Good day everyone. On behalf of the Massachusetts Department of Elementary and Secondary Education and the Evaluation Systems group of Pearson, we would like to welcome you to the webinar “Preparation Strategies for the Massachusetts Tests for Educator Licensure.”

We’re glad you could join us and hope you find the information we have to share valuable as you begin to focus your preparation for the test. While we wait to get started, we will be muting the microphones/lines to reduce background noise.

If you have a question, please use the Chat function. As we have time, we will pause and share the questions and answers helpful for the group. If you would like us to contact you directly regarding your question following the session, please provide your email address in your Chat and we will reach out to you directly. We will get started shortly.
Today we’ll be focusing on some strategies you can use to prepare for your MTEL test.

First we’ll provide an overview of the MTEL and talk about where the test content comes from.

We’ll also discuss what resources are available to you on the MTEL website and how you might make the best use of those resources to help you as you prepare to take the test.

After we’ve covered preparation activities, we’ll briefly walk you through the process of creating an account, registering for the test, and finding available seating at a test center. We’ll also show you where to find information on the website about what to expect at the test center on the day of the test.

Finally, we’ll review how to read a score report, and how to review the detailed performance information on your score report, and also show you where to find reference information on the website in the event you should need to retake a test.
First, let's discuss the development and the purpose of the Massachusetts Tests for Educator Licensure (MTEL). The Massachusetts Tests for Educator Licensure® (MTEL®) program has been developed as one of the requirements for candidates seeking educator licensure. As part of the current requirements, candidates for educator licensure in Massachusetts must take and pass a communication and literacy skills test and the appropriate subject matter test or tests. The MTEL are the only tests that satisfy the communication and literacy skills and subject matter test requirements for a Massachusetts PreK–12 license.

The MTEL tests are explicitly aligned with the Subject Matter Knowledge Requirements that are anchored in the Massachusetts educator licensure regulations, and with the standards in the Massachusetts curriculum frameworks. The development process for the MTEL program involves several steps, all designed to ensure that the resulting tests are:

- consistent with Massachusetts educational practices and curricula;
- reflective of subject matter knowledge required for entry-level teaching in Massachusetts public schools;
- accurate and valid; and
- free from bias.
Evaluation Systems prepares test objectives for newly developed and updated test fields based on the Subject Matter Knowledge Requirements for each field and informed by the standards in the Massachusetts curriculum frameworks. Test objectives are broad, meaningful statements of the subject matter knowledge required for entry-level teaching in Massachusetts classrooms. They are designed to communicate the structure and content of the tests.

Test objectives are organized into major areas of content called subareas. Each subarea is further defined by a set of objectives. Each test objective includes descriptive statements that provide examples of content covered by the objective.

Test items are developed to match the test objectives. The newly developed items are the product of the combined work of content experts, teachers, item development specialists, psychometricians, and content reviewers.
Overview of the MTEL

The Test Development Process
✓ Prepare Draft Test Objectives and Assessment Specifications
✓ Review of Test Materials by Massachusetts Educators and Educator Preparation Program Faculty
  • Test Objective Review Conference
  • Content Validation Survey
  • Item Review Conference
  • Marker Response Selection
✓ Pilot Testing
✓ Standard Setting

MTEL tests are developed through the close collaboration of the Department of Elementary and Secondary Education, the Evaluation Systems group of Pearson, and Massachusetts public school educators and educator preparation program providers. The contribution of Massachusetts educators is essential to the success and integrity of the MTEL program. Educators participate at every stage of test development by serving on review committees, responding to surveys, assisting in pilot test activities, and providing input used by the commissioner in setting the qualifying (passing) score for the tests. In addition, educator candidates can make a valuable contribution to the test development process by participating in the pilot testing of test items.

For each test, an objective review conference is held at which Bias Review and Content Advisory committees review both the test objectives and specifications for bias and content-related issues. The Bias Review Committee reviews the draft objectives for potential bias and makes recommendations for the Content Advisory Committee to consider and act upon. The Content Advisory Committee then reviews the content of the draft test objectives for a field for inclusion of content that is appropriate in terms of both scope and depth.

For every newly developed or updated test, a content validation survey is conducted. The content validation survey provides evidence that the test objectives are valid—that is, that they specify content that is considered important for the job of a Massachusetts educator. Through the survey process, educators in the field rate the objectives on their degree of importance for entry-level teaching.

