



SCORE REPORT EXPLANATION

General Information

Your score report provides your test results for the Massachusetts Tests for Educator Licensure® (MTEL®) that you took on the test administration date indicated on the report. For each test you took, the report indicates whether or not you met the qualifying score, your total test score if you did not meet the qualifying score, and your general performance on each subarea or section of the test. Your test scores are reported to you, to the Massachusetts Department of Elementary and Secondary Education, and to the institution(s) that you indicated when you registered.

Interpreting Your Total Test Score

Many tests are administered as part of the Massachusetts Tests for Educator Licensure. Each test includes a set of multiple-choice items and at least two open-response items. Each test has its own qualifying score, or passing score, set by the Massachusetts Commissioner of Elementary and Secondary Education.

To provide consistency in reporting scores across tests, the scores are converted to a common scale. The converted scores are called scaled scores. The scaled score is a conversion of the number of points achieved on the test to a score in a range of 100 to 300, with a scaled score of 240 representing the qualifying, or passing, score. You must achieve a total test scaled score of 240 or higher to pass a test.

The Communication and Literacy Skills test and the Vocational Technical Literacy Skills Test each consist of two sections: a reading subtest and a writing subtest. To meet the qualifying score for the reading or writing subtest, a candidate must obtain a scaled score of 240 or higher for that subtest.

The General Curriculum test consists of two subtests: a multi-subject subtest and a mathematics subtest. For the multi-subject subtest, a total test scaled score of 240 or higher is required to pass the test. As of May 19, 2009, for the mathematics subtest, if the subtest score is at least 227–239, the score is deemed to have met the qualifying score for the General Curriculum mathematics subtest; however, conditions apply. If the score is in the 227–239 range, the mathematics subtest will need to be retaken and a score of 240 or above must be earned in order to advance the license to the next stage or to renew an Initial license. If the mathematics subtest score is 240 or above, the qualifying score has been met. Conditional passing scores will not be in use for the mathematics subtest after May 12, 2012. As of the July 14, 2012, test date, candidates taking this subtest will be required to achieve a passing score of 240.

For each test, the total test scaled score is derived by combining the scaled scores for the multiple-choice items and the open-response items. The scaled score for the multiple-choice items is obtained from the number of items answered correctly. The scaled score for the open-response items is obtained from the scores assigned to the candidate's written or oral responses. If a candidate does not attempt an open-response item on the test, no points are contributed to the candidate's score for that item.

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Interpreting Subarea Information

Candidates receive information on each of the subareas or sections of the test. For each subarea or section, the score report indicates the number of test items within a specified range (e.g., 1–10, 11–20) that are included on the test. For the multiple-choice items, a check mark will appear under the column heading that generally reflects performance on the subarea or section. Subarea performance information is provided within four broad levels: answered correctly "most or all items," "many of the items," "some of the items," or "few or no items." For the open-response items, a check mark will appear under the column heading that describes the response(s): "thorough," "adequate," "limited," or "weak, blank/unscorable." This information may be useful in helping understand areas of strength and weakness on the test. There are no "pass" or "fail" results for individual subareas or sections.

The information for each subarea or section should be interpreted separately and with caution. The general performance indicators for the subareas of the test cannot be combined for the reasons listed below:

- ▶ The relative emphasis given to each subarea on the multiple-choice section of the test is generally determined by the number of test objectives in that subarea.
- ▶ In general, subareas with a greater number of test objectives receive more emphasis and are addressed by more multiple-choice items than are subareas with a smaller number of test objectives.
- ▶ A candidate does not have to perform equally well in all subareas of the test in order to pass the test.
- ▶ The total test score does NOT represent an average of performance across subareas because the subareas may contain different numbers of multiple-choice items.
- ▶ Candidates do not "pass" individual subareas of a test.

Performance on Subareas with Multiple-Choice Items

A candidate's performance on subareas with multiple-choice items is based on the number of items answered correctly. Candidates do not "lose" any points for wrong answers. Each multiple-choice item counts the same toward the total score.

Performance on Open-Response Items

Open-response items are scored holistically by two or more qualified educators. Items for which responses are scored holistically include the responses to the subject matter test open-response items and the summary and composition exercises on the Communication and Literacy Skills test and the Vocational Technical Literacy Skills Test. Scorers receive training in scoring procedures and must meet training expectations in order to participate in scoring activities. Scorers judge the *overall effectiveness* of each response. That is, scorers are trained to make overall judgments, not to indicate specific errors.

