Music Score Setting Panel
Princeton, New Jersey
February 23, 2007

Participants

Jennifer Day, Teacher of Music, Monroe Township
Ralph DeCesare, Teacher of Music, Toms River School District
Juan Leonardo, Band Leader Director, Patterson Public School
Winona Lieux, Teacher of Music, Morris School District
Nancy Robinson, Teacher of Music, Linwood Public School

Maria Santucci, Administrative Analyst, New Jersey Department of Education
Brenda Silver, Test Coordinator, New Jersey Department of Education

Jack Burke, Consultant, ETS
Jack Tooker, Consultant, ETS

Purpose of Meeting

The purpose of this meeting was to set scores for the Music: Content Knowledge Test. New Jersey had previously conducted standard setting studies (SSS) for this test. This test is currently used for the licensing of music teachers in New Jersey and the passing score is 153.

Panelists used the following documents in considering a passing score:

- Test at a Glance
- Test Information Sheet
- 3 year rolling national data for this test
- State Summary Report
- SSS results for job relevancy
- SSS results for recommended passing score

Meeting Procedure

Jack Burke welcomed the panelists for both the Music and Art panels and explained the purpose of the meeting and provided background information on the test development process and on the test adoption process explaining how New Jersey came to be at the point of setting passing scores for these tests. The panels were then divided by their subject area. Jack Burke facilitated the Music Panel and Jack Tooker facilitated the Art Panel. The individual panels examined the documentation provided by ETS.

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

Discussion

Test 0113 Music Content Knowledge

There was agreement on a passing score of 155. This score is only slightly below the study value of 156 and is within SEM guidelines. A passing score of 155 raises the current score of 153 and would result in 74% of test takers passing based on the recent state summary data. It places New Jersey more in line with passing scores of surrounding states and is still within the average performance range of most ethnic groups.

Recommendations

Test 0113 Music Content Knowledge

Panelists decided unanimously to adopt a passing score of 155 and to look at data collected over the next year to reevaluate the score after collecting another year of state specific data.

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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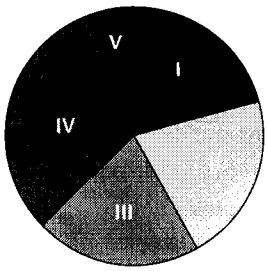
Music: Content Knowledge (0113)

Test at a Glance

Test Name	**Music: Content Knowledge**
Test Code	0113
Time	**2 hours, divided into a 45-minute listening section and a 75-minute non-listening section**
Number of Questions	135
Pacing and Special Tips	**The first 40 questions on the test are paced by a compact disc, on which the musical excerpts for Questions 1–40 are recorded. The recording is approximately 45 minutes long. You must complete Questions 1–40 while the recording is playing. You will then have approximately 75 minutes to answer the remaining 95 questions.**
Format	**Multiple-choice questions; 40 of the 135 questions are based on recorded musical excerpts**



	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I.	Music History and Literature	28*	21%
II.	Music Theory	28*	21%
III.	Performance	28*	21%
IV.	Music Learning, K–12	43	31%
V.	Professional Practices	8	6%

* About half of these questions are based on recorded excerpts.

About This Test

The Music: Content Knowledge test is intended primarily for persons who plan to become teachers of music in kindergarten through grade 12. It is designed to measure understanding of the basic content of undergraduate music and music education courses.

The material covered in this test is broad in scope to account for variations in preparation, and an attempt is made to emphasize the core of knowledge that is common to the training of all music education students. Major emphasis is placed on the comprehension and application of concepts, principles, and practices. The importance of listening skills in the study and teaching of music is reflected by the inclusion of 40 questions based on recorded musical excerpts. A compact disc, on which the musical excerpts are recorded, accompanies the test.

The 135 multiple-choice questions are divided into two sections. The first section takes approximately 45 minutes; it consists of 40 multiple-choice questions, each of which is based on a recorded excerpt. Each question is spoken on the CD and written in the test book; the answer choices appear only in the test book. The questions in this section focus on various

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Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on 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: In this section of the test, you will be asked questions about recorded musical excerpts that will be played for you. You will hear each question spoken on the CD. Each question, followed by four answer choices, is also printed in the test book. In each case, listen to the excerpt, choose the best answer, and then fill in the corresponding space on your answer sheet. Base your answer only on the particular excerpt you will hear, unless the question specifically asks about the larger work from which the excerpt has been taken. Each excerpt will be played only once, unless otherwise indicated.