Following the content validation survey, test items are developed to match the test objectives that educators have rated as important and, therefore, valid. Bias Review and Content Advisory committees review the results of the content validation survey and then review the newly developed draft test items. The committee-approved test items are finalized, reviewed and approved by the Department, and prepared for pilot testing.

All test items are pilot tested before they are used on a test form. Items are pilot tested in order to gather information about their quality and technical characteristics.

Members of the Content Advisory Committee meet to review pilot test responses to the open-response item components of the tests. The purpose of the Marker Response Selection Meeting is to identify a set of responses that correspond to, or "mark," the points on the MTEL scoring scale. The committee selects a set of responses for the test field that will serve as "markers," or examples, of each possible score point (1–4) for use in training scorers at the scoring sessions held following each test administration.

And finally, panels of Massachusetts educators and educator preparation program faculty meet and provide standard setting recommendations for each test. The recommendations made by each panel are provided to the Massachusetts Commissioner of Elementary and Secondary Education, who establishes the passing score for each test.
Overview of the MTEL
Key Questions to ask when preparing to do your best

What’s on the test?
What do I already know?
What do I need to learn?
How can I do my best?

mtel.nesinc.com

Now that we’ve reviewed the purpose of the tests and how the tests were developed, let’s see how we might optimally use the resources on the Massachusetts Tests for Educator Licensure (MTEL) website to answer some key questions in preparing to take the test.
To access preparation materials, you will begin on the Massachusetts Tests for Educator Licensure (MTEL) program website at www.mtel.nesinc.com. Select either the “Prepare” tab at the top of the page, or the text in the lower right square labeled “Prepare.”
When you click on the “Prepare” tab and select your test you’ll be taken to the preparation materials menu for that test.

From there, we’ll select “What’s on the test? Overview and test objectives.”
What’s on the Test?
Test Information Guide

Under the Overview and Test Objectives page, you’ll notice the number of objectives within each subarea and information about the approximate test weighting, or the emphasis given to that subarea, on the test. This information illustrates the content coverage you can expect on the test.

This page also provides information about the Test Design:

- Approximate number and type(s) of questions a candidate can expect
- Testing time
What’s on the Test?

## Test Objectives:
- Describe content measured on each test
- Provide information to candidates about the test structure
- Show approximate percentage of the total test score derived from each of the subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Multiple-Choice</th>
<th>Range of Objectives</th>
<th>Approximate Test Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Nature of Science and Properties of Matter</td>
<td>01–05</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>II. Atomic Structure and Chemical Bonding</td>
<td>06–12</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>III. Chemical Reactions and Solutions</td>
<td>13–15</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>IV. Thermodynamics</td>
<td>16–20</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>V. Integration of Knowledge and Understanding</td>
<td>21</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

We’ll look at how to use the test objectives and other resources on the website to study in just a few minutes. Now, let’s look at the organization of the test objectives.

As discussed previously, the MTEL are aligned with the Massachusetts educator licensure regulations and, as applicable, with the standards in the Massachusetts curriculum frameworks.

The test objectives specify the content to be covered on the test and are organized by major content subareas. Note that the tests are intended to assess a candidate's proficiency and depth of understanding of the subject at the level required for a baccalaureate major according to Massachusetts standards.

Let’s see how we can use the test objectives to get an idea about what we know, what we don’t know, and what we should review.
What’s on the Test?

STRUCTURE OF THE TEST OBJECTIVES

Subarea 1—Nature of Science and Properties of Matter

Objective 0001: Understand the processes of gathering, organizing, analyzing, and reporting scientific data.

For example:

- Demonstrate knowledge of the formulation of scientific questions and the testing of hypotheses using appropriate methods for collecting data in chemistry investigations.
- Demonstrate knowledge of various methods of representing, organizing, and reporting experimental results.
- Apply mathematical concepts to measurement (accuracy vs. precision, significant figures, scientific notation, unit conversion) and the analysis and interpretation of data (statistical analysis, modeling).
- Demonstrate the ability to draw conclusions and make predictions from empirical data.

Within each objective is a list of descriptive statements that further define the content of that objective.
Here’s a closer view of the layout of the test objectives. This example is from test objectives for the English as a Second Language (ESL) test.

Notice the subarea, the objective, and descriptive statements that are annotated.

You should carefully review the test objectives to understand the knowledge and skills you will be required to demonstrate on the test.