A score is assigned to each open-response item based on a scale that describes various levels of performance, from weak to thorough. If a candidate's response is blank, unrelated to the assignment, illegible, or incomprehensible, the candidate will receive no points for that item, and may or may not meet the qualifying score for the test, depending on performance on the other open-response items and multiple-choice items. Candidate responses are evaluated as described in the table following the sample score report.

Sample Score Report

Below is a sample score report for a candidate who met the qualifying score on the Foundations of Reading test. The candidate performed better on the Foundations of Reading Development subarea of the test than on the Development of Reading Comprehension and the Reading Assessment and Instruction subareas. The candidate's performance on the open-response items was adequate. The score report indicates the range of number of items for each subarea on the test.

Massachusetts Tests for Educator Licensure®

Social Security Number: XXX - X5 - 6789
Test Date: September 16, 20XX
 See reverse side for an explanation of how to read your score report.
 101/003

SAMPLE EXAMINEE has met the qualifying score on the following test(s) as of September 16, 20XX:
 01 Communication and Literacy Skills - Writing
 01 Communication and Literacy Skills - Reading
 03 General Curriculum
 90 Foundations of Reading

SAMPLE EXAMINEE
 1234 BEACON STREET
 ANYTOWN MA 00000

Your scores have been reported to the Massachusetts
 Department of Elementary and Secondary Education.

Test: 90 Foundations of Reading

Status: Met the Qualifying Score
Minimum Qualifying Score: 240
Your Score: ---

Subarea/Section Name	Range of Number of Items in Subarea	Description of Your Subarea Performance			
		For Multiple-Choice Items You Answered Correctly:			
		Most or all items	Many of the items	Some of the items	Few or no items
Foundations of Reading Development	31 or more		✓		
Development of Reading Comprehension	21 to 30			✓	
Reading Assessment and Instruction	11 to 20			✓	
		For Open-Response Items Your Responses Were:			
		Thorough	Adequate	Limited	Weak, Blank/Unscorable
Integration of Knowledge and Understanding	2		✓		

*Your Score: Scores for candidates who have met the qualifying score are not reported.
 Cautions: Although examinees do not pass or fail individual test subareas/sections, the performance information above may be useful in understanding individual areas of strength and weakness. This information should be interpreted with caution since subareas/sections contain varying numbers of test items.

Description of the Tests

Refer to the table below for information about types and numbers of test items on each type of test, as well as how candidate responses to open-response items on the test are evaluated.

Test Type	Test Description
Communication and Literacy Skills (01)	<p><i>Reading subtest</i> This subtest includes 42 multiple-choice items. The multiple-choice section counts for 100 percent of the candidate's total subtest score.</p> <p><i>Writing subtest</i> This subtest includes 35 multiple-choice items, seven (7) short-answer sentence correction items, and two open-response items—a summary exercise and a composition exercise. The summary exercise requires candidates to spend about 20–30 minutes to prepare an adequate response; the composition exercise requires candidates to spend about 45–60 minutes to prepare an adequate response. The multiple-choice and short-answer item section counts for 50 percent, the summary exercise counts for 15 percent, and the composition exercise counts for 35 percent of the candidate's total subtest score.</p> <p>For the summary exercise, a passage is presented for the candidate to summarize in his or her own words. Responses are scored on the extent to which they effectively communicate the main idea and essential points of the passage accurately, clearly, and concisely, in the candidate's own words. The response should conform to the conventions of standard English (i.e., be free of grammatical errors) and should be written legibly.</p> <p>For the composition exercise, the candidate is asked to prepare a composition on an assigned topic. Responses are scored on the extent to which they effectively communicate a whole message to the specified audience for the stated purpose. The candidate is assessed on his or her ability to express, organize, and support opinions and ideas. The candidate is not assessed on the position he or she takes. The final version of the composition should conform to the conventions of standard English (i.e., be free of grammatical errors), should be written legibly, and should be the candidate's own original work.</p>

