

**Marketing Education Score Setting Panel**  
**Princeton, New Jersey**  
**February 21, 2007**

**Participants**

Brenda Silver, New Jersey Department of Education

Kathleen Prochoren, Woodbridge  
Lorraine Young, Ocean County Voc-Tech School  
LeAnn Voss, Ocean County Voc-Tech School  
Karen Venezia, Old Bridge  
Kimberly Muir, Lakehurst

Katherine Bassett, Client Relations Director, ETS  
Peter V. Yeager, Client Relations Director, ETS  
Cory Murphy, Client Relations Director, ETS

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**Purpose of Meeting**

The purpose of the meeting was to set the score on the Praxis II: Marketing Education test following a standard setting study conducted in the spring of 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 this test, the panelists – all practicing teachers in the field of Marketing – 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 630.

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**Meeting Procedure**

Katherine Bassett welcomed the panelists (who were joined with other New Jersey teachers conducting the Social Studies score setting) 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 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 then split up into their appropriate groups. Peter Yeager, Client Relations Director, let the Marketing panel. The panel 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 each test.

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### Discussion

#### **Test 0560: Marketing Education**

The recommended study value for this test was 570, sixty points lower than the current score. At the current score point of 630, approximately 78% of New Jersey test takers passed in the 2005/06 testing cycle. At a score point of 570, the passing percentage would rise to 86% of that pool of test takers.

There was a great deal of discussion about lowering the passing score so drastically from 630 to 570. One factor in the discussion was that there is not a large pool of candidates that take this test (36 in the 05/06 cycle), nor is there a great demand for additional teachers. Panelists also examined the effect of lowering the score on the various populations groups. While lowering the score would provide greater opportunities, not enough candidates are in those groups and the effect would be limited.

Given the lack of need for additional teachers, and the desire by the panelists to keep standards high, much of the discussion focused on keeping the score where it currently is or lowering slightly. After seeing that lowering the score would have only excluded a very small number of people anyway, the group reached consensus that the passing score should be left at 630.

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### Recommendations

The entire panel agreed to recommend leaving the score at its current score point of 630.

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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.

A chart detailing the standard setting study study-value information is provided below, with N representing national passing percentages based on three years worth of performance data and S representing one year of state performance data:

Test Title and Code	Study Value/%	+1 SEM /%	+2SEM/ %	-1 SEM/%	-2SEM%
<b>Marketing Education 0560</b> Current Passing Score: 630 Current Passing Percentage: 78%	570 N=95% S=86%	600 N=90% S=85%	640 N=82% S=72%	540 N=96% S=90%	500 N=98% S=98%

# Marketing Education (0560)

<i>Test at a Glance</i>			
Test Name	Marketing Education		
Test Code	0560		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Marketing Education, Curriculum and Instruction, and Career Planning	24	20%
	II. General Marketing	22	18%
	III. Merchandising	14	12%
	IV. Marketing Mathematics	12	10%
	V. Communications and Human Relations	20	16%
	VI. Advertising and Sales Promotion	14	12%
	VII. Personal Selling	14	12%

## About This Test

The **Marketing Education** test is designed for prospective teachers of marketing in junior and senior high schools. The 120 multiple-choice questions assess knowledge of relevant facts, the application of principles, the analysis of complex situations, and the ability to synthesize information. The examination is typically taken by examinees who have completed a bachelor's degree program in education with appropriate coursework in marketing education or a similar program.

The seven content areas include marketing education, curriculum and instruction, and career planning; general marketing; merchandising; marketing mathematics; communications and human relations; advertising and sales promotion; and personal selling.

