To: State Board of Education

From: IDOE

Date: October 22, 2014

RE: Discussion on CORE content test operational data

On August 7, 2013, the State Board of Education voted final approval for 61 CORE content and pedagogy exams and their panel-recommended passing scores for use in issuing Indiana educator licenses. Passage of these tests are required for licensure per IC 20-28-5-12 and 515 IAC 8-2-2. At that time the State Board requested to review operational test data after tests had been in place for one year, and annually thereafter. The CORE assessments became effective on February 10, 2014; between that date and May 31, 2014, a transition period was in place during which time either Praxis II or CORE assessments were accepted. Assessments taken after June 1 must be the CORE assessments.

The IDOE and its licensure test vendor, Pearson ES, engage in weekly program monitoring calls and are proactive in reviewing data and taking appropriate steps to ensure fair, valid and reliable assessments and to provide useful data to the board. In early September, DOE and Pearson began discussing operational data for selected CORE assessments and taking appropriate steps to address candidate performance, including:

a. An analysis of operational data for three content tests (Mathematics, Middle School Mathematics and Science-Physics) indicated the possibility that test takers may be running out of time on these tests. Beginning December 15, 2014, testing time for these tests will be extended by 25% (30 minutes). Candidates who scheduled test dates prior to December 15 will have the opportunity to reschedule a test date that is on or after Dec. 15.
b. A practice test for the four Elementary Education Generalist subtests is currently available on the CORE assessment website for test preparation (see attachment for available practice tests). An additional practice test for the four Elementary Education Generalist subtests is being developed and will be available on the CORE website. New practice tests for School Counselor,

Middle School Mathematics and Social Studies-Government and Citizenship are also being developed for candidate test preparation.

c. Additional passing score review studies will be conducted in early December for 10 content area tests: the four Elementary Education Generalist subtests, Mathematics, Middle School Mathematics, Middle School Science, Middle School English Language Arts, English Learners and Science-Physical Science.

   These tests have panel-recommended passing scores that are considerably higher than the statistical mean for the tests and pass rates—although based on a limited number of examinees—that are low. The additional passing score review studies will utilize actual test taker data to inform standard setting discussions. Once the analyses of the passing score review studies are complete, the analyses will be presented to the board for possible reconsideration of the passing scores.

d. Panel members for passing score review committees will include former Teachers of the Year, Milken Educators and National Board Certified teachers, as well as higher education teacher educators in each content area.

The following materials have been provided to inform the discussion on CORE content tests and pass rates:

1. **Licensure Test Pass Rate Information**: provides the pass rates for all of the CORE content and pedagogy tests from February 10 - September 20, 2014.
2. **IN Test Dimensions**: provides information on the test design, testing times and preparation materials for all of the licensure tests.
3. **Sample_ElemEdGen_SG_Items**: provides the study guide items included on the program website. The cover page includes additional information about what else is included in the study guide that is available on the program website.
4. **Sample Score Report**: provides a score report of a candidate who did not pass the English Language Arts test.
5. **Results Analyzer**: provides an overview of the web-based tool available to teacher preparation institutions and to DOE to analyze student and candidate performance on CORE assessments

Pass Rate Information
February 10, 2014 – September 20, 2014

Prepared for the Indiana Department of Education

October 6, 2014

The notes and cautions below are an integral part of the accompanying table.

Notes for the Accompanying Table:

- Data are supplied for test fields for which the number of unique examinees is ten or more. For test fields with fewer than ten unique examinees, "Low N" is displayed.
- Number Tested = number of examinees who took the test
- # Pass = number of examinees who passed the test (i.e., received a scaled score of 220 or higher)
- % Pass = the percent of examinees who passed the test (i.e., received a scaled score of 220 or higher)
- Mean Total Scaled Score = average total test scaled score, reported on a scale that ranges from 100 – 300, with a passing score equal to a scaled score of 220. The scaled score of 220 is based on the raw passing score for the test approved by the Indiana State Board of Education on August 7, 2013.
- Data reflect examinees' best attempt, for those examinees who have retaken a test.

Cautions for the Accompanying Table:

- Extreme caution should be used in interpreting data for small numbers of examinees. Results reported for only a small number of examinees may not provide a valid indication of how such examinees typically perform.
- The examinees for whom results are presented in this document may not reflect the same proportion of all the types and capabilities of examinees in the population who will take the tests in the future.

Pass Rate Information
February 10, 2014 – September 20, 2014

Field #	Test Name	Number Tested	# Pass	% Pass	Mean Total Scaled Score
Developmental (Pedagogy) Area Assessments					
004	Early Childhood Education	90	76	84%	235
005	Elementary Education	1,899	1798	95%	239
006	Secondary Education	1,089	1063	98%	249
007	P-12 Education	413	394	95%	242
Content Area Assessments					
008	Business	27	20	74%	233
009	Career & Technical Education--Agriculture	26	20	77%	226
010	Career & Technical Education--Business & Information Technology	13	13	100%	236
011	Career & Technical Education--Family & Consumer Sciences	27	20	74%	227
012	Career & Technical Education--Marketing	7	Low N	Low N	Low N
013	Computer Education	0	Low N	Low N	Low N
014	Early Childhood Generalist-Subtest 1: Reading & English Language Arts	65	21	32%	199
015	Early Childhood Generalist-Subtest 2: Mathematics	71	37	52%	215
016	Early Childhood Generalist-Subtest 3: Science, Health, & Physical Education	71	43	61%	216
017	Early Childhood Generalist-Subtest 4: Social Studies & Fine Arts	69	28	41%	208
060	Elementary Education Generalist-Subtest 1: Reading & English Language Arts	838	361	43%	209
061	Elementary Education Generalist-Subtest 2: Mathematics	828	263	32%	192
062	Elementary Education Generalist-Subtest 3: Science, Health, & Physical Education	815	379	47%	208
063	Elementary Education Generalist-Subtest 4: Social Studies & Fine Arts	806	326	40%	207
018	Engineering & Technology Education	13	11	85%	234
019	English Learners	31	9	29%	198
020	Middle School English Language Arts	49	4	8%	194
021	English Language Arts	143	102	71%	226
022	Exceptional Needs-Blind or Low Vision	7	Low N	Low N	Low N
023	Exceptional Needs-Deaf or Hard of Hearing	0	Low N	Low N	Low N
024	Exceptional Needs-Intense Intervention	19	17	89%	235
025	Exceptional Needs-Mild Intervention	182	159	87%	236
064	Exceptional Needs-Mild Intervention: Reading Instruction	29	14	48%	208