Now that we’ve seen how the information is organized, let’s see how we can use the test objectives to guide our preparation and identify study resources.
What You Already Know

Carefully review the test objectives to become familiar with the structure and content of the test. For each objective and set of descriptive statements, ask yourself:

- Am I fully prepared to answer questions about this subject? ✔
- Is this an area I know something about, but need to review? ?
- Is this content that I am not familiar with at all? ☒

The test objectives may be used as a guide, by going through the sets of descriptive statements and asking yourself these questions:

- Am I fully prepared to answer questions about this subject?
- Is this an area I know something about, but need to review?
- Is this content that I am not familiar with at all?
What You Already Know

Objective 0005: Apply knowledge of aural and oral language instruction and assessment for English language learners.

For example:

- Recognize the role of oral language in the first language as a sound basis for developing English aural and oral skills.
- Evaluate research-based practices for developing English language learners’ aural and oral communication and vocabulary skills (e.g., aural comprehension, comprehensible output, listening and speaking vocabularies, a range of linguistic complexity, knowledge of Standard English) for social and instructional purposes within the school setting.
- Apply knowledge of materials and strategies for promoting English language learners’ achievement of listening and speaking standards as described in the WIDA ELD Standards and in the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy.
- Apply understanding of characteristics of and guidelines for selecting and using various formal and informal procedures and instruments for assessing listening and speaking.
- Demonstrate knowledge of formal and informal classroom assessment tools and strategies for assessing listening and speaking.
- Demonstrate the ability to use and interpret formal and informal assessment information, including recognizing bias and differentiating between listening and speaking assessments normed for native speakers of English and those normed for English language learners.

Here is an example.

For this set of descriptive statements, we have marked each statement to designate material with which our sample candidate feels confident, content that is in need of review, and content with which the candidate is not familiar at all. This initial exercise is important as you begin organizing your study plans.
What You Need to Learn

Are there gaps in your content knowledge?

Consider actions to take:

✓ Review with a faculty advisor
✓ Identify resources
✓ Take additional courses

Another important component for preparing for your test is to identify the sources of information you have access to. If you do see some gaps in your knowledge, it may be a good idea to schedule some time with an advisor to review this content. They might help you to identify resources, or let you know if additional or new coursework is available to you. If you are not currently part of a preparation program, identifying an educator preparation program in your area and contacting them might be helpful.
What You Need to Learn

Identify Resources for further preparation

✓ Textbooks from your university/college courses
✓ Class notes
✓ Resources recommended by your educator preparation program, including MTEL prep courses
✓ MTEL prep courses that are available to the public but offered by educator preparation programs (see www.doe.mass.edu/mtel)
✓ Textbooks being used in Massachusetts public school classrooms
✓ Massachusetts curriculum frameworks

Here is a list of some of the resources that you can reference for content information in the areas you’ve identified for further study.
### What You Need to Learn

**CREATE A STUDY PLAN AND SCHEDULE**

<table>
<thead>
<tr>
<th>What I Need to Study</th>
<th>When I’m Going to Study</th>
<th>Status?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors affecting a listener's ability to understand spoken language in different contexts</td>
<td>Nov. 1-3</td>
<td><strong>DONE!</strong></td>
</tr>
<tr>
<td>Evaluating visual materials for use in an oral presentation</td>
<td>Nov. 4-5</td>
<td><strong>Started</strong></td>
</tr>
<tr>
<td>Interpreting messages communicated in news broadcasts, television commercials, and other media</td>
<td>Nov. 7-8</td>
<td><strong>Weekend</strong></td>
</tr>
<tr>
<td>Conventions of standard American English</td>
<td>Nov. 9-10</td>
<td>Need to find resources</td>
</tr>
<tr>
<td>Strategies for developing reading comprehension</td>
<td>Nov. 17-18</td>
<td>Discuss with study group</td>
</tr>
<tr>
<td>Strategies for analyzing written text</td>
<td>Nov. 30-Dec. 2</td>
<td>Schedule meeting with Prof. Alvarez</td>
</tr>
</tbody>
</table>

Based on the steps we’ve described, you can begin to develop a personal study plan and schedule, to help organize your preparation. Here are some tips for creating your plan:

- Plan backward from your test date.
- Identify a variety of study strategies (study groups, meetings with a professor or faculty advisor, flash cards, etc.) customized to your studying needs and preferences.
- Try to assemble your study schedule and your resources prior to beginning to study, so that your allocated study time is not spent putting together your study materials.
You should take advantage of the no-cost preparation materials posted for each test, beginning with the test information guides. The test information guides include the test design, test objectives, sample multiple-choice questions, and sample open-response items.

