# Preparation Strategies for the Massachusetts Tests for Educator Licensure (MTEL)

Massachusetts Tests for Educator Licensure®

Fall 2017

Pearson

Please call in to:
(877) 554-0877

Conference Code:
132 028 8053

**Please remember…**

Mute your line to reduce background noise

Chat with us during the session to ask questions

After the webinar you may send your questions to Evaluation Systems, and we will respond to you directly.
**es-mtel@pearson.com**

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.

# Agenda

- ✓ Overview of the MTEL

- ✓ Preparing for the test

  - ❖ *What's on the Test?*
  - ❖ *What You Already Know*
  - ❖ *What You Need to Learn*

- ✓ The Day of the Test

- ✓ How to Register for the MTEL

- ✓ How to Read Your Score Report

Today we'll be focusing on some strategies you can use to prepare for your MTEL test.
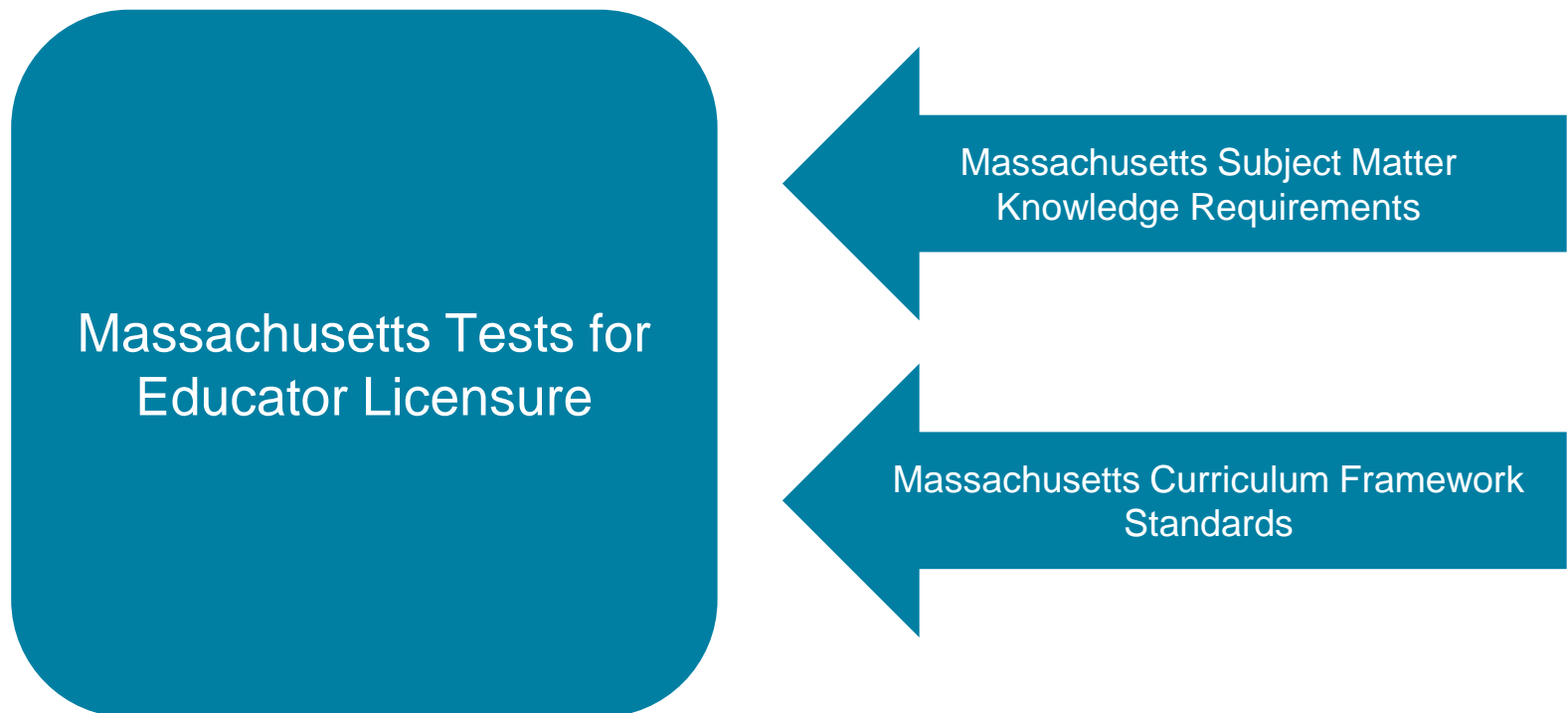
First we'll provide an overview of the MTEL and talk about where the test content comes from.

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.