Field #	Test Name	Number Tested	# Pass	% Pass	Mean Total Scaled Score
026	Fine Arts-General Music	50	36	72%	221
027	Fine Arts-Instrumental Music	38	22	58%	221
028	Fine Arts-Vocal Music	26	20	77%	230
029	Fine Arts-Theatre Arts	2	Low N	Low N	Low N
030	Fine Arts-Visual Arts	40	38	95%	239
032	High Ability	14	9	64%	219
033	Journalism	19	15	79%	236
034	Middle School Mathematics	145	6	4%	155
035	Mathematics	89	19	21%	186
036	Middle School Science	59	12	20%	189
037	Middle School Social Studies	51	27	53%	221
038	Reading	36	13	36%	212
039	School Administrator-Building Level	193	160	83%	238
040	School Administrator-District Level	7	Low N	Low N	Low N
042	School Librarian	20	10	50%	215
043	Science-Chemistry	39	22	56%	221
044	Science-Earth/Space Science	19	5	26%	205
045	Science-Life Science	97	42	43%	211
046	Science-Physical Science	14	4	29%	204
047	Science-Physics	40	27	68%	229
048	Social Studies-Economics	50	38	76%	228
049	Social Studies-Geographical Perspectives	33	15	45%	210
050	Social Studies-Government & Citizenship	67	60	90%	242
051	Social Studies-Historical Perspectives	156	90	58%	222
052	Social Studies-Psychology	30	20	67%	229
053	Social Studies- Sociology	29	24	83%	240
054	World Languages-Chinese (Mandarin)	2	Low N	Low N	Low N
055	World Languages-French	6	Low N	Low N	Low N
056	World Languages-German	4	Low N	Low N	Low N
057	World Languages-Japanese	1	Low N	Low N	Low N
058	World Languages-Latin	1	Low N	Low N	Low N
059	World Languages-Spanish	30	19	63%	228

Indiana CORE Assessments for educator licensure

Test Designs, Testing Times, and Preparation Resources

Test Name & Number	Test Design	Testing Time[1]	Study Guide	Practice Test
004 Early Childhood Education	100 MCQs	105 min	√	
005 Elementary Education	100 MCQs	105 min	√	√
006 Secondary Education	100 MCQs	105 min	√	√
007 P-12 Education	100 MCQs	105 min	√	
008 Business	100 MCQs	105 min	√	
009 Career and Technical Education--Agriculture	100 MCQs	105 min	√	
010 Career and Technical Education--Business and Information Technology	100 MCQs	105 min	√	
011 Career and Technical Education--Family and Consumer Sciences	100 MCQs	105 min	√	
012 Career and Technical Education--Marketing	100 MCQs	105 min	√	
013 Computer Education	100 MCQs	105 min	√	
014 Early Childhood Generalist—Subtest 1: Reading and English Language Arts	50 MCQs	60 min	√	
015 Early Childhood Generalist—Subtest 2: Mathematics	50 MCQs	60 min		
016 Early Childhood Generalist —Subtest 3: Science, Health, and Physical Education	40 MCQs	45 min		
017 Early Childhood Generalist —Subtest 4: Social Studies and Fine Arts	40 MCQs	45 min		

[1]Testing time does not include the 15 minute CBT tutorial.
[2]Effective December 15, 2014, testing time for Middle School Mathematics, Mathematics, and Science – Physics tests will increase to 150 minutes.

Test Name & Number	Test Design	Testing Time[1]	Study Guide	Practice Test
060 Elementary Education Generalist—Subtest 1: Reading and English Language Arts	50 MCQs	60 min	√	√
061 Elementary Education Generalist—Subtest 2: Mathematics	50 MCQs	60 min		
062 Elementary Education Generalist—Subtest 3: Science, Health, and Physical Education	40 MCQs	45 min		
063 Elementary Education Generalist—Subtest 4: Social Studies and Fine Arts	40 MCQs	45 min		
018 Engineering and Technology Education	100 MCQs	105 min	√	
019 English Learners	100 MCQs	105 min	√	√
020 Middle School English Language Arts	100 MCQs	105 min	√	
021 English Language Arts	100 MCQs	105 min	√	√
022 Exceptional Needs–Blind and Low Vision	100 MCQs	105 min	√	
023 Exceptional Needs–Deaf and Hard of Hearing	100 MCQs	105 min	√	
024 Exceptional Needs–Intense Intervention	100 MCQs	105 min	√	
025 Exceptional Needs–Mild Intervention	100 MCQs	105 min	√	√
064 Exceptional Needs–Mild Intervention: Reading Instruction	40 MCQ	45 min	√	
026 Fine Arts–General Music	50 MCQs	60 min	√	√
027 Fine Arts–Instrumental Music	50 MCQs	60 min	√	
028 Fine Arts–Vocal Music	50 MCQs	60 min	√	
029 Fine Arts–Theater Arts	100MCQs	105 min	√	