Test Type	Test Description
<p>Subject Matter Tests</p> <ul style="list-style-type: none"> Academically Advanced (52) Biology (13) Business (19) Chemistry (12) Early Childhood (02) Earth Science (14) English (07) Foundations of Reading (90) General Science (10) Health/Family and Consumer Sciences (21) History (06) Latin and Classical Humanities (15) Mathematics (09) Mathematics (Elementary) (53) Mathematics (Middle School) (47) Mathematics/Science (Middle School) (51) Middle School Humanities (50) Music (16) Physical Education (22) Physics (11) Political Science/Political Philosophy (48) Reading Specialist (08) Speech (44) Technology/Engineering (33) Theater (45) Visual Art (17) 	<p>These subject matter tests include 100 multiple-choice items and two open-response items requiring candidates to spend about 20–30 minutes each to prepare an adequate response. The multiple-choice section counts for 80 percent and the open-response section counts for 20 percent of the candidate's total test score.</p> <p>For each open-response item, candidates are asked to prepare a response of approximately 150 to 300 words or to solve a problem (1 to 2 pages). As a whole, the response to each assignment must demonstrate an understanding of the content of the field. Responses are scored on the extent to which they achieve the purpose of the assignment, are appropriate and accurate in the application of subject knowledge, provide high-quality and relevant evidence, and demonstrate a soundness of argument and understanding of the subject area.</p>
<p>Subject Matter Test</p> <ul style="list-style-type: none"> General Curriculum (03) 	<p><i>Multi-subject subtest</i></p> <p>This subtest includes 55 multiple-choice items and one open-response item requiring candidates to spend about 20–30 minutes to prepare an adequate response. The multiple-choice section counts for 90 percent and the open-response section counts for 10 percent of the candidate's subtest score.</p> <p>For the open-response item, candidates are asked to prepare a response of approximately 150 to 300 words (1 to 2 pages). As a whole, the response to the assignment must demonstrate an understanding of the content of the field. Responses are scored on the extent to which they achieve the purpose of the assignment, are appropriate and accurate in the application of subject knowledge, provide high-quality and relevant evidence, and demonstrate a soundness of argument and understanding of the subject area.</p>

Test Type	Test Description
<p>Subject Matter Test (<i>continued</i>) General Curriculum (03)</p>	<p><i>Mathematics subtest</i> This subtest includes 45 multiple-choice items and one open-response item requiring candidates to spend about 20–30 minutes to prepare an adequate response. The multiple-choice section counts for 90 percent and the open-response section counts for 10 percent of the candidate's subtest score.</p> <p>For the open-response item, candidates are asked to prepare a response of approximately 150 to 300 words or to solve a problem (1 to 2 pages). As a whole, the response to the assignment must demonstrate an understanding of the content of the field. Responses are scored on the extent to which they achieve the purpose of the assignment, are appropriate and accurate in the application of subject knowledge, provide high-quality and relevant evidence, and demonstrate a soundness of argument and understanding of the subject area.</p>
<p>Subject Matter Test Dance (46)</p>	<p>The Dance test includes 55 multiple-choice items and two open-response items requiring candidates to spend about 60 minutes each to prepare an adequate response. The multiple-choice items count for 75 percent and the open-response items count for 25 percent of the candidate's total test score.</p> <p>For each open-response item, candidates are asked to prepare a response of about 300 to 600 words (up to 3 pages). As a whole, the response to each assignment must demonstrate an understanding of the content of the field. Responses are scored on the extent to which they achieve the purpose of the assignment, are appropriate and accurate in the application of subject knowledge, provide high-quality and relevant evidence, and demonstrate a soundness of argument and understanding of the subject area.</p>
<p>Subject Matter Test English as a Second Language (54)</p>	<p>The English as a Second Language test includes 100 multiple-choice items and four open-response items, all of which require oral responses. The multiple-choice items count for 80 percent of the total test score and the open-response items count for 20 percent of the total test score.</p> <p>For the oral open-response items, responses are scored on the basis of the adequacy of the information presented, the development of ideas, the organization and clarity of the ideas presented, the accuracy of grammatical and syntactic constructions, the command of vocabulary and idiomatic expressions, and the ability to maintain a comprehensible flow of speech with proper articulation and appropriate stress.</p>