# Overview of the MTEL

Massachusetts Tests for Educator Licensure

← Massachusetts Subject Matter Knowledge Requirements

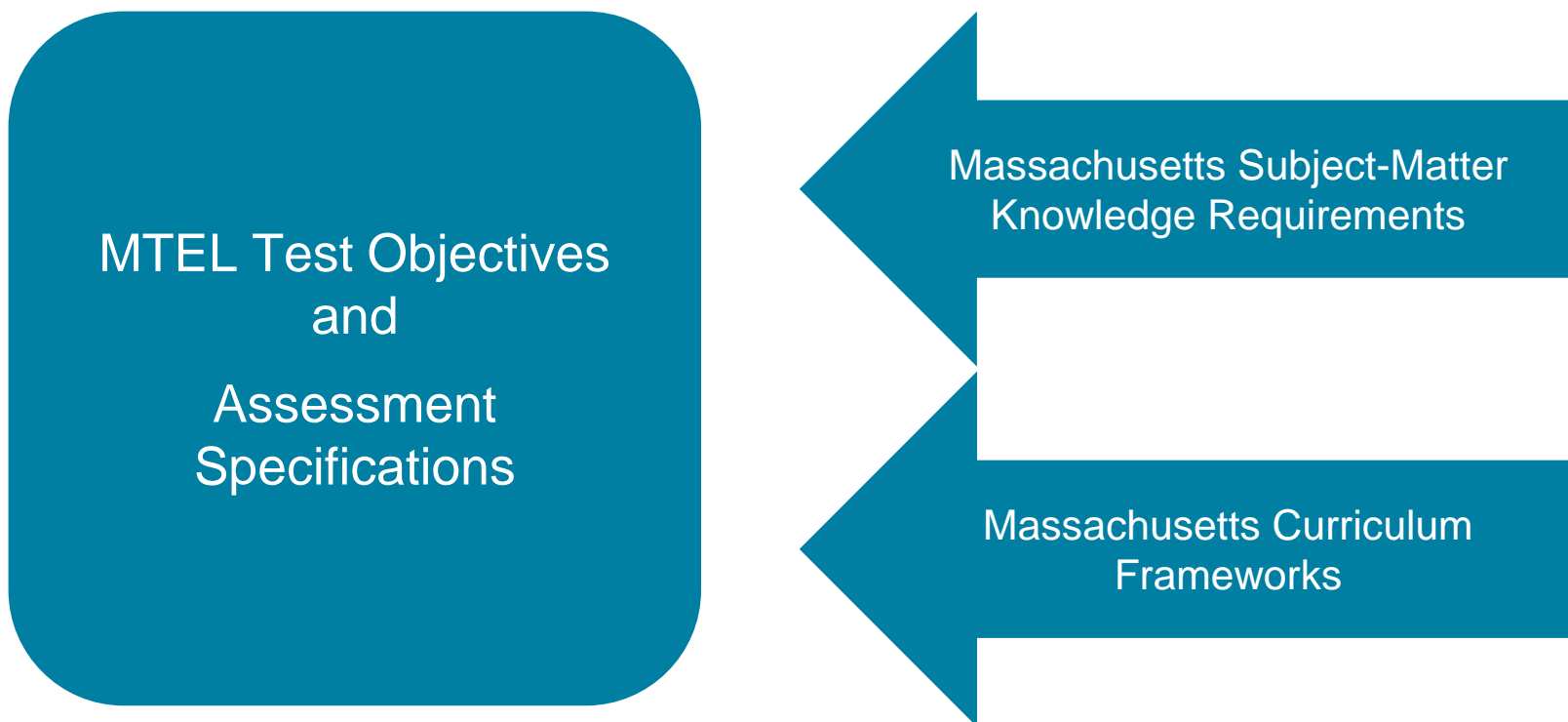← Massachusetts Curriculum Framework Standards

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.

# MTEL Test Objectives and Assessment Specifications

MTEL Test Objectives and Assessment Specifications ← Massachusetts Subject-Matter Knowledge Requirements

← Massachusetts Curriculum Frameworks

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.

## 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.
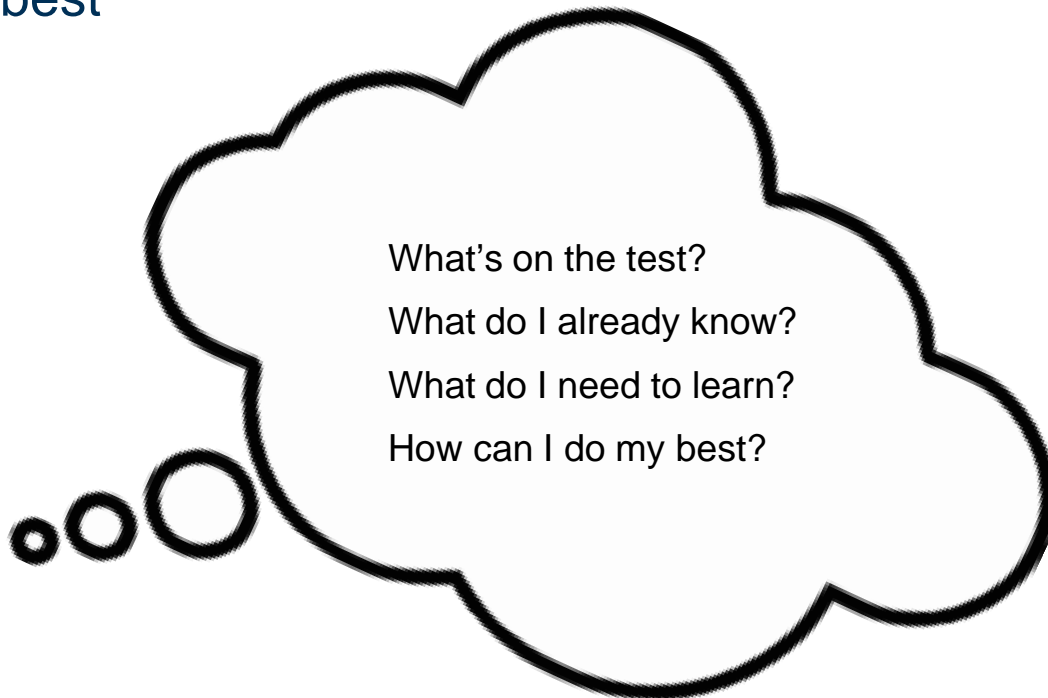
And finally, panels of Massachusetts educators and educator preparation program faculty meet and provide standard setting recommendations for each test. The recommendations made by each panel are provided to the Massachusetts Commissioner of Elementary and Secondary Education, who establishes the passing 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**