The test information guides may be accessed by clicking on “Prepare” from the home page, and selecting the test you plan to take.
How Can I Do My Best?
Use the Test Information Guide

Test Information Guides contain:

- Program Overview
- Information about the structure and content of the test
- Test Objectives
- Test-Taking Strategies
  - Planning a course of study
  - Suggested study method
  - Strategies for success on the day of the test

The Test Information Guide is a valuable tool for preparing to take an MTEL test. The guides contain comprehensive information about the tests in the MTEL program, including information about the structure and the content of the test, the test objectives, and test-taking strategies.
How Can I Do My Best?

Use the Test Information Guide

Guides contain:

- Sample test directions
- Sample multiple-choice questions with correct response indicated
- Sample open-response assignment, with a sample strong response to the assignment
- Score Scale and Performance Characteristics

In addition, the test information guides contain sample multiple-choice questions along with the correct response. Sample open-response assignments are also provided, and the test information guide includes a sample strong response to the assignment, performance characteristics, and the scoring scale.

The sample test questions were developed in conjunction with the questions that appear on actual tests and are the best example of the types of questions that you will encounter. After reading a question, you may want to reread the objective and corresponding set of descriptive statements to see how the question is aligned to the objective. This may help you understand what questions associated with particular objectives might look like.

Once you are familiar with the test objectives, try to answer the sample test questions for the test you are required to take.
How Can I Do My Best?
Use the Full-Length Practice Test

Prepare

Search by test:

Select a test...  ▼  Go

Search by type of preparation material:

Test Information Guides
Prepare for the test with these test information guides.

Practice Tests
Take a practice test.

Free full-length practice tests are also available for many fields. Practice tests contain the same number of items as on an actual test form. They also provide sample strong and weak responses to the open-response assignments, along with explanations of the “strong” or “weak” designations. Additionally, practice test appendices are available for some fields. The appendices contain explanations for the correct responses for each of the multiple-choice items, as well as information describing why the incorrect responses are not correct.
How Can I Do My Best?
Prepare for the Test

- Review the preparation materials available on the website.
- Identify content you need to review or learn.
- Identify resources (e.g., textbooks, class notes, etc.).
- Create a study plan and schedule.
- Focus on content areas where you do not feel confident, but don’t forget to review the content you are most familiar with, too.
- Be resourceful: Use study aids, or review test material with a faculty member or study groups to maximize what you know and deepen your understanding.
- Form connections between ideas; don’t just memorize!

To briefly review and synthesize what we've covered so far…
Questions?

Before we move on to the next section, this is a reminder that if anyone has questions please share them using the Chat function. If you prefer, you may also send your questions via email to es-mtel@nesinc.com.
How Can I Do My Best?

The Day of the Test

Moving beyond more traditional test preparation resources, the Massachusetts Tests for Educator Licensure website has resources that will help you get a better idea of what to expect on the day of the test.

First, you can take a “virtual tour” of a Pearson test center so that you are familiar with the overall look of the general testing environment you can expect when you arrive.
From the Preparation Materials page, a Computer-Based Testing (CBT) Tutorial is also available. The tutorial can help you become familiar with the computer-based testing interface before the day of your test, to help you to focus on your test performance rather than other factors.
There is also a downloadable, interactive CBT tutorial, where additional features are available. For example, you can:

- practice answering an open-response item;
- see what the on-screen calculator will look like and work with the calculator before the day of the test (if a calculator is included on your test); and
- use other test features such as inserting special characters.
How Can I Do My Best?

Questions to Ask Yourself

✓ Have you reviewed the test objectives?
✓ Did you identify any objectives that represent content areas with which you may be less familiar or not familiar at all?
✓ Have you mapped the test objectives to the courses you have taken in your educator preparation program?
✓ Have you completed all or most of the applicable coursework in which the content of this test is taught?
✓ Have you identified and gathered additional study materials?
✓ Have you developed a study plan and schedule?
✓ Have you answered the sample questions in the test information guide?
✓ Have you taken the practice test?
✓ Have you taken a virtual tour of a test center and the computer-based testing tutorial?

Here is a brief checklist for you to consider, in terms of getting the most out of the test preparation resources on the program website.
How Can I Do My Best?