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Test Name & Number	Test Design	Testing Time[1]	Study Guide	Practice Test
030 Fine Arts–Visual Arts	100 MCQs	105 min	√	√
032 High Ability	100 MCQs	105 min	√	
033 Journalism	100 MCQs	105 min	√	
034 Middle School Mathematics	100 MCQs	120 min[2]	√	
035 Mathematics	100 MCQs	120 min[2]	√	√
036 Middle School Science	100 MCQs	105 min	√	
037 Middle School Social Studies	100 MCQs	105 min	√	
038 Reading	100 MCQs	105 min	√	
039 School Administrator–Building Level	65 MCQs 1 CRI	135 min	√	√
040 School Administrator–District Level	65 MCQs 1 CRI	135 min	√	
042 School Librarian	100 MCQs	105 min	√	
043 Science–Chemistry	100 MCQs	120 min	√	√
044 Science–Earth/Space Science	100 MCQs	105 min	√	
045 Science–Life Science	100 MCQs	105 min	√	√
046 Science–Physical Science	100 MCQs	105 min	√	
047 Science–Physics	100 MCQs	120 min[2]	√	
048 Social Studies–Economics	70 MCQs	75 min	√	
049 Social studies–Geographical Perspectives	70 MCQs	75 min	√	
050 Social Studies–Government and Citizenship	70 MCQs	75 min	√	
051 Social Studies–Historical Perspectives	70 MCQs	75 min	√	√

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Test Name & Number	Test Design	Testing Time[1]	Study Guide	Practice Test
052 Social Studies–Psychology	70 MCQs	75 min	√	
053 Social studies–Sociology	70 MCQs	75 min	√	
054 World Languages–Chinese (Mandarin)	25 MCQs 5 CRIs	120 min	√	
055 World Languages–French	65 MCQs 2 CRIs	120 min	√	
056 World Languages–German	65 MCQs 2 CRIs	120 min	√	
057 World Languages–Japanese	25 MCQs 5 CRIs	120 min	√	
058 World Languages–Latin	29 MCQs 5 CRIs	120 min	√	
059 World Languages–Spanish	65 MCQs 2 CRIs	120 min	√	√

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Indiana CORE Assessments for educator licensure

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006 Secondary Education	100 MCQs	105 min	√	√
007 P-12 Education	100 MCQs	105 min	√	
008 Business	100 MCQs	105 min	√	
009 Career and Technical Education--Agriculture	100 MCQs	105 min	√	
010 Career and Technical Education--Business and Information Technology	100 MCQs	105 min	√	
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019 English Learners	100 MCQs	105 min	√	√
020 Middle School English Language Arts	100 MCQs	105 min	√	
021 English Language Arts	100 MCQs	105 min	√	√
022 Exceptional Needs–Blind and Low Vision	100 MCQs	105 min	√	
023 Exceptional Needs–Deaf and Hard of Hearing	100 MCQs	105 min	√	
024 Exceptional Needs–Intense Intervention	100 MCQs	105 min	√	
025 Exceptional Needs–Mild Intervention	100 MCQs	105 min	√	√
064 Exceptional Needs–Mild Intervention: Reading Instruction	40 MCQ	45 min	√	
026 Fine Arts–General Music	50 MCQs	60 min	√	√
027 Fine Arts–Instrumental Music	50 MCQs	60 min	√	
028 Fine Arts–Vocal Music	50 MCQs	60 min	√	
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035 Mathematics	100 MCQs	120 min[2]	√	√
036 Middle School Science	100 MCQs	105 min	√	
037 Middle School Social Studies	100 MCQs	105 min	√	
038 Reading	100 MCQs	105 min	√	
039 School Administrator–Building Level	65 MCQs 1 CRI	135 min	√	√
040 School Administrator–District Level	65 MCQs 1 CRI	135 min	√	
042 School Librarian	100 MCQs	105 min	√	
043 Science–Chemistry	100 MCQs	120 min	√	√
044 Science–Earth/Space Science	100 MCQs	105 min	√	
045 Science–Life Science	100 MCQs	105 min	√	√
046 Science–Physical Science	100 MCQs	105 min	√	
047 Science–Physics	100 MCQs	120 min[2]	√	
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057 World Languages–Japanese	25 MCQs 5 CRIs	120 min	√	
058 World Languages–Latin	29 MCQs 5 CRIs	120 min	√	
059 World Languages–Spanish	65 MCQs 2 CRIs	120 min	√	√

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Indiana CORE Assessments
for educator licensure

Elementary Education Generalist Study Guide Items

Notes: This document includes the Elementary Education Generalist study guide items that are available to candidates on the Indiana CORE Assessments for Educator Licensure program website. A copy of the complete interactive online study guide can be found at http://www.in.nesinc.com/TestView.aspx?f=HTML_FRAG/IN060_PrepMaterials.html

For each assessment included in the Indiana CORE Assessments for Educator Licensure program, an interactive, online study guide is provided that includes the following sections.