Pearson

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.

# MTEL Test Overview
## *Preparation Materials*



- Find preparation materials
- Review sample questions

**www.mtel.nesinc.com**

On the test? → Already known? → Need to learn? → Do my best!
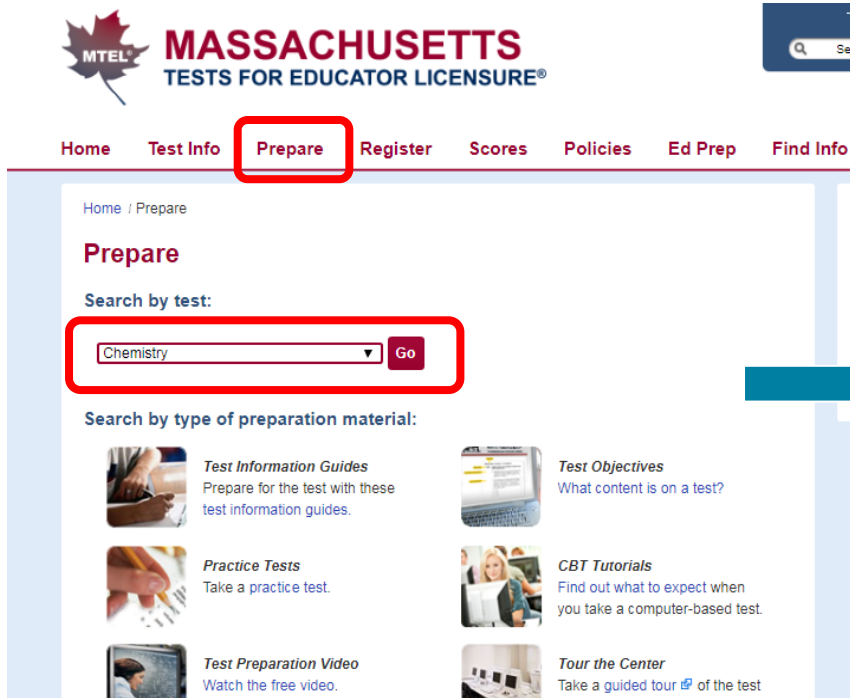
To access preparation materials, you will begin on the Massachusetts Tests for Educator Licensure (MTEL) program website at www.mtel.nesinc.com. Select either the "Prepare" tab at the top of the page, or the text in the lower right square labeled "Prepare."

# What's on the Test?
## WHERE TO FIND PREPARATION MATERIALS

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

**Massachusetts Tests for Educator Licensure®**
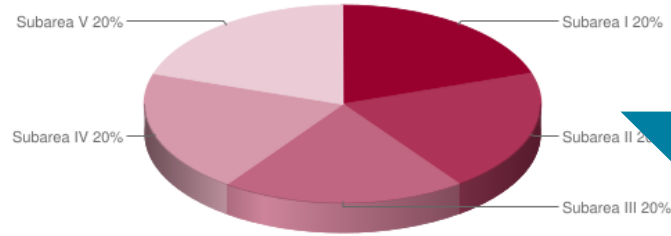
**% relative to content areas**

### Test Information Guide

## Overview and Test Objectives
## Field 12: Chemistry

### Test Overview

| Format | Computer-based test (CBT); 100 multiple-choice questions, 2 open-response items |
|---|---|
| Number of Questions | • Subarea I: 24–26 multiple-choice questions<br>• Subarea II: 25–27 multiple-choice questions<br>• Subarea III: 23–25 multiple-choice questions<br>• Subarea IV: 24–26 multiple-choice questions<br>• Subarea V: 2 open-response items |
| Time | 4 hours (does not include 15-minute CBT tutorial) |
| Passing Score | 240 |

### Test Objectives

| Subareas | | Range of Objectives | Approximate Test Weighting |
|---|---|---|---|
| **Multiple-Choice** | | | |
| I | Nature of Science and Properties of Matter | 01–05 | 20% |
| II | Atomic Structure and Chemical Bonding | 06–12 | 20% |
| III | Chemical Reactions and Solutions | 13–15 | 20% |
| IV | Thermodynamics | 16–20 | 20% |
| | | | **80%** |
| **Open-Response*** | | | |
| V | Integration of Knowledge and Understanding | 21 | **20%** |

*The open-response items may relate to topics covered in any of the subareas.

**On the test?** ➤ **Already known?** ➤ **Need to learn?** ➤ **Do my best!**

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?