Test Type	Test Description
<p>Foreign Language Subject Matter Tests</p> <p>French (26) Spanish (28)</p>	<p>The foreign language tests in French and Spanish include approximately 100 multiple-choice items and two open-response items, one of which requires a written response and the other an oral response. The multiple-choice items count for approximately 70 percent and the open-response items count for approximately 30 percent of the candidate's total test score.</p> <p>For the written open-response item, responses are scored on the extent to which they achieve the purpose of the assignment; are well organized and clear in their presentation of ideas; appropriately develop those ideas and provide relevant supporting details; and demonstrate a command of grammatical forms, syntax, vocabulary, idiomatic expressions, and mechanics (e.g., spelling, diacritical marks, punctuation).</p> <p>For the oral open-response item, responses are scored on the basis of the adequacy of the information presented, the development of ideas, the organization and clarity of the ideas presented, the accuracy of grammatical and syntactic constructions, the command of vocabulary and idiomatic expressions, and the ability to maintain a comprehensible flow of speech with proper articulation and appropriate stress.</p>
<p>Foreign Language Subject Matter Tests</p> <p>German (27) Italian (30)</p>	<p>The foreign language tests in German and Italian include approximately 55 multiple-choice items and two open-response items, one of which requires a written response and the other an oral response. The multiple-choice items count for approximately 67 percent and the open-response items count for approximately 33 percent of the candidate's total test score.</p> <p>For the written open-response item, responses are scored on the extent to which they achieve the purpose of the assignment; are well organized and clear in their presentation of ideas; appropriately develop those ideas and provide relevant supporting details; and demonstrate a command of grammatical forms, syntax, vocabulary, idiomatic expressions, and mechanics (e.g., spelling, diacritical marks, punctuation).</p> <p>For the oral open-response item, responses are scored on the basis of the adequacy of the information presented, the development of ideas, the organization and clarity of the ideas presented, the accuracy of grammatical and syntactic constructions, the command of vocabulary and idiomatic expressions, and the ability to maintain a comprehensible flow of speech with proper articulation and appropriate stress.</p>
<p>Foreign Language Subject Matter Tests</p> <p>Chinese (Mandarin) (29) Portuguese (32) Russian (31)</p>	<p>The foreign language tests in Chinese (Mandarin), Portuguese, and Russian include approximately 55 multiple-choice and short-answer items and four open-response items, one of which requires an oral response. The multiple-choice and short-answer items count for approximately 33 percent and the open-response items count for approximately 67 percent of the candidate's total test score.</p>

Test Type	Test Description
<p>Foreign Language Subject Matter Tests (<i>continued</i>)</p> <p>Chinese (Mandarin) (29) Portuguese (32) Russian (31)</p>	<p>For the written expression open-response item, responses are scored on the extent to which they achieve the purpose of the assignment; are well organized and clear in their presentation of ideas; appropriately develop those ideas and provide relevant supporting details; and demonstrate a command of grammatical forms, syntax, vocabulary, idiomatic expressions, and mechanics (e.g., spelling, diacritical marks, punctuation).</p> <p>For the oral open-response item, responses are scored on the basis of the adequacy of the information presented, the development of ideas, the organization and clarity of the ideas presented, the accuracy of grammatical and syntactic constructions, the command of vocabulary and idiomatic expressions, and the ability to maintain a comprehensible flow of speech with proper articulation and appropriate stress.</p>
<p>Adult Basic Education (55)</p>	<p>The Adult Basic Education test includes 100 multiple-choice items and two open-response items requiring candidates to spend about 20–30 minutes each to prepare an adequate response. The multiple-choice section counts for 85 percent and the open-response section counts for 15 percent of the candidate's total test score.</p> <p>For each open-response item, candidates are asked to prepare a response of approximately 150 to 300 words (1 to 2 pages). As a whole, the response to each assignment must demonstrate an understanding of the content of the field. Responses are scored on the extent to which they achieve the purpose of the assignment, are appropriate and accurate in the application of subject knowledge, provide high-quality and relevant evidence, and demonstrate a soundness of argument and understanding of the subject area.</p>
<p>Vocational Technical Literacy Skills Test (91)</p>	<p><i>Reading subtest</i> This subtest includes 60 multiple-choice items. The multiple-choice section counts for 100 percent of the candidate's total subtest score.</p> <p><i>Writing subtest</i> This subtest includes 40 multiple-choice items and two open-response items—a summary exercise and a composition exercise. The summary exercise requires candidates to spend about 20–30 minutes to prepare an adequate response; the composition exercise requires candidates to spend about 45–60 minutes to prepare an adequate response. The multiple-choice item section counts for 55 percent of the candidate's total subtest score; the summary and composition exercises count for 45 percent of the candidate's total subtest score.</p> <p>For the summary exercise, a passage is presented for the candidate to summarize in his or her own words. Responses are scored on the extent to which they effectively communicate the main idea and essential points of the passage accurately, clearly, and concisely, in the candidate's own words. The response should conform to the conventions of standard English (i.e., be free of grammatical errors) and should be written legibly.</p> <p>For the composition exercise, the candidate is asked to prepare a composition on an assigned topic. Responses are scored on the extent to which they effectively communicate a whole message to the specified audience for the stated purpose. The candidate is assessed on his or her ability to express, organize, and support opinions and ideas. The candidate is not assessed on the position he or she takes. The final version of the composition should conform to the conventions of standard English (i.e., be free of grammatical errors), should be written legibly, and should be the candidate's own original work.</p>