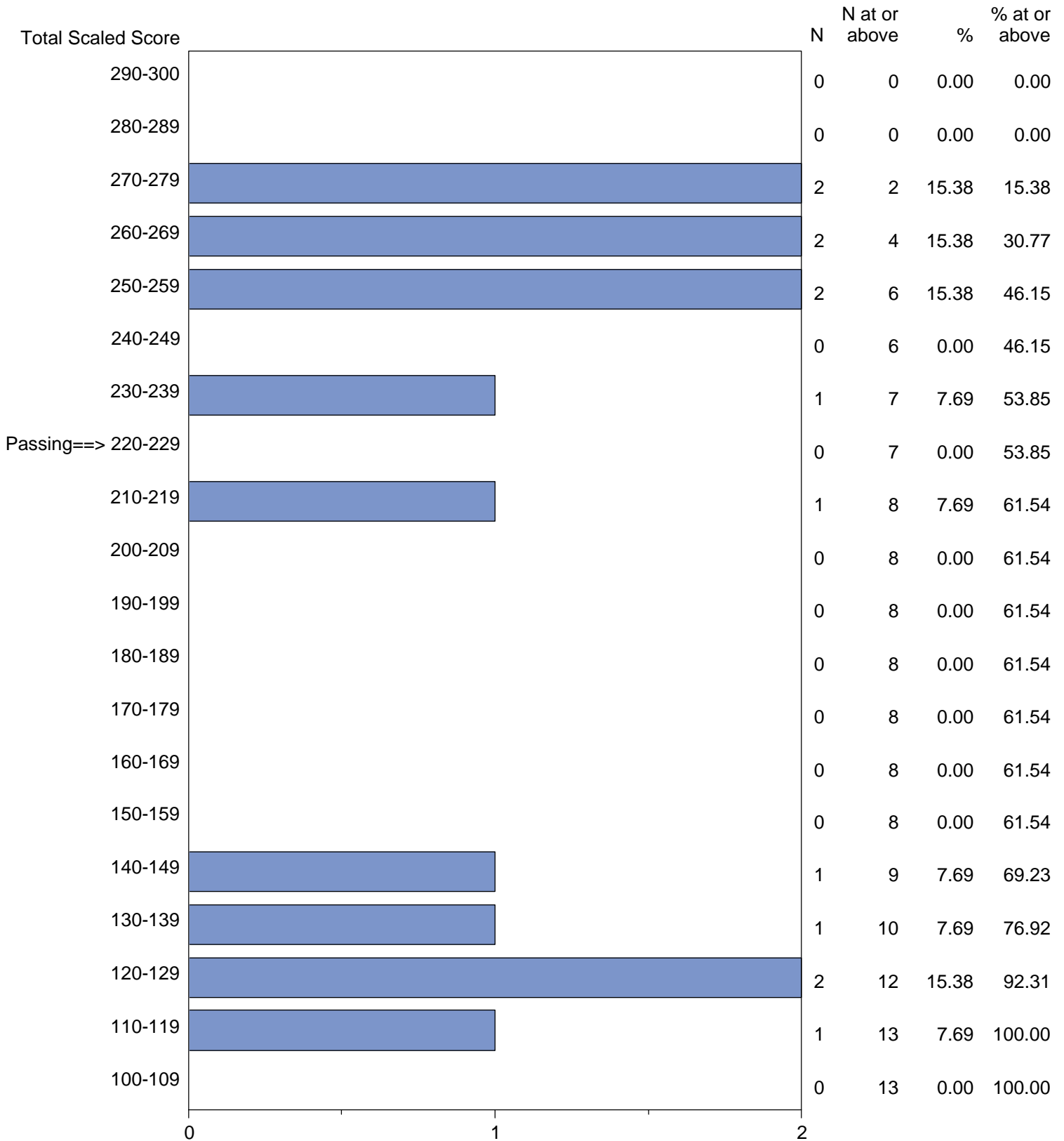
Test Field = Communication Arts (Secondary) (091)



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 Total Scaled Score Distribution by Test Field (All Forms)

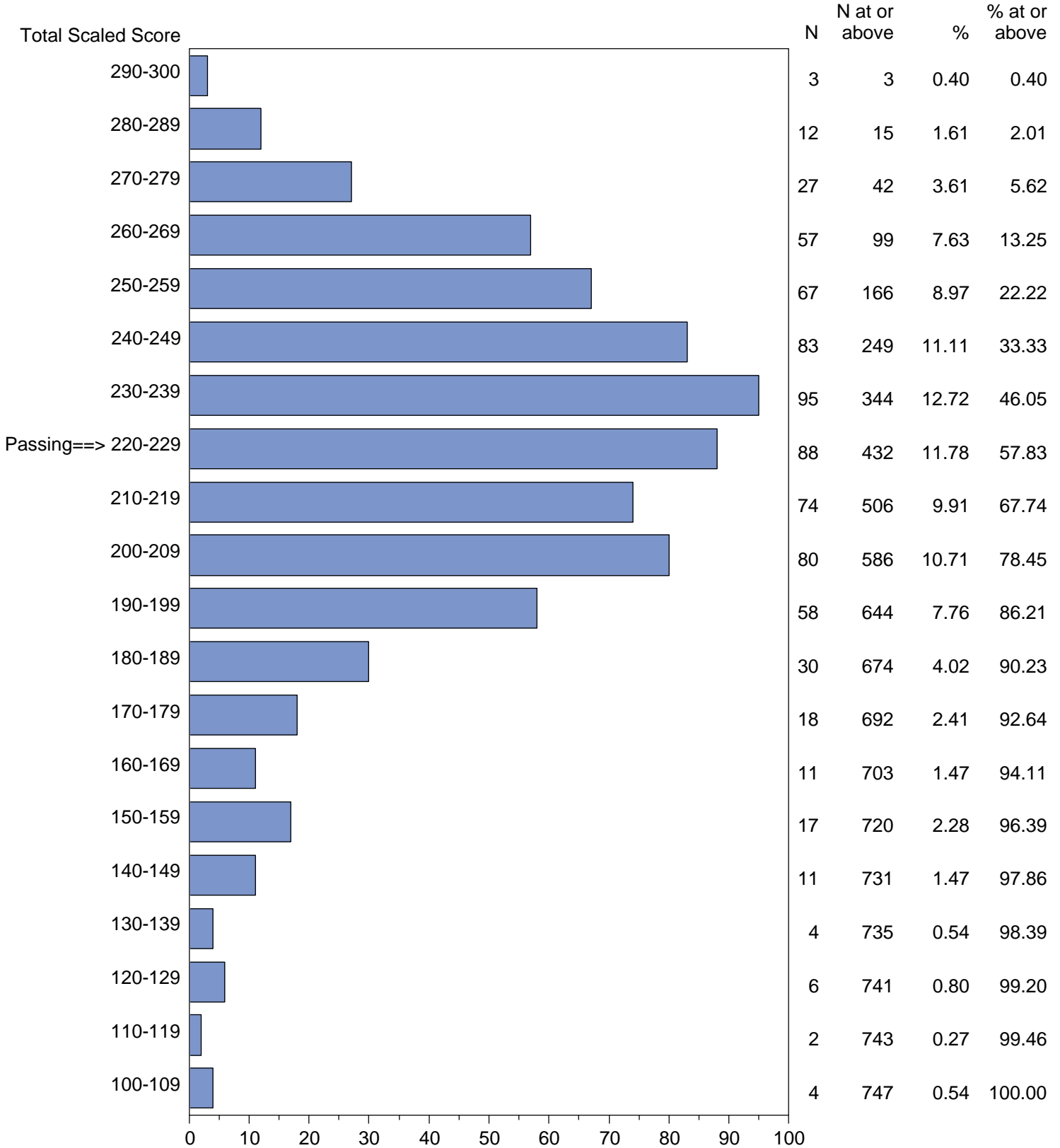
Test Field = Computer Science (050)



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 October 1, 2014 - September 30, 2015
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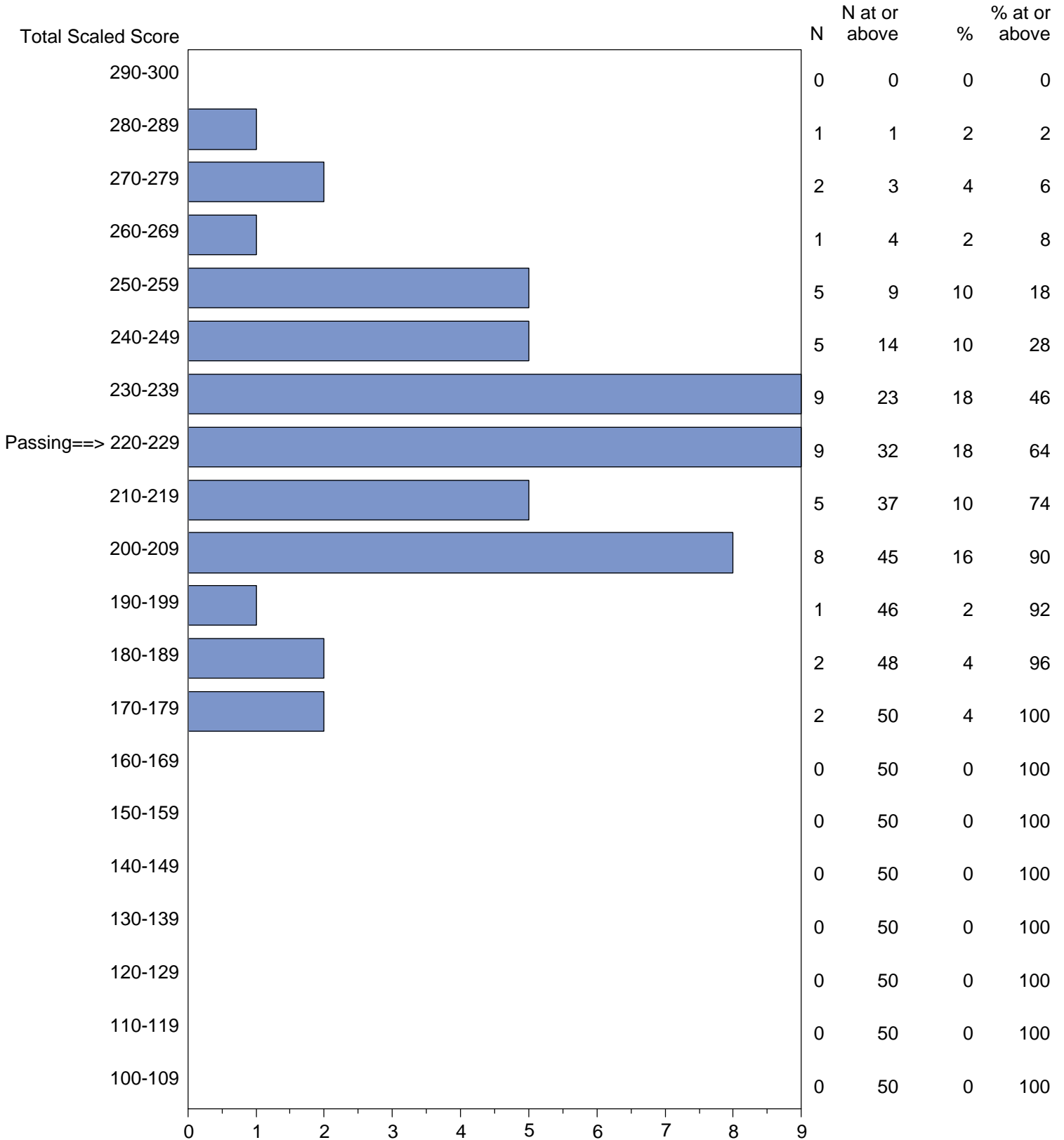
Test Field = Early Childhood Education (General and Special Education) (106)



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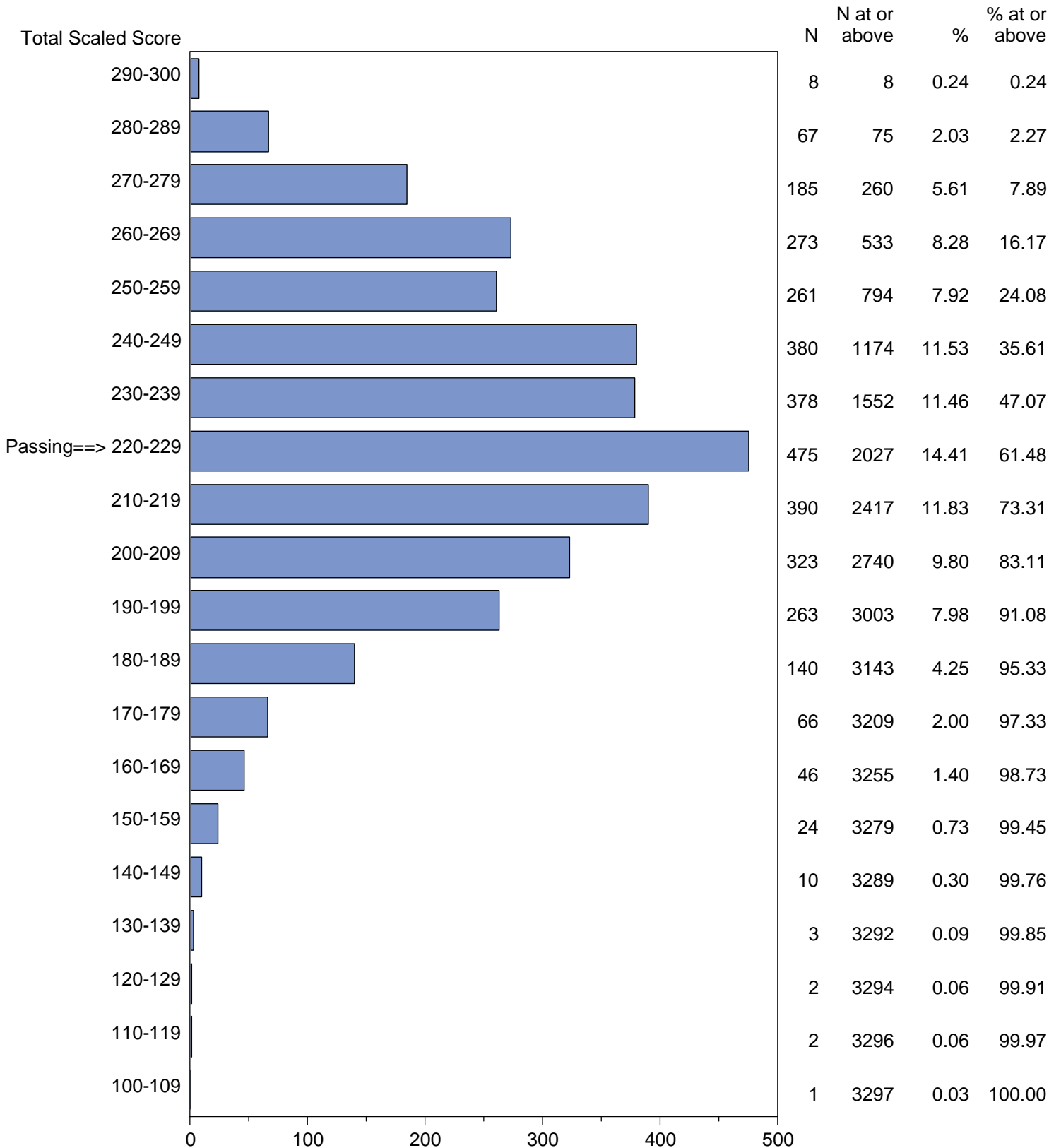
Test Field = Earth/Space Science (020)