**Massachusetts Tests for Educator Licensure® (MTEL®)**

**FIELD 12: CHEMISTRY**
**TEST OBJECTIVES**

| Subarea | Multiple-Choice | Range of Objectives | Approximate Test Weighting |
|---|---|---|---|
| I. | Nature of Science and Properties of Matter | 01–05 | 20% |
| II. | Atomic Structure and Chemical Bonding | 06–12 | 20% |
| III. | Chemical Reactions and Solutions | 13–15 | 20% |
| IV. | Thermodynamics | 16–20 | 20% |
| | | | **80%** |
| | **Open-Response** | | |
| V. | Integration of Knowledge and Understanding | 21 | **20%** |

**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

On the test? → Already known? → Need to learn? → Do my best!

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 I—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.

On the test? > Already known? > Need to learn? > Do my best!

Within each objective is a list of descriptive statements that further define the content of that objective.

# What's on the Test?

## TEST OBJECTIVES: A CLOSER LOOK

SUBAREA

Objective

Descriptive Statements

### Subarea I—Foundations of Second-Language Instruction

Objective 0001: Apply knowledge of basic linguistic and sociolinguistic concepts related to instruction for English language learners.

For example:

- Apply knowledge of how languages differ in their systems of phonology, morphology, syntax, semantics, and discourse to understand the influence of first language on second-language learning.
- Apply knowledge of phonology to analyze patterns of sound, stress, rhythm, and intonation.
- Apply knowledge of morphology to analyze a word's structure, function, and meaning.
- Apply knowledge of syntax to analyze the structure of phrases and sentences.
- Apply knowledge of semantics to analyze word and sentence meaning.
- Apply knowledge of discourse features (e.g., cohesion) of written and oral texts.
- Apply knowledge of pragmatic features (e.g., nonverbal elements) of various discourse settings (e.g., classroom, social event) and language functions (e.g., informing, amusing, persuading).
- Apply knowledge of the linguistic features of social and academic language (e.g., tiered vocabulary, complexity of grammatical constructions).
- Apply knowledge of sociolinguistic concepts (e.g., dialect diversity in English; factors affecting language variation, register, and style; language change).

| On the test? | Already known? | Need to learn? | Do my best! |

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? ✗

On the test? → Already known? → Need to learn? → Do my best!

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.

On the test? → Already known? → Need to learn? → Do my best!

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**

On the test? → Already known? → Need to learn? → Do my best!

Pearson

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**

On the test? → Already known? → Need to learn? → Do my best!

Pearson

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

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

On the test? → Already known? → Need to learn? → Do my best!

Pearson

Candidate Webinar: Test Preparation | 17

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.

# How Can I Do My Best?

Preparation Materials



Massachusetts Tests for Educator Licensure®

**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.

**Test Preparation Video**
Watch the free video.

**Score Report Explanation**
Learn more about test scores and score reporting.

**Test Obje...**
What cont...

**CBT Tuto...**
Find out what to expect when you take a computer-based test.

**Tour the Center**
Take a guided tour of the test center.

## MTEL Test Information Guides

The test information guides provide general and field-specific information, including:

- Suggestions for preparing to take the test
- Examples of test-item formats and ways to approach the test items
- Sample test items and responses

Chemistry ▼ | Go

On the test? → Already known? → Need to learn? → Do my best!





Pearson

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

## Test Information Guide

### Overview of the Tests

The Massachusetts Tests for Educator Licensure (MTEL) program includes a Communication and Literacy Skills test, PreKindergarten to grade 12 subject matter tests, a Vocational Technical Literacy Skills Test, and an Adult Basic Educa test. See www.mtel.nesinc.com for a complete list of MTEL tests currently offered. Information on what tests must be ta may be obtained from the Massachusetts Department of Elementary and Secondary Education's website, www.doe.mass.edu/mtel/.

All tests included in the program are criterion referenced; that is, they are designed to measure a candidate's knowledg relation to an established standard of competence (criterion) rather than in relation to the performance of other candida Each MTEL test is also objective-based; that is, it is based on content stated in a set of test objectives for the test field. purpose of the tests is to help identify those candidates who have the appropriate level of knowledge and skills judged important for educators in Massachusetts public schools.

## Test Information Guide

### Test-Taking Strategies

Candidates preparing to take an MTEL test may find the suggestions in this section of the test inform guide:

- may address some but not all possible preparation and test-taking strategies you may fin
- is not intended to replace any strategies that work for you.

You may also consult with your program advisor or other program faculty for additional resources.

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

---

**Field 12: Chemistry**
**Sample Multiple-Choice Questions**

Expand All | Collapse All

The following reference material will be available to you during the test:

Formulas/Constants 🔽  Periodic Table 🔽

**Nature of Science and Properties of Matter**

Objective 0002
Understand scientific tools, instruments, materials, and safety practices.

1. Which of the following activities is most likely to lead to gas burning in the base of the barrel of a Bunsen burner?

    A. using the burner under low gas pressure conditions
    B. igniting the burner with a sparker held 5 cm from the top of the burner
    C. connecting the source gas to the burner with rubber tubing
    D. turning the source gas flow valve to the maximally opened position

☐ Answer

    Correct Response: A.

---

**Sample Strong Response to the Open-Response Item**

The sample response below reflects a strong knowledge and understanding of the subject matter.

