

**English Score Setting Panel  
Princeton, New Jersey  
February 20, 2007**

**Participants**

Brenda Silver, New Jersey Department of Education  
Ann Halligan, Freehold Township  
Kara Gerick, Ocean County Voc-Tech  
Robert Petrillo, Washington Township  
John Angeline, South Plainfield  
Amanda Cloutier, Clark  
Geneva Simpson-Resnick, Trenton  
Carla Lounsbury, Freehold Regional High School

Katherine Bassett, Client Relations Director, ETS  
Peter Yeager, Client Relations Director, ETS  
Florence Cucchi, Client Relations Director, ETS

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**Purpose of Meeting**

The purpose of the meeting was to set scores on the English Language, Literature, and Composition: Content Knowledge test following a standard setting study conducted in 2006. New Jersey and ETS conducted a series of standard setting studies over a one-year timeframe. Some of these studies were for replacement tests for tests that New Jersey has been using and which ETS is discontinuing. Some of the studies were repeat studies for New Jersey; in these instances, the original study was more than ten years old and, as New Jersey wanted to examine its passing scores, ETS suggested redoing the studies rather than conducting a score review.

To determine a passing score for each of these three tests, the panelists – all practicing teachers in the field of English – examined the following materials:

- Test at a Glance
- Test Information Sheet
- 3 year rolling national data for this test
- SSS results for job relevancy
- SSS results for recommended passing score
- New Jersey-specific performance data at New Jersey's current passing score of 162

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**Meeting Procedure**

Brenda Silver and Katherine Bassett welcomed the panelists and explained the purpose of the meeting. An explanation of background information on the test development process, and on the test adoption process was provided. Katherine and Brenda then explained how New Jersey came to be at the point of setting passing scores for this test. The

panelists understood that their job was to examine how the current passing score was serving the state and to make a recommendation to the state for raising, lowering, or maintaining the current passing score.

Panelists examined the documents provided by ETS and made recommendations for the test. The tests had already been validated through the SSS process; so determining appropriateness for use in New Jersey was not the charge of this panel. This panel's charge was to examine data from the SSS and to set an appropriate passing score on the test.

### Discussion

#### **Test 0041 English Language, Literature, and Composition: Content Knowledge**

The recommended study value for this test was 162, three points higher than the current score. At the current score point of 159, approximately 84% of New Jersey test takers passed in the 2005/06 testing cycle. At a score point of 162, the passing percentage would drop to 79% of that pool of test takers.

Test Title and Code	Study Value/%	+1 SEM /%	+2SEM/ %	-1 SEM/%	-2 SEM%
<b>English Language, Literature, and Composition: Content Knowledge 0041</b>	156 S=83%	160 S=78%	164 S=70%	153 S=87%	148 S=92%
Current Passing Score: 162 Current Passing Percentage: 71%					

There was a great deal of discussion about raising the score. None of the panelists believed that the score should be lowered. New Jersey does not seem to be in dire need of English teachers. The discussion focused on raising the score to a 163 or 164 or leaving it at 162. The panel was not unanimous in its recommendation. Two panelists voted to raise the score to either 163 or 164. The remainder of the panelists voted to leave the score at 162. Their rationale included:

- New Jersey's score of 162 is already in the upper third of passing scores across the country for this test;
- The current passing rate of 71% allows access to the field while still demanding rigor;
- There is no evidence that raising the passing score one or two points would significantly increase the quality of teacher candidate;
- The score of 162 is actually higher than the study value resulting from the new standard setting study and is actually almost as high as the state can go and still stay within two SEMs of that study value.

### **Recommendations**

The majority of the panel recommended leaving the score at its current score point of 162.

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### **Next Steps**

Brenda Silver will take all recommendations to her office where they will be passed on to Lucille Davy, Commissioner of Education. Ms. Davy will consider the recommendation of the panel and make her recommendation to the State Board of Education, taking the panelists' recommendation into account. The State Board will set the final passing score.

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# English Language, Literature, and Composition: Content Knowledge (0041)

<i>Test at a Glance</i>			
Test Name	English Language, Literature, and Composition: Content Knowledge		
Test Code	0041		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading and Understanding Text	66	55%
	II. Language and Linguistics	18	15%
	III. Composition and Rhetoric	36	30%

## About This Test

The English Language, Literature, and Composition: Content Knowledge test is designed to assess whether an examinee has the broad base of knowledge and competencies necessary to be licensed as a beginning teacher of English in a secondary school. The 120 multiple-choice questions are based on the material typically covered in a bachelor's degree program in English and English education.

The test covers literature and reading, the English language, and composition and rhetoric.

# English Language, Literature, and Composition: Content Knowledge (0041)

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. Reading and Understanding Text

- Paraphrasing, comparing, and interpreting (literally and inferentially) various types of texts, including fiction, poetry, essays, and other nonfiction
- Identifying and interpreting figurative language and other literary elements, e.g., metaphor, simile, voice, point of view, tone, style, setting, diction, mood, allusions, irony, clichés, analogy, hyperbole, personification, alliteration, and foreshadowing
- Identifying patterns, structures, and characteristics of literary forms and genres, e.g., elements of fiction and features of different poetic and prose forms and understanding how these patterns, structures, and characteristics may influence the meaning and effect of a work
- Identifying major works and authors of American, British, and World literature from various cultures, genres, and periods, including literature for young adults
- Situating and interpreting texts within their historical and cultural contexts
- Recognizing and identifying various instructional approaches to and elements of teaching reading and textual interpretation, e.g., cueing

systems, activating prior knowledge, constructing meaning through context, and metacognitive strategies

### II. Language and Linguistics

- Understanding the principles of language acquisition and development, including social, cultural, and historical influences and the role and nature of dialects
- Understanding elements of the history and development of the English language and American English, including linguistic change, etymology, and processes of word formation
- Understanding and applying the elements of traditional grammar, e.g., syntax, sentence types, sentence structure, parts of speech, modifiers, sentence combining, phrases and clauses, capitalization, and punctuation
- Understanding the elements of semantics, including ambiguity, euphemism, doublespeak, connotation, and jargon and how these elements affect meaning

### III. Composition and Rhetoric

- Understanding and applying elements of teaching writing, including
  1. Individual and collaborative approaches to teaching writing, e.g., stages of the writing process (prewriting, drafting, revising, editing, publishing, evaluating) and how those stages work recursively
  2. Tools and response strategies for assessing student writing, e.g., peer review, portfolios, holistic scoring, scoring rubrics, self-assessment, and conferencing
  3. Common research and documentation techniques, e.g., gathering and evaluating data, using electronic and print media, and MLA and APA citations
- Understanding and evaluating rhetorical features in writing, including
  1. Purposes for writing and speaking and the role of the audience within varying contexts
  2. Organization in a piece of writing and the creation and preservation of coherence
  3. Strategies for the organization, development, and presentation of print, electronic, and visual media
  4. Discourse aims, e.g., creative, expository, persuasive
  5. Methods of argument and types of appeals, e.g., argumentative strategies, analogy, extended metaphor, allusion
  6. Style, tone, voice, and point of view as part of rhetorical strategy
  7. Recognition of bias, distinguishing between fact and opinion, and identifying stereotypes, inferences, and assumptions

## Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

**Directions:** Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Questions 1–2 are based on the following poem.

When I was a child I knew red miners  
dressed raggedly and wearing carbide lamps.  
I saw them come down red hills to their camps  
dyed with red dust from old Ishkooda mines.

- (5) Night after night I met them on the roads,  
or on the streets in town I caught their glance;  
the swing of dinner buckets in their hands,  
and grumbling undermining all their words.