# Marketing Education (0560)

## Topics Covered

### I. Marketing Education,

#### Curriculum and Instruction, and Career Planning

- History and development of vocational education as well as marketing education (ME)
- Secondary cooperative education programs, including their characteristics and legal issues, and training agreements, training plans, and worksite visitations
- Functions of the student organization DECA and its role in ME programs
- Principles of career planning and careers in marketing
- Curriculum development, student evaluation, and instructional methods
- Program evaluation requirements
- Job search, applications, interviews, and applicant follow-up
- On-the-job responsibilities of employees and employers

### II. General Marketing

- Functions of marketing: marketing information management, including risk management and technology; financing; pricing; promotion; product/service management, including research; distribution, including storing, buying, and transporting; and selling
- Characteristics of varied economic systems: capitalism/free enterprise; communism; and socialism
- Marketing channels

- Economic principles and concepts: profitability; gross domestic product (GDP); productivity; supply and demand; and economic utility
- Marketing research: market segmentation; methodology, including test marketing; and product/service planning
- Business, ownership, and entrepreneurship, including business credit
- Business organizational structures
- Global/international marketing
- Industrial marketing

### III. Merchandising

- Receiving, checking, and marking merchandise
- Inventory control methods
- Buying merchandise for resale
- Merchandise purchase terms
- Product life cycle
- Pricing
- Customer services

### IV. Marketing Mathematics

- Selling costs
- Markups, markdowns, trade discounts, cash discounts, and seasonal discounts
- Graphs, charts, and tables
- Stock-to-sales ratios
- Employee compensation

### V. Communications and Human Relations

- Communication theory: transmitting, receiving, and interpreting messages

- Oral presentations: large- and small-group presentations, telephone techniques, speech characteristics, language, usage, gestures, eye contact
- Written communication, including business and social
- Interpersonal communication, including listening skills and human relations
- Ethics
- Professional Development

### VI. Advertising and Sales Promotion

- Advertising media
- Principles and goals of advertising, including laws
- Principles of merchandise display
- Types of displays
- Sales promotion plans
- Public relations

### VII. Personal Selling

- Personality characteristics of the salesperson
- Steps in the sales process: approach, determining needs, resolving objections, presenting merchandise, suggestion selling, closing
- Product knowledge: sources, background, uses
- Sales transactions: cash and credit sales, cash register/computer usage
- Types of customers
- Buying motives
- Psychological steps in a sale: attention, interest, desire, action

### 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.

- Which of the following types of tests is designed primarily to help predict how successful a person is likely to be in learning new skills?
  - Achievement
  - Aptitude
  - Interest
  - Personality
- When there are high levels of business failures and unemployment, the business cycle is said to be in which of the following phases?
  - Expansion
  - Peak
  - Recovery
  - Trough
- A marketing researcher is conducting a survey in a large selling area by contacting a small group of people that is representative of all people in that area. The small, representative group is known as the
  - population
  - sample
  - stratification
  - universe
- Which of the following terms refers specifically to marketing goods directly to the consumer in the home?
  - Comparison shopping
  - Consignment
  - Direct selling
  - Merchandising
- The process of keeping a running account of merchandise on hand is referred to as
  - perpetual inventory
  - economic order quantity
  - book inventory
  - physical inventory
- Which of the following refers to a listing of the variety of merchandise lines carried and the depth and breadth in which these products are stocked?
  - Basic stock list
  - Buying plan
  - Merchandise mix
  - Price-line list
- What is the initial markup at retail in terms of selling price of a cookware set that costs \$25 and is priced to sell at \$40 retail?
  - 15%
  - 37.5%
  - 60%
  - 62.5%
- On August 4 a store purchased five sofas invoiced at \$7,000, terms 2/10, n/30. The invoice was paid August 13. The store paid
  - \$7,140
  - \$7,000
  - \$6,860
  - \$6,300
- The scanning devices used to read bar codes on product tags at checkout counters are examples of which of the following?
  - OCR
  - CPU
  - VDT
  - DOS

## Marketing Education (0560)

10. Which of the following types of software applications is primarily used to perform calculations on numbers in columns and rows?
- (A) Database
  - (B) Spreadsheet
  - (C) Project management
  - (D) Word processing
11. Which of the following types of advertising is being used when a retail store agrees to share advertising costs for a consumer product with the national distributor of the product?
- (A) Trade advertising
  - (B) Industrial advertising
  - (C) National advertising
  - (D) Cooperative advertising
12. Which of the following terms refers to the paid mention of a company, a product, or a service by a form of media?
- (A) Advertising
  - (B) Public relations
  - (C) Third-party endorsement
  - (D) Puffing
13. Salespersons who view a situation as a customer sees it are exhibiting
- (A) cooperation
  - (B) empathy
  - (C) responsibility
  - (D) tolerance
14. The process of making large numbers of unsolicited sales calls to potential customers whom the salesperson does not know is referred to as
- (A) multilevel marketing
  - (B) cold canvassing
  - (C) the center-of-influence method
  - (D) the sales-associate method