- Program and Test Information
  - Includes background information about the tests and the test development process
- Test-Taking Strategies
  - Includes information to help candidates understand the structure and content of the tests, plan an effective course of study, and learn strategies for successful test taking
- Test Design and Assessment Blueprint
  - Includes information on the format, number of questions, testing time, and passing score
  - Includes links to the Indiana Educator Standards
- Sample questions
  - Includes correct response rationales for multiple choice questions
  - Includes a sample strong response for assessments that include constructed response items

Subtest 1: Reading and English Language Arts

1. Before beginning a new literature unit focused on determining the theme of a literary work, a sixth-grade teacher reads aloud a short story to the class and has students respond to an informal writing assignment prompting them to identify the theme of the story. A preassessment such as this is likely to help the teacher plan more effective instruction for the unit by providing the teacher with information about:

   A. which reading materials related to the unit would be appropriate to select for each student.

   B. the level of students' interest in and motivation for learning about the unit's content.

   C. which students may require differentiated instruction or extension during the unit.

   D. the extent of students' ability to apply reading skills to different text genres during the unit.

C. (Objective 0001) This question requires the examinee to demonstrate knowledge of principles of scientifically based and evidence-based reading instruction and intervention. Preassessment is a required component of Indiana's Response to Instruction (RtI) model, which was designed to meet the needs of all students. By analyzing the results of a preassessment of students' knowledge and/or skills related to the content of an upcoming instructional unit, a teacher can determine which students are ready for grade-level instruction in that content and which may require differentiated instruction, either because they do not meet prerequisite grade-level expectations vis-à-vis the content and require instruction in preliminary skills, or because they already exceed grade-level expectations and require work at a greater level of challenge.

2. A kindergarten teacher makes display cards with the words *I*, *me*, and *you*, and, after introducing the cards to the class and reading them together, the teacher posts them on a word wall near the reading area. During the next week when reading a "big book" aloud to the class, the teacher pauses occasionally to point out one of the words on the page or to invite students to point out or read one of the words. These types of activities would most likely be effective for promoting students' reading development in which of the following ways?

   A. by providing them guided practice reading common word patterns

   B. by promoting their use of contextual clues to identify words

   C. by providing them explicit instruction in print concepts related to words

   D. by promoting their recognition of high-frequency words by sight

D. (Objective 0002) This question requires the examinee to demonstrate the ability to provide SBRR-based, evidence-based, and developmentally appropriate instruction in phonics. The teaching of regular and irregular sight words is an important component of SBRR-based phonics instruction. *I*, *me*, and *you* are examples of words that are almost universally targeted for sight-word instruction in kindergarten because of their high utility in grade-level texts. In the scenario, the kindergarten teacher provides students with multiple opportunities for scaffolded practice in recognizing the high-frequency words *I*, *me*, and *you*.

3. Fifth-grade students are reading a selection from a grade-level life-science textbook in which the roles of producers, consumers, and decomposers in an ecosystem are compared. Which of the following graphic organizers would be most effective for students to use to support their comprehension of the text?

A. a T-chart

B. a semantic web

C. a Venn diagram

D. a KWL table

C. (Objective 0002) This question requires the examinee to demonstrate knowledge of key concepts and scientifically based reading research in comprehension and analysis of informational texts. The use of a graphic organizer that corresponds to the text structure of a passage is an effective, research-based comprehension strategy. The text described in the scenario compares components in an ecosystem and would therefore follow a comparison/contrast text structure. A Venn diagram, which consists of two or more overlapping circles, is effective for presenting schematically a comparison of the shared and unique characteristics of two or more related elements, and thus would be appropriate for supporting comprehension of this text.

4. Which of the following themes is frequently explored in the works of S. E. Hinton, Walter Dean Myers, and Jacqueline Woodson?

A. the struggle to cope with the complexities of urban life

B. the disorientation caused by adjusting to a new culture

C. the perseverance required to achieve a personal dream

D. the honor that comes from great personal sacrifice

A. (Objective 0003) This question requires the examinee to demonstrate knowledge of major authors and works of American and children's literature. Author S. E. Hinton's classic novels *The Outsiders* (1967) and *Rumble Fish* (1975) portray young gang members who live by their own codes of behavior without the guidance of parents or other adults. The protagonists of Walter Dean Myers's novels *Fast Sam, Cool Clyde, and Stuff* (1975), *Monster* (1999), and *Lockdown* (2010) experience the direct and indirect effects of incarceration on family relationships and friendships. Among Jacqueline Woodson's award-winning books written for children, adolescents, and young adults are the novels *Maizon at Blue Hill* (1992), *Hush* (2002), and *After Tupac and D Foster* (2008), which feature characters who navigate complex personal relationships while grappling with racism, classism, and poverty.

5. A student is developing an editorial for the school newspaper about unsafe conditions on the school playground. Which of the following organizational structures would be most appropriate for the student to use in the editorial?

   A. problem and solution

   B. chronological order

   C. compare and contrast

   D. spatial order

A. (Objective 0004) This question requires the examinee to demonstrate knowledge of major forms and functions of writing and methods of discovering, developing, and shaping ideas for writing. When developing an editorial on unsafe conditions on the school playground, a student could first engage readers' interest in the problem of unsafe conditions on the school playground by describing the conditions and their real or potential consequences, such as injuries to students. The student could then propose one or more solutions, such as replacing old playground equipment with safer equipment. In the conclusion to the editorial, the student could urge readers to discuss the problem and proposed solutions with their teachers, parents/guardians, and school administrators.

Subtest 2: Mathematics

1. **Use the table below to answer the question that follows.**

x	*y*
–2	0
–1	–2
0	–4

The values in the table represent a linear function. What is the value of the *x*-intercept of the function?