I also lived in low cotton country  
(10) where moonlight hovered over ripe haystacks,  
or stumps of trees, and croppers' rotting shacks,  
with famine, terror, flood, and plague near by,  
where sentiment and hatred still held sway  
and only bitter land was washed away.

— Margaret Walker

From *This is My Century: New and Collected Poems*, by Margaret Walker Alexander.  
Copyright © 1942, 1989 by The University of Georgia Press.

1. In the octave, the poet recalls

- (A) the discontent of the miners
- (B) the happiness of the miners
- (C) the efficiency and competence of the miners
- (D) a conversation between a child and miners

2. The last three lines suggest that “cotton country” (line 9) is a place where

- (A) only the land washes away; the hatred, terror, flood, and plague remain
- (B) all the bitter aspects of life such as hatred, terror, flood, and plague were washed away with the land
- (C) all the troubles and discontentment such as hatred, terror, flood, and plague are gone once the land is washed away
- (D) in a land where there are many problems, it will require a flood to rid society of the evils of famine, terror, and plague

3. Grammar may be taught in two main ways—by experience with discourse that entails the varieties of word forms and sentence construction, or by analyzing dummy sentences and diagramming parts. Plentiful discursive experience is what really teaches grammar, for it exercises judgment and provides language intake, whereas formal grammar study has been proved irrelevant. Politics more than pedagogy retards the changing of the curriculum to fit this truth.

The author of the passage above argues that

- (A) using language in a wide variety of situations improves grammar
- (B) good judgment can be improved by studying the rules of formal grammar
- (C) analyzing and diagramming provide exercise in logical thinking
- (D) formal study of grammar improves writing ability

## English Language, Literature, and Composition: Content Knowledge (0041)

4. The book announced an insane world of dehumanization through terror in which the individual was systematically obliterated by an all-powerful elite. Its key phrases—Big Brother, doublethink, Newspeak, the Ministry of Peace (devoted to war), the Ministry of Truth (devoted to lies), the Ministry of Love (devoted to torture)—burned their way at once into the modern consciousness.

The passage above discusses

- (A) E.M. Forster's *A Passage to India*
- (B) Thomas Pynchon's *V.*
- (C) George Orwell's *1984*
- (D) Flannery O'Connor's *The Violent Bear It Away*

Questions 5–6 refer to the following passages.

- (A) If the rude throng pour with furious pace,  
And hap to break thee from a friend's embrace,  
Stop short; nor struggle through the crowd  
in vain,  
But watch with careful eye the passing train.
- (B) There lived a wife at Usher's Well,  
And a wealthy wife was she;  
She had three stout and stalwart sons,  
And sent them o'er the sea.
- (C) She thanked men,—good! but thanked  
Somehow—I know not how—as if she  
ranked  
My gift of a nine-hundred-years-old name  
With anybody's gift. Who'd stoop to blame  
This sort of trifling?
- (D) Upon the maple leaves  
The dew shines red,  
But on the lotus blossom  
It has the pale transparence of tears.

5. Which is an example of the ballad stanza?
6. Which is from a dramatic monologue?

## English Language, Literature, and Composition: Content Knowledge (0041)

7. bawl...ball

mettle...metal

nun...none

The pairs above are examples of

- (A) antonyms
  - (B) synonyms
  - (C) homophones
  - (D) colloquialisms
8. Which of the following is the best description of traditional phonics instruction?
- (A) Students study lists of high-frequency words in order to increase reading speed and comprehension.
  - (B) Students are taught individual letter sounds first, followed by letter combination sounds and the rules of putting these combinations together to make words.
  - (C) Students are immersed in written language and encouraged to decode entire words using context clues.
  - (D) Students analyze patterns of organization and syntax as a way of learning to recognize common structures.

Questions 9–11 refer to the following sentences.

- I. Americans who do not speak French are at a disadvantage in Paris.
  - II. Americans, who do not speak French, are at a disadvantage in Paris.
9. Which of the following describes the meaning of sentence I ?
- (A) All Americans are at a disadvantage in Paris.
  - (B) Only those Americans who do not speak French are at a disadvantage in Paris.
  - (C) Some French-speaking Americans are at a disadvantage in Paris.
  - (D) Only French-speaking Americans are at a disadvantage in Paris.
10. Which of the following describes the meaning of sentence II ?
- (A) All Americans are at a disadvantage in Paris.
  - (B) Only those Americans who do not speak French are at a disadvantage in Paris.
  - (C) Some French-speaking Americans are at a disadvantage in Paris.
  - (D) Only French-speaking Americans are at a disadvantage in Paris.
11. The sentences can best serve as illustrations of which of the following?
- (A) The semantics of punctuation
  - (B) The differences between transformational and structural grammar
  - (C) The differences between value judgments and reports
  - (D) The importance of word order in determining meaning in English

## English Language, Literature, and Composition: Content Knowledge (0041)

12. In a holistic evaluation of student essays, evaluations are made on the basis of the
- (A) number and variety of errors made by each student
  - (B) average sentence length and the complexity demonstrated in each essay
  - (C) ability of each student to communicate in a variety of discourse modes
  - (D) overall quality of each student's essay in relation to the topic
13. Which of the following best describes the organization of paragraph I ?
- (A) Chronological order
  - (B) Spatial order
  - (C) Cause and effect
  - (D) Order of importance
14. Which of the following best describes the organization of paragraph II ?
- (A) Chronological order
  - (B) Spatial order
  - (C) Cause and effect
  - (D) Order of importance

Questions 13–15 refer to the following paragraphs.

- I. On a dark, secluded street stood three abandoned houses. The first had broken shutters and shattered windows. Next to it stood a dilapidated structure badly in need of paint. Adjacent, amid debris, stood a shack with graffiti scrawled across the door.
- II. Weeks before they decided on their destination, the seniors had already begun a massive fundraising project to help finance their class trip. When they were offered the choice between Rome and London, an overwhelming majority chose Rome. Then preparations began in earnest. In the months that followed, the students' enthusiasm escalated until the day the plane finally took off, carrying them toward an experience they would remember forever.
- III. Selecting a new car requires each buyer to weigh a number of factors. First to be considered is the car's appearance. Next, and even more critical, are the car's performance and safety ratings. Most significant to any prospective buyer, however, is the car's price.
15. Which of the following best describes the organization of paragraph III ?
- (A) Chronological order
  - (B) Spatial order
  - (C) Cause and effect
  - (D) Order of importance

