



STATE BOARD FOR EDUCATOR CERTIFICATION/TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TE_xES/ExCET

TOPT

TE_xMaT

TASC/TASC-ASL

Summary Statistics for Total Scores 2008–09

The table below gives the Number of Examinees, Average Reported Score, Standard Deviation, Reliability, Standard Error of Measurement and Standard Error of Scoring for many of the Texas tests. A glossary providing information about these statistics is provided at the end of this document.

Test Code	Test Name	Number of Examinees	Average Reported Score	Standard Deviation	Reliability	Standard Error of Measurement	Standard Error of Scoring
047	Spanish 6-12	1626	83.68	10.48	0.92	3.36	n/a
048	French 6-12	146	79.45	12.31	0.93	3.45	n/a
049	German 6-12	56	81.23	11.76	0.92	3.89	n/a
050	Latin 6-12	34	73.56	20.34	n/a	n/a	n/a
064	Superintendent Part I and Part II	516	249.26	17.47	0.73	9.91	n/a
068	Principal	5687	249.4	16.85	0.82	7.83	n/a
072 ^a	Texas Assessment of Sign Communication (TASC)	86	3.53	0.96	n/a	n/a	n/a
073 ^a	Texas Assessment of Sign Communication (TASC-ASL)	89	2.34	1.07	n/a	n/a	n/a
080	TOPT: French	136	6.05	1.69	n/a	n/a	0.63
081	TOPT: Spanish	5638	6.53	1.07	n/a	n/a	0.55
085	Master Reading Teacher	149	256.16	19.82	0.8	n/a	3.78
086	Master Technology Teacher	57	249.77	17.01	0.71	9.8	n/a
087	Master Mathematics Teacher EC-4	22	251.59	23.16	n/a	n/a	n/a
088	Master Mathematics Teacher 4-8	20	249	21.97	n/a	n/a	n/a
089	Master Mathematics Teacher 8-12	22	243.59	25.87	n/a	n/a	n/a
090	Master Science Teacher EC-4	1	218	0	n/a	n/a	n/a
091	Master Science Teacher 4-8	21	232.05	15.61	n/a	n/a	n/a
092	Master Science Teacher 8-12	10	237.1	11.76	n/a	n/a	n/a

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TE_xMaT, Texas Oral Proficiency Test, TOPT, Texas Assessment of Sign Communication, TASC,

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Test Code	Test Name	Number of Examinees	Average Reported Score	Standard Deviation	Reliability	Standard Error of Measurement	Standard Error of Scoring
100 ^b	Pedagogy and Professional Responsibilities EC-4	9859	257.6	19.86	0.8	10.15	n/a
101 ^b	Generalist EC-4	19374	255.61	22.4	0.89	8.05	n/a
102 ^b	Bilingual Education Supplemental EC-4	3335	250.2	21.83	0.73	11.38	n/a
103	Bilingual Generalist EC-4	2195	244.57	24.2	0.91	7.17	n/a
104	English as a Second Language (ESL)/Generalist EC-4	855	261.96	20.33	0.92	6.11	n/a
110 ^b	Pedagogy and Professional Responsibilities 4-8	3534	265.29	17.85	0.81	8.76	n/a
111 ^b	Generalist 4-8	9850	260.6	17.42	0.91	5.91	n/a
112	Bilingual Education Supplemental 4-8	500	248.41	20.11	0.71	10.31	n/a
113	English Language Arts and Reading/Social Studies 4-8	550	256.81	18.91	0.88	7.03	n/a
114	Math/Science 4-8	392	249.98	22.35	0.88	7.61	n/a
115 ^b	Mathematics 4-8	3649	248.28	27.59	0.87	9.54	n/a
116 ^b	Science 4-8	2329	245.77	23.03	0.84	9.07	n/a
117 ^b	English Language Arts and Reading 4-8	2400	257.75	20.4	0.86	7.85	n/a
118 ^b	Social Studies 4-8	1641	252.82	24.67	0.89	8.53	n/a
119	Bilingual Generalist 4-8	350	233.33	25.58	0.92	6.66	n/a
120	English as a Second Language (ESL)/Generalist 4-8	335	246.19	21.47	0.93	6.06	n/a
130 ^b	Pedagogy and Professional Responsibilities 8-12	4506	260.08	20.3	0.84	9.46	n/a
131	English Language Arts and Reading 8-12	3321	255.62	18.87	0.82	n/a	2.35
132	Social Studies 8-12	3110	245.92	23.18	0.9	7.09	n/a
133 ^b	History 8-12	1566	240.68	25.44	0.87	8.74	n/a
135 ^b	Mathematics 8-12	3663	236.63	33.29	0.9	10	n/a
136 ^b	Science 8-12	2165	239.05	25.47	0.9	7.9	n/a
137	Physical Science 8-12	170	242.58	29.17	0.9	8.97	n/a
138 ^b	Life Science 8-12	1365	237.86	26.91	0.84	10.18	n/a
139	Technology Applications 8-12	186	245.84	19.29	0.86	7.97	n/a
140	Chemistry 8-12	230	260.33	21.37	0.91	6.98	n/a
141	Computer Science 8-12	88	252.02	26.35	0.91	7.78	n/a
142	Technology Applications EC-12	681	255.95	20.13	0.85	8.47	n/a
143	Math/Physics 8-12	130	252.38	30.55	0.93	8.11	n/a
150	School Librarian	552	255.13	17	0.77	9.43	n/a
151	Reading Specialist	281	270.72	13.88	0.72	6.46	n/a
152	School Counselor	1290	259.24	15.85	0.81	8.21	n/a
153	Educational Diagnostician	317	255.07	19.52	0.8	8.67	n/a