(Heard on CD: excerpt from Ravel's "Laideronnette, Impératrice des Pagodes" from *Ma mère l'Oye*)

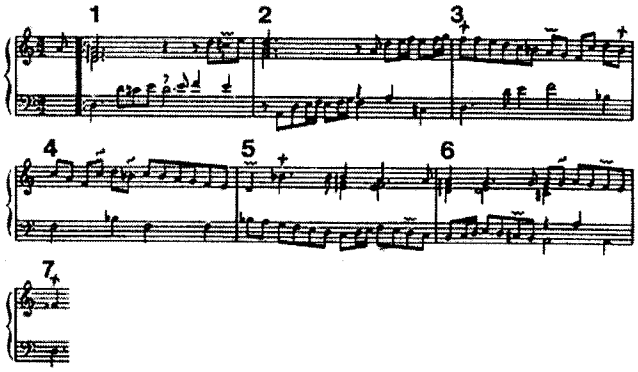
1. What is the predominant scale or mode?

   (A) Major
   (B) Minor
   (C) Pentatonic
   (D) Chromatic

(Heard on CD: excerpt from the gamelan music "Bubaran Hudan Mas")

2. What are the instrumentation and country of origin?

   (A) Sitar and tabla; India
   (B) Gamelan; Indonesia
   (C) Panpipes; Peru
   (D) Koto ensemble; Japan



(Heard on CD: excerpt from Elisabeth-Claude Jacquet de la Guerre's "Courante" from *Pièces de Clavecin: Suite in D minor*)

3. In which measure is the rhythm played incorrectly?

   (A) Measure 2
   (B) Measure 3
   (C) Measure 5
   (D) Measure 6

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Answers

1. In the excerpt heard on the CD, the main melody is based on the pentatonic scale C♯, D♯, F♯, G♯, A♯. The correct answer, therefore, is C.

2. The excerpt heard on the CD features music by a characteristic Indonesian gamelan ensemble composed primarily of hanging gongs, gong-chimes, and drums. The correct answer is B.

3. The excerpt heard on the CD contains one error in rhythm: in measure 5, the eighth-sixteenth-sixteenth figure in the bass is performed as sixteenth-sixteenth-eighth. The correct answer is C.

4. The motet developed in the thirteenth century; opera, in the seventeenth century; the string quartet, in the eighteenth century; the symphonic poem, in the nineteenth century. The correct answer is B.

5. The bracketed chord consists of pitches B - D♯ - A (the fifth of the chord, F♯, is missing). This chord is the dominant seventh in the key of E major, and E is V in the key of A major. Thus, the bracketed chord can best be labeled V^7/V. The best answer is D.

6. Unsupported tone is a frequent cause of faulty intonation by high school singers. Inadequate rehearsal time and singing in a foreign language can contribute to a variety of performance problems but in themselves are not primary causes of faulty intonation. The lack of an instrumental accompaniment is, at first glance, an attractive choice because adding an instrumental accompaniment or doubling the parts of an a cappella piece on the piano, for example, can often help maintain correct intonation. However, the lack of an accompaniment is not in itself a cause of faulty intonation. The best answer is B.

7. Meter, the grouping of beats into repeated sets of two, three, or more beats, depends on the differentiation between weak and strong beats; thus, students must understand this differentiation before they learn about meter. Syncopation, a momentary contradiction of the prevailing meter, can only be understood after a student has grasped the concept of meter. Subdivision of the beat and tempo markings are not directly related to meter and thus are not essential to understand before learning about meter. The correct answer is A.

8. In the cognitive domain, evaluation represents a high-level critical thinking skill. When students compare two different recordings of the same work, they must use the skill of evaluation. Labeling parts of a chord, notating rhythmic patterns, and transposing a trumpet part demand knowledge and application of knowledge, but not evaluation. The correct answer is C.