A. 0

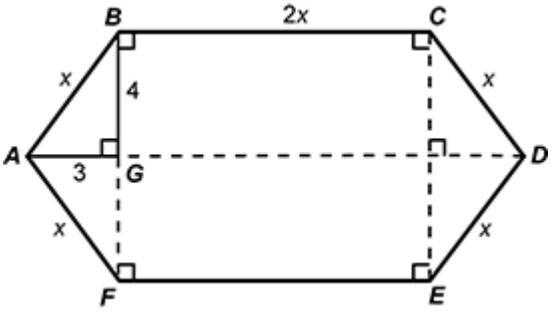
B. –1

C. –2

D. –4

C. (Objective 0005) This question requires the examinee to demonstrate understanding of functions; algebraic expressions, equations, and inequalities. For any function, including linear functions, the value of the *x*-intercept is the point where the graph crosses the *x*-axis. This occurs where $y = 0$. Therefore, the function crosses, or intercepts, the *x*-axis at the point having coordinates (–2, 0).

2. **Use the diagram below to answer the question that follows.**



If *GB* = 4 units and *GA* = 3 units, what is the area of the hexagon *ABCDEF*?

A. 64 square units

B. 104 square units

C. 128 square units

D. 160 square units

B. (Objective 0005) This question requires the examinee to demonstrate understanding of the concepts related to geometric measurement, and tools and techniques used to solve measurement problems. The geometric figure is composed of four right triangles and a rectangle. Using the Pythagorean Theorem (or recognizing a 3-4-5 right triangle) allows the conclusion that $x = 5$, since $3^2 + 4^2 = 25$ and $25=5^2$. Then the area can be calculated as the sum of the areas of four 3-4-5 right triangles plus the area of a rectangle with sides $2x = 2(5) = 10$ and $4+4 = 8$. The area of a right triangle is $A = \frac{1}{2}ab$. Each right triangle has an altitude $a = 4$ and base $b = 3$. The area of a rectangle is the product of the length and the width. Finding the sum of the areas give 104 square units.

3. If a fair coin is tossed 3 times, what is the probability that the coin will land on heads at least once?

A. $\frac{1}{3}$

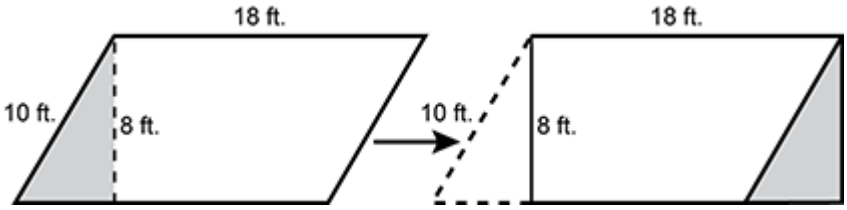
B. $\frac{2}{3}$

C. $\frac{5}{6}$

D. $\frac{7}{8}$

D. (Objective 0005) This question requires the examinee to demonstrate understanding of methods for determining probabilities. In this situation, it is easiest to first calculate the probability that there are no heads. The only way this happens is by getting a tail on each flip, with a probability of $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{8}$. The probability of at least one head plus the probability of no heads must sum to one, so the probability of at least getting one head must be $1 - \frac{1}{8} = \frac{7}{8}$.

4. **Use the diagram below to answer the question that follows.**



A sixth-grade student finds the area and perimeter of the parallelogram shown above by moving the gray triangle over to the other side and making a rectangle. The student states that the area is 8 × 18 = 144 square feet and the perimeter is 52 feet. For which of the following concepts should the teacher plan instruction to correct the student's misconception?

A. Two figures with the same area may not have the same perimeter.

B. Figures retain the same area when broken apart and reassembled into a different shape.

C. A parallelogram has the same area as a rectangle if both figures have the same base and height.

D. The perimeter of a parallelogram is the sum of twice the length of its opposite sides.

A. (Objective 0006) This question requires the examinee to demonstrate understanding of methods for planning and delivering evidence-based mathematics instruction. From the evidence given, the student found the area of the parallelogram correctly but calculated the perimeter of the rectangle instead of the original parallelogram. The teacher needs to plan instruction to help the student realize that two figures with the same area do not necessarily have the same perimeter.

Subtest 3: Science, Health, and Physical Education

1. Mosquitoes undergo complete metamorphosis as part of their life cycle. The juveniles, or larvae, are sexually immature and live in freshwater, feeding on bacteria, algae, and detritus. Once the larvae pupate, they emerge as sexually mature adults that fly and feed on the blood of mammals and the fluids of plants. The primary advantage of a life cycle in which the larva and adult have such different characteristics is that it:

   A. enables the species to survive seasonal temperature extremes.

   B. allows the species to exploit different habitats and resources.

   C. makes it possible for the species to live longer.

   D. ensures that the species will maintain sufficient genetic diversity.

   B. (Objective 0007) This question requires the examinee to demonstrate knowledge of fundamental concepts and processes of life science, including characteristics, classification, and life cycles of organisms; the relationships of organisms to each other and their environment; and major characteristics of and factors affecting ecosystems and biomes. The life cycles of many organisms include a distinct juvenile stage in which the juvenile's habitat, diet, and behavior may be different from adults of the species. With mosquitoes, this difference ensures that juveniles and adults do not compete for limited resources and habitat.

2. Before beginning a hands-on life science unit, a fifth-grade teacher assesses the class on their foundational science skills and their understanding of scientific inquiry. The resulting assessment data indicate that several of the students do not meet grade-level expectations. Given these assessment results, the Response to Instruction (RtI) procedures recommend that instruction for these students should be modified in which of the following ways?

   A. Individualized, intensive instruction in the fundamental concepts of life science should replace participation in the life science unit.

   B. The core classroom instruction should be covered in addition to individualized homework and classroom assignments on related topics.

   C. In-class remedial help should be given to support success with a life science curriculum that covers similar topics at a lower level.

   D. The core classroom instruction should be differentiated to support the students' learning styles while their progress is monitored.