Carbon is located in group 14 of the periodic table. It has 4 valence electrons and its valence orbitals can be hybridized. This allows for the formation of many different covalent bonds.

Carbon can form single, double, or triple covalent bonds. It can bond with other carbon atoms, forming chains of various lengths or enclosed rings, some of which may contain resonant bonds. Carbon may also form strong stable bonds with other elements, such as H, O, N, S, and the halogens.

---

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 <u>not</u> 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…

Massachusetts Tests for Educator Licensure®

# Questions?

Pearson

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*

**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.

**Test Preparation Video**
Watch the free video.

**Test Objectives**
What content is on a test?

**CBT Tutorials**
Find out what to expect when you take a computer-based test.

**Tour the Center**
Take a guided tour of the test center.

PEARSON — ALWAYS LEARNING

PEARSON VUE

Contact us | Language ▾

For test takers | For test owners | Become a test center | About Pearson VUE

You are here: Home › For test takers › Pearson Professional Center tour

### Pearson Professional Center tour

Take a walk through a Pearson Professional Center. The gallery of photos below introduces you to the physical layout of the testing center as well as the check-in procedures.

Lobby

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.

# How Can I Do My Best?
## Computer-Based Testing

**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.
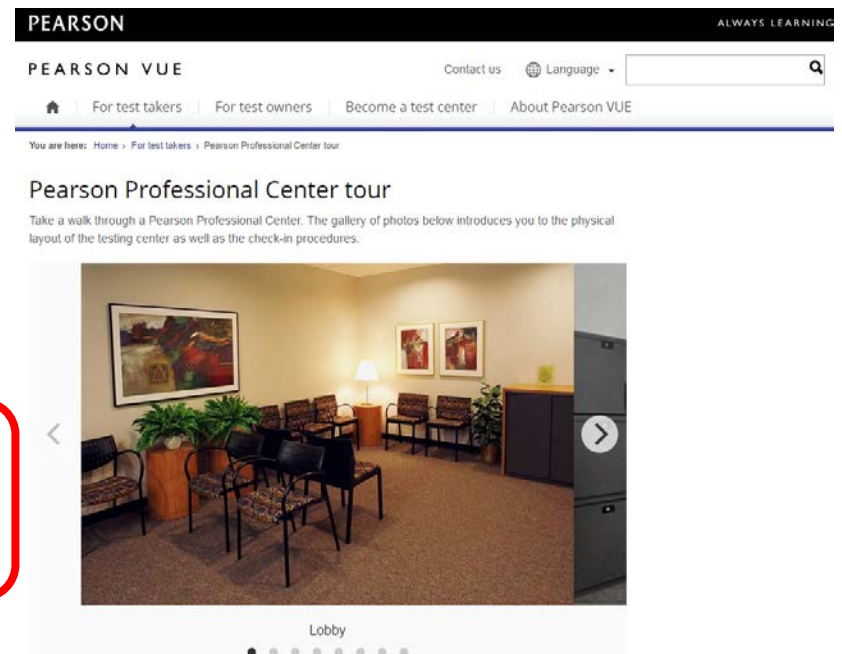
**Test Preparation Video**
Watch the free video.

**Test Objectives**
What content is on a test?

**CBT Tutorials**
Find out what to expect when you take a computer-based test

**Tour the Center**
Take a guided tour ⏷ of the test center.

Tutorial - Candidate Name | ⏱ Time Remaining 09:38 | ▤ 3 of 9
⚑ Flag for Review

**Multiple-Choice Questions**

A multiple-choice question with a single answer appears like this on your screen.

Candidate Name | ⏱ Time Remaining 09:48 | ▤ 4 of 10

A microwave oven is advertised at a 20% discount. If the original price was $450, what is the new, discounted price?

○ A. $220
○ B. $280
○ C. $360
○ D. $390

← Previous | ⊗ Navigator | Next →

You select the one best answer by:

- pressing the letter on the keyboard,
- clicking the radio button next to the letter with the mouse, or
- using the Tab key to move through the options and then p

The next screen is a multiple-choice question with a single ans test.

Select the **Next** button to continue.

### CBT Tutorial
- Web-based
- Navigate through a test
- Select your answers
- End the test

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.

# How Can I Do My Best?
## Computer-Based Testing

## Downloadable Interactive CBT Tutorial

This tutorial demonstrates how to navigate through the test, how to indicate answers, and how to use the features of a computer-based test. You will have opportunities to try out typing in an essay box, using the on-screen calculator, and entering special characters.

**Note:** This tutorial must be downloaded to a PC-compatible computer.

### Downloading the Interactive Tutorial

1. Click the following link and select "Save" in the pop-up dialog box:

   • Download the CBT Tutorial

2. Choose a location to save the file. This is the installation file that will enable y[...]
   tutorial.
   The download process takes approximately 2 minutes, depending on the con[...]

3. When the download is complete, navigate to the location where you've chose[...]
   click on the zip file to open it.

4. Inside the zip file, you will see "Evaluation Systems Tutorial.msi". Double-click[...]
   the pop-up dialog box to run the installer.