9. The singing of folk songs accompanied by improvised ostinatos on barred instruments is an important component in the curricular approach developed by Carl Orff. None of the other approaches listed—of Kodály, Dalcroze, or Gordon—include improvisation on barred instruments as a vital part of the music learning experience. The correct answer is A.

10. According to the *Music Industry Conference Guide for Music Educators*, all of the choices constitute permissible educational uses of copyrighted material under current copyright law except making an arrangement of a copyrighted work for a school ensemble to perform. The correct answer is C.

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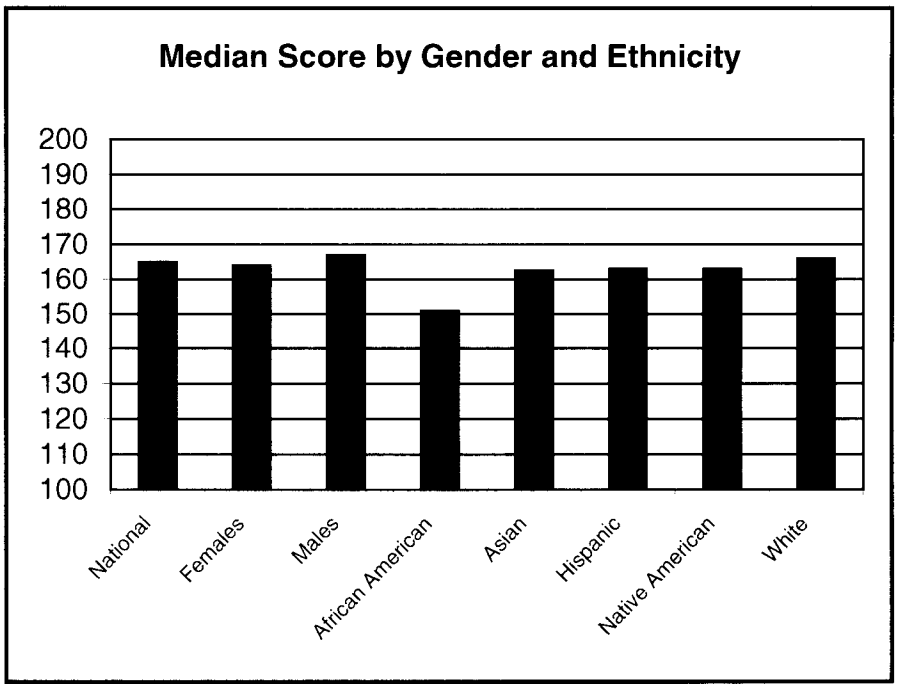
Date Created: December 27, 2006

[redacted]

TEST CODE	0113	TEST NAME	Music: Content Knowledge

COUNTS	GENDER		ETHNICITY				
Total	Females	Males	African American	Asian	Hispanic	Native American	White
4,649	2,733	1,760	397	82	58	17	3,610

MEDIAN SCORE	
National	165
Females	164
Males	167
African American	151
Asian	162.5
Hispanic	163
Native American	163
White	166



Scores in Effect as of 1/1/07	
STATE	PASSING SCORE
Oregon	162
Virginia	160
Pennsylvania	158
Delaware	155
West Virginia	155
Georgia	154
Kentucky	154
Ohio	154
Connecticut	153
New Jersey	153
Vermont	153
Kansas	152
Louisiana	151
Maine	151
Missouri	151
South Carolina	151
Arkansas	150
Tennessee	150
Washington	150
Wisconsin	150
Minnesota	149
Nevada	149
North Dakota	149
Alaska	148
Idaho	148

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.