D. (Objective 0007) This question requires the examinee to demonstrate knowledge of strategies and skills for effectively assessing students' understanding and mastery of essential science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures. The definition of RtI cited by the Indiana Department of Education is as follows: RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. In the question, some students are assessed as not meeting grade-level expectations. An appropriate RtI approach would be to modify the core classroom instruction to meet these students' needs and to monitor their learning progress over time to determine the efficacy of the instructional modifications.

3. To enhance students' ability to use communication techniques that help maintain healthy interpersonal relationships, a third-grade teacher introduces students to "I" messages. The teacher provides examples of "I" messages, contrasts them with "you" messages, and then asks students to role-play with a partner and practice using "I" messages to express how they feel during stressful interactions. The primary purpose of teaching students this communication strategy is to help them learn how to:

   A. reflect back and acknowledge the feelings of a speaker in a conversation so that the speaker feels heard and understood.

   B. de-escalate potential interpersonal conflicts and facilitate constructive dialogue without attacking or blaming the other person.

   C. check for understanding in an interpersonal conversation by restating in their own words what they think a speaker has just said.

   D. explore both sides of a disagreement and arrive at a consensus that takes into consideration opposing perspectives on an issue.

B. (Objective 0008) This question requires the examinee to demonstrate knowledge of characteristics of interpersonal relationships and strategies for maintaining healthy interpersonal relationships that enhance health and wellness. In interpersonal communication, "I" messages, or I-statements, are used to communicate with another person about a problem, a feeling, or a belief, without blaming, accusing, or insulting the other person. The primary purpose of teaching this important communication skill is to promote students' ability to express emotions appropriately, address an interpersonal problem, or offer constructive criticism without escalating a tense situation or conflict. In contrast to negative and argumentative "you" statements, which create hostility, "I" statements can be used to calmly but assertively describe an intense emotion, the behavior or condition that has led to that emotion, and why the behavior or condition is causing that emotion.

Subtest 4: Social Studies and Fine Arts

1. Successful completion of which of the following research tasks is most dependent on the application of skills related to the analysis of continuity and change?

   A. Explain why so many European indentured servants risked the hardship of bound labor in the Americas.

   B. Assess the contribution of enslaved and free Africans to economic development in different regions of the American colonies.

   C. Compare the social composition of English, Dutch, and French settlers in the seventeenth century.

   D. Examine the influence of the rise of individualism on the growth of participatory government in England's American colonies.

D. (Objective 0009) This question requires the examinee to demonstrate knowledge of major concepts and processes related to social studies and social studies inquiry, including skills related to chronological thinking and spatial awareness. The influence of the rise of individualism on the growth of participatory government in England's American colonies increased gradually throughout the colonial period. Examining how, when, and where such developments occurred provides ample opportunity for the application of skills related to the analysis of continuity and change.

2. Which of the following situations best illustrates the concept of economic incentives?

   A. A manufacturer increases output to take advantage of rising product prices.

   B. An investor sells some stockholdings to finance the purchase of a new home.

   C. An employer and a union reach agreement on a wage dispute.

   D. A consumer purchases a new car after receiving a substantial wage increase.

A. (Objective 0009) This question requires the examinee to demonstrate knowledge of basic concepts and theories of economics, including the basic principles of a market economy, and how they relate to historical and contemporary issues. Economic incentives are positive and negative stimuli that influence how resources are allocated to produce the goods and services people most desire. A manufacturing firm that increases output to take advantage of rising product prices is a good illustration of how producers respond to positive economic incentives.

3. In ceramics, which of the following techniques is used to remove air pockets from clay?

A. pinching

B. wedging

C. coiling

D. throwing

B. (Objective 0010) This question requires the examinee to demonstrate knowledge of basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art. In ceramics, wedging is a technique used to make clay workable. Repeated kneading of the clay removes air pockets and evenly distributes the clay's moisture content.

Indiana CORE Assessments
for educator licensure

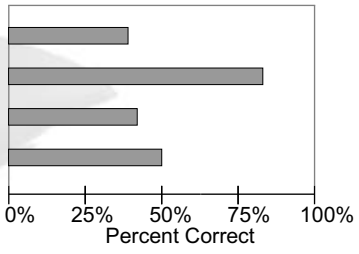
FirstName LastName
300 Venture Way
City, IN 55555

English Language Arts (021)
Minimum Passing Scaled Score: 220
Test Date: June 6, 2014

Status: Did Not Pass **Your Score: 186**

DOMAIN LEVEL INFORMATION

Domain	Approximate Number of Questions	Percent Correct
I. Reading Comprehension and Analysis	36	39%
II. Components and Modes of Writing	24	83%
III. Communication and Media Library	12	42%
IV. ELA Instruction and Assessment	8	50%



Candidate Name: FirstName LastName Social Security Number: XXX-XX-XXXX

For privacy/confidentiality reasons, only the last five digits of your social security number are reported on all score reports.

This barcode contains unique candidate information.

Indiana
CORE
Assessments
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Testing History

Assessment Name	Test Code	Date First Passed
English Language Arts	021	N/A

Candidate Name: FirstName LastName **Social Security Number: XXX-XX-XXXX**

For privacy/confidentiality reasons, only the last five digits of your social security number are reported on all score reports.

This barcode contains unique candidate information.

Indiana CORE Assessments
for educator licensure

HOW TO READ YOUR SCORE REPORT

Overview. This score report provides your test results for the test(s) that you took on the test date(s) listed. The purpose of the Indiana CORE Assessments for Educator Licensure program is to assess the developmental (pedagogical) and content area knowledge of candidates seeking Indiana educator licensure.

Status. "Pass" or "Did Not Pass" status is based on your total score for each test.