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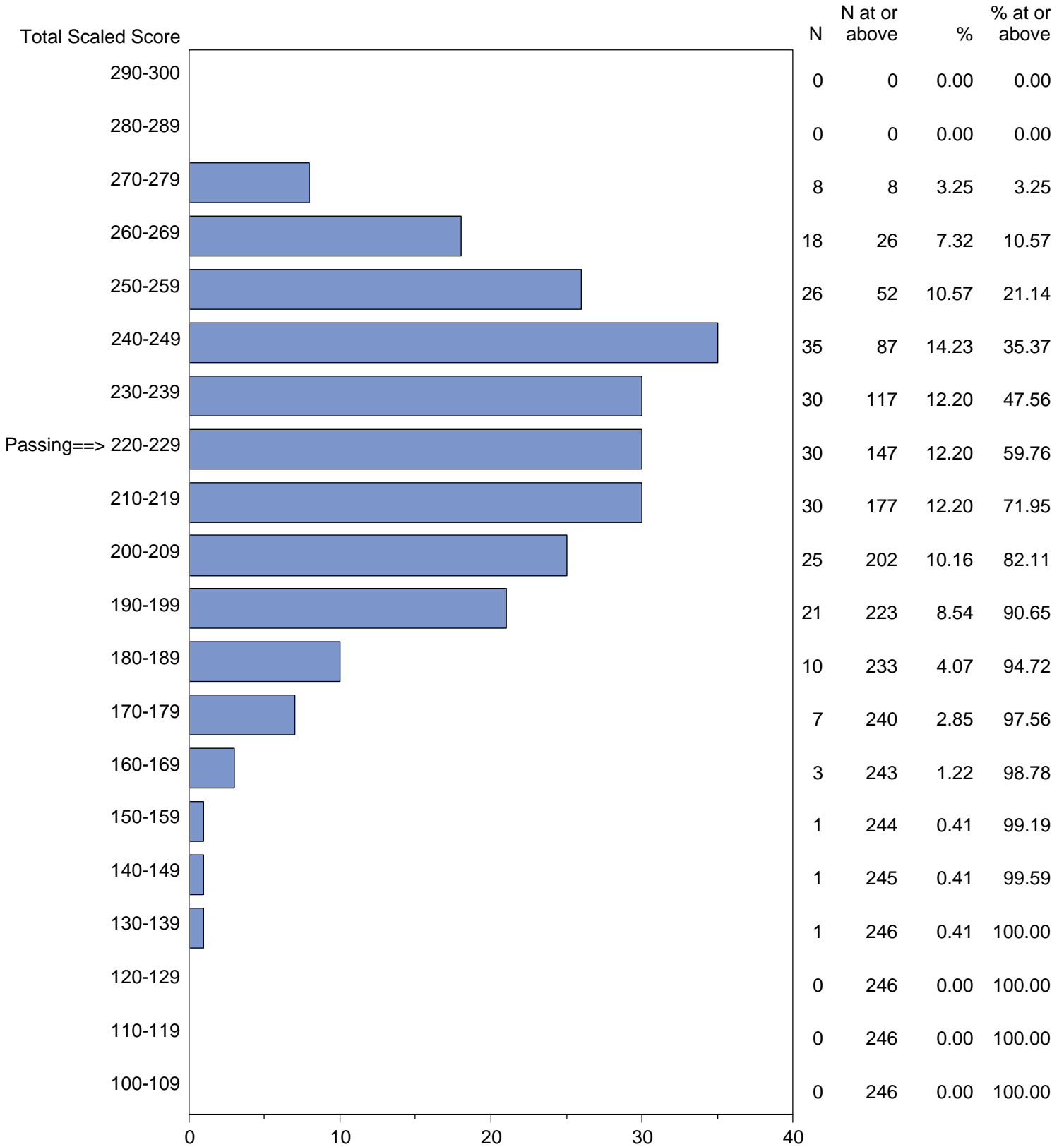
Test Field = Elementary Education (103)



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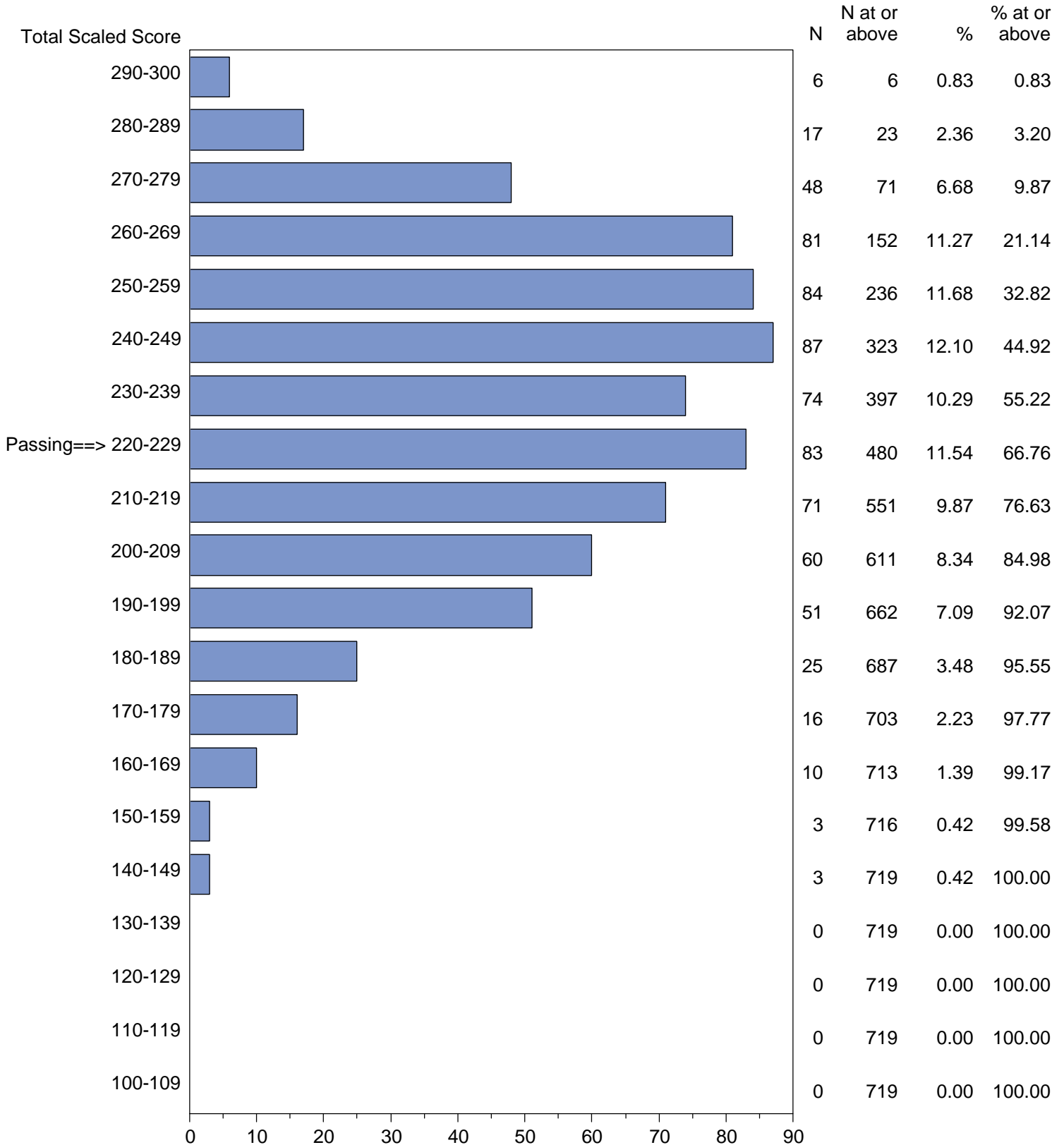
Test Field = Emotional Impairment (059)



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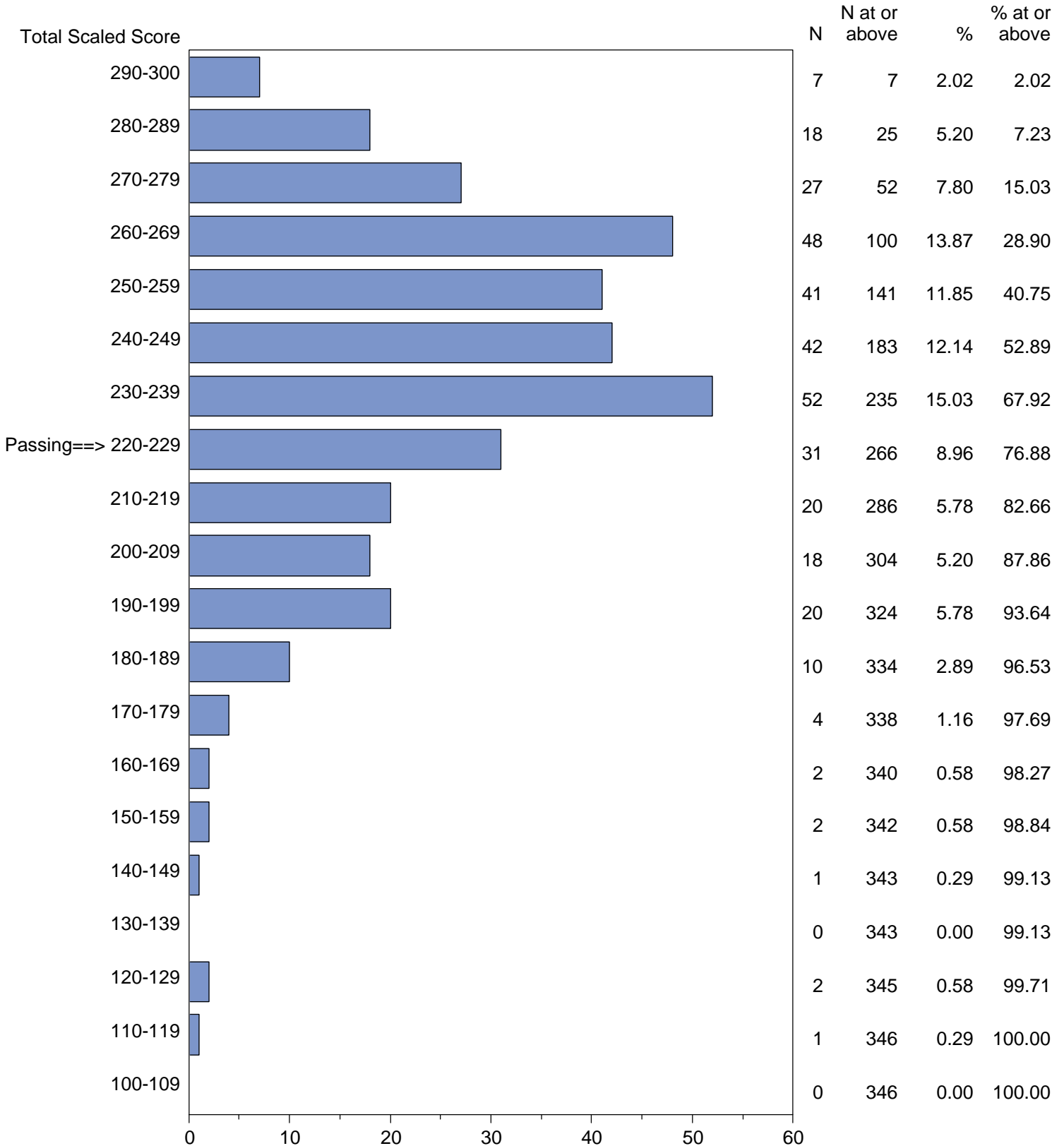
Test Field = English (002)



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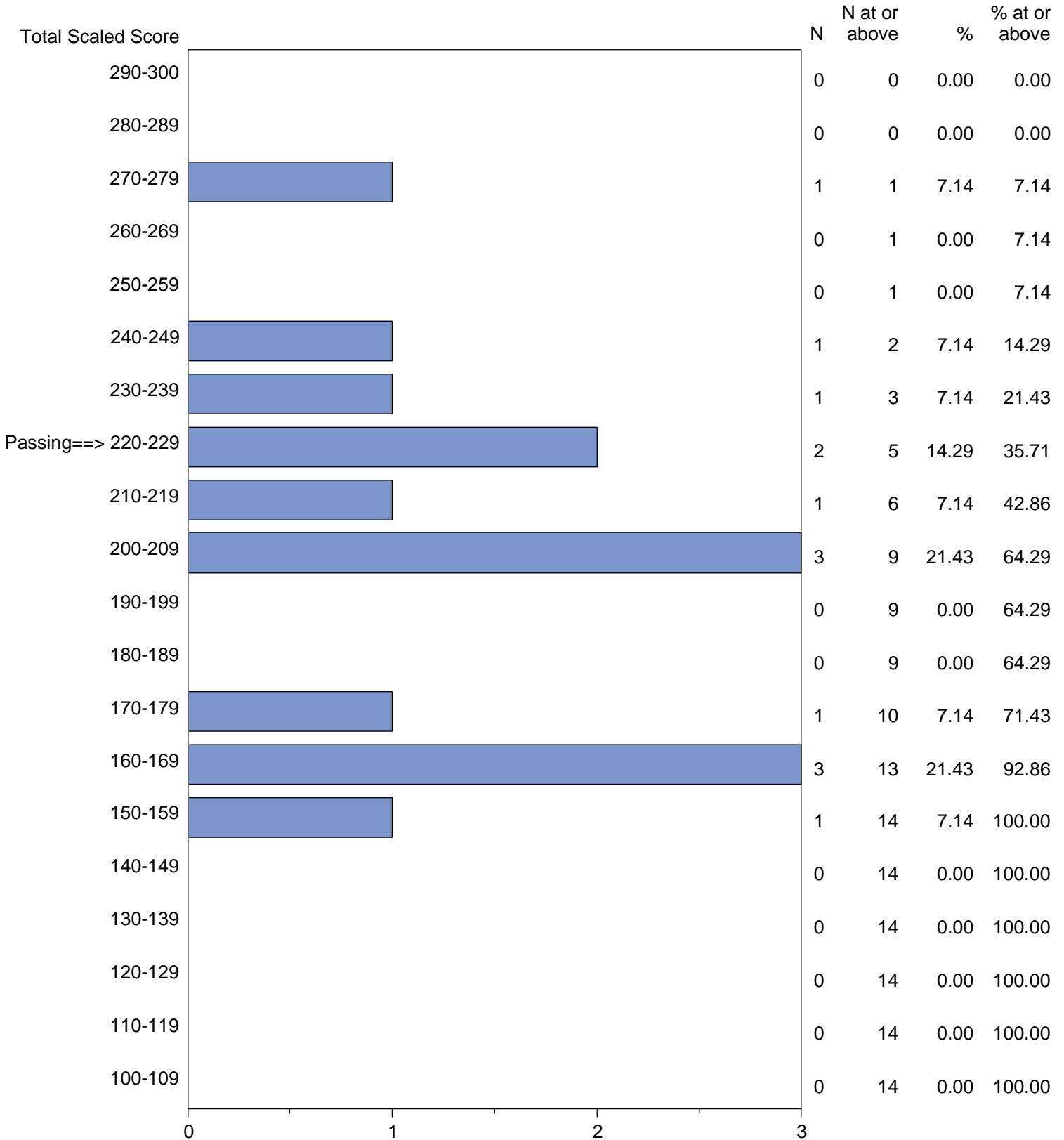
Test Field = English as a Second Language (086)



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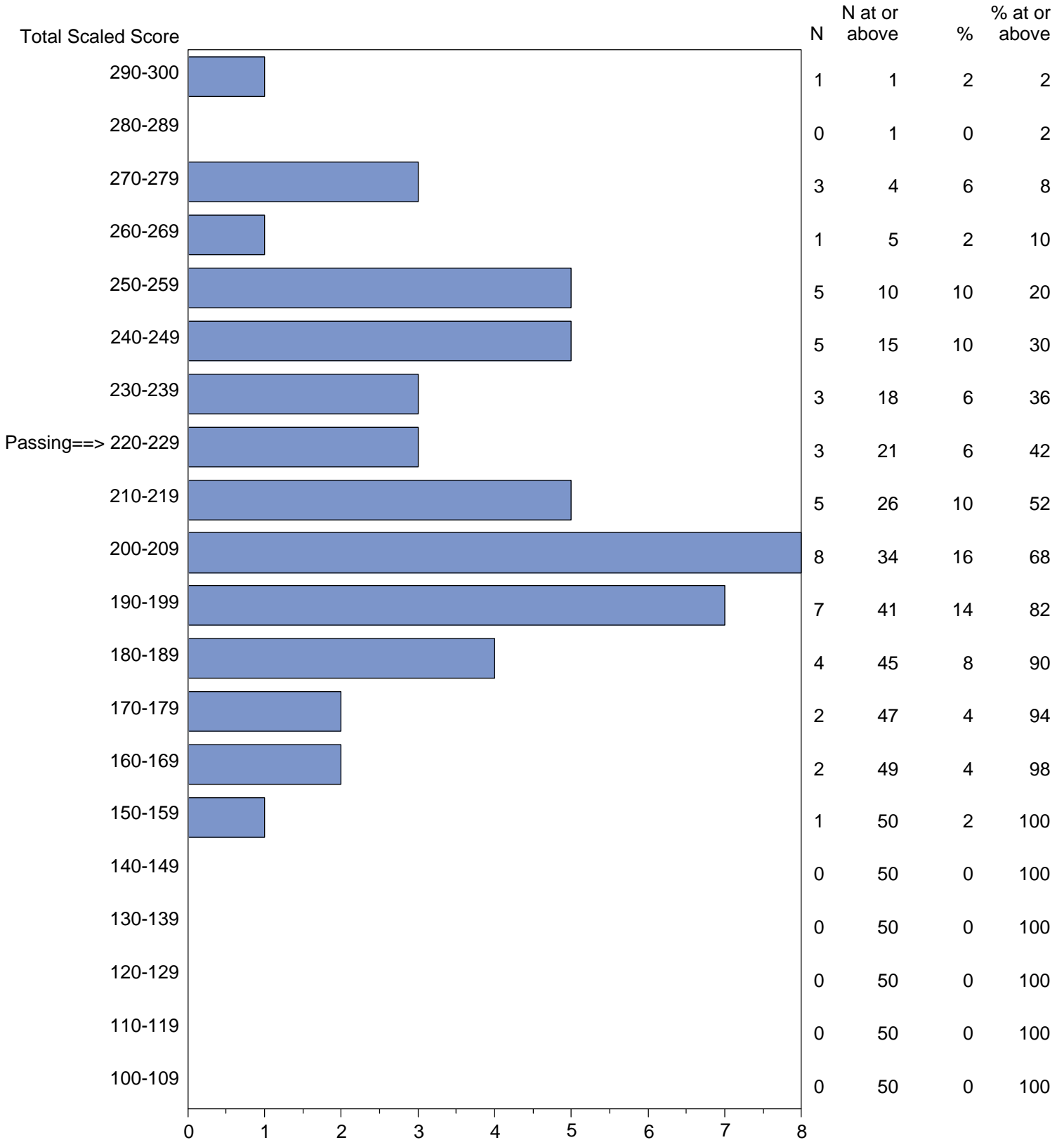
Test Field = Family and Consumer Sciences (040)