Taking the Test

✓ Read and follow all directions carefully.
✓ Read each question carefully.
✓ Determine the best answer to each question.
✓ Pace your work.
✓ For open-response items:
  ✓ Read carefully and respond fully to ALL portions of the assignment.
  ✓ Make sure that your response meets the performance characteristics described in the test directions and in the preparation materials on the website.

Finally, on the day of the test, be sure to pace yourself and follow directions carefully.
Before we move on to the next section, if anyone has questions please share them using the Chat function. You may also send your questions via email to es-mtel@nesinc.com.
Registering for the Test

- Create an Account
- Register for the Test
- Check Seat Availability

In this section we will walk through the information you will need to register for your test, and other considerations. We will also review the process for using the website to check seat availability at a test center near you.
First, let’s walk through the steps to follow in order to register for a licensure test. Once “Register” is selected, you will be brought to the sign-in screen.
The first step in the registration process involves creating an account, if you do not already have one. (Note that beginning in October 2016, candidates registering to take an MTEL test are now required to enter a MEPID number. Information is available on the program website and on the Department of Elementary and Secondary Education’s website about MEPIDs if you need to learn more.)
In order to create an account, you will need to provide an email address, create a password, and answer a security question. Notifications regarding your registration and your test results (if you choose to have your scores sent to you via email) will be sent using this email address. We suggest that you use an email address that is not temporary.
On a subsequent screen, you will be asked to confirm that the information you entered is correct. You will need to check the box marked "I have reviewed the personal information above and it is correct." before proceeding.

Once you confirm the personal information and click submit, your My Account is created. You will access this account to register and pay for tests, purchase practice tests, if desired, and view your score reports and testing history.
On a subsequent screen, you will be asked to enter required candidate information before proceeding. You will need to provide a MEPID and the last four digits of your social security number. From this page, you may access more information about MEPIDs if you need to. There is also information about contacting the Department, should you not have a social security number. This information is very important for score reporting and licensure purposes. You will need to confirm the information you have entered, and click Next.
Before proceeding with a registration for the MTEL, you will confirm your identity and acknowledge that you are the person who plans to take the test. Due to laws protecting your confidentiality and privacy, only you can register yourself for the test and make inquiries regarding your registration.
Once you’ve confirmed your identity, you will select one or more tests from the dropdown menu. Once you select the test from the dropdown, you will be prompted to answer questions regarding your educational background, the preparation program you attend, ethnicity, primary language, reason for testing, etc.
Once you have completed the background questions, you are given an opportunity to review your registration to confirm your selections, including the test you plan to take. At this point, you may make changes to any information or to the test you’ve selected.

If there are no changes, you will click “Add to Cart” to confirm.
Step 2: Register

View Cart

<table>
<thead>
<tr>
<th>Description</th>
<th>Actions</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science (14)</td>
<td></td>
<td>$139.00</td>
</tr>
</tbody>
</table>

Total: $139.00

On this page, you can view the complete registration and fee information before submitting payment. Once you’ve finished reviewing the information, you will select “Check Out” to proceed to the purchase screen.
Agreement to the Rules of Test Participation

Agreement

In order to register for a test, you must acknowledge that you have had adequate opportunity to review the rules and policies that apply to MTEL registration and testing and agree to abide by them. These rules and policies are contained on the current MTEL website and in the applicable Rules of Test Participation, which are presented below for your review.

Rules of Test Participation

By registering for the MTEL, you are agreeing to abide by the Rules of Test Participation and all rules, requirements, and policies specified or referenced on the current program website and communicated to you, orally or in writing, at each test session for which you have registered.

A nondisclosure agreement will be presented to you on the computer after you sign in at the test center. You will be asked to indicate your agreement to the conditions set forth on the current program website, including the Rules of Test Participation and the rules communicated to you orally or in writing at the test session. You will have five minutes to read and accept the terms of this nondisclosure agreement. If you do not respond within five minutes, or if you indicate that you do not accept the terms of the agreement, your test session will terminate, you will not be permitted to test, and you will receive no refund or credit of any kind.

☐ I acknowledge that I have had adequate opportunity to review, to my satisfaction, the instructions, rules, policies, and other terms and conditions that apply to MTEL registration and testing, which are contained on the current MTEL website and in the applicable Rules of Test Participation provided above for my review, and I agree to abide by the conditions set forth on the MTEL program website, including the Rules of Test Participation, and by the rules communicated to me orally or in writing at the test administration.