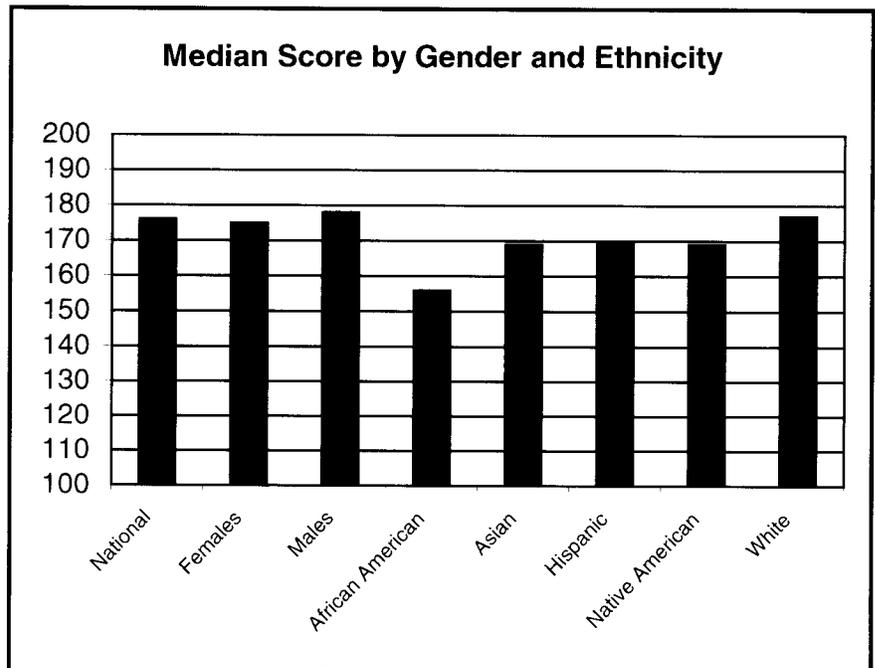
## Answers

1. The correct answer is A. In Margaret Walker's poem, the octave recalls the poet's awareness of the discontent of the miners; she caught the "grumbling undermining all their words."
2. The correct answer is A. This is no sentimental picture of a rural idyll. The poet knows that life is hard for those who must wrest a living from the earth. Miners and farmers share this bitter truth and learn to live with it. They live in a world where "famine . . . and plague" are ever near.
3. Choice A is the best expression of the author's argument. The author maintains that "plentiful discursive experience" is the most effective teacher of grammar. In this context, "discursive" experience means experience with discourse—that is, speech or texts that communicate ideas for some purpose and not merely as an exercise. The author argues that students learn the rules of grammar as part of the process of learning to understand the meaning of diverse texts.
4. The correct answer is C. The passage describes the themes and key phrases of Orwell's *1984*.
5. The correct answer is B. The ballad stanza is a quatrain of alternating tetrameter and trimeter lines rhyming abcb.
6. The correct answer is C. The lines are from Browning's dramatic monologue "My Last Duchess." One distinguishing characteristic of such a poem is that it consists of the words of a single character who reveals in his speech his own nature as well as the dramatic situation. Here, the Duke is displeased by his wife's failure to value his "gift of a nine-hundred-years-old name." He reads her graciousness in accepting gifts from others as a devaluing of his gift.
7. The correct answer is C. The words in each pair sound alike despite their differences in spelling and meaning. They are homophones.
8. The correct answer is B, which is a typical definition of traditional phonics instruction. Choice C is a very general description of whole-language instruction, and A and D represent potential strategies for increasing reading comprehension.
9. Choice B is the best answer. Because the adjective clause "who do not speak French" is not set off by commas in sentence I, it is restrictive and therefore essential to the meaning of the sentence. In this case, the subject of the sentence—"Americans who do not speak French"—would be simply "Americans" if the adjective clause were deleted. Since "Americans who do not speak French" is clearly a subset of all Americans, choice A cannot be correct. The statement includes nothing to support choice C and contradicts choice D.
10. Choice A is the best answer. In sentence II, the adjective clause "who do not speak French" is set off by commas, and it is therefore nonrestrictive. Grammatically, it provides additional information about the subject, "Americans," but its omission would not essentially change the meaning of the sentence. The sentence makes the statement that, as a total group, Americans do not speak French and are at a disadvantage in Paris, untrue though that statement may be. Choices B, C, and D either state or imply that some Americans speak French; therefore, these statements cannot be correct.
11. The sentences illustrate how drastically meaning can be changed by the presence or absence of commas. In this case, the meaning of the sentences changes dramatically depending on whether the adjective clauses are nonrestrictive (not essential to the meaning of the sentence) or restrictive (essential to the meaning of the sentence). Since these semantic differences are indicated by commas, the correct choice is A.
12. The correct answer is D. Holistic evaluation is based on the premise that the overall impact of an essay depends on the integration of different elements of writing, such as organization, development, sentence structure, word choice, and mechanics. Holistic evaluators assign a single score to a student essay based on the total effect to which these elements contribute. Holistic evaluation does not rely on a count of errors, as described by choice A, nor does it focus exclusively on one or two specific writing skills, as do the methods of evaluation suggested by choices B and C.
13. Choice B is the best answer. Paragraph I describes three houses standing in a row and relates them to one another according to where in that row each is situated. The words "next to" and "adjacent" are typical of the kinds of words used in descriptions of spatial relationships.
14. Choice A is the best answer. Paragraph II describes a series of events that take place over the course of several months. Words and phrases such as "Weeks before," "When," "Then," and "In the months that followed" relate events sequentially.
15. Choice D is the best answer. The organization of paragraph III reflects an order of increasing importance. The features of the car are arranged from the one that should least affect the prospective buyer's decision (appearance) to the one that should most influence the buyer's decision (price). Words such as "more" and "Most" help establish the comparative importance of each feature.

TEST CODE	0041	TEST NAME	English Language, Literature, and Composition: Content Knowledge
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Gender	Ethnicity						
Total	Females	Males	African American	Asian	Hispanic	Native American	White
15,794	11,761	3,540	1,554	267	246	64	11,537

Category	Score
National	176
Females	175
Males	178
African American	156
Asian	169
Hispanic	170
Native American	169
White	177



State	Score
Connecticut	172
Vermont	172
Virginia	172
Georgia	168
Utah	168
Ohio	167
Kansas	165
Hawaii	164
Maryland	164
New Hampshire	164
Delaware	163
Colorado	162
New Jersey	162
South Carolina	162
Kentucky	160
Louisiana	160
Maine	160
Pennsylvania	160
Wisconsin	160
Arkansas	159
Oregon	159
Alaska	158
Idaho	158
Missouri	158
Washington	158
Minnesota	157
Mississippi	157

**NOTES:**

State passing scores listed in the table do not include states that use multiple passing scores, multiple test composite scores or states that have no minimum passing score.

A state and score listed in *Italics* indicates a score used for Highly Qualified Status Only.

Tennessee	157
West Virginia	155
South Dakota	154
Indiana	153
Alabama	151
North Dakota	151
Nevada	150
District of Columbia	142

107/22/2006 SCALED SCORE EXTRACT FREQUENCY REPORT

-EXTRACT ADMIN 10/2003 - 07/2006  
 TEST CODE 0041  
 TEST NAME ENG LANG LIT COMP CONTENT KNOWLEDGE  
 EDUCATIONAL LEVEL 2  
 NUMBER OF SCORES 32625  
 MINIMUM OBS SCORE 100  
 MAXIMUM OBS SCORE 200  
 SUM OF SCORES 5730130  
 SUM OF SQUARE SCORES 1014308484  
 MEDIAN 177  
 25% 166  
 75% 187  
 MEAN 175.6 175.6362  
 STANDARD DEVIATION 15.6 15.5516

0 TOTAL GROUP

0	NUM IN	% IN	% BELOW
INTERVAL	INTERVAL	INTERVAL	INTERVAL
200	1201	3.681	96.319
199	400	1.226	95.093
198	472	1.447	93.646
197	333	1.021	92.625
196	445	1.364	91.261
195	621	1.903	89.358
194	634	1.943	87.415
193	606	1.857	85.557
192	576	1.766	83.792
191	567	1.738	82.054
190	789	2.418	79.635
189	770	2.360	77.275
188	576	1.766	75.510
187	936	2.869	72.641
186	953	2.921	69.720
185	378	1.159	68.561
184	735	2.253	66.308
183	940	2.881	63.427
182	975	2.989	60.438
181	671	2.057	58.382
180	373	1.143	57.238
179	975	2.989	54.250
178	967	2.964	51.286
177	1005	3.080	48.205
176	906	2.777	45.428
175	736	2.256	43.172
174	473	1.450	41.723
173	904	2.771	38.952
172	980	3.004	35.948
171	805	2.467	33.480
170	746	2.287	31.194
169	623	1.910	29.284
168	350	1.073	28.211
167	726	2.225	25.986
166	700	2.146	23.841
165	604	1.851	21.989
164	615	1.885	20.104
163	595	1.824	18.280
1 162	401	1.229	17.051
161	523	1.603	15.448
160	363	1.113	14.336
159	381	1.168	13.168