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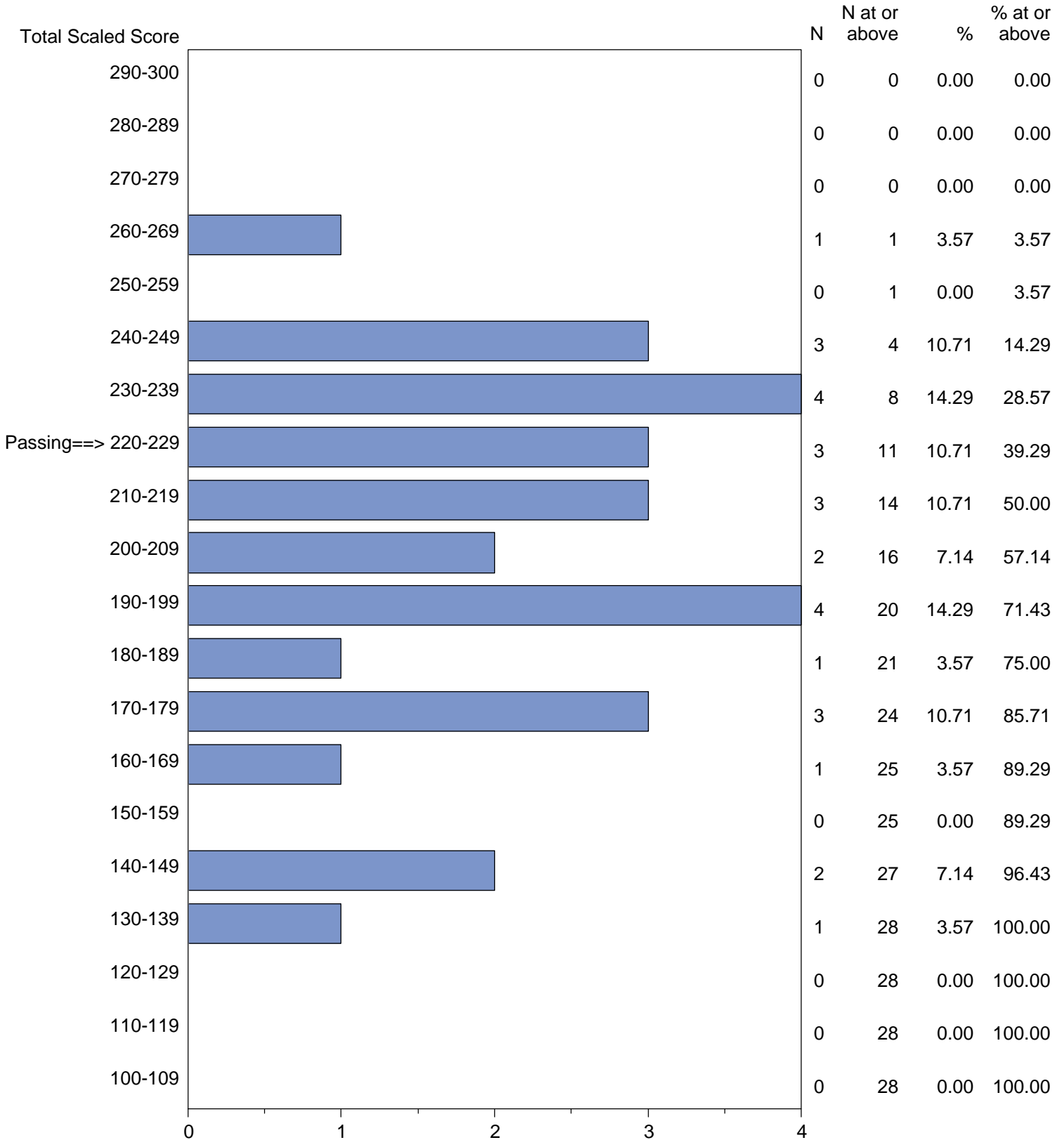
Test Field = French (023)



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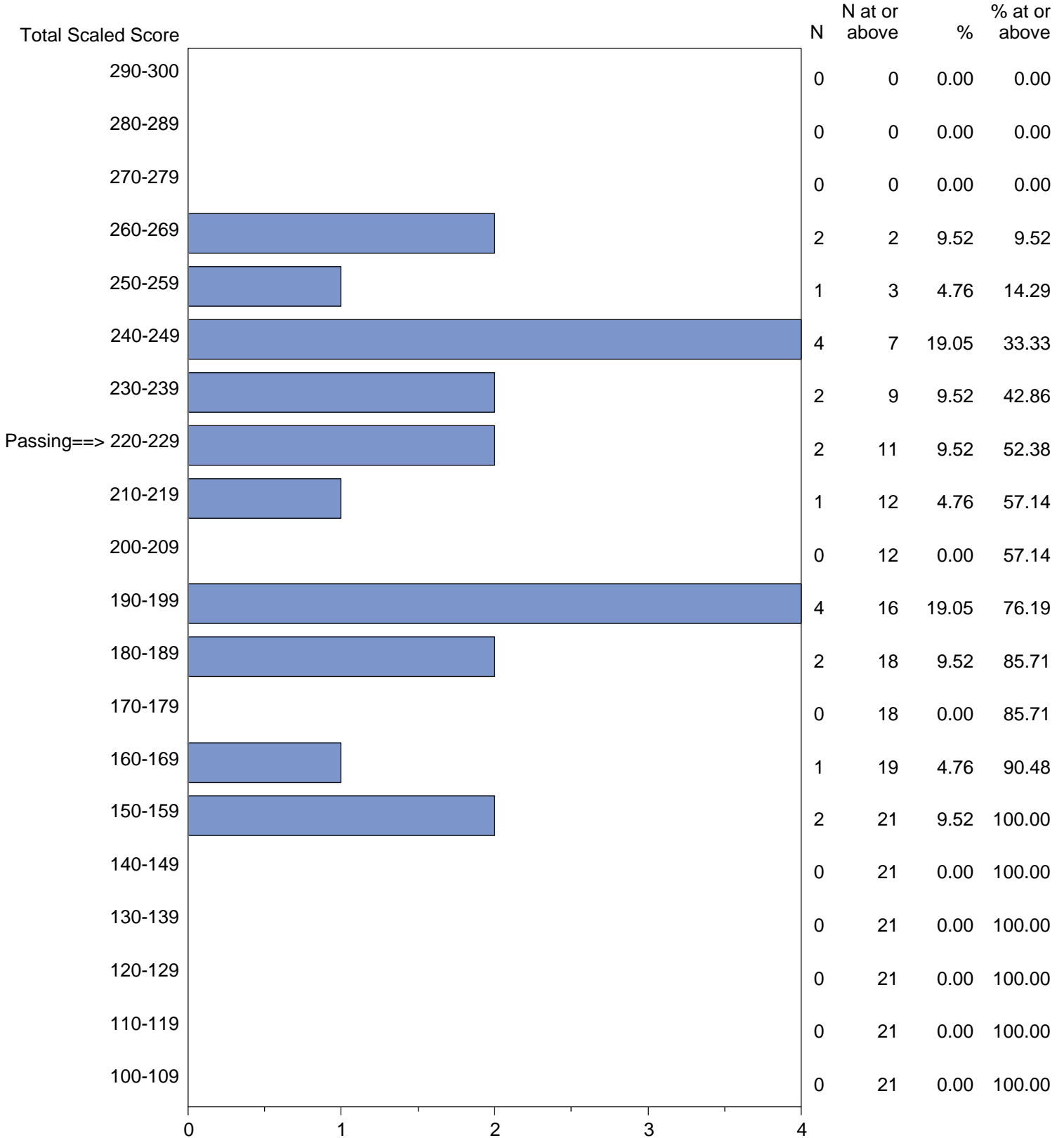
Test Field = Geography (008)



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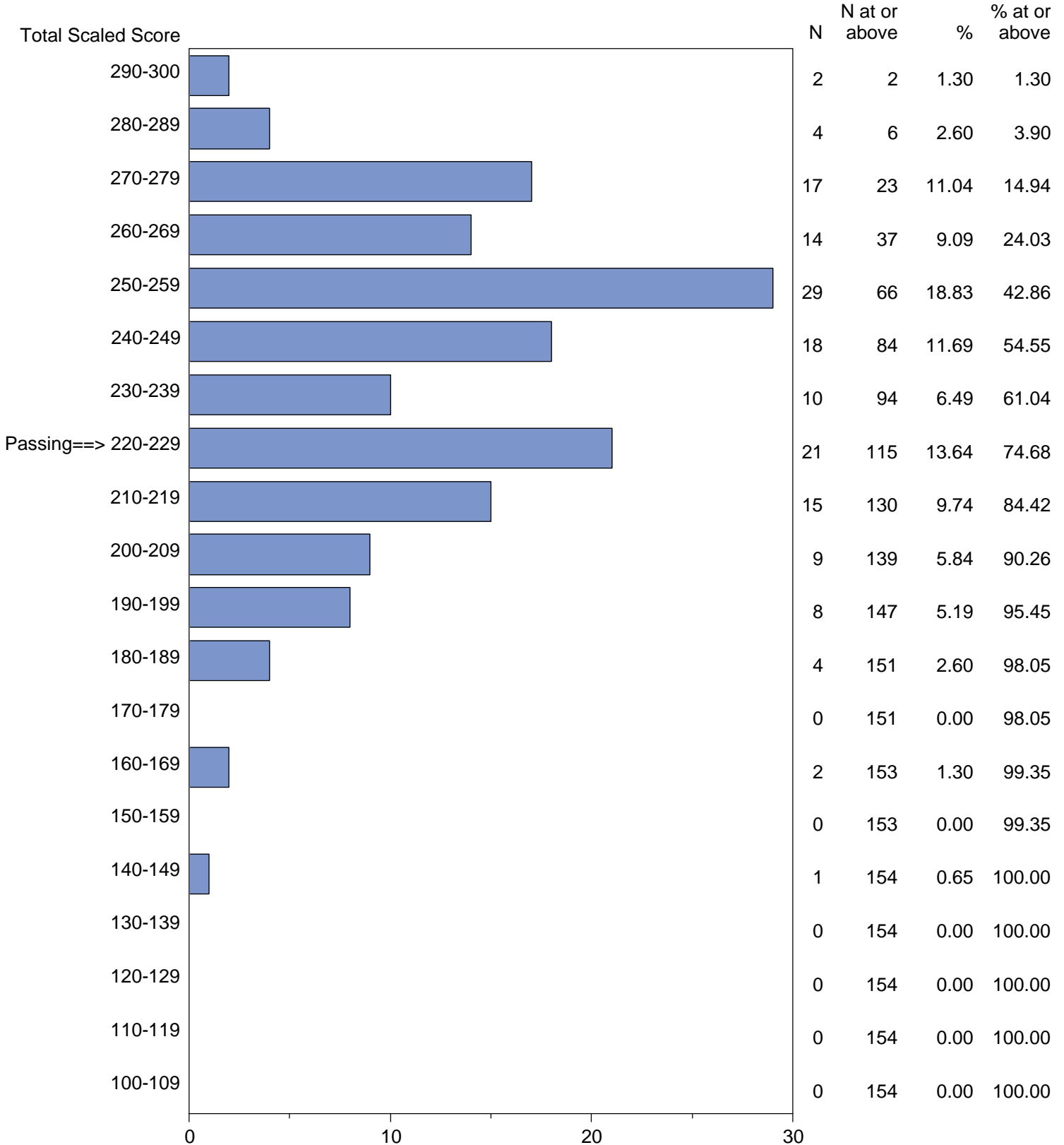
Test Field = German (024)



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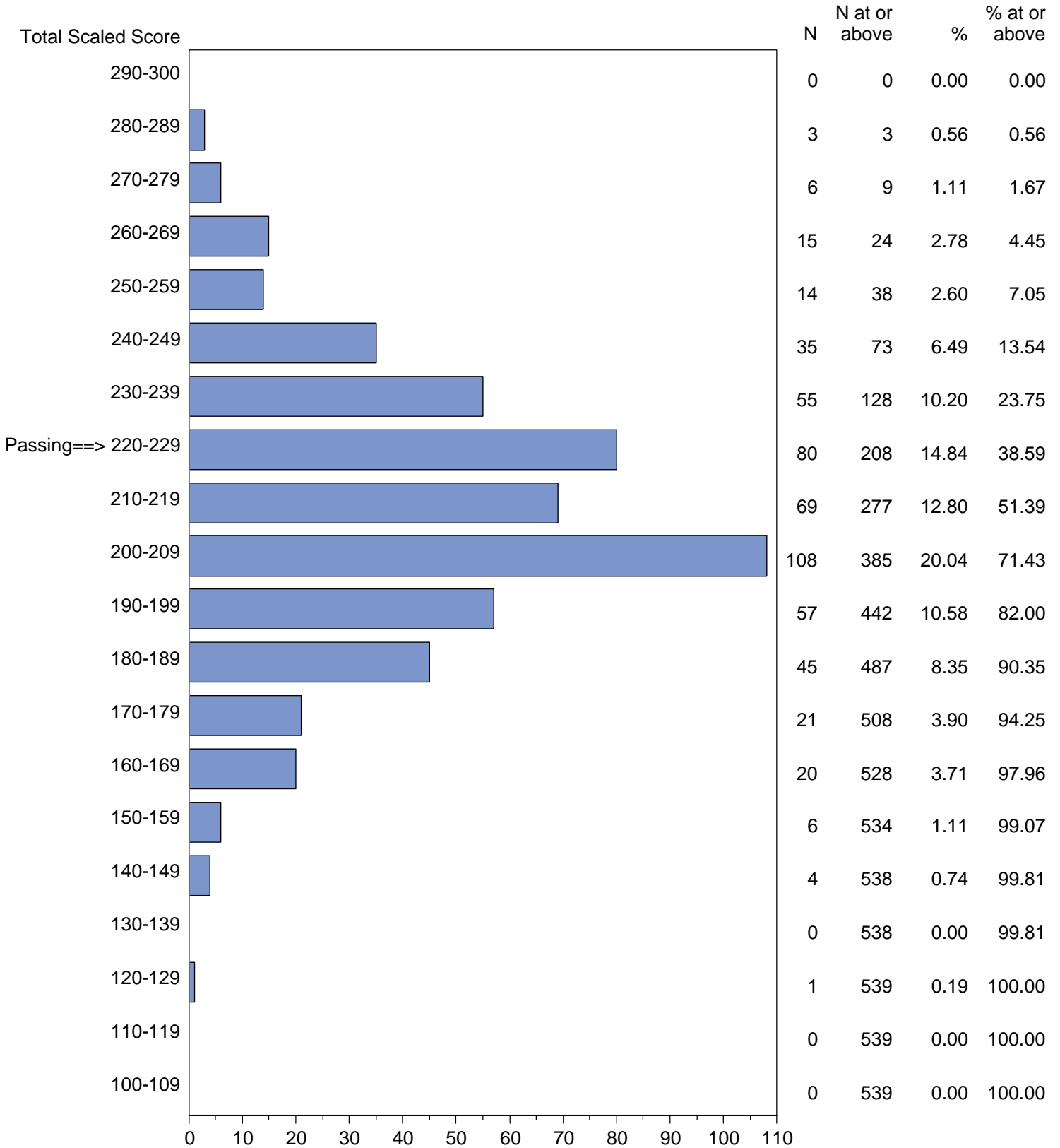
Test Field = Health (043)



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Michigan Test For Teacher Certification (MTTC)
 October 1, 2014 - September 30, 2015
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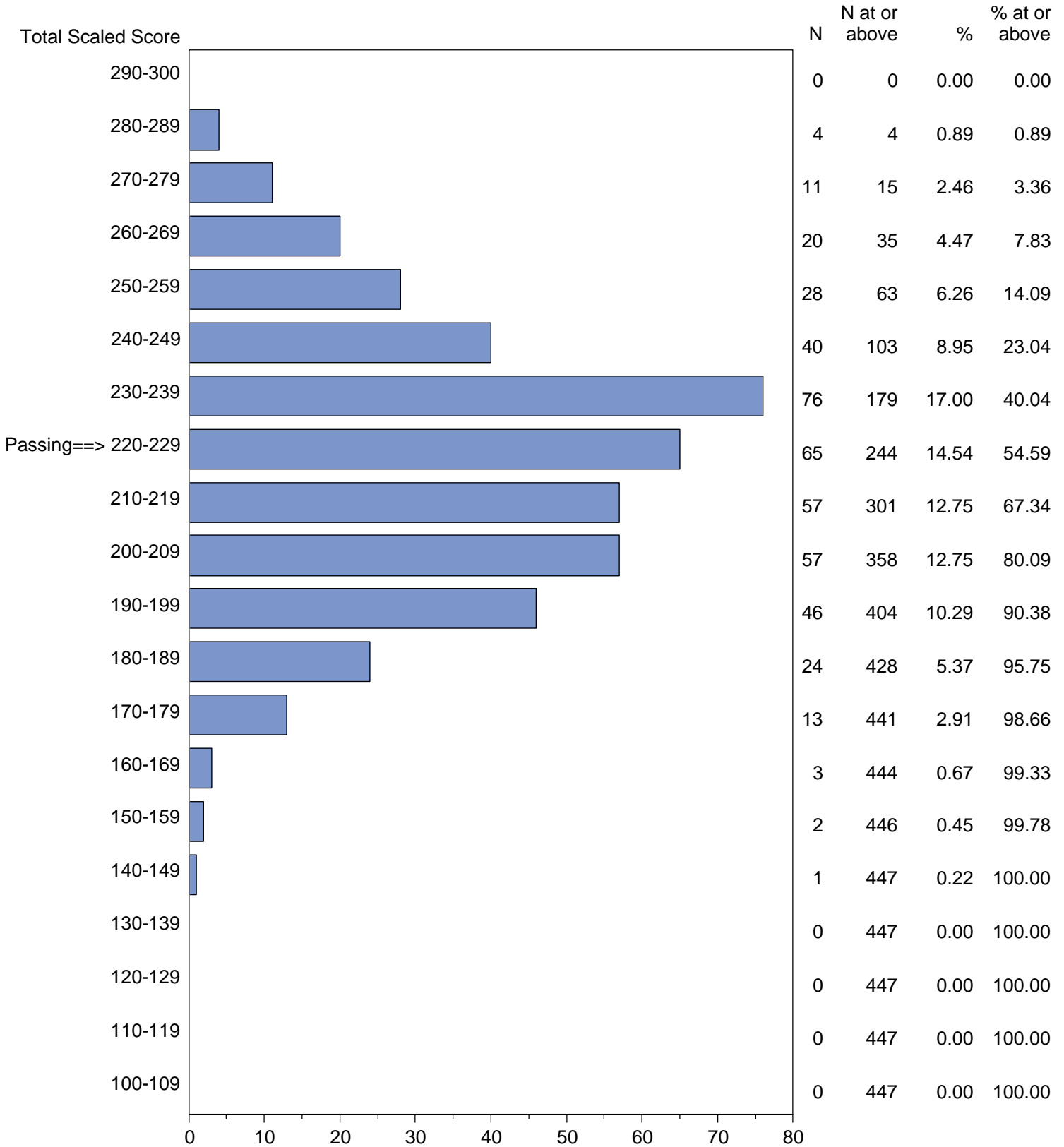
Test Field = History (009)