## Marketing Education (0560)

### Answers

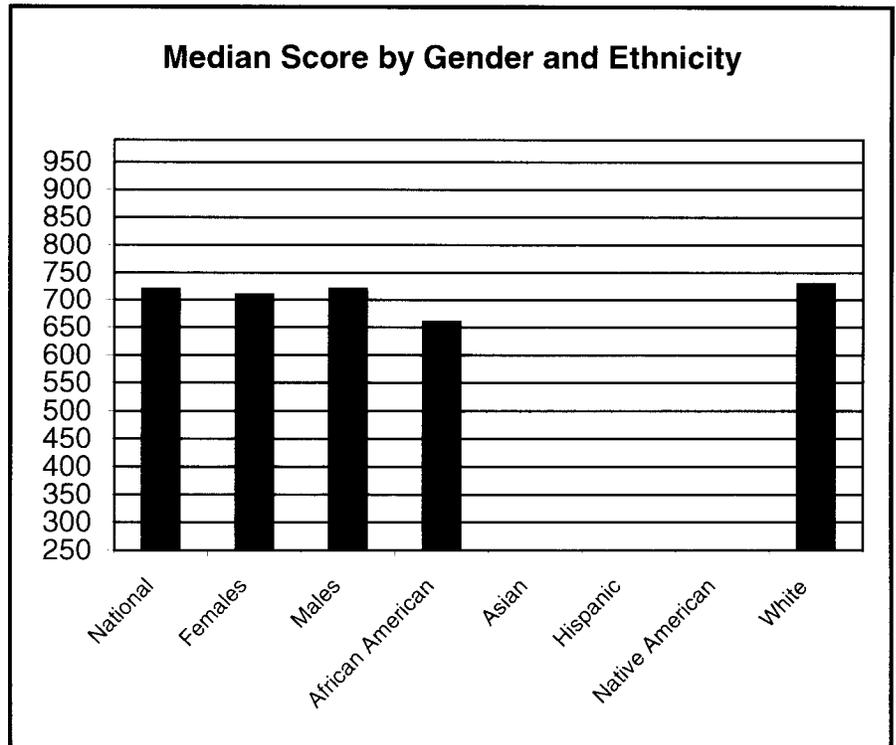
1. The best answer is B. Aptitude tests measure a combination of abilities indicative of an individual's ability to learn specific jobs.
2. The correct answer is D. There is little production during the trough phase of the business cycle, which forces industries to downsize.
3. The correct answer is B. A sample is the portion of a population that is selected for a survey.
4. The correct answer is C. Direct selling markets goods to consumers in their homes. Products commonly sold by this method include cosmetics, decorating accessories, and encyclopedias.
5. The correct answer is A. Perpetual inventory is the book inventory computed continually.
6. The correct answer is C. Merchandise mix does guide the merchandise staff on what goods to order and the variety within the specific lines to order.
7. The correct answer is B. The markup is \$15, which is the difference between \$40 and \$25. The markup as a percentage of the selling price is given by  $\$15 \div \$40 = 0.375 = 37.5\%$ .
8. The correct answer is C.  $\$7,000 \times .02 = \$140$ .  
 $\$7,000 - 140 = \$6,860$
9. The correct answer is A. Optical character recognition (OCR) uses a scanner to read bar codes.
10. The correct answer is B. Spreadsheet software prepares financial statements, inventory reports, employee time sheets, and price lists.
11. Trade, industrial, and national advertising refer to areas of concentration or focus in advertising. Cooperative advertising describes the sharing of advertising costs between the seller and producer in an arrangement thought to be mutually beneficial. Thus, D is the correct answer.
12. The correct answer is A. Advertising includes all forms of paid promotion for a product, service, or person.
13. The best answer is B. Empathy is defined as the capacity to experience another person's feelings.
14. The correct answer is B. Cold canvassing is used with telephone sales or door-to-door where the prospective customer is not known.