158	357	1.094	12.074
157	192	0.589	11.485
156	292	0.895	10.590
155	284	0.870	9.720
154	265	0.812	8.907
153	235	0.720	8.187
152	240	0.736	7.451
151	141	0.432	7.019
150	214	0.656	6.363
149	179	0.549	5.815
148	160	0.490	5.324
147	160	0.490	4.834
146	131	0.402	4.432
145	99	0.303	4.129
144	134	0.411	3.718
143	129	0.395	3.323
142	99	0.303	3.019
141	131	0.402	2.618
140	52	0.159	2.458
139	100	0.307	2.152
138	85	0.261	1.891
137	88	0.270	1.621
136	70	0.215	1.407
135	50	0.153	1.254
134	22	0.067	1.186
133	41	0.126	1.061
132	52	0.159	0.901
131	35	0.107	0.794
130	37	0.113	0.680
129	31	0.095	0.585
128	4	0.012	0.573
127	23	0.070	0.503
126	34	0.104	0.398
125	19	0.058	0.340
124	13	0.040	0.300
123	13	0.040	0.261
122	7	0.021	0.239
121	17	0.052	0.187
120	8	0.025	0.162
119	14	0.043	0.120
118	8	0.025	0.095
117	2	0.006	0.089
116	2	0.006	0.083
115	4	0.012	0.070
114	2	0.006	0.064
113	4	0.012	0.052
112	1	0.003	0.049
111	2	0.006	0.043
110	4	0.012	0.031
109	1	0.003	0.028
108	2	0.006	0.021
107	1	0.003	0.018
104	1	0.003	0.015
103	2	0.006	0.009
102	2	0.006	0.003
100	1	0.003	0.000

TABLE 4  
**JOB RELEVANCE: QUESTION LEVEL**

Panel Name	# of Panelists	Test Code Test Name and Form	Test Type	# of Scored Questions	# Judged Job Relevant	% Judged Job Relevant	Question-Level Rule Met	Test-Level Rule Met
English 7-12	8	0041 English Language, Literature, and Composition: Content Knowledge (K-4APX1)	MC	120	102	85%	Primary 60%	Primary 80%
Music K-12	16	0113 Music: Content Knowledge (K-3ZPX2)	MC	134	108	81%	Primary 60%	Primary 80%
Social Studies K-12	11	0081 Social Studies: Content Knowledge (3ZPX1)	MC	130	73	56%*	*	*
Spanish K-12	16	0191 Spanish: Content Knowledge (4BPX2)	MC	120	110	92%	Primary 60%	Primary 80%

*Note:*

\*The number of multiple-choice questions judged job relevant for the Social Studies: Content Knowledge test did not meet the NJDE's criterion for item-level and test-level rules; therefore, no study values are reported for this test.

TABLE 1

## PANELS, TESTS, AND STUDY VALUES

Panel Name	# of Panelists	Test Code Test Name and Form	Test Type	# of MC Points	Study Value Raw (Scaled)	% of Maximum	SEM	SV + 2 SEM Raw (Scaled)	SV + 1 SEM Raw (Scaled)	SV - 1 SEM Raw (Scaled)	SV - 2 SEM Raw (Scaled)
English 7-12	8	0041 English Language, Literature, and Composition: Content Knowledge (K-4APX1)	MC	120	72.32 (156)	60%	4.21	80.74 (164)	76.53 (160)	68.11 (153)	63.90 (148)
Music K-12	16	0113 Music: Content Knowledge (K-3ZPX2)	MC	134	84.78 (156)	63%	4.90	94.58 (166)	89.68 (161)	79.84 (151)	74.94 (146)
Social Studies K-12	11	0081 Social Studies: Content Knowledge (3ZPX1)	MC	130	NR	-	-	-	-	-	-
Spanish K-12	16	0191 Spanish: Content Knowledge (4BPX2)	MC	120	79.01 (162)	66%	4.29	87.59 (171)	83.30 (167)	74.72 (156)	70.43 (152)

**Notes:**

MC = Multiple Choice  
SV = Study Value

**Study Value (Scaled)**

The scaled score values correspond to the truncated raw score values. The reporting scales range from 100-200.

**SEM**

SEM is the Standard Error of Measurement. For the Study Value, SV + 1 SEM, SV + 2 SEM, SV - 1 SEM, and SV - 2 SEM, the values in parentheses are the scaled score equivalents of the truncated raw score values that appear directly above.

**Not Reported (NR)**

The percent of multiple-choice items judged job-relevant for the Social Studies: Content Knowledge test did not meet the NJDE criterion; therefore no study value is reported for this test.



## STATE/AGENCY SUMMARY REPORT

STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION      CODE NUMBER: 7666

TEST NAME: ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT  
KNOWLEDGE

TEST CODE: 0041

TESTING PERIOD: 09/01/2005      THROUGH      08/31/2006

If an examinee took this test more than once, only the most recent score is included in these distributions.  
Please refer to the enclosed leaflet for interpretive information about this report.



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 164
REPORT ID: 00441
RUN DATE: 09/12/2006

**Demographic Information for Examinees Who Designated Your State or Agency to Receive Scores**

SEX	POPULATION GROUP	EDUCATIONAL LEVEL	UNDERGRAD. MAJOR	GRAD. MAJOR				
Female	1,210	African American or Black	168	Freshman	1	Education	222	240
Male	358	Asian Total	29	Sophomore	6	Elementary and Pre-Elementary Education	79	74
No Information	38	Asian American/Asian	22	Junior	72	Humanities	872	207
		Southeast Asian	4	Senior	281	Mathematics and Natural Sciences	7	5
		Southeast Asian Pacific Islander	3	Earned bachelor's degree	370	Middle School Education	0	4
		Hispanic Total	69	Earned bachelor's degree plus additional credits	328	Non-Teaching Education	7	53
		Mexican, Mexican American, or Chicano	1	Earned master's degree	112	Social Sciences	156	41
		Puerto Rican	26	Earned master's degree plus additional credits	88	Special Education	43	54
		Other Hispanic, Latino, or Latin American	42	Earned doctoral degree	15	Vocational/Technical Majors	2	2
		Native American, American Indian, or Alaska Native	5	No Information	533	Undecided	2	213
		White	1,066			No Information	218	713
		Other	76					
		No Information	193					

RECEIVED RELEVANT TRAINING AT INSTITUTION		
In State	752	
Out of State	339	
No Information	515	



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 165
REPORT ID: 00450
RUN DATE: 09/12/2006

**Score Distribution for Examinees Who Designated Your State or Agency to Receive Scores**

Number of Examinees: 1,606  
 Highest Possible Score: 200  
 Highest Observed Score: 200  
 Lowest Observed Score: 108  
 Lowest Possible Score: 100  
 Median: 171  
 Average Performance Range: 158-182

TEST CODE	NUMBER OF EXAMINEES	AVERAGE SCORE
200	30	98.1
199	16	96.1
198	17	96.1
197	10	94.6
196	10	94.6
195	15	92.8
194	15	92.8
193	18	90.2
192	18	90.2
191	34	86.8
190	12	84.1
189	32	80.5
188	22	78.3
187	40	73.7
186	27	69.7
185	36	65.3
184	43	60.1
183		
182		
180		
178		
176		