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Michigan Test For Teacher Certification (MTTC)
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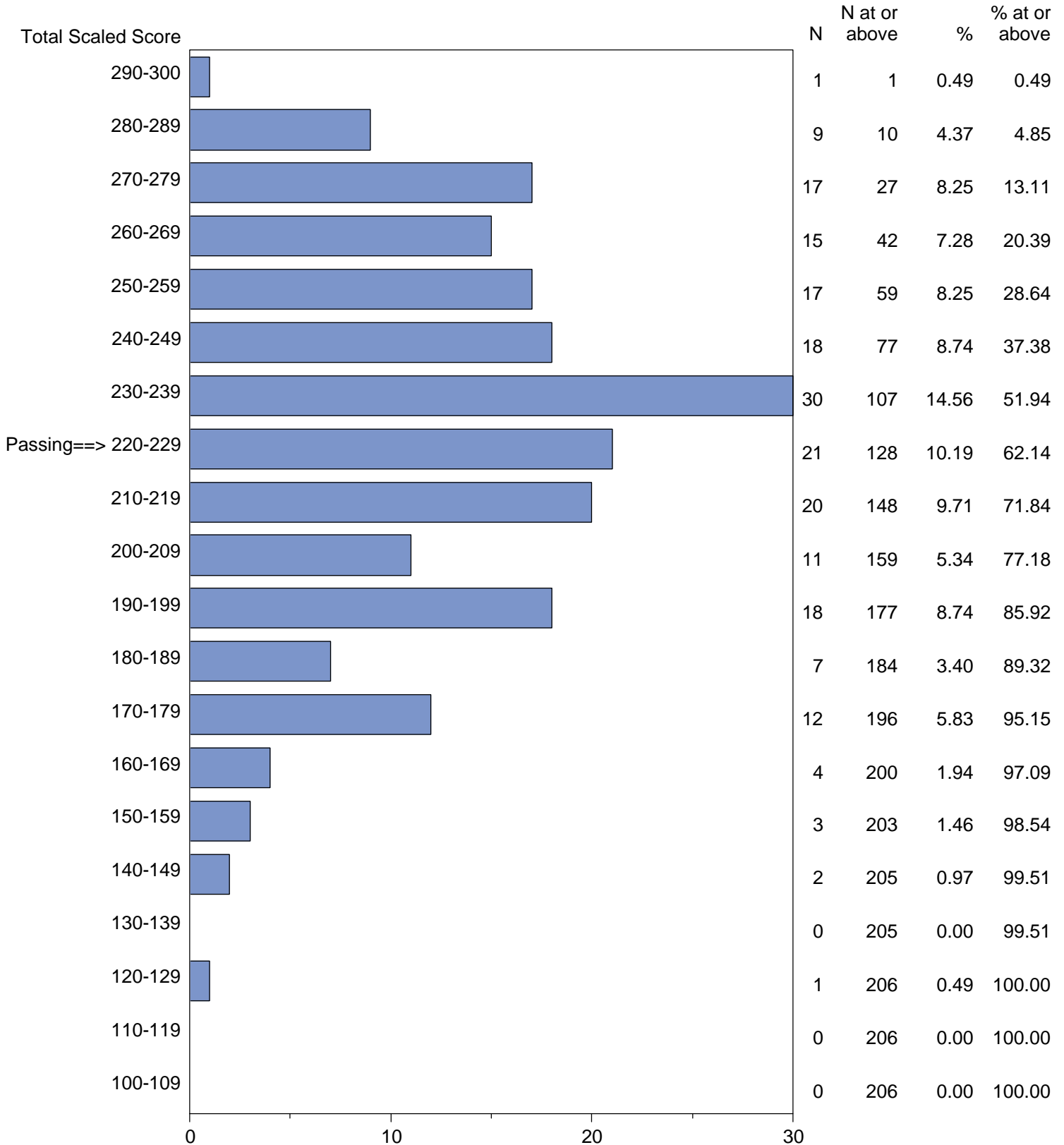
Test Field = Integrated Science (Elementary) (093)



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 Total Scaled Score Distribution by Test Field (All Forms)

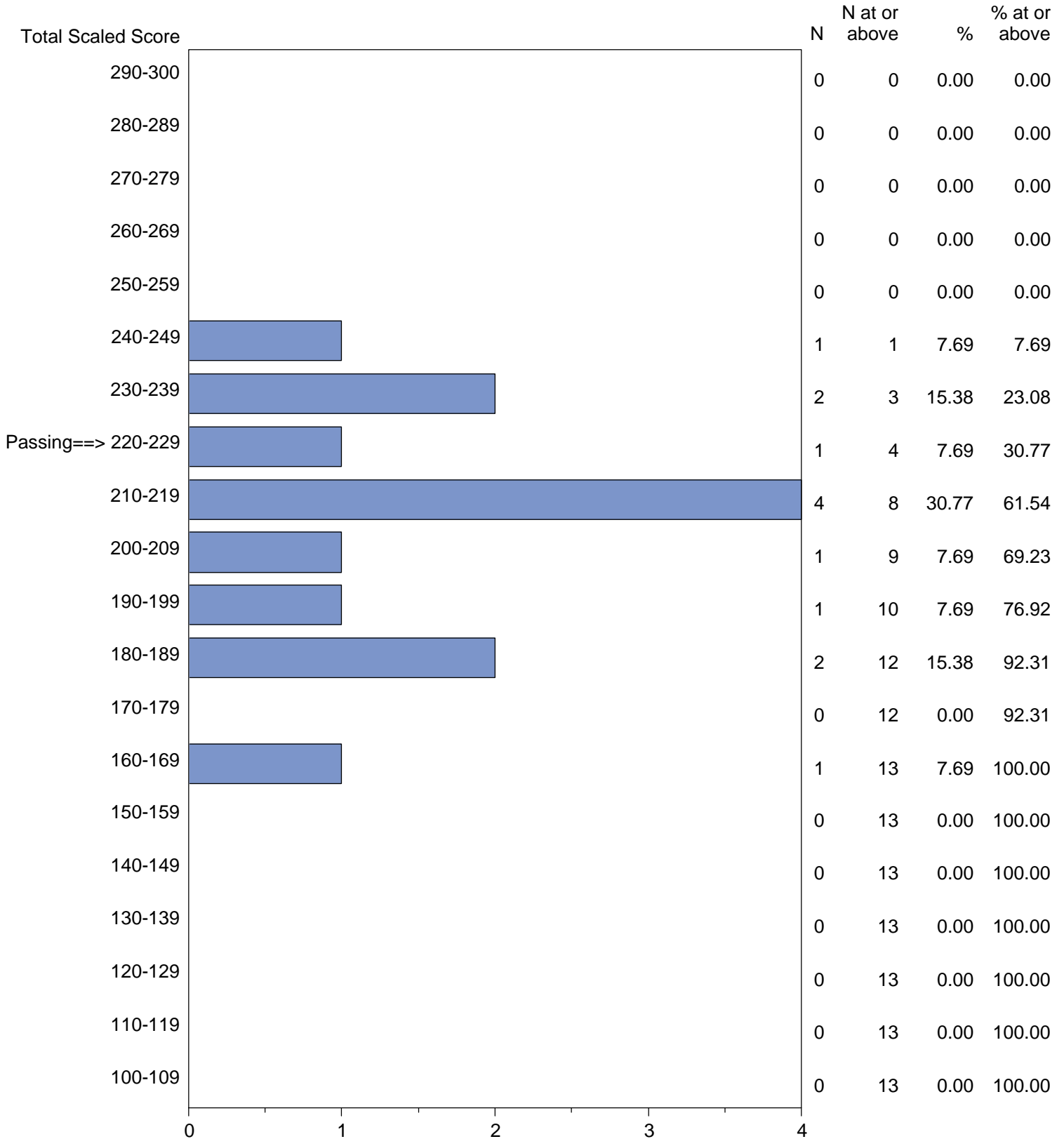
Test Field = Integrated Science (Secondary) (094)



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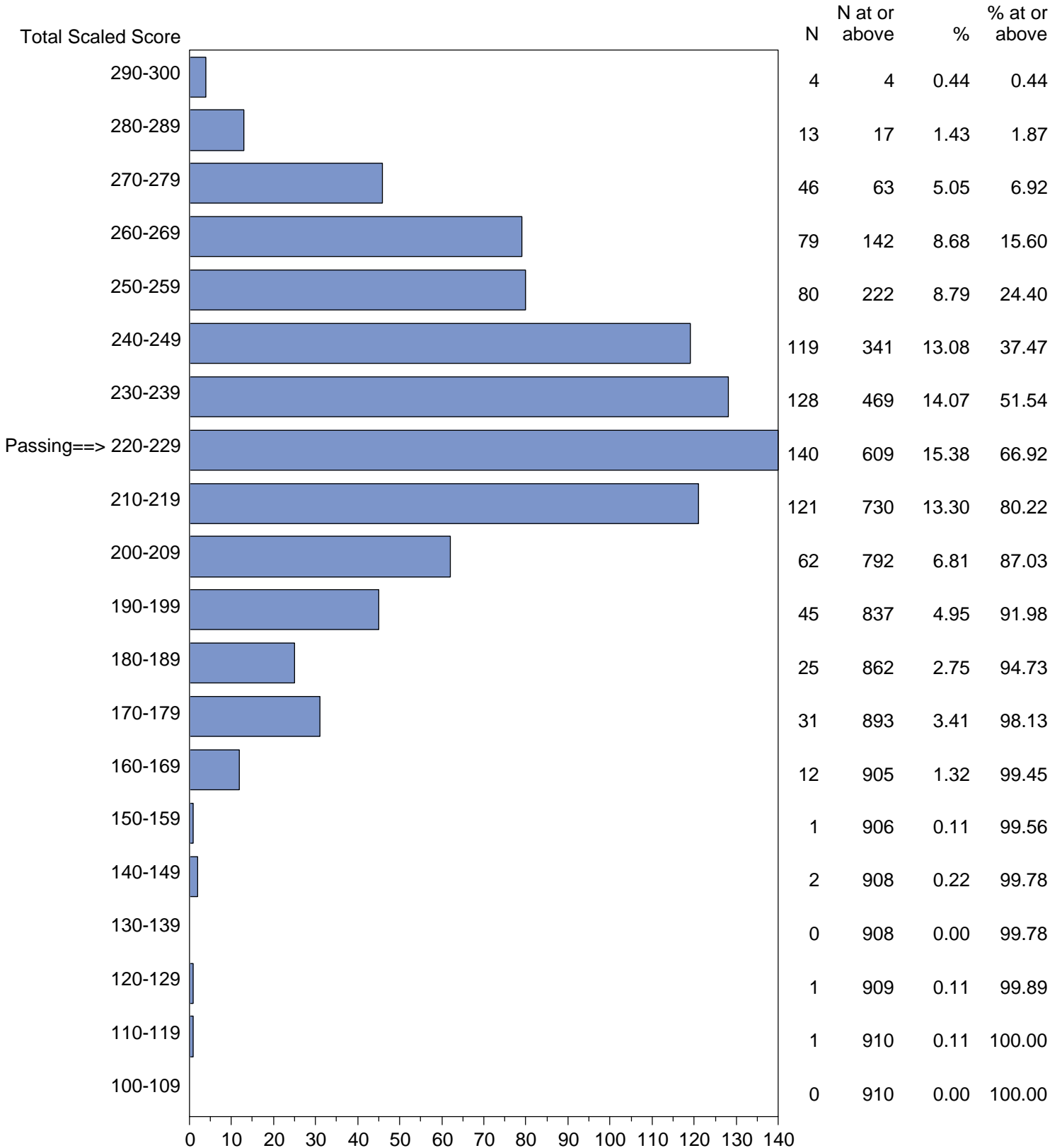
Test Field = Journalism (003)



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Michigan Test For Teacher Certification (MTTC)
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 Total Scaled Score Distribution by Test Field (All Forms)

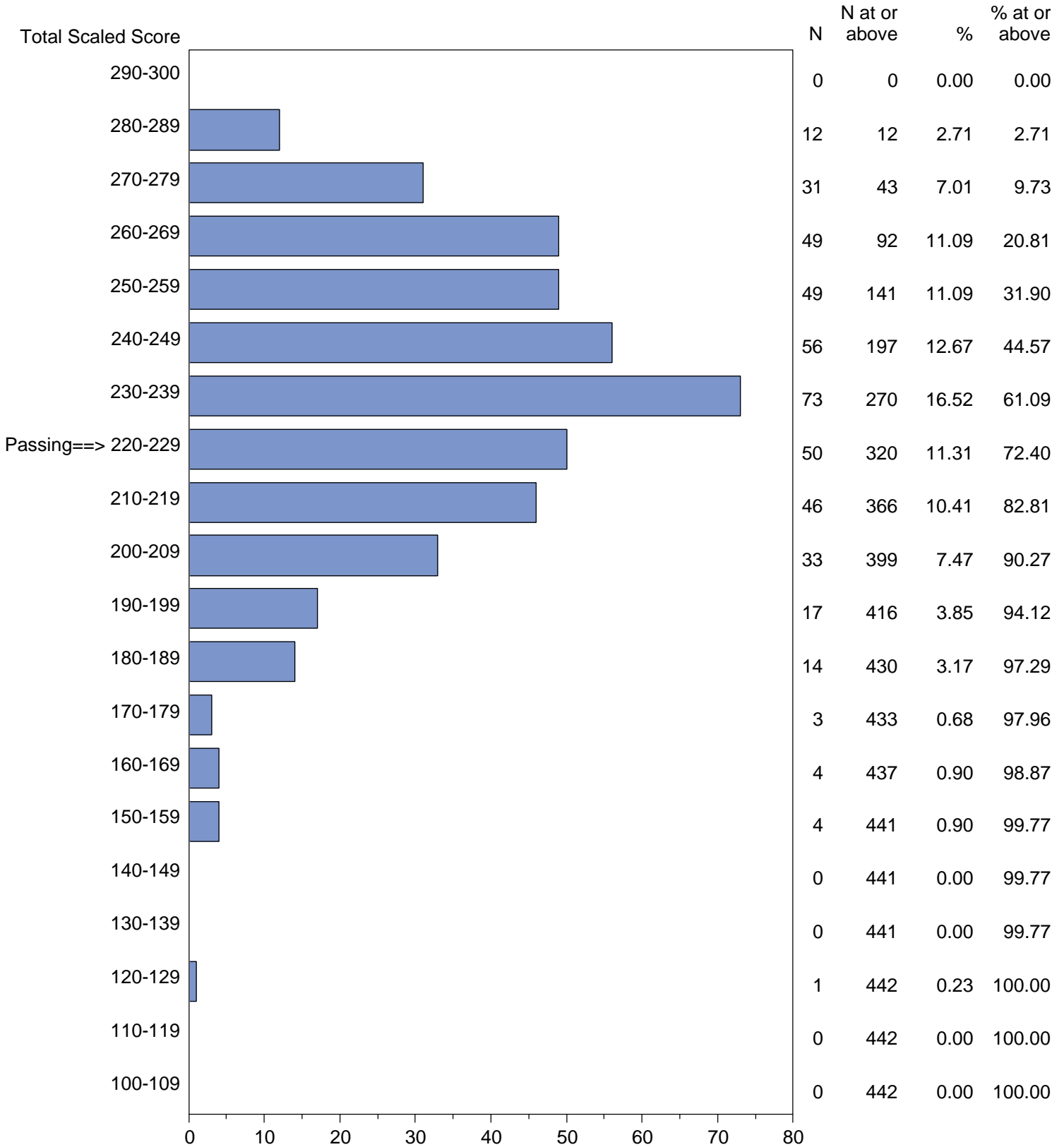
Test Field = Language Arts (Elementary) (090)