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Alabama	146
Indiana	140
Hawaii	139
Mississippi	139
South Dakota	138

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107/22/2006 SCALED SCORE EXTRACT FREQUENCY REPORT

-EXTRACT ADMIN	10/2003 - 07/2006
TEST CODE	0113
TEST NAME	MUSIC CONTENT KNOWLEDGE
EDUCATIONAL LEVEL	2
NUMBER OF SCORES	10522
MINIMUM OBS SCORE	100
MAXIMUM OBS SCORE	200
SUM OF SCORES	1740008
SUM OF SQUARE SCORES	289523248
MEDIAN	165
25%	157
75%	174
MEAN	165.4 165.3686
STANDARD DEVIATION	13.0 13.0088

0 TOTAL GROUP

0

INTERVAL	NUM IN INTERVAL	% IN INTERVAL	% BELOW INTERVAL
200	2	0.019	99.981
199	2	0.019	99.962
198	3	0.029	99.933
197	8	0.076	99.857
196	18	0.171	99.686
195	16	0.152	99.534
194	19	0.181	99.354
193	37	0.352	99.002
192	40	0.380	98.622
191	45	0.428	98.194
190	36	0.342	97.852
189	62	0.589	97.263
188	81	0.770	96.493
187	89	0.846	95.647
186	133	1.264	94.383
185	138	1.312	93.072
184	158	1.502	91.570
183	147	1.397	90.173
182	81	0.770	89.403
181	174	1.654	87.749
180	194	1.844	85.906
179	198	1.882	84.024
178	221	2.100	81.924
177	213	2.024	79.899
176	219	2.081	77.818
175	270	2.566	75.252
174	258	2.452	72.800
173	305	2.899	69.901
172	274	2.604	67.297
171	271	2.576	64.722
170	280	2.661	62.060
169	299	2.842	59.219
168	277	2.633	56.586
167	319	3.032	53.554
166	308	2.927	50.627
165	318	3.022	47.605
164	485	4.609	42.996
163	306	2.908	40.087
1 162	312	2.965	37.122
161	325	3.089	34.033
160	347	3.298	30.736
159	301	2.861	27.875

158	248	2.357	25.518
157	256	2.433	23.085
156	243	2.309	20.776
155	245	2.328	18.447
154	237	2.252	16.195
153	192	1.825	14.370
152	172	1.635	12.735
151	175	1.663	11.072
150	120	1.140	9.932
149	103	0.979	8.953
148	85	0.808	8.145
147	66	0.627	7.518
146	68	0.646	6.871
145	78	0.741	6.130
144	63	0.599	5.531
143	65	0.618	4.914
142	66	0.627	4.286
141	51	0.485	3.802
140	57	0.542	3.260
139	37	0.352	2.908
138	34	0.323	2.585
137	24	0.228	2.357
136	33	0.314	2.043
135	27	0.257	1.787
134	22	0.209	1.578
133	19	0.181	1.397
132	19	0.181	1.216
131	19	0.181	1.036
130	16	0.152	0.884
129	21	0.200	0.684
128	16	0.152	0.532
127	11	0.105	0.428
126	8	0.076	0.352
125	7	0.067	0.285
124	1	0.010	0.276
123	3	0.029	0.247
122	5	0.048	0.200
121	1	0.010	0.190
120	5	0.048	0.143
119	4	0.038	0.105
118	3	0.029	0.076
117	1	0.010	0.067
116	1	0.010	0.057
114	1	0.010	0.048
112	2	0.019	0.029
110	1	0.010	0.019
100	2	0.019	0.000

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Professional Assessments for Beginning Teachers®

STATE/AGENCY SUMMARY REPORT

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

TEST NAME: MUSIC: CONTENT KNOWLEDGE

TEST CODE: 0113

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.

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STATE/AGENCY SUMMARY REPORT
FOR

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CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 713
TEST CODE: 0113	TEST NAME: MUSIC CONTENT KNOWLEDGE	REPORT ID: 00441
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		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	179	African American or Black	24	Freshman	1	Education	165	45
Male	159	Asian Total	12	Sophomore	1	Elementary and Pre-Elementary Education	2	5
No information	12	Asian American/Asian	11	Junior	14	Humanities	113	42
		Southeast Asian American/ Southeast Asian	0	Senior	106	Mathematics and Natural Sciences	1	0
		Pacific Island American/ Pacific Islander	1	Earned bachelor's degree	64	Middle School Education	0	0
		Hispanic Total	9	Earned bachelor's degree plus additional credits	37	Non-Teaching Education	0	2
		Mexican, Mexican American, or Chicano	1	Earned master's degree	29	Social Sciences	5	3
		Puerto Rican	2	Earned master's degree plus additional credits	16	Special Education	0	3
		Other Hispanic, Latino, or Latin American	6	Earned doctoral degree	2	Vocational/Technical Majors	0	0
		Native American, American Indian, or Alaskan Native	0	No information	80	Undecided	2	40
		White	236			No information	62	210
		Other	17					
		No information	52					