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 166
REPORT ID: 00450
RUN DATE: 09/12/2006

**Score Distribution for Examinees Who Designated Your State or Agency to Receive Scores**

TEST CODE	Number of Examinees:	Highest Possible Score:	Highest Observed Score:	Lowest Observed Score:	Lowest Possible Score:	Median:	Average Performance Range:
175	53	200	200	108	100	171	158-182
173	42	200	200	108	100	171	158-182
171	35	200	200	108	100	171	158-182
169	39	200	200	108	100	171	158-182
167	44	200	200	108	100	171	158-182
165	29	200	200	108	100	171	158-182
163	30	200	200	108	100	171	158-182
161	21	200	200	108	100	171	158-182
159	23	200	200	108	100	171	158-182
157	14	200	200	108	100	171	158-182
155	25	200	200	108	100	171	158-182
153	34	200	200	108	100	171	158-182
151	15	200	200	108	100	171	158-182



**STATE/AGENCY SUMMARY REPORT**

FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 167
REPORT ID: 00450
RUN DATE: 09/12/2006

**Score Distribution for Examinees Who Designated Your State or Agency to Receive Scores**

TEST: 0041  
 Number of Examinees: 1,606  
 Highest Possible Score: 200  
 Highest Observed Score: 200  
 Lowest Observed Score: 108  
 Lowest Possible Score: 100  
 Median: 171  
 Average Performance Range: 158-182

150	20	12.6
148	15	10.5
146	12	9.2
144	17	7.6
142	9	6.2
140	4	5.5
138	8	3.9
136	8	3.1
134	4	2.7
132	5	2.1
130	5	1.7
128	3	1.4
126	2	1.0





# STATE/AGENCY SUMMARY REPORT FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 173
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE	REPORT ID: 00452
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

## Score Distributions for Specified Population Group of Examinees Who Designated Your State or Agency to Receive Scores

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b>								
Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182								
200	30	98.1	0	100.0	0	100.0	0	100.0
199	16	97.1	0	100.0	0	100.0	0	100.0
198	17	96.1	0	100.0	0	100.0	0	100.0
197	14	95.2	0	100.0	0	100.0	0	100.0
196	10	94.6	0	100.0	0	100.0	0	100.0
195	14	93.7	0	100.0	1	96.6	1	95.5
194	15	92.8	0	100.0	0	96.6	0	95.5
193	23	91.3	0	100.0	0	96.6	0	95.5
192	18	90.2	0	100.0	0	96.6	0	95.5
191	21	88.9	1	99.4	1	93.1	1	90.9
190	34	86.8	0	99.4	1	89.7	1	86.4
189	31	84.9	1	98.6	1	86.2	0	81.8
188	12	84.1	0	98.8	1	82.8	1	81.8
187	26	82.5	0	98.6	0	82.8	0	81.8
186	32	80.5	1	98.2	1	79.3	1	77.3
185	13	79.7	1	97.6	1	75.9	1	72.7
184	22	78.3	0	97.6	0	75.9	0	72.7
183	34	76.2	1	97.0	0	75.9	0	72.7
182	40	73.7	1	96.4	1	72.4	1	68.2
181	38	71.4	4	94.0	1	69.0	1	63.6
180	27	69.7	1	93.5	1	65.5	1	59.1
179	35	67.5	1	92.9	0	65.5	0	59.1
178	36	65.3	1	92.3	0	65.5	0	59.1
177	40	62.8	0	92.3	1	62.1	0	59.1
176	43	60.1	3	90.5	1	58.6	1	54.5
<b>African American or Black</b>								
Number of Examinees: 168 Highest Possible Score: 200 Highest Observed Score: 191 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 154 Average Performance Range: 142-167								
200	0	100.0	0	100.0	0	100.0	0	100.0
199	0	100.0	0	100.0	0	100.0	0	100.0
198	0	100.0	0	100.0	0	100.0	0	100.0
197	0	100.0	0	100.0	0	100.0	0	100.0
196	0	100.0	0	100.0	0	100.0	0	100.0
195	0	100.0	0	100.0	1	96.6	1	95.5
194	0	100.0	0	100.0	0	96.6	0	95.5
193	0	100.0	0	100.0	0	96.6	0	95.5
192	0	100.0	0	100.0	0	96.6	0	95.5
191	1	99.4	1	99.4	1	93.1	1	90.9
190	0	99.4	0	99.4	1	89.7	1	86.4
189	1	98.6	1	98.6	1	86.2	0	81.8
188	0	98.8	0	98.8	1	82.8	1	81.8
187	0	98.6	0	98.6	0	82.8	0	81.8
186	1	98.2	1	98.2	1	79.3	1	77.3
185	1	97.6	1	97.6	1	75.9	1	72.7
184	0	97.6	0	97.6	0	75.9	0	72.7
183	1	97.0	1	97.0	0	75.9	0	72.7
182	1	96.4	1	96.4	1	72.4	1	68.2
181	4	94.0	4	94.0	1	69.0	1	63.6
180	1	93.5	1	93.5	1	65.5	1	59.1
179	1	92.9	1	92.9	0	65.5	0	59.1
178	1	92.3	1	92.3	0	65.5	0	59.1
177	0	92.3	0	92.3	1	62.1	0	59.1
176	3	90.5	3	90.5	1	58.6	1	54.5
<b>Asian Total</b>								
Number of Examinees: 29 Highest Possible Score: 200 Highest Observed Score: 195 Lowest Observed Score: 124 Lowest Possible Score: 100 Median: 167 Average Performance Range: 151-182								
200	0	100.0	0	100.0	0	100.0	0	100.0
199	0	100.0	0	100.0	0	100.0	0	100.0
198	0	100.0	0	100.0	0	100.0	0	100.0
197	0	100.0	0	100.0	0	100.0	0	100.0
196	0	100.0	0	100.0	0	100.0	0	100.0
195	1	96.6	1	96.6	1	96.6	1	95.5
194	0	96.6	0	96.6	0	96.6	0	95.5
193	0	96.6	0	96.6	0	96.6	0	95.5
192	0	96.6	0	96.6	0	96.6	0	95.5
191	1	93.1	1	93.1	1	93.1	1	90.9
190	1	89.7	1	89.7	1	89.7	1	86.4
189	1	86.2	1	86.2	1	86.2	0	81.8
188	1	82.8	1	82.8	1	82.8	1	81.8
187	0	82.8	0	82.8	0	82.8	0	81.8
186	1	79.3	1	79.3	1	79.3	1	77.3
185	1	75.9	1	75.9	1	75.9	1	72.7
184	0	75.9	0	75.9	0	75.9	0	72.7
183	0	75.9	0	75.9	0	75.9	0	72.7
182	1	72.4	1	72.4	1	72.4	1	68.2
181	1	69.0	1	69.0	1	69.0	1	63.6
180	1	65.5	1	65.5	1	65.5	1	59.1
179	0	65.5	0	65.5	0	65.5	0	59.1
178	0	65.5	0	65.5	0	65.5	0	59.1
177	1	62.1	1	62.1	1	62.1	0	59.1
176	1	58.6	1	58.6	1	58.6	1	54.5
<b>Asian American/Asian</b>								
Number of Examinees: 22 Highest Possible Score: 200 Highest Observed Score: 195 Lowest Observed Score: 124 Lowest Possible Score: 100 Median: 168.5 Average Performance Range: 144-185								
200	0	100.0	0	100.0	0	100.0	0	100.0
199	0	100.0	0	100.0	0	100.0	0	100.0
198	0	100.0	0	100.0	0	100.0	0	100.0
197	0	100.0	0	100.0	0	100.0	0	100.0
196	0	100.0	0	100.0	0	100.0	0	100.0
195	1	95.5	1	95.5	1	95.5	1	95.5
194	0	95.5	0	95.5	0	95.5	0	95.5
193	0	95.5	0	95.5	0	95.5	0	95.5
192	0	95.5	0	95.5	0	95.5	0	95.5
191	1	90.9	1	90.9	1	90.9	1	90.9
190	1	86.4	1	86.4	1	86.4	1	86.4
189	0	86.4	0	86.4	0	86.4	0	86.4
188	1	81.8	1	81.8	1	81.8	1	81.8
187	0	81.8	0	81.8	0	81.8	0	81.8
186	1	77.3	1	77.3	1	77.3	1	77.3
185	1	72.7	1	72.7	1	72.7	1	72.7
184	0	72.7	0	72.7	0	72.7	0	72.7
183	0	72.7	0	72.7	0	72.7	0	72.7
182	1	68.2	1	68.2	1	68.2	1	68.2
181	1	63.6	1	63.6	1	63.6	1	63.6
180	1	59.1	1	59.1	1	59.1	1	59.1
179	0	59.1	0	59.1	0	59.1	0	59.1
178	0	59.1	0	59.1	0	59.1	0	59.1
177	0	59.1	0	59.1	0	59.1	0	59.1
176	1	54.5	1	54.5	1	54.5	1	54.5