Next

The next page includes the rules and policies that apply to registration and testing for the Massachusetts Tests for Educator Licensure (MTEL). Here, you may easily scroll through and review the rules. You must check the box that indicates that you have had a chance to review the policies and procedures. Once you've checked the box and selected Next, you will be taken to the payment page.
Withdrawal and Refund

Withdrawal/Refund Policy

If you register to take the same test on multiple test dates and pass the test on the first test date, you will not be issued a refund for your additional registrations on the basis of your passing performance.

If you are absent from the test, you will not receive a refund or credit of any kind. (See the absentee policy.)

If you are due a refund, it will be issued according to the process outlined below.

If after registering for a test you would like to withdraw the registration you may do so according to the following procedure:

- If you have not yet scheduled your test: Submit a withdrawal request through your account.
- If you have already scheduled your test:
  1. First, cancel your test appointment at least 24 hours before your scheduled testing time. To cancel your appointment, log in to your account, click Reschedule, and follow the instructions provided.
  2. After canceling your test appointment, submit a withdrawal request through your account.

If your original registration was for both Communication and Literacy Skills, General Curriculum, or Vocational Technical Literacy Skills Test subtests, withdrawal of the registration will apply to both subtests. You may not withdraw from or receive a refund for only one subtest if your original registration was for both subtests.

If you withdraw your registration before you have scheduled your test appointment, or if you cancel your test appointment at least 24 hours before your scheduled testing time and then withdraw your registration, you will receive a full refund of your test fee.

Your refund will be issued by Evaluation Systems within four weeks of receipt of your request.

Your registration is valid for one year from the date of issue. If you do not schedule a test appointment and take your test within one year, or withdraw your registration within one year, your registration will expire and you will receive no refund or credit of any kind.

☐ I acknowledge that I have had adequate opportunity to review, to my satisfaction, the policies related to withdrawals and refunds stated above.

This page includes the withdrawal and refund policy. Your registration is valid for one year from the date of issue. Within this one-year period:

- If you have not yet scheduled a test, you may withdraw your registration for a full refund.
- If you’ve scheduled your test, you may cancel the test up to 24 hours before the scheduled testing time and will be eligible for a full refund.

If you do not schedule a test appointment and take your test within one year, or withdraw your registration within one year, your registration will expire and you will receive no refund or credit of any kind.
Check Real-time Seat Availability

Business (19)

<table>
<thead>
<tr>
<th>Format</th>
<th>Computer-based test (CBT), 100 multiple-choice questions and 2 open-response assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>4 hours 15 minutes additional time for CBT tutorial and nondisclosure agreement</td>
</tr>
<tr>
<td>Test Dates</td>
<td>By appointment year-round, Monday through Saturday (excluding some holidays)</td>
</tr>
<tr>
<td></td>
<td>Check appointment availability [1].</td>
</tr>
<tr>
<td>Test Centers</td>
<td>Located in Massachusetts and nationwide</td>
</tr>
<tr>
<td></td>
<td>Find the nearest test center [2].</td>
</tr>
<tr>
<td>Qualifying Score</td>
<td>240</td>
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<td>Fee</td>
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<td>Score Reporting</td>
<td>Review CBT score report release dates.</td>
</tr>
<tr>
<td>Notes</td>
<td>Calculators are prohibited.</td>
</tr>
<tr>
<td>Testing Policies</td>
<td>When you register, you must agree to abide by all testing rules and policies. Review them now.</td>
</tr>
<tr>
<td>Prepare</td>
<td>View the preparation materials available for this test.</td>
</tr>
</tbody>
</table>

Tests may include questions that will not count toward candidates' scores. These questions are placed on the test to collect information about how well they perform under actual testing conditions.

Register Now

You may check seat availability before or after you register for a test. To check seat availability before you register for a test, select a test and you will be directed to the test landing page. From the test page, select “Check appointment availability” to see available space at testing centers.
Check Real-time Seat Availability

At the next screen, select “MTEL - Massachusetts Tests for Educator Licensure”.

Confirm your test selection and click ‘Next.’

Find test centers near you.

On the following screen, confirm your test selection, and click Next.

The next screen (not shown here) will ask you to enter your location, in order to search for test centers near you. Enter the name of your town or city and click Search.
5. Select a test center.

You can select **up to three** test centers to compare availability.