RECEIVED RELEVANT TRAINING AT INSTITUTION	
In State	161
Out of State	99
No information	90

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CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 714
TEST CODE: 0113	TEST NAME: MUSIC CONTENT KNOWLEDGE	REPORT ID: 00450
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

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

TOTAL GROUP

Number of Examinees:	350
Highest Possible Score:	200
Highest Observed Score:	194
Lowest Observed Score:	100
Lowest Possible Score:	100
Median:	164
Average Performance Range:	154-174

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
194	1	99.7
192	[illegible]	[illegible]
190	1	99.1
189	[illegible]	[illegible]
188	4	96.9
187	[illegible]	[illegible]
186	1	95.7
185	[illegible]	[illegible]
184	3	93.4
183	[illegible]	[illegible]
182	1	90.3
181	[illegible]	[illegible]
180	6	86.9
179	[illegible]	[illegible]
178	5	84.3
177	[illegible]	[illegible]
176	7	79.1
175	[illegible]	[illegible]
174	9	74.3
173	[illegible]	[illegible]
172	8	70.3
171	[illegible]	[illegible]
170	10	65.1
169	[illegible]	[illegible]
168	9	60.9

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CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 715
TEST CODE: 0113	TEST NAME: MUSIC CONTENT KNOWLEDGE	REPORT ID: 00450
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

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

TOTAL GROUP	
Number of Examinees:	350
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Lowest Possible Score:	100
Median:	164
Average Performance Range:	154-174

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
167	12	57.4
166	6	55.1
165	9	52.6
164	15	48.3
163	10	45.4
162	7	42.9
161	9	40.3
160	8	38.0
159	11	34.9
158	7	32.9
157	8	30.6
156	8	28.4
155	11	26.3
154	10	23.4
153	11	20.3
152	8	17.9
151	3	18.3
150	5	17.4
149	4	16.3
148	3	15.4
147	9	13.4
146	2	12.9
145	1	11.4
144	3	10.9
143	5	8.6

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CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 716
TEST CODE: 0113	TEST NAME: MUSIC CONTENT KNOWLEDGE	REPORT ID: 00450
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006		RUN DATE: 09/12/2006

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

TOTAL GROUP	
Number of Examinees:	350
Highest Possible Score:	200
Highest Observed Score:	194
Lowest Observed Score:	100
Lowest Possible Score:	100
Median:	164
Average Performance Range:	154-174

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
142	4	7.4
141	0	6.3
140	4	5.1
139	0	3.9
138	2	3.7
136	2	3.1
135	1	2.9
134	0	2.6
133	1	2.3
132	0	1.7
130	1	1.4
129	0	1.1
127	1	0.9
126	0	0.6
111	1	0.3
100	0	0.0

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STATE/AGENCY SUMMARY REPORT
FOR

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CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 720
TEST CODE: 0113	TEST NAME: MUSIC 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

	Total	African American or Black	Asian Total	Asian American/Asian
Number of Examinees:	350	24	12	11
Highest Possible Score:	200	200	200	200
Highest Observed Score:	194	173	183	183
Lowest Observed Score:	100	130	140	140
Lowest Possible Score:	100	100	100	100
Median:	164	147	155.5	155
Average Performance Range:	154-174	141-154	146-168	144-158