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 Total Scaled Score Distribution by Test Field (All Forms)

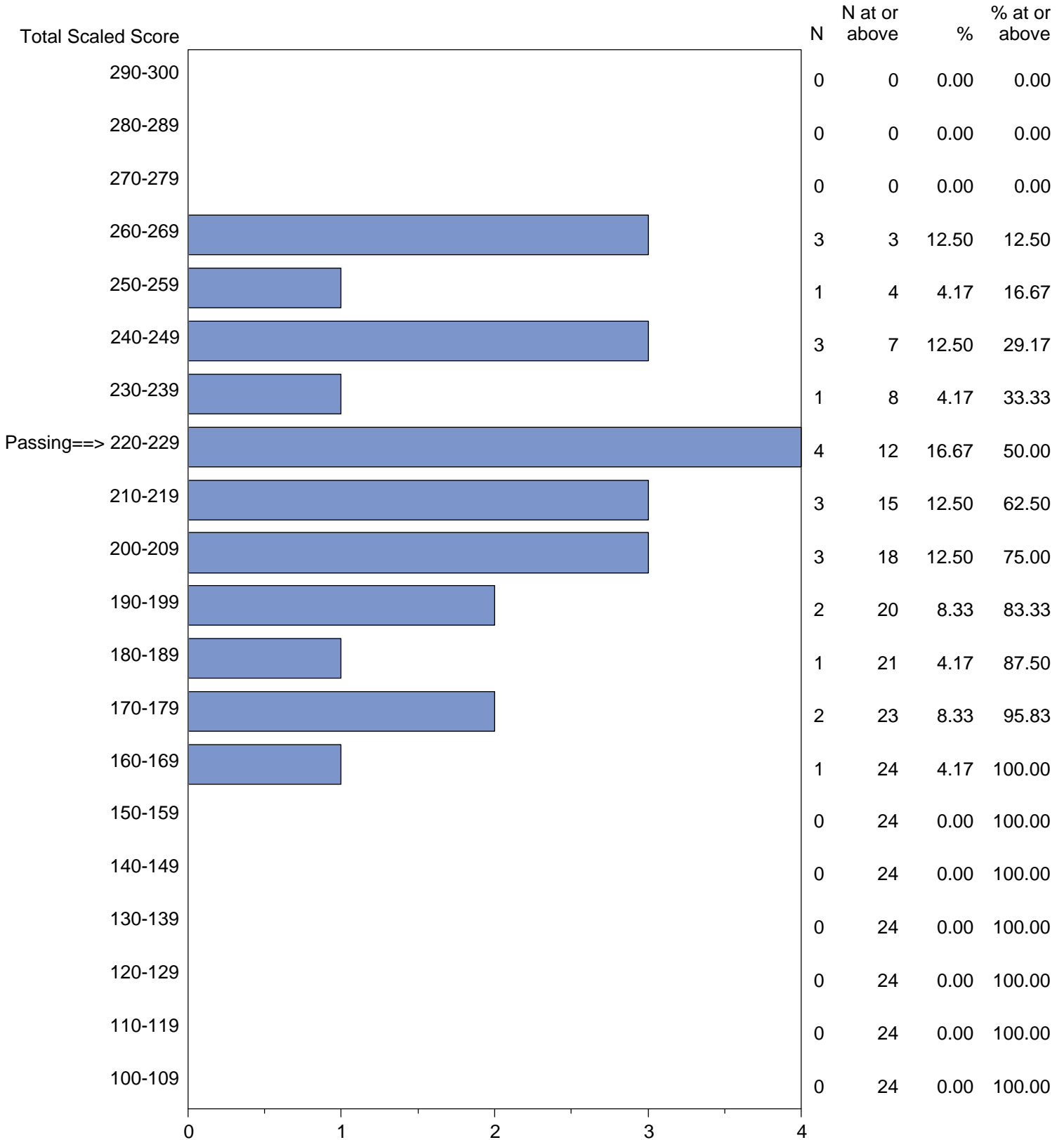
Test Field = Learning Disabilities (063)



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 Total Scaled Score Distribution by Test Field (All Forms)

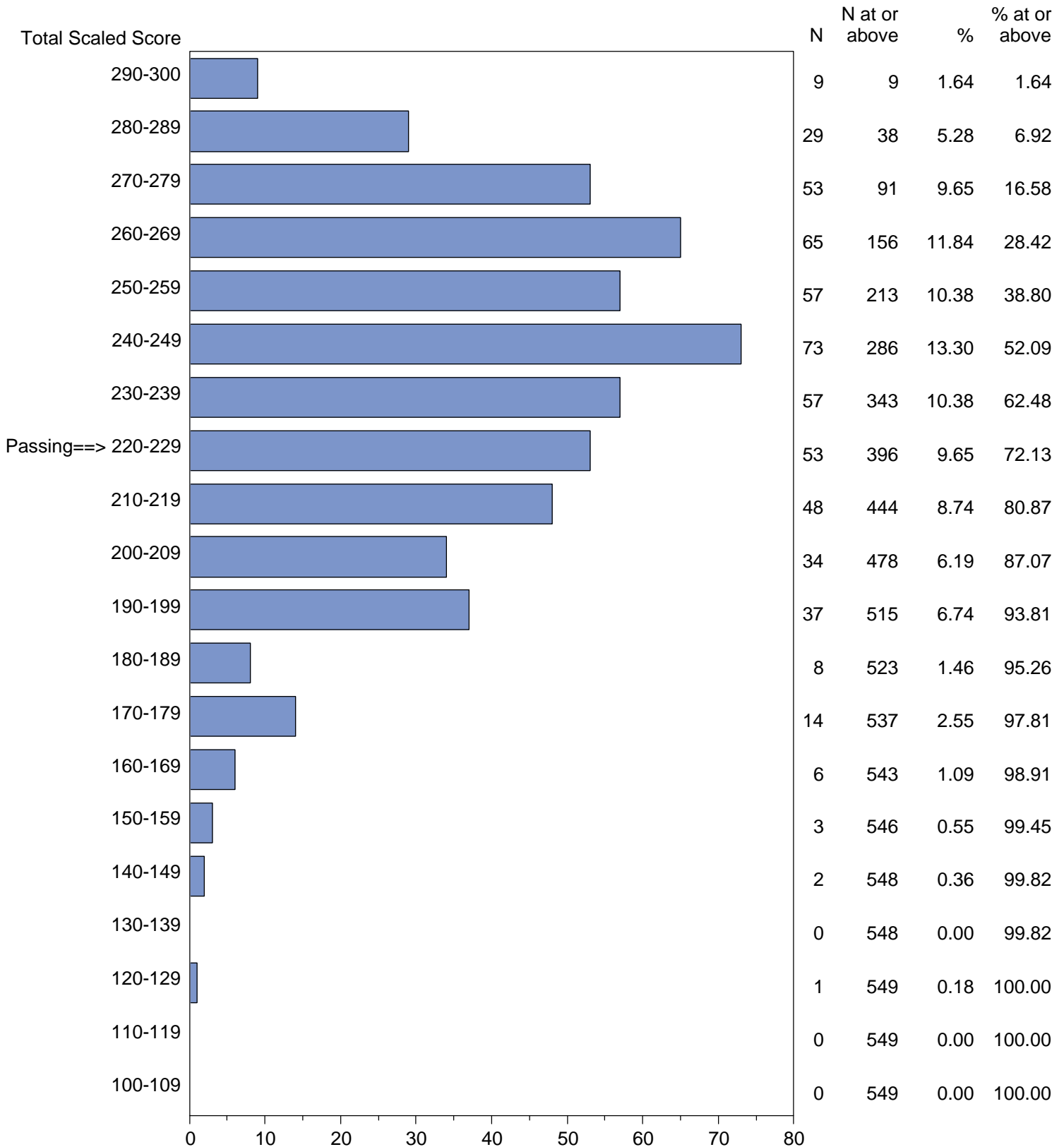
Test Field = Library Media (048)



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 Total Scaled Score Distribution by Test Field (All Forms)

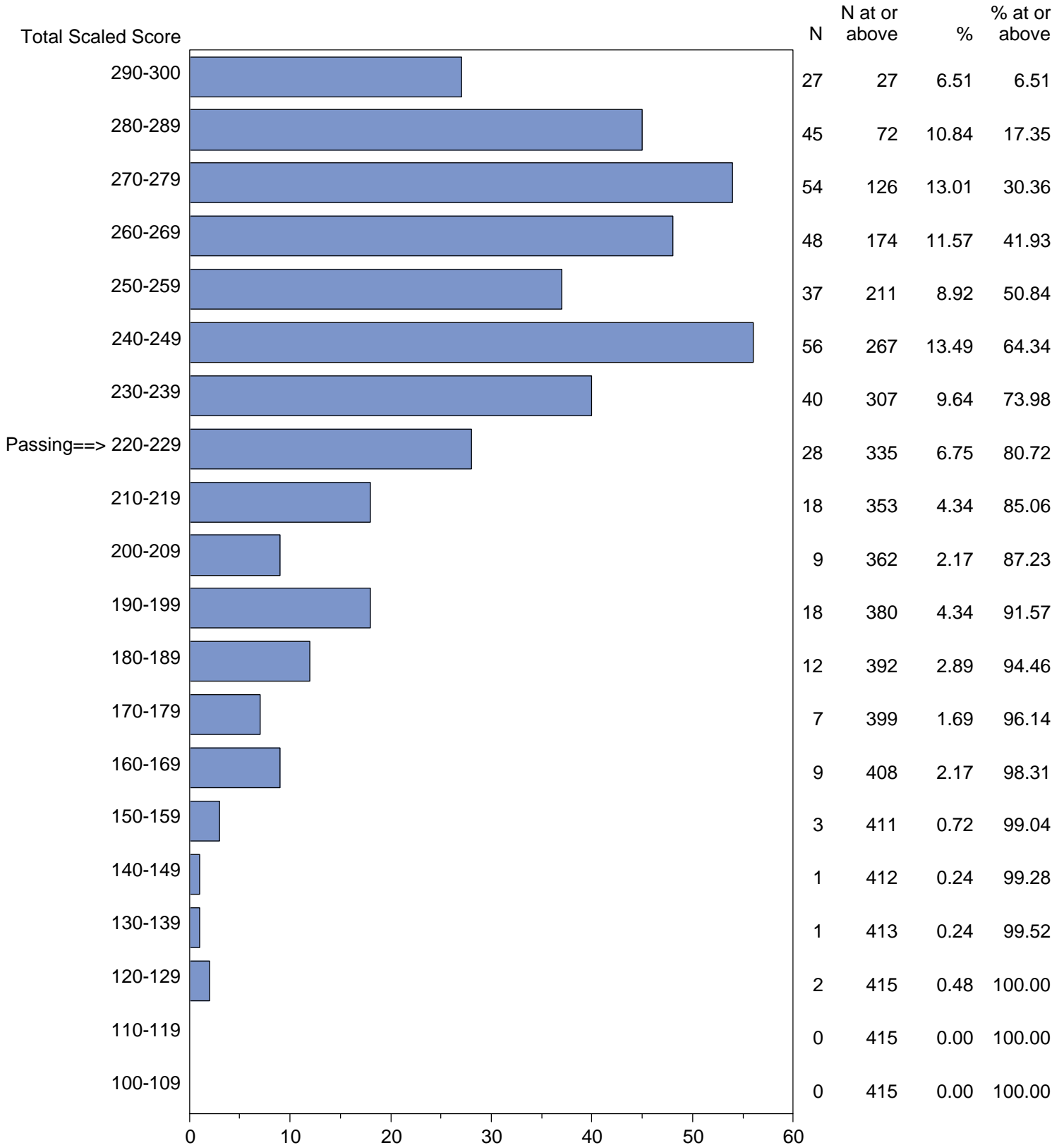
Test Field = Mathematics (Elementary) (089)



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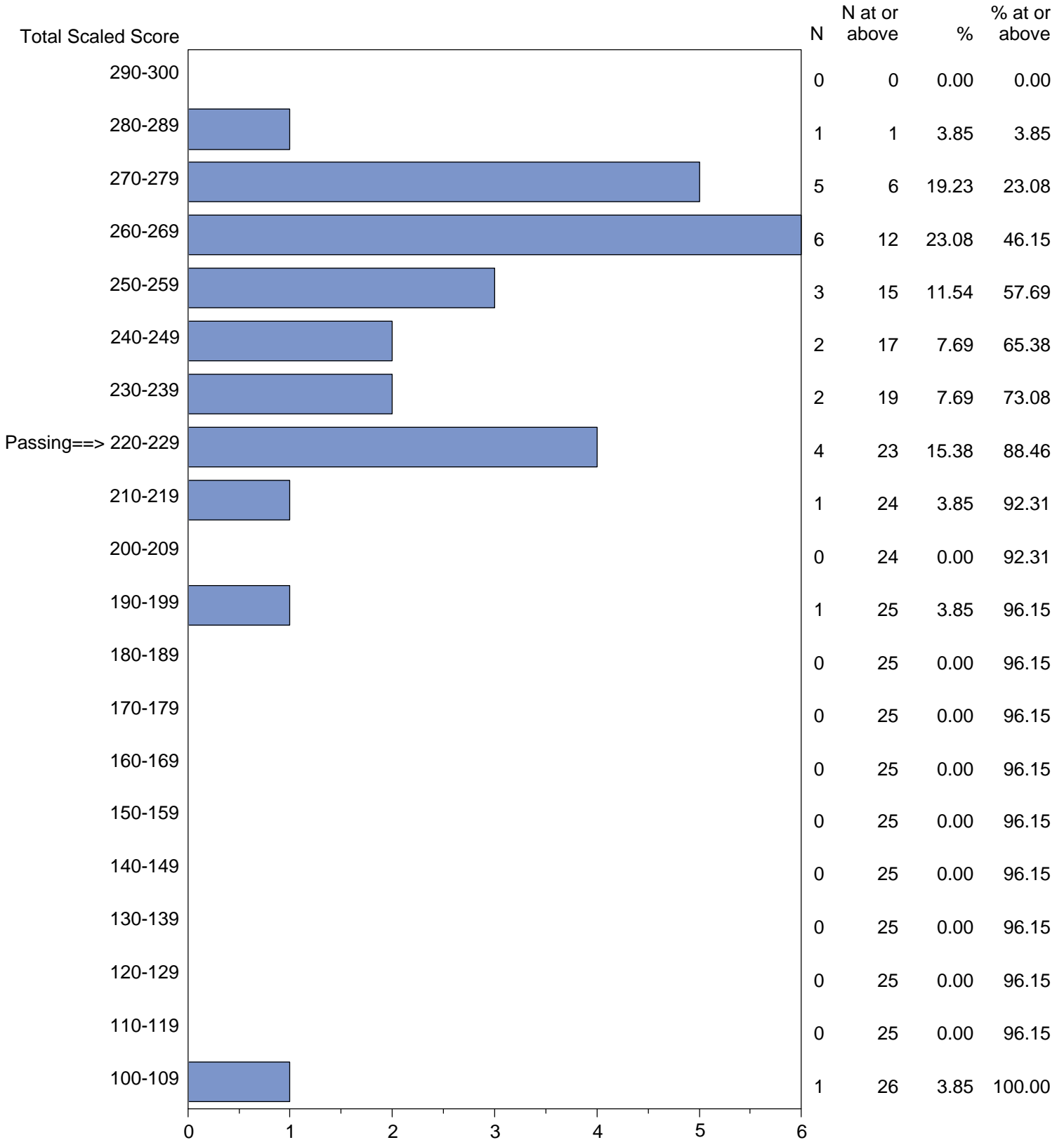
Test Field = Mathematics (Secondary) (022)