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 174
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE	REPORT ID: 00452
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

**Score Distributions for Specified Population Group of Examinees  
 Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b> Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182								
175	53	56.8	6	86.9	0	58.6	0	54.5
174	10	56.2	2	85.7	1	55.2	0	54.5
173	42	53.5	2	84.5	0	55.2	0	54.5
172	41	51.0	5	81.5	0	55.2	0	54.5
171	35	48.8	3	79.8	0	55.2	0	54.5
170	40	46.3	2	78.6	1	51.7	1	50.0
169	39	43.9	1	78.0	0	51.7	0	50.0
168	13	43.1	2	76.8	0	51.7	0	50.0
167	44	40.3	4	74.4	3	41.4	1	45.5
166	50	37.2	6	70.8	0	41.4	0	45.5
165	29	35.4	3	69.0	0	41.4	0	45.5
164	46	32.6	2	67.9	1	37.9	1	40.9
163	30	30.7	1	67.3	0	37.9	0	40.9
162	26	29.1	7	63.1	0	37.9	0	40.9
161	21	27.8	3	61.3	0	37.9	0	40.9
160	14	26.9	1	60.7	0	37.9	0	40.9
159	23	25.5	3	58.9	0	37.9	0	40.9
158	29	23.7	5	56.0	0	37.9	0	40.9
157	14	22.8	0	56.0	1	34.5	1	36.4
156	29	21.0	3	54.2	0	34.5	0	36.4
155	25	19.4	3	52.4	1	31.0	1	31.8
154	23	18.0	5	49.4	1	27.6	1	27.3
153	34	15.9	5	46.4	0	27.6	0	27.3
152	18	14.8	2	45.2	0	27.6	0	27.3
151	15	13.8	3	43.5	1	24.1	0	27.3



**STATE/AGENCY SUMMARY REPORT**  
FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 175
REPORT ID: 00452
RUN DATE: 09/12/2006

**Score Distributions for Specified Population Group of Examinees  
Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<p><b>Total</b></p> <p>Number of Examinees: 1,606            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 108            Lowest Possible Score: 100            Median: 171            Average Performance Range: 158-182</p>								
<p><b>African American or Black</b></p> <p>Number of Examinees: 168            Highest Possible Score: 200            Highest Observed Score: 191            Lowest Observed Score: 108            Lowest Possible Score: 100            Median: 154            Average Performance Range: 142-167</p>								
<p><b>Asian Total</b></p> <p>Number of Examinees: 29            Highest Possible Score: 200            Highest Observed Score: 195            Lowest Observed Score: 124            Lowest Possible Score: 100            Median: 167            Average Performance Range: 151-182</p>								
<p><b>Asian American/Asian</b></p> <p>Number of Examinees: 22            Highest Possible Score: 200            Highest Observed Score: 195            Lowest Observed Score: 124            Lowest Possible Score: 100            Median: 168.5            Average Performance Range: 144-185</p>								
150	20	12.6	5	40.5	0	24.1	0	27.3
149	18	11.5	5	37.5	0	24.1	0	27.3
148	15	10.5	1	36.9	0	24.1	0	27.3
147	9	10.0	2	35.7	0	24.1	0	27.3
146	12	9.2	4	33.3	1	20.7	0	27.3
145	9	8.7	4	31.0	0	20.7	0	27.3
144	17	7.6	5	28.0	1	17.2	1	22.7
143	13	6.8	3	26.2	0	17.2	0	22.7
142	9	6.2	5	23.2	0	17.2	0	22.7
141	8	5.7	3	21.4	0	17.2	0	22.7
140	4	5.5	0	21.4	1	13.8	1	18.2
139	18	4.4	5	18.5	2	6.9	2	9.1
138	8	3.9	4	16.1	1	3.4	1	4.5
137	4	3.6	2	14.9	0	3.4	0	4.5
136	8	3.1	3	13.1	0	3.4	0	4.5
135	3	2.9	3	11.3	0	3.4	0	4.5
134	4	2.7	3	9.5	0	3.4	0	4.5
133	4	2.4	0	9.5	0	3.4	0	4.5
132	5	2.1	2	8.3	0	3.4	0	4.5
131	2	2.0	0	8.3	0	3.4	0	4.5
130	5	1.7	2	7.1	0	3.4	0	4.5
129	2	1.6	2	6.0	0	3.4	0	4.5
128	3	1.4	2	4.8	0	3.4	0	4.5
127	4	1.1	1	4.2	0	3.4	0	4.5
126	2	1.0	0	4.2	0	3.4	0	4.5

# STATE/AGENCY SUMMARY REPORT FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 176
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE	REPORT ID: 00452
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

## Score Distributions for Specified Population Group of Examinees Who Designated Your State or Agency to Receive Scores

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b>								
Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182								
125	1	0.9	0	4.2	0	3.4	0	4.5
124	2	0.8	0	4.2	1	0.0	1	0.0
123	1	0.7	0	4.2	0	0.0	0	0.0
121	3	0.6	1	3.6	0	0.0	0	0.0
120	2	0.4	1	3.0	0	0.0	0	0.0
119	2	0.3	1	2.4	0	0.0	0	0.0
115	2	0.2	2	1.2	0	0.0	0	0.0
114	1	0.1	0	1.2	0	0.0	0	0.0
108	2	0.0	2	0.0	0	0.0	0	0.0
<b>African American or Black</b>								
Number of Examinees: 168 Highest Possible Score: 200 Highest Observed Score: 191 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 154 Average Performance Range: 142-167								
<b>Asian Total</b>								
Number of Examinees: 29 Highest Possible Score: 200 Highest Observed Score: 195 Lowest Observed Score: 124 Lowest Possible Score: 100 Median: 167 Average Performance Range: 151-162								
<b>Asian American/Asian</b>								
Number of Examinees: 22 Highest Possible Score: 200 Highest Observed Score: 195 Lowest Observed Score: 124 Lowest Possible Score: 100 Median: 168.5 Average Performance Range: 144-185								

# STATE/AGENCY SUMMARY REPORT FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 177	REPORT ID: 00452
RUN DATE: 09/12/2006	