SCORE	Total NUMBER OF EXAMINEES	Total PERCENT BELOW SCORE	African American or Black NUMBER OF EXAMINEES	African American or Black PERCENT BELOW SCORE	Asian Total NUMBER OF EXAMINEES	Asian Total PERCENT BELOW SCORE	Asian American/Asian NUMBER OF EXAMINEES	Asian American/Asian PERCENT BELOW SCORE
194	1	99.7	0	100.0	0	100.0	0	100.0
193	1	99.4	0	100.0	0	100.0	0	100.0
190	1	99.1	0	100.0	0	100.0	0	100.0
189	4	98.0	0	100.0	0	100.0	0	100.0
188	4	96.9	0	100.0	0	100.0	0	100.0
187	3	96.0	0	100.0	0	100.0	0	100.0
186	1	95.7	0	100.0	0	100.0	0	100.0
185	5	94.3	0	100.0	0	100.0	0	100.0
184	3	93.4	0	100.0	0	100.0	0	100.0
183	10	90.6	0	100.0	1	91.7	1	90.9
182	1	90.3	0	100.0	0	91.7	0	90.9
181	6	88.6	0	100.0	1	83.3	1	81.8
180	6	86.9	0	100.0	0	83.3	0	81.8
179	4	85.7	0	100.0	0	83.3	0	81.8
178	5	84.3	0	100.0	1	75.0	0	81.8
177	11	81.1	0	100.0	0	75.0	0	81.8
176	7	79.1	0	100.0	0	75.0	0	81.8
175	8	76.9	0	100.0	0	75.0	0	81.8
174	9	74.3	0	100.0	0	75.0	0	81.8
173	6	72.6	1	95.8	0	75.0	0	81.8
172	8	70.3	0	95.8	0	75.0	0	81.8
171	8	68.0	0	95.8	0	75.0	0	81.8
170	10	65.1	0	95.8	0	75.0	0	81.8
169	6	63.4	0	95.8	0	75.0	0	81.8
168	9	60.9	0	95.8	0	75.0	0	81.8

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STATE/AGENCY SUMMARY REPORT
FOR

THE PRAXIS SERIES
Professional Assessments for Beginning Teachers®

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 721
TEST CODE: 0113	TEST NAME: MUSIC 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

	Total	African American or Black	Asian Total	Asian American/Asian
Number of Examinees:	350	24	12	11
Highest Possible Score:	200	200	200	200
Highest Observed Score:	194	173	183	183
Lowest Observed Score:	100	130	140	140
Lowest Possible Score:	100	100	100	100
Median:	164	147	155.5	155
Average Performance Range:	154-174	141-154	146-168	144-158

SCORE	Total NUMBER OF EXAMINEES	Total PERCENT BELOW SCORE	African American or Black NUMBER OF EXAMINEES	African American or Black PERCENT BELOW SCORE	Asian Total NUMBER OF EXAMINEES	Asian Total PERCENT BELOW SCORE	Asian American/Asian NUMBER OF EXAMINEES	Asian American/Asian PERCENT BELOW SCORE
167	12	57.4	0	95.8	0	75.0	0	81.8
166	8	55.1	0	95.8	0	75.0	0	81.8
165	9	52.6	0	95.8	0	75.0	0	81.8
164	15	48.3	1	91.7	0	75.0	0	81.8
163	10	45.4	2	83.3	0	75.0	0	81.8
162	9	42.9	0	83.3	0	75.0	0	81.8
161	9	40.3	0	83.3	0	75.0	0	81.8
160	8	38.0	0	83.3	0	75.0	0	81.8
159	11	34.9	0	83.3	0	75.0	0	81.8
158	7	32.9	0	83.3	2	58.3	2	63.6
157	8	30.6	0	83.3	0	58.3	0	63.6
156	4	29.4	0	83.3	1	50.0	1	54.5
155	11	26.3	1	79.2	1	41.7	1	45.5
154	10	23.4	2	70.8	1	33.3	1	36.4
153	11	20.3	1	66.7	0	33.3	0	36.4
152	4	19.1	1	62.5	0	33.3	0	36.4
151	3	18.3	1	58.3	0	33.3	0	36.4
150	3	17.4	1	54.2	0	33.3	0	36.4
149	4	16.3	1	50.0	0	33.3	0	36.4
148	1	16.0	0	50.0	1	25.0	1	27.3
147	9	13.4	0	50.0	0	25.0	0	27.3
146	6	11.7	0	50.0	0	25.0	0	27.3
145	1	11.4	1	45.8	0	25.0	0	27.3
144	5	10.0	2	37.5	1	16.7	1	18.2
143	5	8.6	0	37.5	1	8.3	1	9.1