<b>TEST CODE</b>	<b>0560</b>	<b>TEST NAME</b>	<b>Marketing Education</b>
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<b>TEST CODE</b>	<b>NUMBER</b>	<b>NUMBER</b>	<b>ETHNICITY</b>				
Total	Females	Males	African American	Asian	Hispanic	Native American	White
412	271	134	53	4	0	1	319

<b>TEST CODE</b>	<b>720</b>
National	720
Females	710
Males	720
African American	660
Asian	
Hispanic	
Native American	
White	730



<b>TEST CODE</b>	<b>720</b>
<b>STATE</b>	<b>SCORE</b>
North Carolina	690
Missouri	660
Oregon	660
South Carolina	640
Tennessee	640
Washington	640
Idaho	630
New Jersey	630
West Virginia	600
Wisconsin	600
Georgia	590
Mississippi	590
Arkansas	570
Virginia	570
Pennsylvania	550
Ohio	440

**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.

107/22/2006 SCALED SCORE EXTRACT FREQUENCY REPORT  
 -EXTRACT ADMIN 10/2003 - 07/2006  
 TEST CODE 0560  
 TEST NAME MARKETING EDUCATION  
 EDUCATIONAL LEVEL 2  
 NUMBER OF SCORES 941  
 MINIMUM OBS SCORE 320  
 MAXIMUM OBS SCORE 900  
 SUM OF SCORES 669420  
 SUM OF SQUARE SCORES 483021000  
 MEDIAN 720  
 25% 660  
 75% 770  
 MEAN 711.4 711.3921  
 STANDARD DEVIATION 85.0 85.0134

0 TOTAL GROUP

0	NUM IN	% IN	% BELOW
INTERVAL	INTERVAL	INTERVAL	INTERVAL
900	1	0.106	99.894
880	1	0.106	99.787
860	1	0.106	99.681
850	13	1.382	98.300
840	15	1.594	96.706
830	17	1.807	94.899
820	32	3.401	91.498
810	28	2.976	88.523
800	32	3.401	85.122
790	59	6.270	78.852
780	34	3.613	75.239
770	36	3.826	71.413
760	44	4.676	66.738
750	54	5.739	60.999
740	48	5.101	55.898
730	36	3.826	52.072
720	69	7.333	44.740
710	25	2.657	42.083
700	40	4.251	37.832
690	62	6.589	31.243
680	28	2.976	28.268
670	18	1.913	26.355
660	45	4.782	21.573
650	11	1.169	20.404
640	27	2.869	17.535
630	18	1.913	15.622
620	25	2.657	12.965
610	16	1.700	11.265
600	14	1.488	9.777
590	25	2.657	7.120
580	13	1.382	5.739
570	7	0.744	4.995
560	7	0.744	4.251
550	5	0.531	3.719
540	1	0.106	3.613
530	2	0.213	3.401
520	2	0.213	3.188
510	8	0.850	2.338
1 500	2	0.213	2.125
490	2	0.213	1.913
480	4	0.425	1.488
470	3	0.319	1.169

460	2	0.213	0.956
450	2	0.213	0.744
440	1	0.106	0.638
430	1	0.106	0.531
410	1	0.106	0.425
380	1	0.106	0.319
350	1	0.106	0.213
340	1	0.106	0.106
320	1	0.106	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	Job Question- Level Rule Met	Test-Level Rule Met
Early Childhood PreK-Grade 3	9	0022 Early Childhood: Content Knowledge (4CPX1)	MC	120	111	93%	Primary 60%	Primary 80%
Family & Consumer Science K-12	16	0120 Family and Consumer Sciences (4ANT1)	MC	115	109	95%	60%	80%
French K-12	12	0173 French: Content Knowledge (3ZPX1)	MC	118	116	98%	60%	80%
Marketing Education K-12	10	0560 Marketing Education (K-3XNT1)	MC	119	94	79%	Primary 60%	Borderline 78%