5. You will now see a "wizard" that will walk you through the process of installing the [...]

6. When the wizard is complete, you will see the following icon on your desktop, which you can double-click
   to access the tutorial:

**PEARSON**
**Evaluation Systems ...**

**Interactive CBT Tutorial**
- Select your answers
- Type response in an essay box
- Use features of a computer-based test
  - Navigator tool
  - On-screen calculator
  - Entering special characters

Pearson

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

Massachusetts Tests for Educator Licensure®


Don't forget:

- ✓ **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.**

Do Your Best

On the test? → Already known? → Need to learn? → Do my best!

Pearson

Finally, on the day of the test, be sure to pace yourself and follow directions carefully.

# Questions?

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.

# Program Website



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.

# Step 1: Create an Account

## Sign In

**10/18/2016 update:** Candidates registering to take the MTEL are now required to enter a MEPID number in order to register for a test. Learn more about MEPID.

**Email Address:**

**Password:**      Forgot password?

**Sign In**

### Don't Have an Account?

You'll need to create an account to register for a test and get your scores.

Create an account now.

### Forgot Password?

If you forgot your password, we can help you reset it.

Reset your password now.

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.)

# Step 1: Create an Account

## Account Information

Please provide the following information to create your account.

**Email Address:**

**Confirm Email:**

**Password:**

Your password must be between 6 and 30 characters and must contain at least one letter and one digit and cannot contain spaces nor any of the characters "&='" <>\[]-".

**Confirm Password:**

**Security Question:** ▼

**Security Answer:**

Your answer to your security question must be between 4 and 128 characters.

**Next**

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.

# Step 1: Create an Account

## Review New Account

Please review your personal information.

| | |
|---|---|
| Email Address: | anexaminee@gmail.com |
| First Name: | Any |
| Middle Initial: | O |
| Last Name: | Examinee |
| Mailing Address: | 55 Elm St |
| Address Line Two: | |
| City: | Anytown |
| State: | MA |
| Zip/Postal Code: | 01003 |
| Country: | United States |
| Daytime Phone: | (444)555-2222 |
| Evening Phone: | (444)656-1111 |

⚠️ **You must verify:**

Your name as it appears here matches the full legal name on your government-issued ID. If it does not match exactly, you will not be admitted to the test center.

An incorrect name could result in:

- an incomplete score report that does not reflect your scores for all of the tests you have taken
- incomplete information or no information being transmitted to your state, district, and/or your college/university

☐ I have reviewed the personal information above and it is correct.

**Previous**   **Submit**

Pearson

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.

# Step 2: Register



## Required Candidate Information

⚠️ The following information is required to register to test and to access test results.

**Massachusetts Education Personnel ID (MEPID):**

Enter your 8 digit MEPID number

A MEPID (Massachusetts Education Personnel ID) number is required to register for the MTEL. A MEPID is a unique identifier assigned to educators and to employees of a school district, charter school or collaborative in Massachusetts. There is no fee to obtain a MEPID.

A MEPID will be assigned to anyone who creates a profile in the Department's Educator Licensure and Renewal system (ELAR). If you have been employed in a Massachusetts school district, charter school or collaborative, you most likely have a MEPID number assigned to you already.

For more information on MEPIDs and ELAR, including assistance locating and verifying your MEPID number, please visit the MEPID information page.

**Social Security Number:**

Enter last 4 digits of social security number

**Confirm Social Security Number:**

Confirm last 4 digits of social security number

If you do not have a Social Security Number please call the Department of Elementary and Secondary Education at 781-338-6600. If you are a Canadian resident, you may not use your social insurance number to register. You must request an identification number from the Department of Elementary and Secondary Education.

**Date of Birth:**

Month ▼ | Day | Year

**Gender:**
○ Female    ○ Male    ⊙ Undeclared

**Next**

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.

# Step 2: Register

## MASSACHUSETTS
### TESTS FOR EDUCATOR LICENSURE®

**Home**   **Test Info**   **Prepare**   **Register**   **Scores**   **Policies**   **Ed Prep**   **Find I**

Home ⁄ Register

## Identity Confirmation

Because of laws protecting confidentiality and privacy, only you can register yourself for the test or make inquiries regarding your registration status.

☐ I am the person who will be taking the test.

**Next**

Pearson

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.

# Step 2: Register



Massachusetts
Tests for
Educator
Licensure®

## Test Selection

Select the test or subtest(s) you would like to take, then click the "Add" button. Your selection will appear below.

If you are registering for Communication and Literacy Skills, General Curriculum, or the Vocational Technical Literacy Skills Test, you may select one or both subtests. **Note: If you register for both subtests, they will be administered in one testing session. If you wish to take the two subtests in separate sessions, you will need to complete two registrations, one for each subtest.**

The Vocational Technical Literacy Skills Test does not fulfill licensing requirements for Academic (PreK-12) licenses. If you already have an Academic (PreK-12) license and are seeking a Vocational Technical license, you may not need to take the Vocational Technical Literacy Skills Test.

| Test | Options |
|---|---|
| Select the test or subtest(s) you would like to take. ▼ | |
| Earth Science (14) | Remove |

**Previous**  **Next**

Pearson

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.