## Score Distributions for Specified Population Group of Examinees Who Designated Your State or Agency to Receive Scores

SCORE	Total		Hispanic Total		Puerto Rican		Other Hispanic, Latino, or Latin American	
	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
200	30	98.1	2	97.1	0	100.0	2	95.2
199	16	97.1	1	95.7	1	96.2	0	95.2
198	17	96.1	0	95.7	0	96.2	0	95.2
197	14	95.2	1	94.2	1	92.3	0	95.2
196	10	94.6	0	94.2	0	92.3	0	95.2
195	14	93.7	0	94.2	0	92.3	0	95.2
194	15	92.8	0	94.2	0	92.3	0	95.2
193	23	91.3	1	92.8	0	92.3	1	92.9
192	18	90.2	0	92.8	0	92.3	0	92.9
191	21	88.9	0	92.8	0	92.3	0	92.9
190	34	86.8	0	92.8	0	92.3	0	92.9
189	31	84.9	0	92.8	0	92.3	0	92.9
188	12	84.1	0	92.8	0	92.3	0	92.9
187	26	82.5	0	92.8	0	92.3	0	92.9
186	32	80.5	0	92.8	0	92.3	0	92.9
185	13	79.7	0	92.8	0	92.3	0	92.9
184	22	78.3	0	92.8	0	92.3	0	92.9
183	34	76.2	1	91.3	1	88.5	0	92.9
182	40	73.7	0	91.3	0	88.5	0	92.9
181	38	71.4	1	89.9	0	88.5	1	90.5
180	27	69.7	1	88.4	0	88.5	1	88.1
179	35	67.5	1	87.0	1	84.6	0	88.1
178	36	65.3	1	85.5	1	80.8	0	88.1
177	49	62.8	2	82.6	1	76.9	1	85.7
176	43	60.1	0	82.6	0	76.9	0	85.7



**STATE/AGENCY SUMMARY REPORT**

FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 178
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE	REPORT ID: 00452
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

**Score Distributions for Specified Population Group of Examinees  
Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b> Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182								
175	53	56.8	2	79.7	1	73.1	1	83.3
174	10	56.2	1	78.3	0	73.1	1	81.0
173	42	53.5	3	73.9	0	73.1	3	73.8
172	41	51.0	1	72.5	0	73.1	1	71.4
171	35	48.8	2	69.6	1	69.2	1	69.0
170	40	46.3	1	68.1	0	68.2	1	66.7
169	39	43.9	0	68.1	0	69.2	0	66.7
168	13	43.1	2	65.2	0	68.2	2	61.9
167	44	40.3	1	63.8	1	65.4	0	61.9
166	50	37.2	3	59.4	0	65.4	2	57.1
165	29	35.4	1	58.0	0	65.4	1	54.8
164	46	32.6	1	56.5	0	65.4	1	52.4
163	30	30.7	2	53.6	1	61.5	1	50.0
162	26	29.1	0	53.6	0	61.5	0	50.0
161	21	27.8	2	50.7	1	57.7	1	47.6
160	14	26.9	1	49.3	0	57.7	1	45.2
159	23	25.5	3	44.9	2	50.0	1	42.9
158	29	23.7	2	42.0	2	42.3	0	42.9
157	14	22.8	0	42.0	0	42.3	0	42.9
156	29	21.0	3	37.7	2	34.6	1	40.5
155	25	19.4	2	34.8	1	30.8	1	38.1
154	23	18.0	1	33.3	0	30.8	1	35.7
153	34	15.9	4	27.5	2	23.1	2	31.0
152	18	14.8	0	27.5	0	23.1	0	31.0
151	15	13.8	1	26.1	0	23.1	1	28.6
<b>Hispanic Total</b> Number of Examinees: 69 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 121 Lowest Possible Score: 100 Median: 160 Average Performance Range: 150-173								
<b>Puerto Rican</b> Number of Examinees: 26 Highest Possible Score: 200 Highest Observed Score: 199 Lowest Observed Score: 143 Lowest Possible Score: 100 Median: 158.5 Average Performance Range: 153-175								
<b>Other Hispanic, Latino, or Latin American</b> Number of Examinees: 42 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 121 Lowest Possible Score: 100 Median: 162 Average Performance Range: 150-173								



**STATE/AGENCY SUMMARY REPORT**  
FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 179
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE	REPORT ID: 00452
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

**Score Distributions for Specified Population Group of Examinees  
Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b> Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182								
<b>Hispanic Total</b> Number of Examinees: 69 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 121 Lowest Possible Score: 100 Median: 160 Average Performance Range: 150-173								
<b>Puerto Rican</b> Number of Examinees: 26 Highest Possible Score: 200 Highest Observed Score: 199 Lowest Observed Score: 143 Lowest Possible Score: 100 Median: 158.5 Average Performance Range: 153-175								
<b>Other Hispanic, Latino, or Latin American</b> Number of Examinees: 42 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 121 Lowest Possible Score: 100 Median: 162 Average Performance Range: 150-173								
150	20	12.6	2	23.2	0	23.1	2	23.8
149	18	11.8	0	23.2	0	23.1	0	23.8
148	15	10.5	3	18.8	0	23.1	3	16.7
147	9	10.0	0	18.8	0	23.1	0	16.7
146	12	9.2	1	17.4	1	19.2	0	16.7
145	9	8.7	2	14.5	2	11.5	0	16.7
144	17	7.6	3	10.1	2	5.8	1	14.3
143	13	6.8	1	6.7	1	0.0	0	14.3
142	9	6.2	0	8.7	0	0.0	0	14.3
141	8	5.7	1	7.2	0	0.0	1	11.9
140	4	5.5	0	7.2	0	0.0	0	11.9
139	18	4.4	2	4.3	0	0.0	2	7.1
138	8	3.9	0	4.3	0	0.0	0	7.1
137	4	3.6	0	4.3	0	0.0	0	7.1
136	8	3.1	0	4.3	0	0.0	0	7.1
135	3	2.9	0	4.3	0	0.0	0	7.1
134	4	2.7	0	4.3	0	0.0	0	7.1
133	4	2.4	0	4.3	0	0.0	0	7.1
132	5	2.1	0	4.3	0	0.0	0	7.1
131	2	2.0	0	4.3	0	0.0	0	7.1
130	5	1.7	0	4.3	0	0.0	0	7.1
129	2	1.6	0	4.3	0	0.0	0	7.1
128	3	1.4	1	2.9	0	0.0	1	4.8
127	4	1.1	0	2.9	0	0.0	0	4.8
126	2	1.0	0	2.9	0	0.0	0	4.8



**STATE/AGENCY SUMMARY REPORT**  
FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

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REPORT ID: 00452
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**Score Distributions for Specified Population Group of Examinees  
Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<p><b>Total</b></p> <p>Number of Examinees: 1,606            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 108            Lowest Possible Score: 100            Median: 171            Average Performance Range: 158-182</p>								
125	1	0.9	0	2.9	0	0.0	0	4.8
124	2	0.8	1	1.4	0	0.0	1	2.4
123	1	0.7	0	1.4	0	0.0	0	2.4
121	3	0.6	1	0.0	0	0.0	1	0.0
120	2	0.4	0	0.0	0	0.0	0	0.0
119	2	0.3	0	0.0	0	0.0	0	0.0
115	2	0.2	0	0.0	0	0.0	0	0.0
114	1	0.1	0	0.0	0	0.0	0	0.0
108	2	0.0	0	0.0	0	0.0	0	0.0
<p><b>Hispanic Total</b></p> <p>Number of Examinees: 69            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 121            Lowest Possible Score: 100            Median: 160            Average Performance Range: 150-173</p>								
<p><b>Puerto Rican</b></p> <p>Number of Examinees: 26            Highest Possible Score: 200            Highest Observed Score: 199            Lowest Observed Score: 143            Lowest Possible Score: 100            Median: 158.5            Average Performance Range: 153-175</p>								
<p><b>Other Hispanic, Latino, or Latin American</b></p> <p>Number of Examinees: 42            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 121            Lowest Possible Score: 100            Median: 162            Average Performance Range: 150-173</p>								