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		SV - 1 SEM		SV - 2 SEM	
								Raw (Scaled)	(Scaled)	Raw (Scaled)	(Scaled)	Raw (Scaled)	(Scaled)
Early Childhood PreK-Grade 3	9	0022 Early Childhood: Content Knowledge (4CPX1)	MC	120	92.44 (174)	77%	4.63*	101.70 (185)	97.07 (180)	87.81 (168)	83.19 (163)		
Family & Consumer Science K-12	16	0120 Family and Consumer Sciences (4ANT1)	MC	115	72.74 (580)	63%	4.27	81.28 (620)	77.01 (600)	68.47 (560)	64.20 (540)		
French K-12	12	0173 French: Content Knowledge (3ZPX1)	MC	118	80.46 (162)	68%	4.08	88.62 (171)	84.54 (166)	76.38 (158)	72.30 (154)		
Marketing Education K-12	10	0560 Marketing Education (K-3XNNT1)	MC	119	74.56 (570)	63%	4.39	83.34 (640)	78.95 (600)	70.17 (540)	65.78 (500)		

*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 250-990, except for French: Content Knowledge, for which the reporting scale ranges from 100-200. The reporting scale for Early Childhood: Content Knowledge will be available after the first administration.

SEM

SEM is the Standard Error of Measurement. For the Study Value, SV +1 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.

\*A conditional Standard Error of Measurement was applied to the Early Childhood: Content Knowledge test.



**STATE/AGENCY SUMMARY REPORT**

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

TEST NAME: MARKETING EDUCATION

TEST CODE: 0560

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: 0560	TEST NAME: MARKETING EDUCATION
TESTING PERIOD: 09/01/2005	THROUGH 08/31/2006

PAGE: 1296
REPORT ID: 00450
RUN DATE: 09/12/2006

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

SCORE	NUMBER OF EXAMINEES	PERCENTAGE	PERCENTILE
840	1	97.2	
830			
820	1	91.7	
810			
790	2	83.3	
780			
760	1	77.8	
750			
740	1	72.2	
730			
710	1	61.1	
700			
690	2	47.2	
680			
670	1	41.7	
660			
650	1	33.3	
640			
630	2	22.2	
620			
610	1	16.7	
600			
550	1	11.1	
500			
520	2	2.8	

Number of Examinees: 36  
 Highest Possible Score: 990  
 Highest Observed Score: 840  
 Lowest Observed Score: 470  
 Lowest Possible Score: 250  
 Median: 690  
 Average Performance Range: 630-740



**STATE/AGENCY SUMMARY REPORT**  
FOR

STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION  
 TEST NAME: MARKETING EDUCATION  
 TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006

CODE NUMBER: 7666  
 TEST CODE: 0560  
 STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION  
 TEST NAME: MARKETING EDUCATION  
 TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006



PAGE: 1300

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		African American or Black		White	
	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
840	1	97.2	0	100.0	0	100.0
830	1	94.4	0	100.0	1	95.2
820	1	91.7	0	100.0	1	90.5
800	1	88.9	0	100.0	1	85.7
790	2	83.3	0	100.0	2	76.2
780	1	80.6	1	85.7	0	76.2
760	1	77.8	0	85.7	1	71.4
750	1	75.0	1	71.4	0	71.4
740	1	72.2	0	71.4	1	66.7
720	3	63.9	1	57.1	2	57.1
710	1	61.1	0	57.1	1	52.4
700	3	52.6	0	57.1	3	39.1
690	2	47.2	0	57.1	1	33.3
680	1	44.4	0	57.1	0	33.3
670	1	41.7	1	42.9	0	33.3
660	2	36.1	0	42.9	1	26.6
650	1	33.3	0	42.9	1	23.8
640	2	27.6	1	28.6	1	19.0
630	2	22.2	0	28.6	2	9.5
620	1	19.4	0	28.6	0	9.5
610	1	16.7	0	28.6	1	4.8
570	1	13.9	0	28.6	1	0.0
550	1	11.1	0	28.6	0	0.0
530	1	8.3	1	14.3	0	0.0
520	2	2.8	1	0.0	0	0.0