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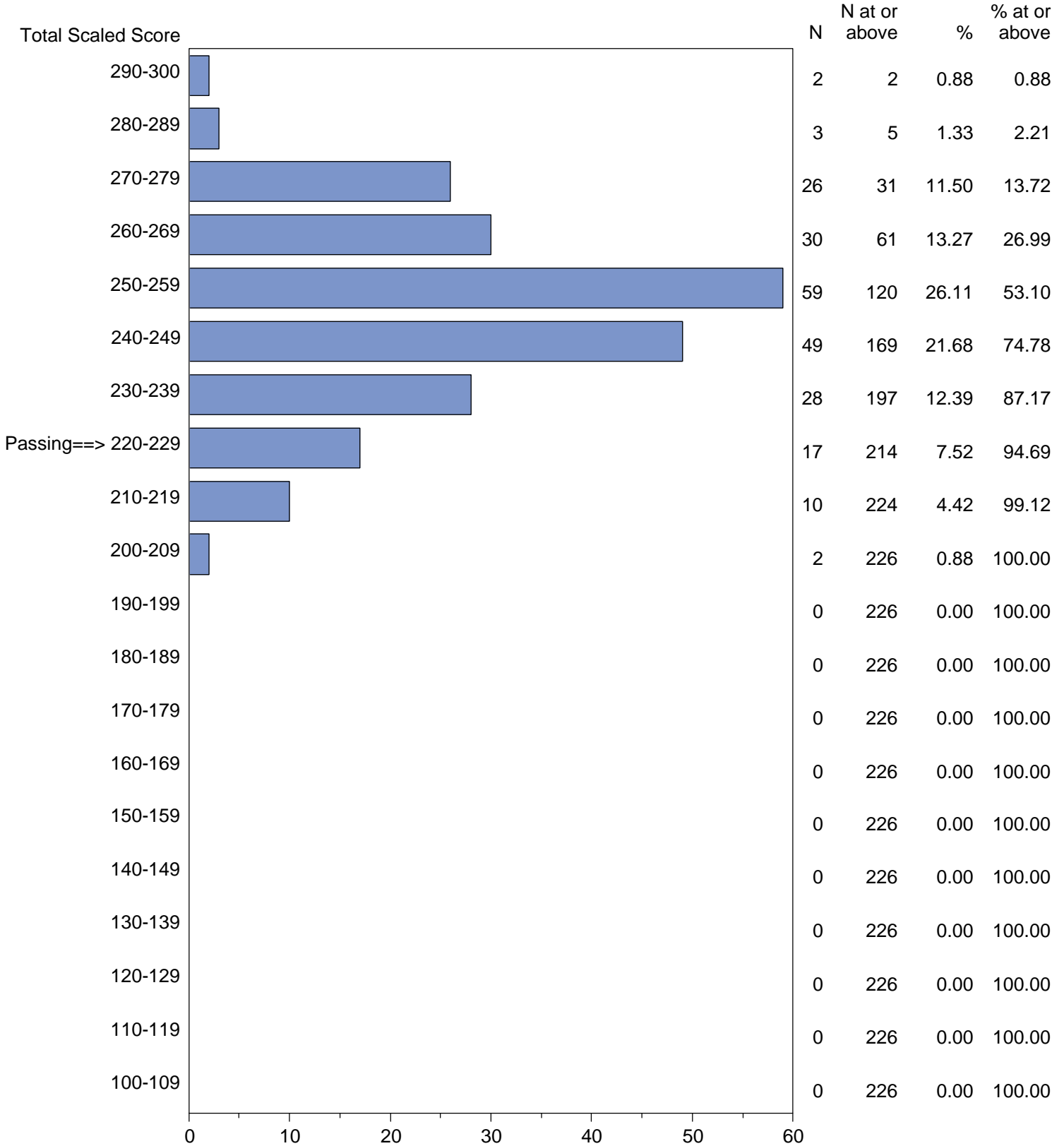
Test Field = Middle Level (085)



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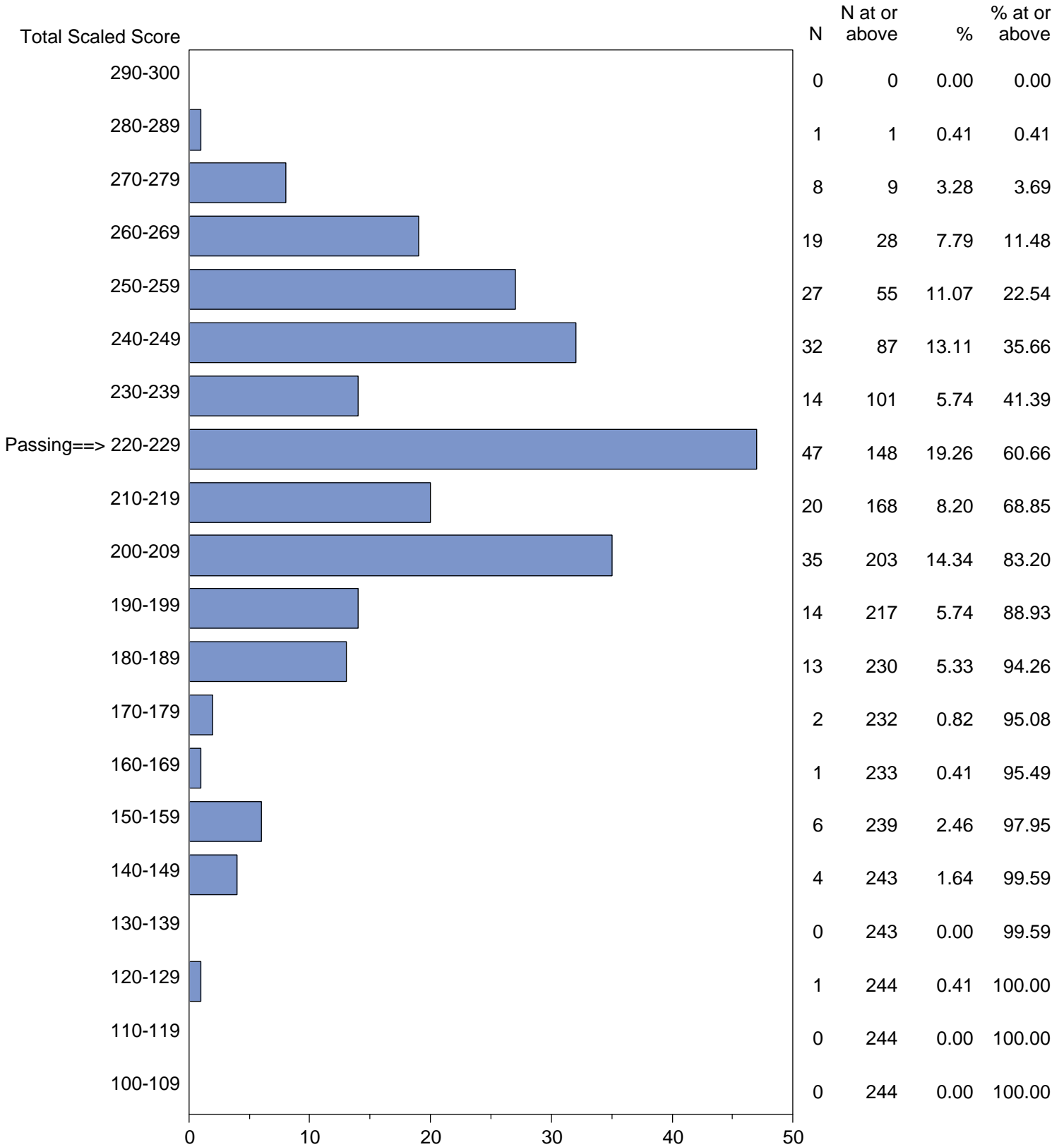
Test Field = Music Education (099)



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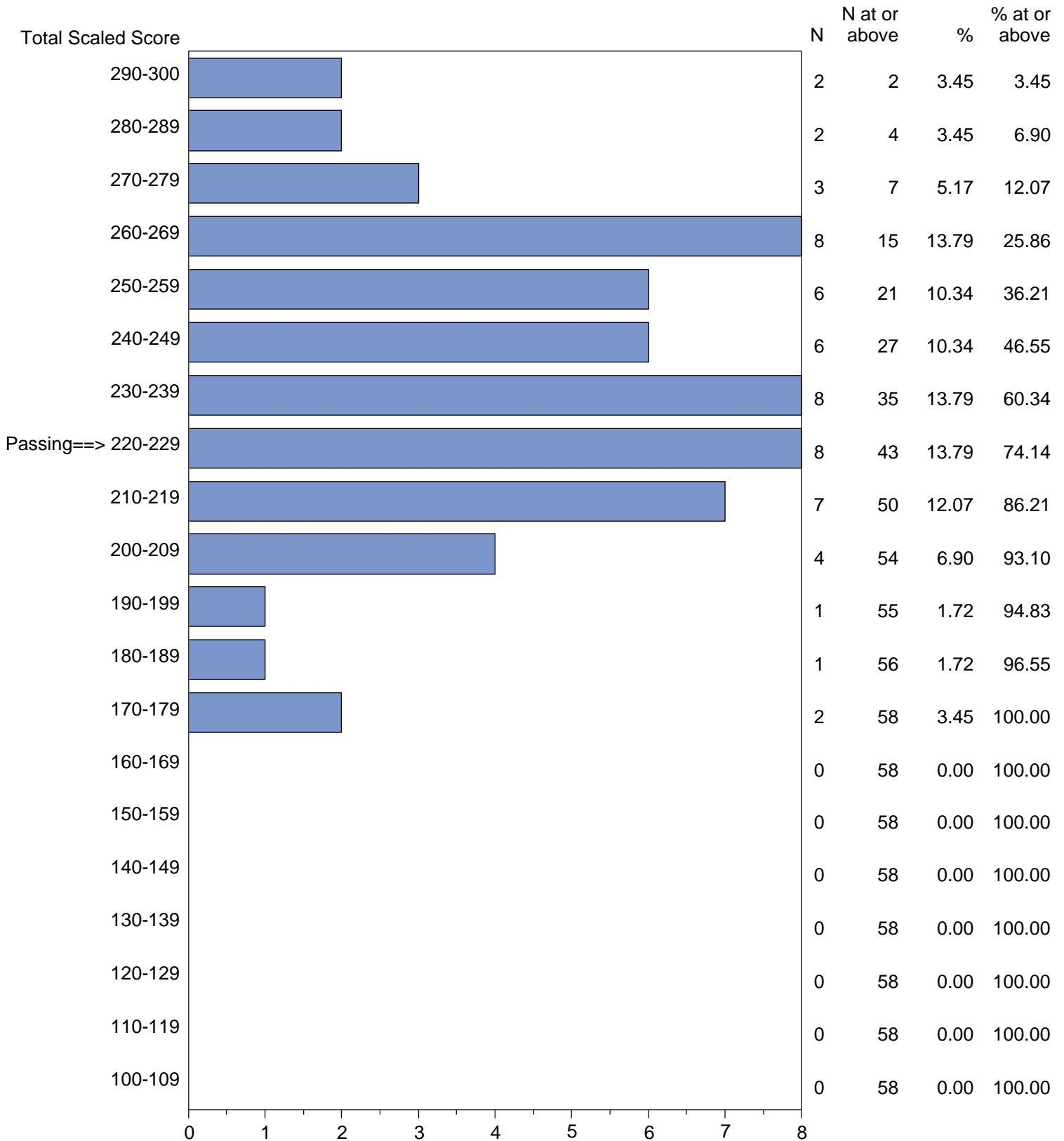
Test Field = Physical Education (044)



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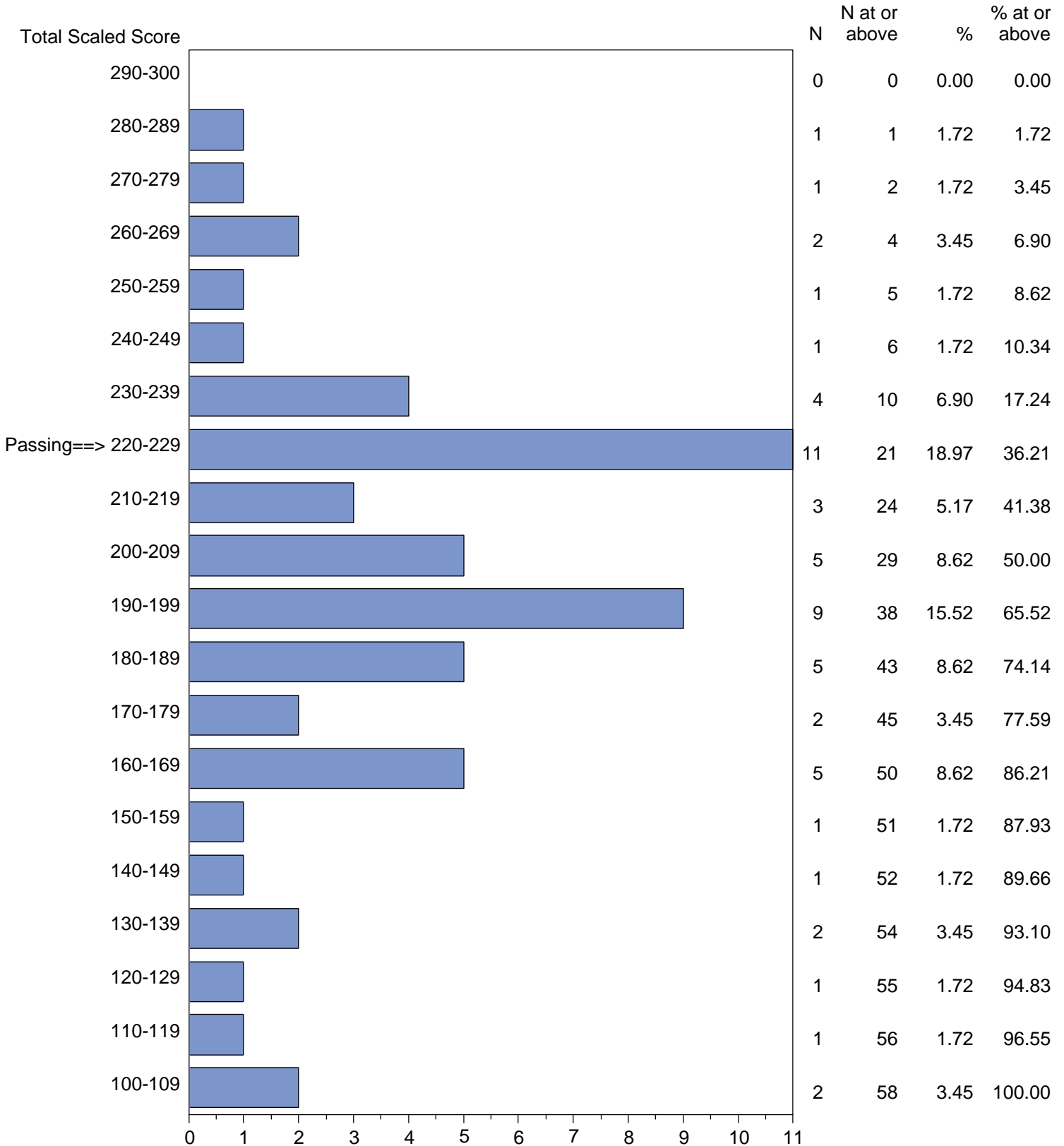
Test Field = Physics (019)



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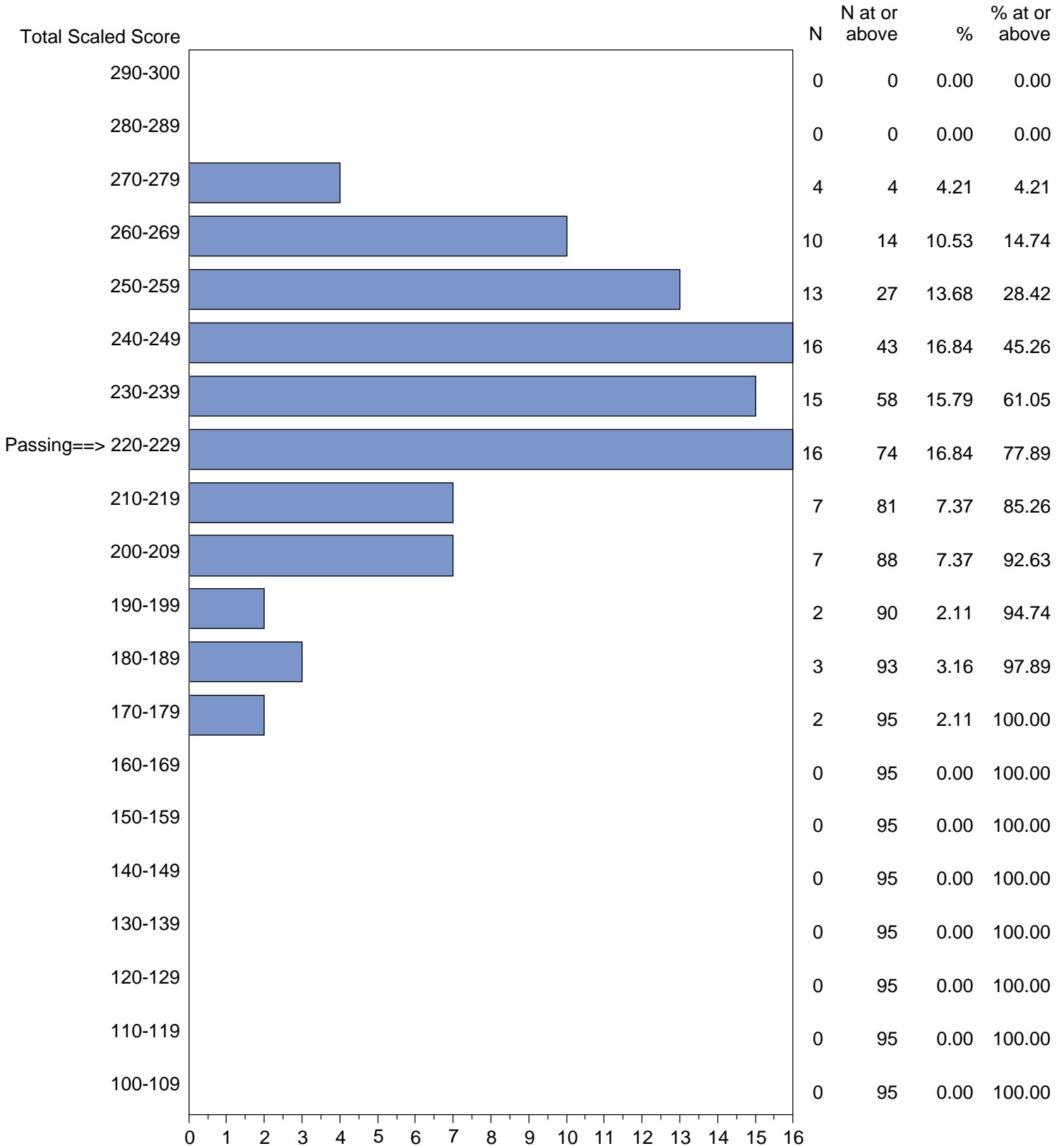
Test Field = Political Science (010)