# Step 2: Register

## Review Registration

| Test(s) | Earth Science (14) | Change |
|---|---|---|
| **Alternative Testing Arrangements** | No | Change |
| **Score Reporting Options** | Scores via Email:<br>• Yes | Change |
| **Background Questions** | Ethnicity:<br>• White (not of Hispanic origin)<br>First (Native) Language:<br>• English<br>License:<br>• Biology (5-8)<br>License Category:<br>• Academic (PreK-12)<br>Education and Institution Information: Highest Educational Level Attained to Date:<br>• Freshman (first year of college/university)<br>Education and Institution Information: College or University that Granted or Will Grant You a Bachelor's Degree:<br>• Emerson College<br>Undergraduate Primary Academic Major: First Major:<br>• American Studies<br>Undergraduate Primary Academic Major: Second Major:<br>• None Selected<br>Undergraduate Primary Academic Major: Third Major:<br>• None Selected<br>Educator Preparation:<br>• In-State<br>Educator Preparation (In-State): Your Massachusetts Educator Preparation Program Status:<br>• Applying to a Massachusetts educator preparation program<br>Educator Preparation (In-State): Your Educator Preparation Program:<br>• American International College | Change |

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

Massachusetts
Tests for
Educator
Licensure®

MTEL

## View Cart

| Description | Actions | Price |
|---|---|---|
| Registration | Remove | |
| Earth Science (14) | | $139.00 |
| | Total: | $139.00 |

**Check Out**

Pearson

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)

| Format | Computer-based test (CBT); 100 multiple-choice questions and 2 open-response assignments |
|---|---|
| Time | 4 hours<br>15 minutes additional time for CBT tutorial and nondisclosure agreement |
| Test Dates | By appointment year-round, Monday through Saturday (excluding some holidays)<br>Check appointment availability 🔗. |
| Test Centers | Located in Massachusetts and nationwide<br>Find the nearest test center 🔗. |
| Qualifying Score | 240 |
| Fee | $139<br>Review fee and payment information. |
| Score Reporting | Review CBT score report release dates. |
| Notes | Calculators are prohibited. |
| Testing Policies | When you register, you must agree to abide by all testing rules and policies. Review them now. |
| Prepare | View the preparation materials available for this test. |

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

**Pearson | VUE**

## Find Available Times: Select Exam

**Find an Exam:**

| | Go |

To view available exams, open the group the exam is assigned to by clicking on the group name. Only one group may be opened at a time.

▸ CTEL- California Teacher of English Learners

▸ ILTS -Illinois Licensure Testing System

▸ MTEL - Massachusetts Tests for Educator Licensure

▸ MTTC - Michigan Test for Teacher Certification

▸ NYSTCE - New York State Teachers Cerification Exam

**Pearson**
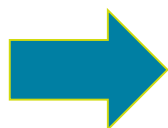
At the next screen, select "MTEL - Massachusetts Tests for Educator Licensure".

Confirm your test selection and click 'Next.'

| Exam Code | Exam Name |
|-----------|-----------|
| MA002 | MTEL Early Childhood |
| MA006 | MTEL History |
| MA007 | MTEL English |
| MA008 | MTEL Reading Specialist |

## Find Available Times: Exam Details

Find test centers near you.

**Exam:**
MA006: MTEL History
**View Testing Policies**

**Language:**
English

Previous     Next

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.

Next

| Test Center | Distance* Show km | Directions |
|---|---|---|
| **Holyoke Community College** KITTREDGE, 204 PARK LOT D - Bring Registration Enter Lot D via E, if necessary Holyoke, Massachusetts 01040 United States | 10.8 mi | **Get Directions** |
| **Pearson Professional Centers- Springfield MA** 1414 Main st. Suite 1110 One Monarch Place Springfield, Massachusetts 01103 United States | 17.2 mi | **Get Directions** |
| **Springfield Technical Community College** One Armory Square Building 2 RM 304 Springfield, Massachusetts 01105 United States | 17.6 mi | **Get Directions** |
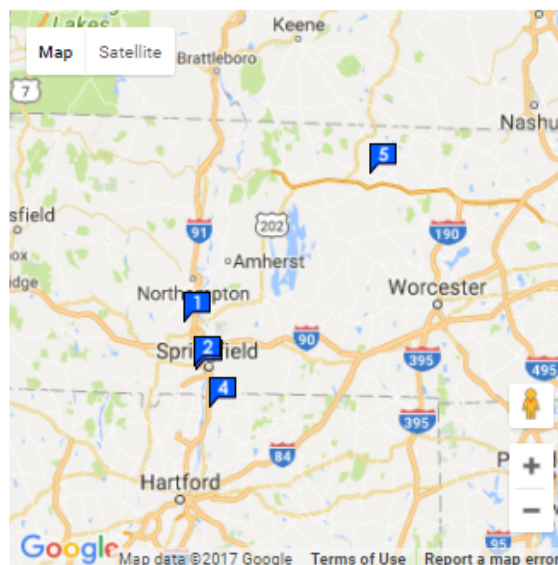
From the list that is provided, select the test center at which you would like to check seat availability. You may select up to three centers to compare seating availability.

6. Select a date.

# Find Available Times: Choose Appointment

Exam Selection:  MA006: MTEL History | Language: English  **Change Exam**

> Please note: You may view available appointment times now, but before scheduling your appointment you must first register to test at the program website.