If you did not pass a test, your score report will include a Detailed Performance Analysis to help you identify areas for improvement. The Detailed Performance Analysis provides information regarding the number of questions on the test for each objective (standard) and the percentage of those questions that you answered correctly. For tests that include one or more constructed-response assignments, the Detailed Performance Analysis also provides performance information for those assignments.

Your Score. Your score is a scaled score. For each test, the score is based on your performance on all sections of the test and is converted to a scale that ranges from 100 to 300, with a score of 220 representing the passing score for the test. The passing score for each test is established by the Indiana State Board of Education and is based on the professional judgments and recommendations of Indiana educators.

Domain Level Information. This section of your score report contains information regarding your performance on each domain, or major content area, included in the assessment. This information can help you identify areas of relative strengths and weaknesses.

Multiple-choice questions. For multiple-choice sections, you will find the number of questions included in each domain as well as the percentage of these questions that you answered correctly. Please note that each test form includes a small number of questions that do not count toward your score and status; therefore, the sum of the number of questions is less than the number of questions you completed on the test date.

Constructed-response assignments. If your test included one or more constructed-response assignments, you will find the maximum number of score points available for each constructed-response assignment, as well as your score on the assignment. If your response to a constructed-response assignment is designated "Blank" or "Unscorable," you will see one of the following codes.

Codes for Blank/Unscorable Responses	
B	Blank – answer was blank
U-1	Response was unrelated to the assigned topic
U-2	Response was illegible/inaudible
U-3	Response was not primarily in English
U-4	Response lacked sufficient amount of original work

Testing History. The Testing History lists the date on which you first passed each test.

Reporting of Scores. Your scores are reported directly to the Indiana Department of Education and the Indiana educator preparation program that you indicated when you registered. Your score report is for your information only. Keep a copy for your permanent records.

Retaking a Test. You may retake a test by following the same registration procedures you completed for previous test administrations.

Indiana CORE Assessments
for educator licensure

DETAILED PERFORMANCE ANALYSIS

FirstName LastName

English Language Arts Subtest (021)
Test Date: June 6, 2014

Multiple-Choice Performance

The multiple-choice section of the subtest contributed 100% of your total score.

This section provides information about the number and percentage of questions you answered correctly in each domain and objective.

Domain and Objective	Approximate Number of Questions	Percent Correct
Domain I: Reading Comprehension and Analysis	**36**	**39%**
0001 Foundations of Reading (Standard 1)	12	50%
0002 Informational/Persuasive Texts (Standard 2)	12	50%
0003 Reading Literary Texts (Standard 3)	12	17%
Domain II: Components and Modes of Writing	**24**	**83%**
0004 Components of Writing (Standard 4)	12	92%
0005 Modes of Writing (Standard 5)	12	75%
Domain III: Communication and Media Library	**12**	**42%**
0006 Listen./Speak./Interpers. Comm. (Standard 6)	6	50%
0007 Visual Literacy/Media Presen. (Standard 7)	6	33%
Domain IV: ELA Instruction and Assessment	**8**	**50%**
0008 Eng. Lang. Arts Instruc./Assess (Standard 8)	8	50%

ResultsAnalyzer™

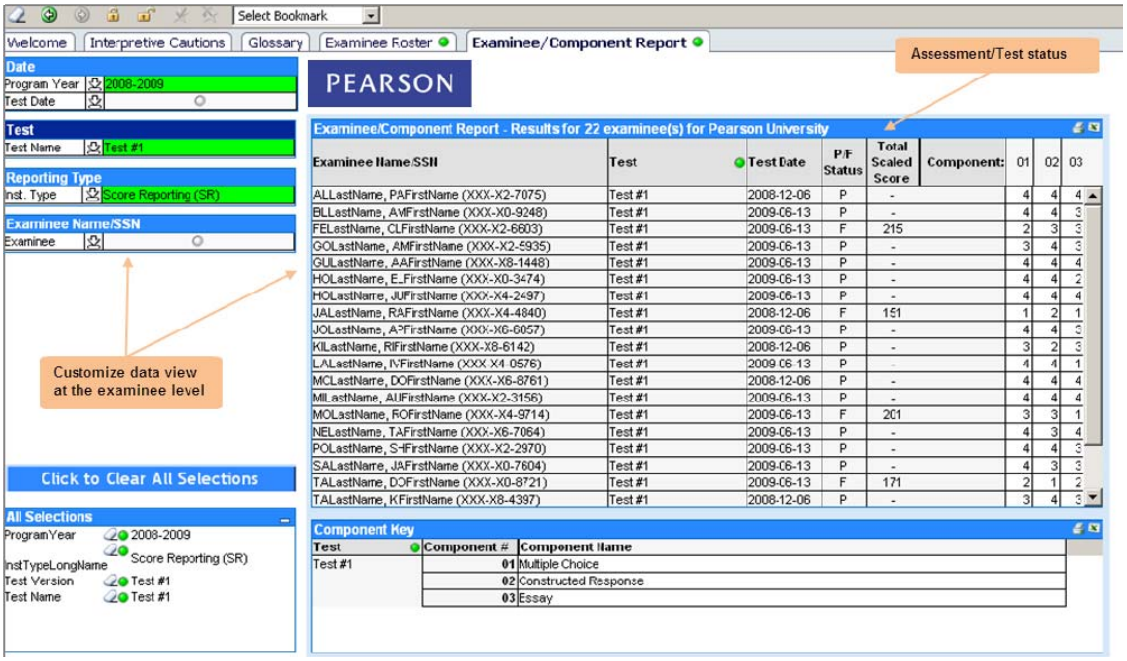
Evaluation Systems

ResultsAnalyzer™ is a Web-based, interactive reporting tool that allows teacher preparation institutions and state agencies to make the most use of the data from their teacher licensure testing program.

Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

ResultsAnalyzer™ enables authorized users to view, analyze, reorganize, download, print, and export registration and test results data.

Figure 1: **Examinee Reports**



ResultsAnalyzer™ users can generate reports of their own design and have the ability to filter data based on attributes such as demographic background characteristics, program year, specific tests, and more.

Figure 2: **Test Summary**

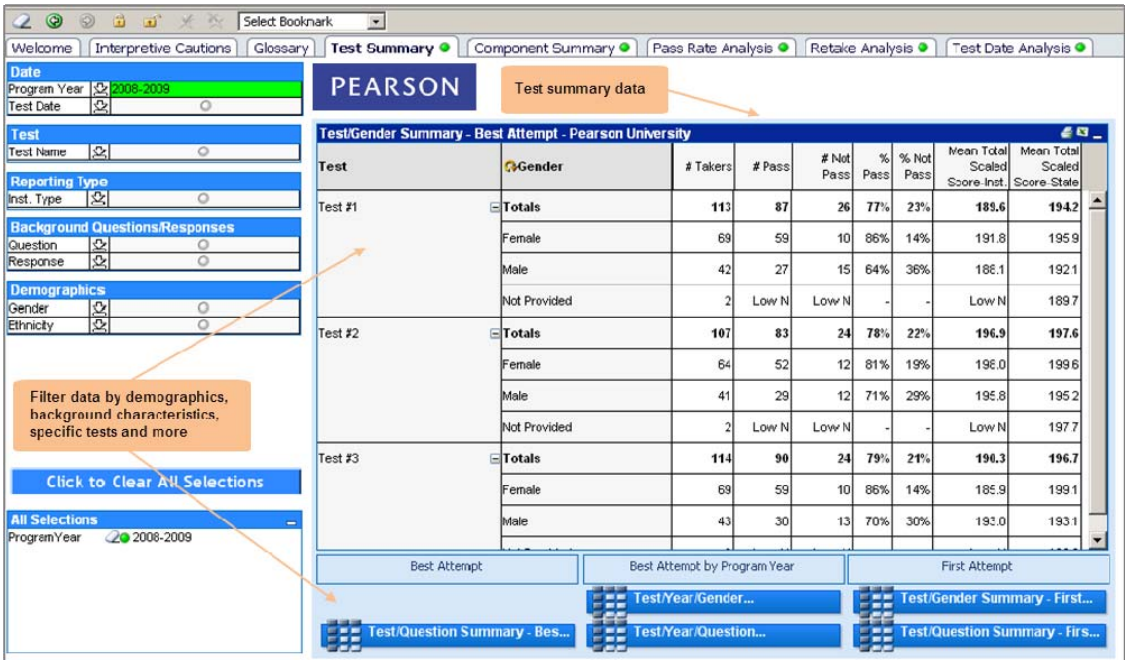
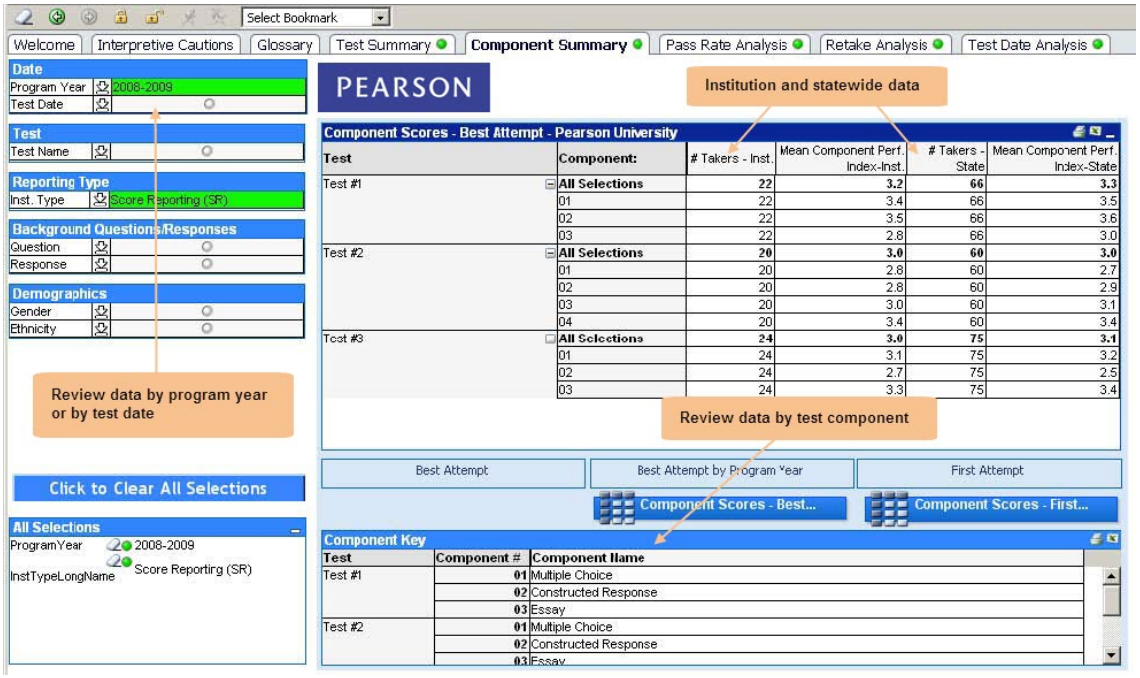


Figure 3: **Comparative Summary**



Data can be displayed in tabular and graphical formats to aid interpretation. These features allow the creation of customized reports using methods readily available to teacher preparation institutions and state agencies.

Figure 4: **Pass Rate Analysis**