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Professional Assessments for Beginning Teachers®

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 722
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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

	Total	African American or Black	Asian Total	Asian American/Asian
Number of Examinees:	350	24	12	11
Highest Possible Score:	200	200	200	200
Highest Observed Score:	194	173	183	183
Lowest Observed Score:	100	130	140	140
Lowest Possible Score:	100	100	100	100
Median:	164	147	155.5	155
Average Performance Range:	154-174	141-154	146-168	144-158

SCORE	Total NUMBER OF EXAMINEES	Total PERCENT BELOW SCORE	African American or Black NUMBER OF EXAMINEES	African American or Black PERCENT BELOW SCORE	Asian Total NUMBER OF EXAMINEES	Asian Total PERCENT BELOW SCORE	Asian American/Asian NUMBER OF EXAMINEES	Asian American/Asian PERCENT BELOW SCORE
142	4	7.4	0	37.5	0	8.3	0	9.1
141	4	6.3	4	20.8	0	8.3	0	9.1
140	4	5.1	1	16.7	1	0.0	1	0.0
139	3	4.3	0	16.7	0	0.0	0	0.0
138	2	3.7	0	16.7	0	0.0	0	0.0
136	2	3.1	0	16.7	0	0.0	0	0.0
135	1	2.9	1	12.5	0	0.0	0	0.0
134	1	2.6	0	12.5	0	0.0	0	0.0
133	1	2.3	0	12.5	0	0.0	0	0.0
132	2	1.7	2	4.2	0	0.0	0	0.0
130	1	1.4	1	0.0	0	0.0	0	0.0
129	1	1.1	0	0.0	0	0.0	0	0.0
127	1	0.9	0	0.0	0	0.0	0	0.0
126	1	0.6	0	0.0	0	0.0	0	0.0
111	1	0.3	0	0.0	0	0.0	0	0.0
100	1	0.0	0	0.0	0	0.0	0	0.0

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

	Total	Hispanic Total	Other Hispanic, Latino, or Latin American	White
Number of Examinees:	350	9	6	236
Highest Possible Score:	200	200	200	200
Highest Observed Score:	194	181	181	194
Lowest Observed Score:	100	139	143	129
Lowest Possible Score:	100	100	100	100
Median:	164	155	155	165
Average Performance Range:	154-174	147-155	147-162	157-174

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
194	1	99.7	0	100.0	0	100.0	1	99.6
193	1	99.4	0	100.0	0	100.0	1	99.2
190	1	99.1	0	100.0	0	100.0	1	98.7
189	4	98.0	0	100.0	0	100.0	2	97.9
188	4	96.9	0	100.0	0	100.0	2	97.0
187	3	96.0	0	100.0	0	100.0	2	96.2
186	1	95.7	0	100.0	0	100.0	1	95.8
185	5	94.3	0	100.0	0	100.0	5	93.6
184	3	93.4	0	100.0	0	100.0	3	92.4
183	10	90.6	0	100.0	0	100.0	7	89.4
182	1	90.3	0	100.0	0	100.0	1	89.0
181	6	88.6	1	88.9	1	83.3	2	88.1
180	6	86.9	0	88.9	0	83.3	3	86.9
179	4	85.7	0	88.9	0	83.3	2	86.0
178	5	84.3	0	88.9	0	83.3	3	84.7
177	11	81.1	0	88.9	0	83.3	9	80.9
176	7	79.1	0	88.9	0	83.3	6	78.4
175	8	76.9	0	88.9	0	83.3	7	75.4
174	9	74.3	0	88.9	0	83.3	7	72.5
173	6	72.6	0	88.9	0	83.3	4	70.8
172	8	70.3	0	88.9	0	83.3	7	67.8
171	8	68.0	0	88.9	0	83.3	7	64.8
170	10	65.1	0	88.9	0	83.3	7	61.9
169	6	63.4	0	88.9	0	83.3	4	60.2
168	9	60.9	0	88.9	0	83.3	7	57.2