**STATE/AGENCY SUMMARY REPORT**

FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

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**Score Distributions for Specified Population Group of Examinees  
Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<p><b>Total</b></p> <p>Number of Examinees: 1,606            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 108            Lowest Possible Score: 100            Median: 171            Average Performance Range: 158-182</p>						
200	30	98.1	0	100.0	22	97.9
199	16	97.1	0	100.0	10	97.0
198	17	96.1	0	100.0	15	95.6
197	14	95.2	0	100.0	8	94.8
196	10	94.6	0	100.0	9	94.0
195	14	93.7	0	100.0	12	92.9
194	15	92.8	0	100.0	12	91.7
193	25	91.3	0	100.0	15	90.3
192	18	90.2	0	100.0	15	88.9
191	21	88.9	0	100.0	16	87.4
190	34	86.8	0	100.0	25	85.1
189	31	84.9	0	100.0	25	82.9
188	12	84.1	0	100.0	10	82.0
187	26	82.5	0	100.0	18	80.3
186	32	80.5	0	100.0	22	78.2
185	13	79.7	0	100.0	10	77.3
184	22	78.3	0	100.0	18	75.6
183	34	76.2	0	100.0	30	72.8
182	40	73.7	1	80.0	31	69.9
181	38	71.4	0	80.0	25	67.7
180	27	69.7	1	60.0	17	66.1
179	35	67.5	0	60.0	28	63.5
178	36	65.3	0	60.0	31	60.6
177	40	62.8	0	60.0	32	57.6
176	43	60.1	0	60.0	30	54.8
<p><b>Native American, American Indian, or Alaskan Native</b></p> <p>Number of Examinees: 5            Highest Possible Score: 200            Highest Observed Score: 182            Lowest Observed Score: 136            Lowest Possible Score: 100            Median: 155            Average Performance Range: 139-180</p>						
<p><b>White</b></p> <p>Number of Examinees: 1,066            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 114            Lowest Possible Score: 100            Median: 175            Average Performance Range: 163-183</p>						

**STATE/AGENCY SUMMARY REPORT**

FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

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**Score Distributions for Specified Population Group of Examinees  
Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b> Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182						
175	53	56.8	0	60.0	36	51.4
174	10	58.2	0	60.0	6	50.8
173	42	53.5	0	60.0	26	48.4
172	41	51.0	0	60.0	27	45.9
171	35	48.8	0	60.0	21	43.9
170	40	46.3	0	60.0	27	41.4
169	39	43.9	0	60.0	33	38.3
168	13	43.1	0	60.0	8	37.5
167	44	40.3	0	60.0	30	34.7
166	50	37.2	0	60.0	32	31.7
165	29	35.4	0	60.0	19	29.9
164	46	32.6	0	60.0	37	26.5
163	30	30.7	0	60.0	25	24.1
162	26	29.1	0	60.0	17	22.5
161	21	27.8	0	60.0	13	21.3
160	14	26.9	0	60.0	10	20.4
159	23	25.5	0	60.0	16	18.9
158	29	23.7	0	60.0	16	17.9
157	14	22.8	0	60.0	9	16.5
156	29	21.0	0	60.0	20	14.6
155	25	19.4	0	60.0	15	13.2
154	23	18.0	0	60.0	15	11.8
153	34	15.9	1	40.0	21	9.8
152	16	14.8	0	40.0	12	8.7
151	15	13.8	0	40.0	6	8.2
<b>Native American, American Indian, or Alaskan Native</b> Number of Examinees: 5 Highest Possible Score: 200 Highest Observed Score: 182 Lowest Observed Score: 136 Lowest Possible Score: 100 Median: 153 Average Performance Range: 139-180						
<b>White</b> Number of Examinees: 1,066 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 114 Lowest Possible Score: 100 Median: 173 Average Performance Range: 163-185						



# STATE/AGENCY SUMMARY REPORT FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0041	TEST NAME: ENG LANG LIT COMP CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 183	REPORT ID: 00452
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## Score Distributions for Specified Population Group of Examinees Who Designated Your State or Agency to Receive Scores

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b>						
Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182						
150	20	12.6	0	40.0	11	7.1
149	18	11.8	0	40.0	11	6.1
148	15	10.5	0	40.0	5	5.6
147	9	10.0	0	40.0	6	5.1
146	12	9.2	0	40.0	4	4.7
145	9	8.7	0	40.0	2	4.5
144	17	7.6	0	40.0	6	3.9
143	15	6.8	0	48.0	6	3.9
142	9	6.2	0	40.0	2	3.2
141	8	5.7	0	40.0	1	3.1
140	4	5.5	0	40.0	3	2.8
139	18	4.4	1	20.0	7	2.2
138	8	3.9	0	20.0	2	2.0
137	4	3.6	0	20.0	1	1.9
136	8	3.1	1	0.0	3	1.6
135	3	2.9	0	0.0	0	1.6
134	4	2.7	0	0.0	1	1.5
133	4	2.4	0	0.0	3	1.2
132	5	2.1	0	0.0	3	0.9
131	2	2.0	0	0.0	2	0.8
130	5	1.7	0	0.0	1	0.7
129	2	1.6	0	0.0	0	0.7
128	3	1.4	0	0.0	0	0.7
127	4	1.1	0	0.0	2	0.5
126	2	1.0	0	0.0	1	0.4
<b>Native American, American Indian, or Alaskan Native</b>						
Number of Examinees: 5 Highest Possible Score: 200 Highest Observed Score: 182 Lowest Observed Score: 136 Lowest Possible Score: 100 Median: 153 Average Performance Range: 139-180						
<b>White</b>						
Number of Examinees: 1,066 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 114 Lowest Possible Score: 100 Median: 173 Average Performance Range: 163-183						



**STATE/AGENCY SUMMARY REPORT**  
**FOR**

<b>CODE NUMBER:</b> 7666	<b>STATE/AGENCY NAME:</b> NEW JERSEY DEPT OF EDUCATION
<b>TEST CODE:</b> 0041	<b>TEST NAME:</b> ENG LANG LIT COMP CONTENT KNOWLEDGE
<b>TESTING PERIOD:</b> 09/01/2005 THROUGH 08/31/2006	

<b>PAGE:</b> 184
<b>REPORT ID:</b> 00452
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**Score Distributions for Specified Population Group of Examinees**  
**Who Designated Your State or Agency to Receive Scores**

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
<b>Total</b> Number of Examinees: 1,606 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 108 Lowest Possible Score: 100 Median: 171 Average Performance Range: 158-182						
<b>Native American, American Indian, or Alaskan Native</b> Number of Examinees: 5 Highest Possible Score: 200 Highest Observed Score: 182 Lowest Observed Score: 136 Lowest Possible Score: 100 Median: 153 Average Performance Range: 139-180						
<b>White</b> Number of Examinees: 1,066 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 114 Lowest Possible Score: 100 Median: 173 Average Performance Range: 163-183						
125	1	0.9	0	0.0	0	0.4
124	2	0.8	0	0.0	0	0.4
123	1	0.7	0	0.0	1	0.3
121	3	0.6	0	0.0	1	0.2
120	2	0.4	0	0.0	1	0.1
119	2	0.3	0	0.0	0	0.1
115	2	0.2	0	0.0	0	0.1
114	1	0.1	0	0.0	1	0.0
108	2	0.0	0	0.0	0	0.0