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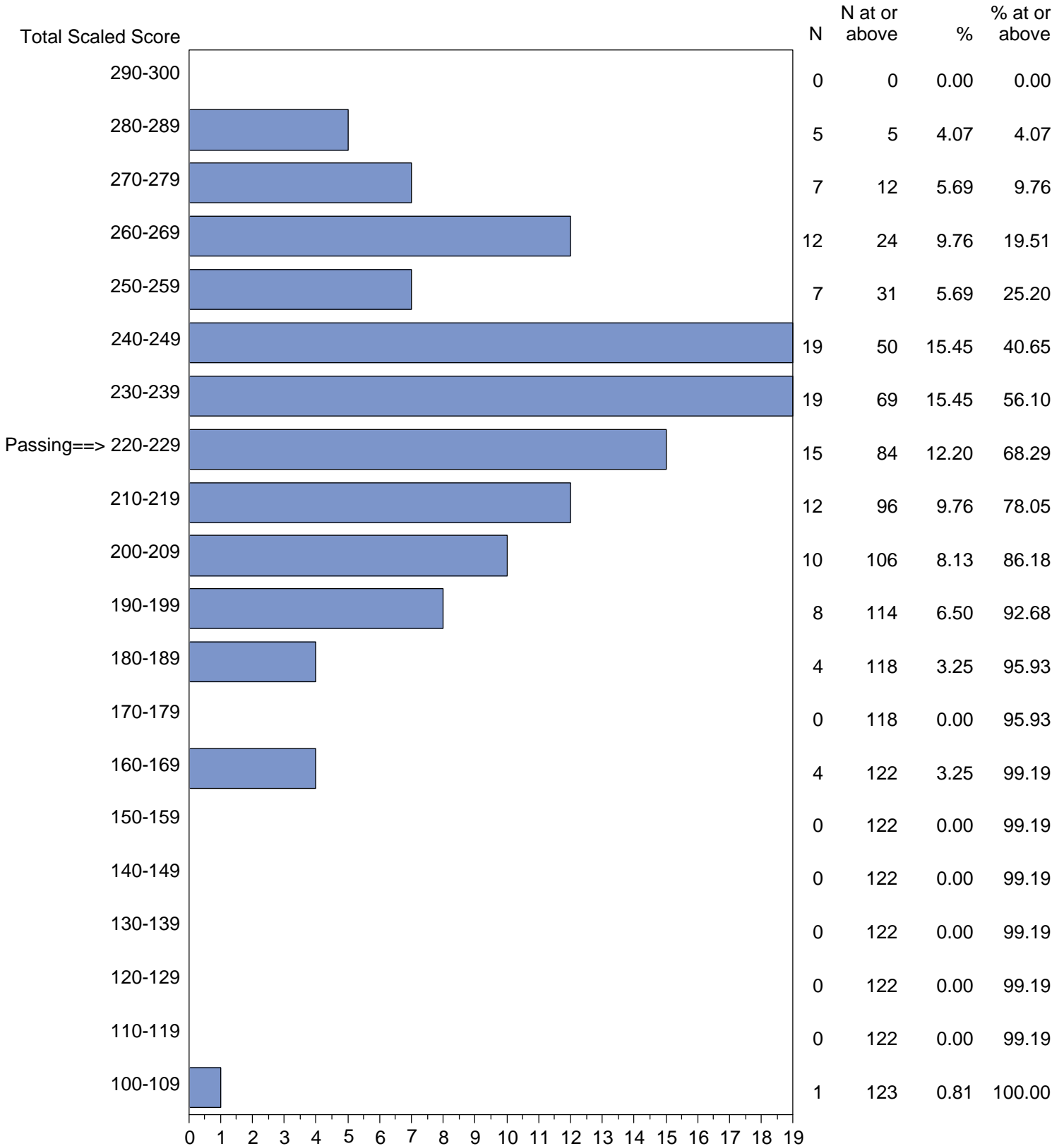
Test Field = Psychology (011)



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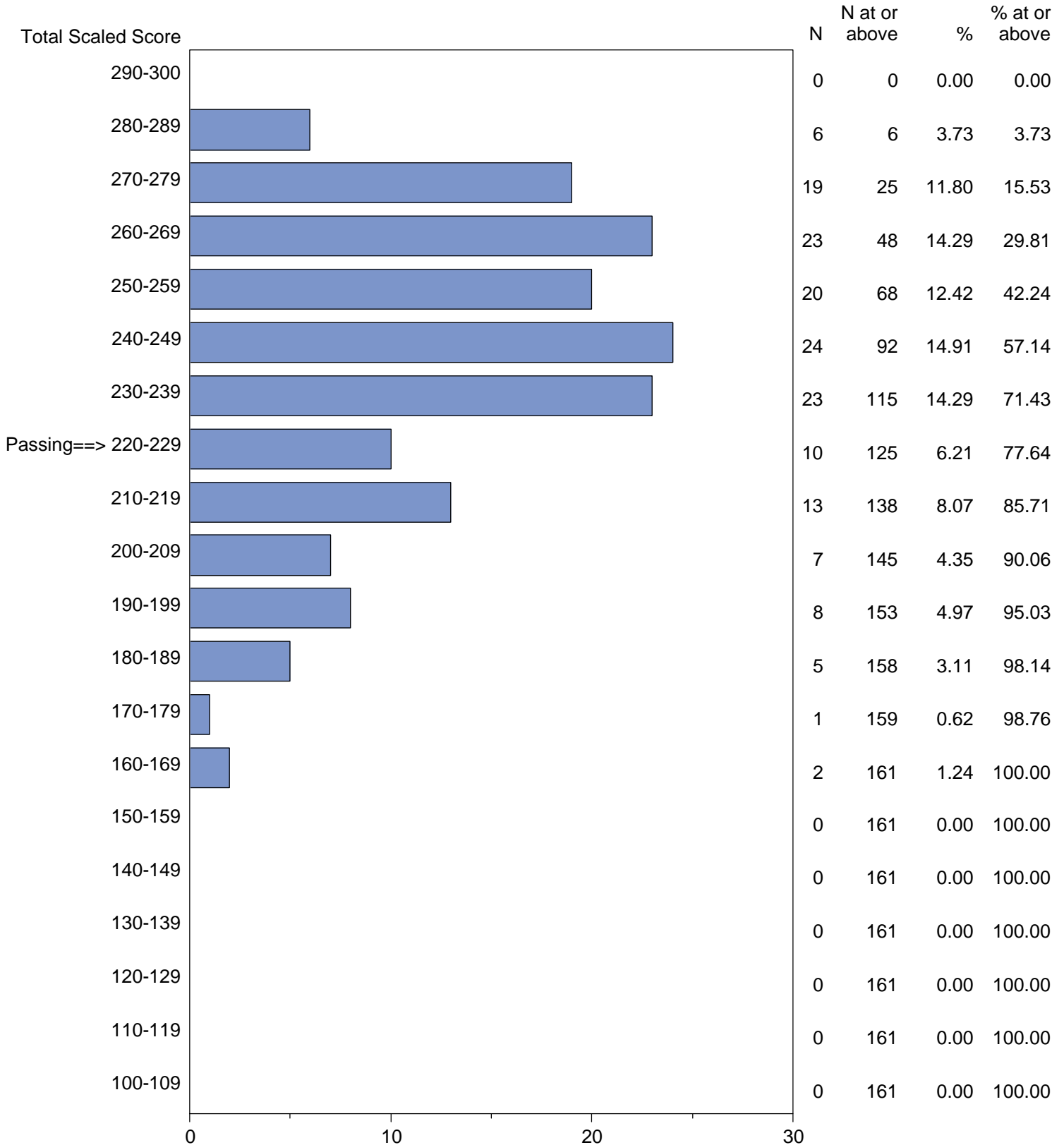
Test Field = Reading (005)



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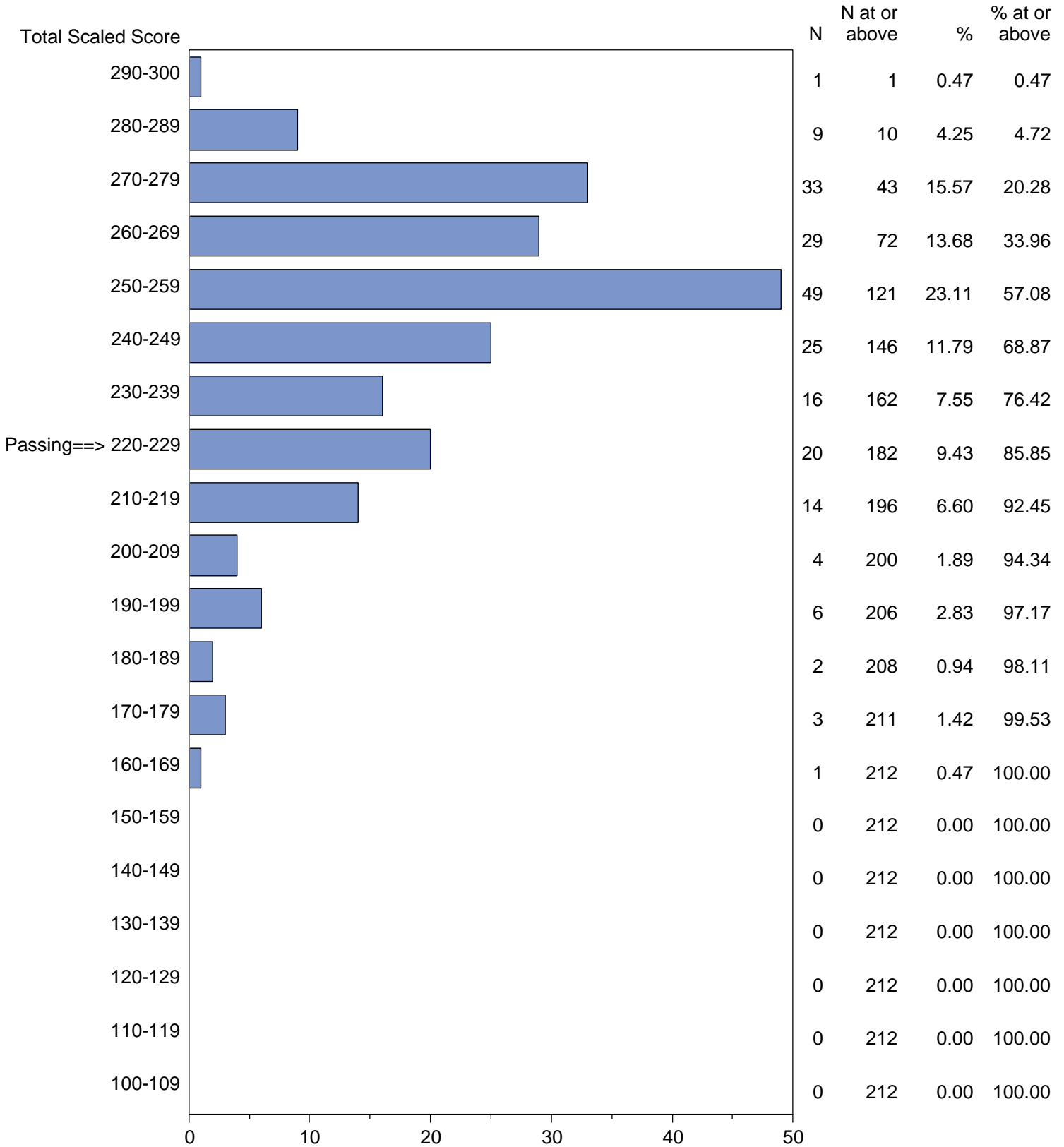
Test Field = Reading Specialist (092)



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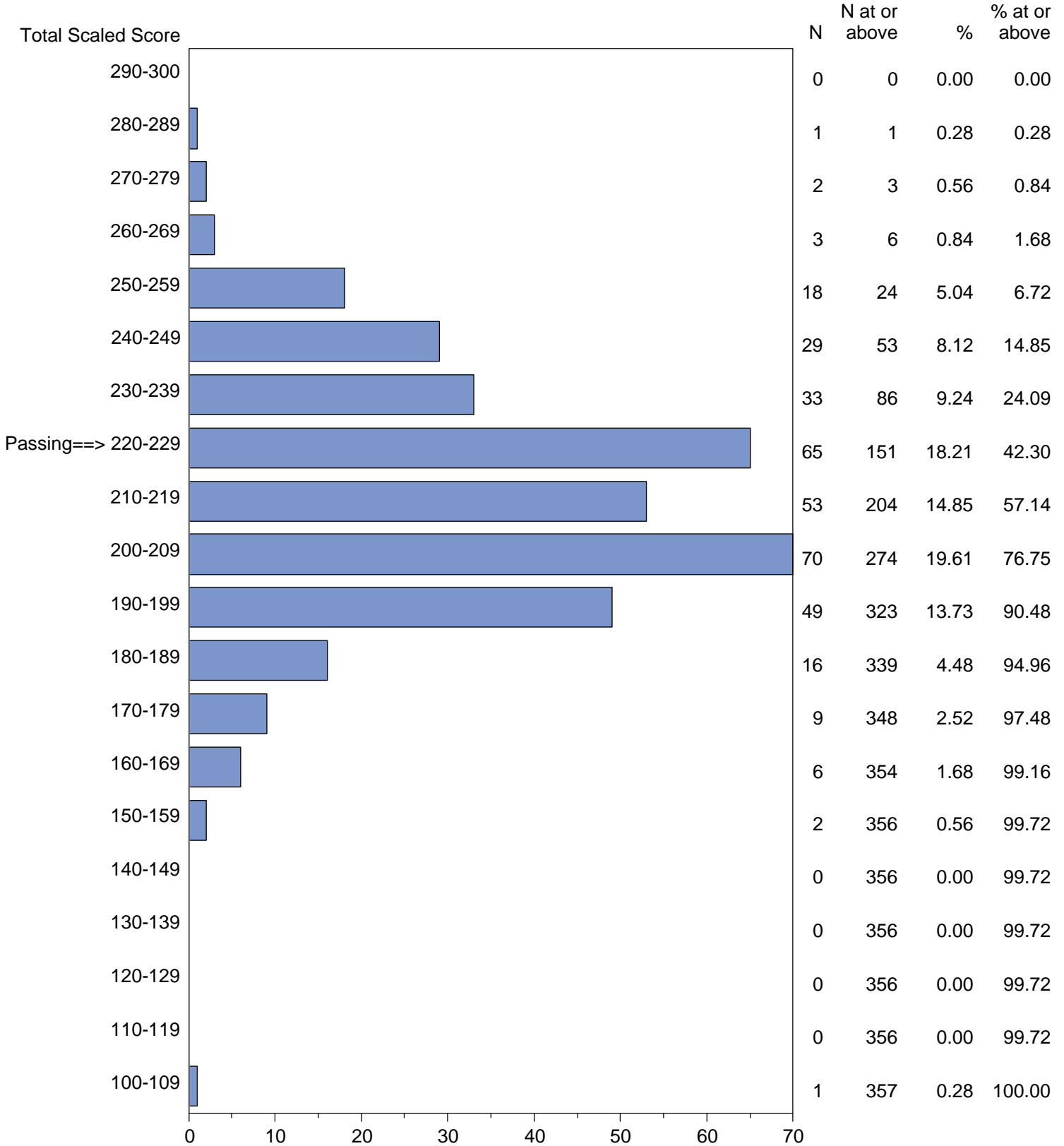
Test Field = School Counselor (051)