<table>
<thead>
<tr>
<th>Test Center</th>
<th>Distance</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holyoke Community College</td>
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</tr>
<tr>
<td>KITTREDGE, 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARK LOT D - Bring Registration</td>
<td></td>
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From the list that is provided, select the test center at which you would like to check seat availability. You may select up to three centers to compare seating availability.
6. Select a date.

The website will then allow you to check seat availability by date.

**Please note** that seat availability is shown in real-time as of the time that you search. Seats are not guaranteed to be available until officially scheduled.
Questions?

As we move on to the next section, I’d like to remind everyone that if you have a question please share it with us using the Chat function. You may also send your questions via email to es-mtel@pearson.com
How to Read Your MTEL Score Report

Your score will be available in your account and sent to you by email if you requested this at the time you registered.
A candidate's performance on a test is evaluated against an established standard. 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. A candidate must achieve a total test scaled score of 240 or higher to pass a test. There is no expiration date associated with passing scores for the MTEL.

Let's take a look at this sample score report for a candidate who Met the Qualifying Score for the Vocational Technical Literacy Skills Reading subtest. The candidate can see his or her status of “Met the Qualifying Score” and can see the range of the number of items in each subarea, and a description of his or her subarea performance. In this example, the test comprises multiple-choice questions only.
The range of the number of items in each subarea/section is indicated for both multiple-choice and open-response items. Individual subareas/sections contain varying numbers of items and, therefore, contribute differently towards your total test score.

Your approximate performance on each subarea/section is indicated for both multiple-choice and open-response items. There are no passing scores for individual subareas/sections. Passing status is based on your total test score only.

Performance on the multiple-choice section is based on the number of questions answered correctly. Points are not deducted for incorrect answers. Each multiple-choice question counts the same toward the total test score.
Let’s look again at a sample score report for a sample candidate who Did Not Meet the Qualifying Score for the test. This time we’ll review the information on the score report, and the test design information, to help identify considerations for preparing to retake the test.

Again, for each of the subareas, you will find the range of the number of items included in the subarea. For example, the description of subarea performance information displayed here for the Subarea/Section “Pronouns and Modifiers” indicates a range of 1–10 questions and indicates “Most or all the items” answered correctly. The subarea performance information for the Subarea/Section “Verbs and Nouns” indicates a range of 1 to 10 questions and indicates “Some of the items” answered correctly.

Now, let’s break this down a bit more by looking at test design information.
Here we’ll refer back to the Test Information Guide, this time for the Foundations of Reading test. From the Home page, we selected Prepare, and then Foundations of Reading to view the section “What’s on the Test? Overview and test objectives.” You may find that reviewing the test overview and test objectives is helpful when viewing the information displayed on your score report.
Here is a close up of the test objectives table from the Test Information Guide for Foundations of Reading, showing the overall test design.

You will recall from our previous section of this webinar, the test objectives show the approximate weighting of the subareas as well as the range of objectives within each subarea, and provides an indication of the content coverage on the test.

What we see here is that Subarea III: Reading Assessment and Instruction, comprises approximately 18% of the overall content of the test, while Subarea I: Foundations of Reading Development comprises about 35% of the overall content of the test.

Next, we'll look at a sample score report to view details regarding the approximate subarea performance on the sections of the test.
Now that we have refreshed our understanding about the general content coverage of the test, we can further consider the performance information here. We see that Subarea I shows a range of items of 31 or more, and the subarea performance shows “Some of the items” answered correctly. From the test objectives we recall that this subarea generally comprises a relatively larger area of content concentration on the test.

If we look at the information for Subarea III (Reading Assessment and Instruction), the range of number of questions is 11–20 questions and the sample performance information indicates “Many of the items” answered correctly. This performance information can be helpful to target future preparation, if necessary. Remember, however, that when preparing to retake the test, improvement in any area of a test that could show improvement will impact your overall test score.
Thank you for your time

http://www.mtel.nesinc.com/Contacts.aspx

(866) 565-4894 (toll free) or (413) 256-2892

Available:
Mon–Fri: 8:00 a.m.–8:00 p.m. eastern time
Sat: 9:00 a.m.–5:00 p.m. eastern time
Excluding holidays

(Automated Information System available 24 hours daily)

Thank you very much for joining the Massachusetts Tests for Educator Licensure (MTEL) webinar! We hope this information is helpful to you in focusing your preparation for the tests.
If you have any comments about the webinar, we welcome your feedback and will incorporate it in future sessions. If there are any remaining questions, please share them along with your email address so we may follow up with you. Thank you again for your time today. Have a pleasant afternoon.