## Test Center

**Holyoke Community College**
KITTREDGE, 204
PARK LOT D - Bring Registration
Enter Lot D via E, if necessary
Holyoke, Massachusetts 01040
United States

**Change Test Centers**

## Select Date  Why can't I find an available appointment?

| ◐ | September 2017 | | | | | | October 2017 | | | | | | ◑ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | |

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.
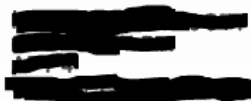
# How to Read Your MTEL Score Report

## Massachusetts Tests for Educator Licensure®

MEPID: ▉▉▉▉▉▉▉
Test Date: July 29, 2017
See page 2 for an explanation of how to read your score report.

▉▉▉▉▉▉▉ has met the qualifying score on the following test(s) as of August 16, 2017:
91 Vocational Technical Literacy Skills - Reading

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

### Test: 91 Vocational Technical Literacy Skills Test - 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 |
| Word Meaning | 1 to 10 | ✔ | | | |
| Main Idea and Detail | 1 to 10 | ✔ | | | |
| Writer's Purpose | 1 to 10 | ✔ | | | |
| Idea Relationships | 1 to 10 | ✔ | | | |
| Critical Reasoning | 1 to 10 | ✔ | | | |
| Graphs, Tables, and Charts | 11 to 20 | ✔ | | | |

Pearson

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.

# How to Read Your MTEL Score Report

## Test: 91 Vocational Technical Literacy Skills Test - Writing

**Status:** Did Not Meet the Qualifying Score  **Minimum Qualifying Score:** 240  **Your Score*:** 239

| 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 |
| Unity and Focus | 1 to 10 | | ✔ | | |
| Verbs and Nouns | 1 to 10 | | | ✔ | |
| Pronouns and Modifiers | 1 to 10 | ✔ | | | |
| Sentence Structure and Punctuation | 1 to 10 | | ✔ | | |
| Capitalization and Spelling | 1 to 10 | ✔ | | | |
| | | For Open-Response Items Your Responses Were: | | | |
| | | Thorough | Adequate | Limited | Weak |
| Composition Exercise | 1 | | ✔ | | |
| Summary Exercise | 1 | | | ✔ | |

Test status as of August ▮ 2017      Reading: Met the Qualifying Score July ▮ 2017

Writing: Not Yet Met the Qualifying Score

*Your Score: Scores for candidates who have met the qualifying score of 240 and above 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.

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.

# What if I Need to Retake a Test?

## Test: 91 Vocational Technical Literacy Skills Test - Writing

**Status: Did Not Meet the Qualifying Score  Minimum Qualifying Score: 240   Your Score*: 239**

| 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 |
| Unity and Focus | 1 to 10 | | ✔ | | |
| Verbs and Nouns | 1 to 10 | | | ✔ | |
| Pronouns and Modifiers | 1 to 10 | ✔ | | | |
| Sentence Structure and Punctuation | 1 to 10 | | ✔ | | |
| Capitalization and Spelling | 1 to 10 | ✔ | | | |
| | | For Open-Response Items Your Responses Were: | | | |
| | | Thorough | Adequate | Limited | Weak |
| Composition Exercise | 1 | | ✔ | | |
| Summary Exercise | 1 | | | ✔ | |

Test status as of August ██ 2017     Reading: Met the Qualifying Score July ██ 2017

Writing: Not Yet Met the Qualifying Score

*Your Score: Scores for candidates who have met the qualifying score of 240 and above 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.

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 to10 questions and indicates "Some of the items" answered correctly.

Now, let's break this down a bit more by looking at test design information.

# Test Design Information

## Preparation Materials

**Foundations of Reading (90)**

| Test Information Guide | |
|---|---|
| | **General Information** |
| | 1. Program and test information |
| | 2. Test-taking strategies |
| | **Field-Specific Information** |
| | 3. What's on the test? Overview and test objectives |
| | 4. Sample multiple-choice questions |
| | 5. Sample open-response assignment |

## Test Objectives

| Subareas | | Range of Objectives | Approximate Test Weighting |
|---|---|---|---|
| **Multiple-Choice** | | | |
| I | Foundations of Reading Development | 01–04 | 35% |
| II | Development of Reading Comprehension | 05–07 | 27% |
| III | Reading Assessment and Instruction | 08–09 | 18% |
| | | | 80% |
| **Open-Response\*** | | | |
| IV | Integration of Knowledge and Understanding | 10 | 20% |

\*The open-response items may relate to topics covered in any of the subareas.

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.

# Retaking the Test – Test Objectives

## Test Objectives

| Subareas | | Range of Objectives | Approximate Test Weighting |
|---|---|---|---|
| **Multiple-Choice** | | | |
| I | Foundations of Reading Development | 01–04 | 35% |
| II | Development of Reading Comprehension | 05–07 | 27% |
| III | Reading Assessment and Instruction | 08–09 | 18% |
| | | | **80%** |
| **Open-Response*** | | | |
| IV | Integration of Knowledge and Understanding | 10 | 20% |

*The open-response items may relate to topics covered in any of the subareas.

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.

# Description of Subarea Performance

## 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 |
| Integration of Knowledge and Understanding | 2 | | | ✔ | |

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.

# Massachusetts Tests for Educator Licensure®

## 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)

**Pearson**

Please chat any remaining questions to us along with your email address.

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.