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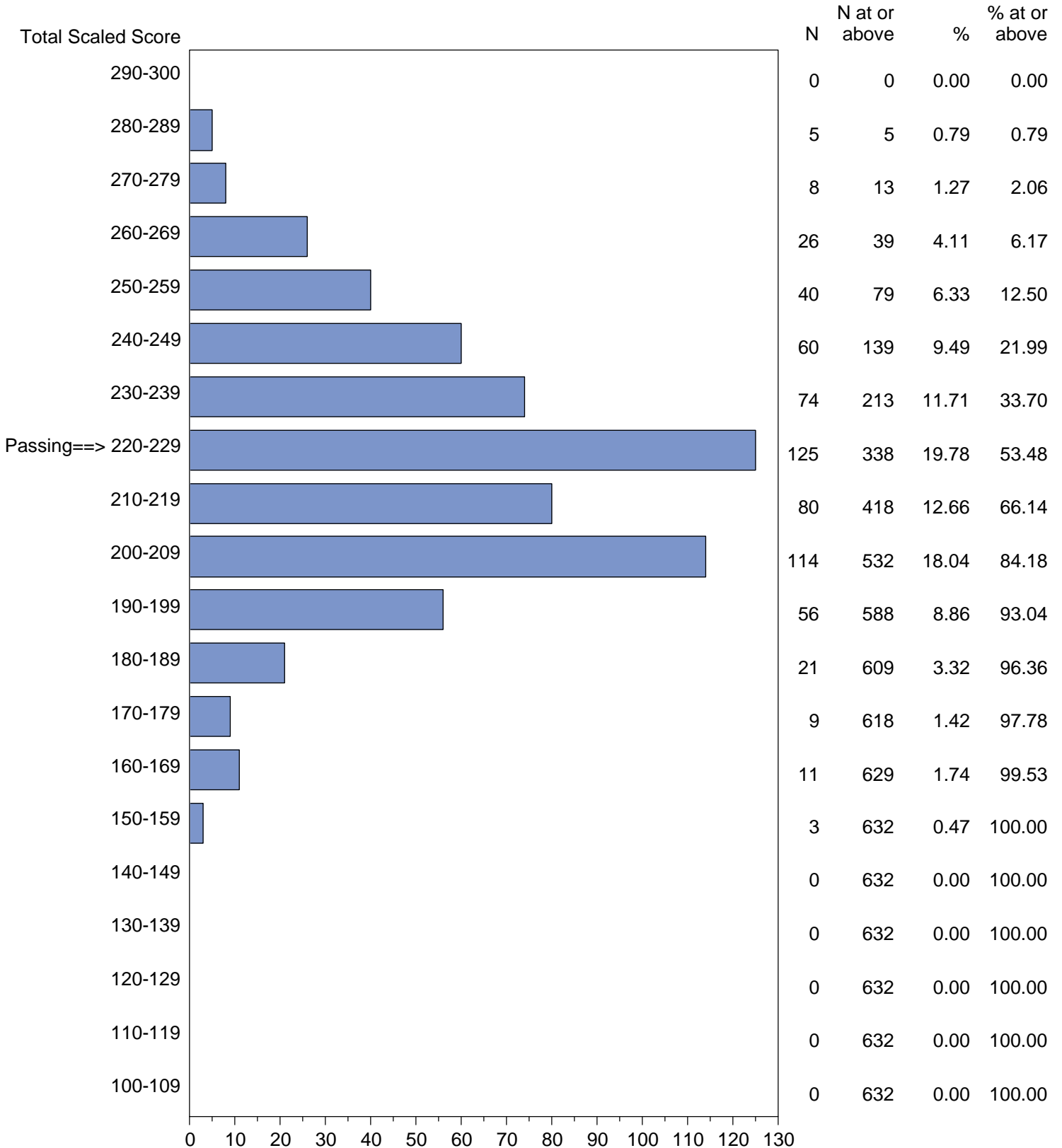
Test Field = Social Studies (Elementary) (105)



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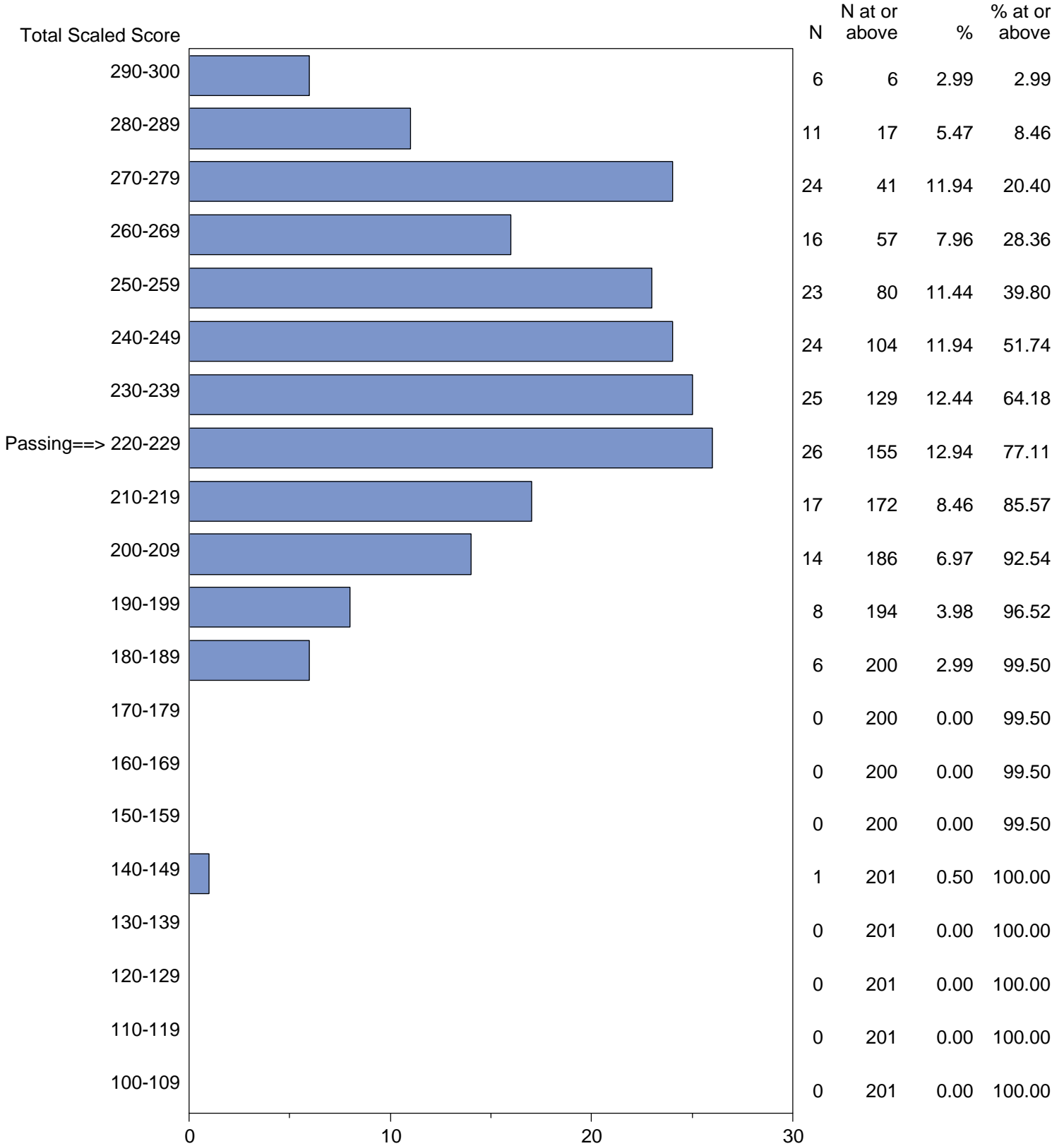
Test Field = Social Studies (Secondary) (084)



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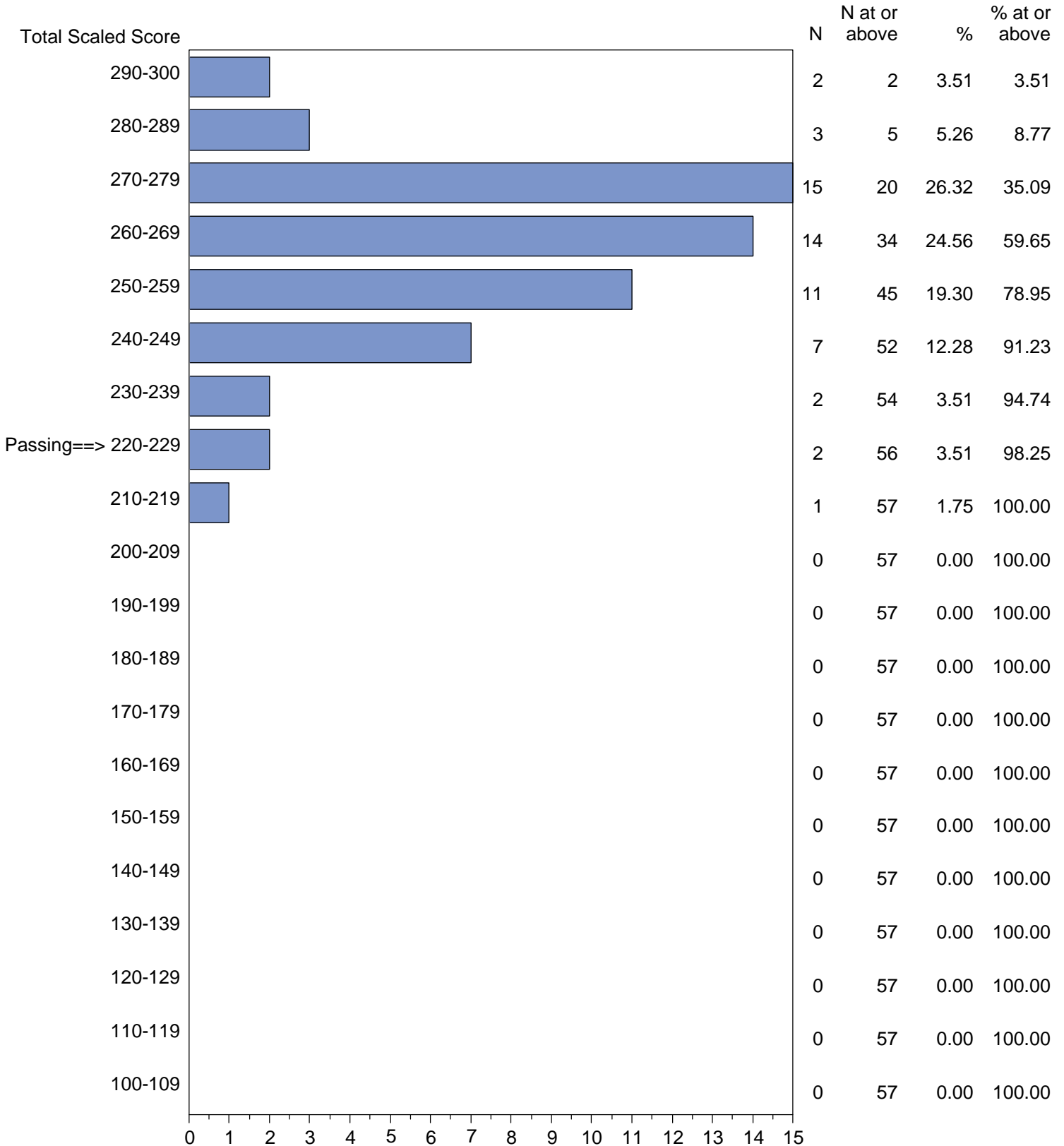
Test Field = Spanish (028)



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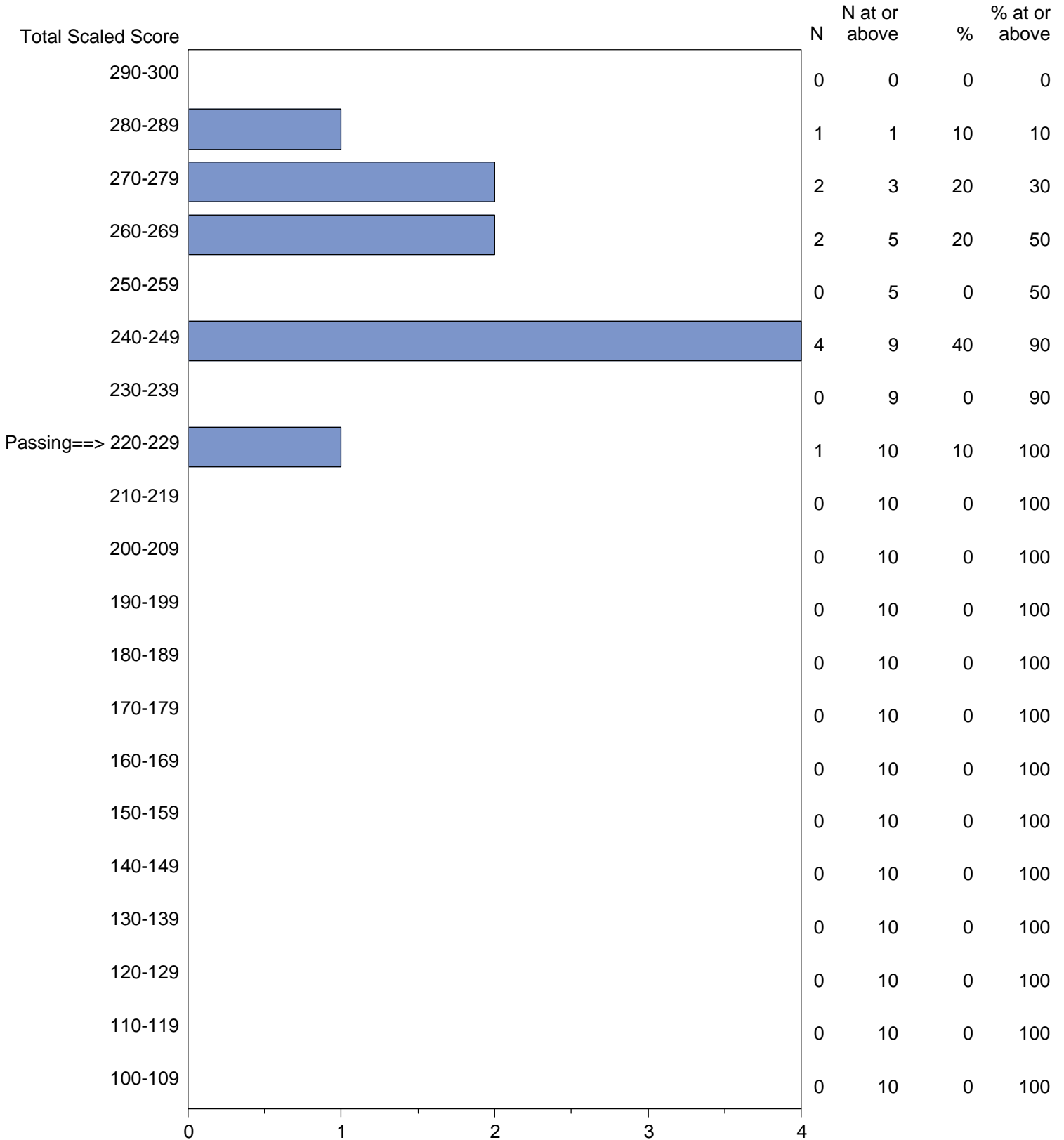
Test Field = Speech (004)



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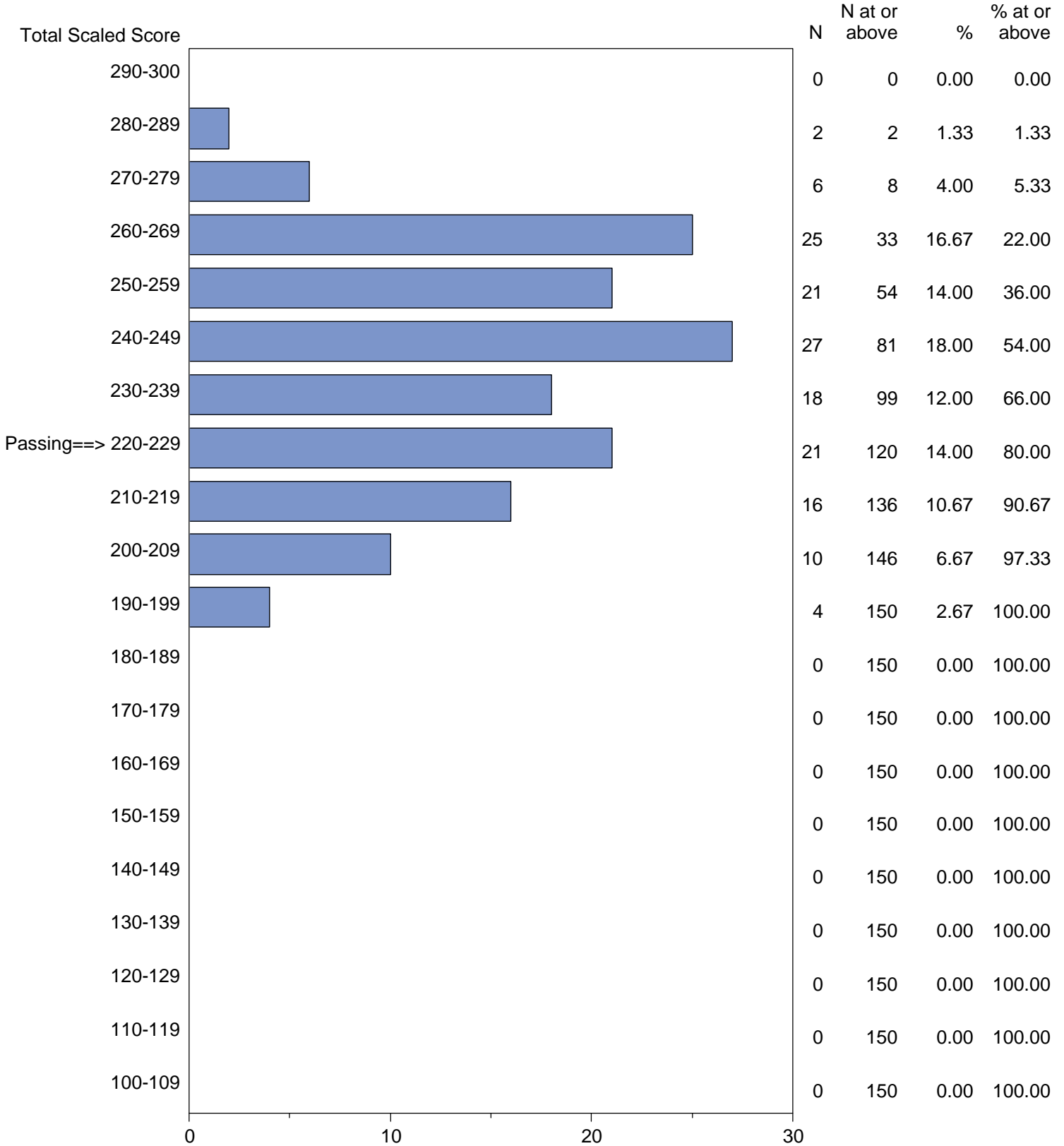
Test Field = Speech and Language Impaired (057)



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Test Field = Visual Arts Education (095)



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Section IV: References

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