Test Code	Test Name	Number of Examinees	Average Reported Score	Standard Deviation	Reliability	Standard Error of Measurement	Standard Error of Scoring
154 ^b	English as a Second Language Supplemental (ESL)	12707	262.45	17.45	0.72	9.51	n/a
155	Speech 8-12	818	262.83	17.6	0.87	6.62	n/a
156	Journalism 8-12	256	255.16	16.1	0.83	7.7	n/a
157 ^b	Health EC-12	1210	263.86	14.89	0.74	8.17	n/a
158 ^b	Physical Education EC-12	3452	256.29	19.49	0.8	9.44	n/a
160 ^b	Pedagogy and Professional Responsibilities EC-12	15797	261.23	19.86	0.85	9.13	n/a
161 ^b	Special Education EC-12	8866	251.95	19.49	0.9	6.89	n/a
162	Gifted and Talented Supplemental	563	258.43	13.14	0.7	7.48	n/a
163	Special Education Supplemental	593	257.87	14.69	0.77	7.21	n/a
164	Bilingual Education Supplemental	126	236.44	21.99	0.75	10.95	n/a
170	Pedagogy and Professional Responsibilities for Trade and Industrial Education 8-12	231	255.92	18.74	0.88	7.99	n/a
171	Technology Education 6-12	258	268.21	16.73	0.9	5.44	n/a
172	Agricultural Science and Technology 6-12	272	263.08	15.32	0.81	6.48	n/a
173	Health Science Technology Education 8-12	140	278.69	11.2	0.79	5.1	n/a
174	Mathematics/Physical Science/Engineering 8-12	47	237	33.55	0.93	7.65	n/a
175	Marketing Education 8-12	105	246.46	16.53	0.8	7.99	n/a
176	Business Education 6-12	1331	247.5	15.88	0.84	6.98	n/a
177 ^b	Music EC-12	1225	250.33	18.47	0.85	7.46	n/a
178	Art EC-12	1293	265.21	14.79	0.8	6.79	n/a
179	Dance 8-12	236	247.5	17.96	0.77	8.38	n/a
180	Theatre EC-12	526	255.71	16.63	0.83	7.87	n/a
181	Deaf and Hard of Hearing	120	257.29	17.33	0.77	8.44	n/a
182	Visually Impaired	61	251.26	12.44	0.74	8.17	n/a
183	Braille	91	256.74	22.42	0.61	n/a	n/a
184	American Sign Language (ASL)	83	266.37	22.17	0.88	9.48	n/a
190	Bilingual Target Language Proficiency Test - Spanish	34	232.59	41.88	n/a	n/a	n/a
191	Generalist EC-6	806	249.4	19.65	0.87	6.94	n/a
194	Pedagogy and Professional Responsibilities EC-6	373	259.46	15.79	0.76	7.44	n/a

^a For test codes 072 and 073, the summary statistics are calculated by converting alphabetic scores reported to candidates to numeric scores (A = 5, B = 4, C = 3, D = 2, E = 1).

^b These tests are offered via both paper-and-pencil (PBT) and computer-administered testing (CAT). In some instances, the summary statistics are based on PBT data only.

Glossary of Terms

Number of Examinees — Represents the annual volume for the 2008-09 testing year. If an examinee took a test more than once within this period, that person is only counted once.

Average Reported Score — Mean reported score of test takers who tested during the 2008-09 testing year. If an examinee took a test more than once within this period, only the most recent score was used in this calculation.

Standard Deviation — Standard deviation of the reported score of test takers who tested during the 2008-09 testing year. If an examinee took a test more than once within this period, only the most recent score was used in this calculation.

Reliability — The tendency of individual scores to be consistent from one version of the test to another. For mixed-format tests (i.e., multiple-choice and constructed-response) with fewer than two constructed-response questions, reliability is calculated for only the multiple-choice portion of the test. For tests with insufficient data, reliability is not calculated.

Standard Error of Measurement — A statistic that is often used to describe the expected variation in a test score if an individual is retested many times with parallel forms of a test. An examinee's score on a single version of a test will differ somewhat from the score the examinee would get on a different version of the test. The more consistent the scores from one version of the test to another, the smaller the standard error of measurement. If a large number of examinees take a test for which the standard error of measurement is 3 points, about two-thirds of the examinees will receive scores within 3 points of the scores that they would get by averaging over many versions of the test. On some tests, the standard error of measurement could not be estimated because there was no version of the test that had been taken by a sufficient number of examinees. On other tests, the standard error of measurement could not be adequately estimated because the test consists of a very small number of questions or tasks, each measuring a different type of knowledge or skill. Finally, for tests containing both multiple-choice and constructed-response questions where the number of constructed-response questions is less than two, the standard error of measurement for the reported score could not be estimated.

Standard Error of Scoring — For tests with constructed-response components, where the scoring involves human judgment, this statistic describes the reliability of the process of scoring the examinees' responses. It is an estimate of the correlation between the scores resulting from two independent replications of the scoring process. It includes as measurement error only the independent replications of the scoring process. (Because it does not take into account the adjudication of discrepancies between the first and second ratings, the standard error is a slight underestimate of the correlation of two complete scorings). If a large number of examinees take a test for which the standard error of scoring is 1 point, about two-thirds of the examinees will receive scores within 1 point of the scores that they would get if their responses were scored by all possible scorers. On some constructed-response tests, the standard error of scoring could not be estimated because there was no version of the test that had been taken by a sufficient number of examinees. On some constructed-response tests, the standard error of scoring could not be estimated because the responses were not all scored independently by two different scorers. The standard error of scoring for a multiple-choice test, or a domain or competency score consisting of only multiple-choice questions, is not applicable because multiple-choice scoring is a purely mechanical process with no possibility of disagreement between scorers.