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

	Total	Hispanic Total	Other Hispanic, Latino, or Latin American	White
Number of Examinees:	350	9	6	236
Highest Possible Score:	200	200	200	200
Highest Observed Score:	194	181	181	194
Lowest Observed Score:	100	139	143	129
Lowest Possible Score:	100	100	100	100
Median:	164	155	155	165
Average Performance Range:	154-174	147-155	147-162	157-174

SCORE	Total NUMBER OF EXAMINEES	Total PERCENT BELOW SCORE	Hispanic Total NUMBER OF EXAMINEES	Hispanic Total PERCENT BELOW SCORE	Other Hispanic, Latino, or Latin American NUMBER OF EXAMINEES	Other Hispanic, Latino, or Latin American PERCENT BELOW SCORE	White NUMBER OF EXAMINEES	White PERCENT BELOW SCORE
167	12	57.4	0	88.9	0	83.3	9	53.4
166	8	55.1	0	88.9	0	83.3	7	50.4
165	9	52.6	0	88.9	0	83.3	8	47.0
164	15	48.3	0	88.9	0	83.3	14	41.1
163	10	45.4	0	88.9	0	83.3	7	38.1
162	9	42.9	1	77.8	1	66.7	6	35.6
161	9	40.3	0	77.8	0	66.7	8	32.2
160	8	38.0	0	77.8	0	66.7	6	29.7
159	11	34.9	0	77.8	0	66.7	7	26.7
158	7	32.9	0	77.8	0	66.7	3	25.4
157	8	30.6	0	77.8	0	66.7	6	22.9
156	4	29.4	0	77.8	0	66.7	3	21.6
155	11	26.3	3	44.4	2	33.3	5	19.5
154	10	23.4	0	44.4	0	33.3	5	17.4
153	11	20.3	0	44.4	0	33.3	9	13.6
152	4	19.1	0	44.4	0	33.3	3	12.3
151	3	18.3	0	44.4	0	33.3	2	11.4
150	3	17.4	1	33.3	0	33.3	1	11.0
149	4	16.3	0	33.3	0	33.3	2	10.2
148	1	16.0	0	33.3	0	33.3	0	10.2
147	9	13.4	1	22.2	1	16.7	5	8.1
146	6	11.7	0	22.2	0	16.7	5	5.9
145	1	11.4	0	22.2	0	16.7	0	5.9
144	5	10.0	0	22.2	0	16.7	2	5.1
143	5	8.6	1	11.1	1	0.0	3	3.8

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Highest Possible Score:	200	200	200	200
Highest Observed Score:	194	181	181	194
Lowest Observed Score:	100	139	143	129
Lowest Possible Score:	100	100	100	100
Median:	164	155	155	165
Average Performance Range:	154-174	147-155	147-162	157-174

SCORE	Total NUMBER OF EXAMINEES	Total PERCENT BELOW SCORE	Hispanic Total NUMBER OF EXAMINEES	Hispanic Total PERCENT BELOW SCORE	Other Hispanic, Latino, or Latin American NUMBER OF EXAMINEES	Other Hispanic, Latino, or Latin American PERCENT BELOW SCORE	White NUMBER OF EXAMINEES	White PERCENT BELOW SCORE
142	4	7.4	0	11.1	0	0.0	3	2.5
141	4	6.3	0	11.1	0	0.0	0	2.5
140	4	5.1	0	11.1	0	0.0	1	2.1
139	3	4.3	1	0.0	0	0.0	1	1.7
138	2	3.7	0	0.0	0	0.0	2	0.8
136	2	3.1	0	0.0	0	0.0	1	0.4
135	1	2.9	0	0.0	0	0.0	0	0.4
134	1	2.6	0	0.0	0	0.0	0	0.4
133	1	2.3	0	0.0	0	0.0	0	0.4
132	2	1.7	0	0.0	0	0.0	0	0.4
130	1	1.4	0	0.0	0	0.0	0	0.4
129	1	1.1	0	0.0	0	0.0	1	0.0
127	1	0.9	0	0.0	0	0.0	0	0.0
126	1	0.6	0	0.0	0	0.0	0	0.0
111	1	0.3	0	0.0	0	0.0	0	0.0
100	1	0.0	0	0.0	0	0.0	0	0.0

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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.