

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

**Participants**

Brenda Silver, New Jersey Department of Education  
Heather Hammett, Berkeley Heights  
Martin Smith, Edison  
Patricia Cabezas, Morris  
Noemi, Rodriguez, Freehold Township  
Susan Brickell, Marlboro Township  
Pamela Acree, Burlington County Technical  
Alejandro Gonzalez, Burlington County Technical  
James Taff, Washington Township

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

---

**Purpose of Meeting**

The purpose of the meeting was to set scores on the Spanish: Content Knowledge 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 each of these three tests, the panelists – all practicing teachers in the field of Spanish – 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

---

**Meeting Procedure**

Brenda Silver and Florence Cucchi 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. Florence 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 standard setting study (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.

---

## **Discussion**

### **Test 0191: Spanish: 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.

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 educate enough Spanish teachers in-state; they import teachers from surrounding states. The discussion focused on raising the score to a 161 or leaving it alone. There were two native Spanish speakers on the panel, who both wanted to raise the score. The remainder of the panel was united in wanting to leave the score as is. Their rationale was:

- New Jersey needs Spanish teachers
- The current score serves the state well in terms of providing access to the profession while demanding a level of proficiency that ensures that teachers can speak the language
- ETS plans to revise the overall format and content of this test within the next year

---

## **Recommendations**

The majority of the panel recommended leaving the score at its current score point of 159. The two native speakers recommended raising the score to 160 or 161.

---

## **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:



# Spanish: Content Knowledge (0191)

<i>Test at a Glance</i>				
Test Name	Spanish: Content Knowledge			
Test Code	0191			
Time	2 hours (total test): four sections			
Pacing	Suggested time: Section I—30 minutes; Section II—35 minutes; Section III—35 minutes; Section I—20 minutes			
Number of Questions	120			
Format	Multiple-choice questions based on recorded and printed materials in Spanish.			
	Content Categories (Knowledge and Competencies Tested)	Approximate Number of Questions	Approximate Percentage of Examination	Time (in Minutes)
	I. Interpretive Listening (in Spanish)	32	27%	30 (approximate)
	II. Structure of the Language (Grammatical Accuracy) (in Spanish and English)	34	28%	35 (suggested)
	III. Interpretive Reading (in Spanish)	31	26%	35 (suggested)
	IV. Cultural Perspectives (in Spanish)	23	19%	20 (suggested)

## Advice to Test Takers

Before taking the test, you should have acquired the knowledge and competencies described under “Knowledge and Competencies Tested.”

Below is additional advice specific to taking the Spanish: Content Knowledge (0191) test.

### Recorded Portion: Section I and Section II, Part A

- The questions in Section I (Interpretive Listening) and Section II, Part A (Speech Analysis) are recorded on CD. The CD will be played **only** once. Some of the recorded material is **not** printed in the test book; pay special attention to whether the test material is presented on CD, printed in the test book, or both.
- The speech samples in Section I (Interpretive Listening) are recorded by native speakers of Spanish at a normal rate of conversation. Therefore, before taking the test, you should practice by listening to recordings of native speakers.

## Spanish: Content Knowledge (0191)

- The questions in Section II, Part A (Speech Analysis) are based on speech samples recorded by students of Spanish who are not native speakers; you will be asked to identify, correct, or describe errors and error patterns in the students' speech. Therefore, before taking the test, you should be familiar with the speech of nonnative speakers who are learning Spanish.
- At the beginning of the recorded portion, the test supervisor will play an introductory statement to check the volume. Be sure to notify the supervisor if the volume needs to be adjusted or if there is any other problem with the CD.
- Take notes, where appropriate, to help you focus your listening and remember key details.
- Between questions, there will be a 12-second pause for you to select and mark your answer. Be prepared to answer within the time provided.

### Section II, Part B, to Section IV

- Be familiar with the following: the structure of the Spanish language; terminology used to describe grammar, syntax, and phonology; a variety of print and nonprint sources, such as periodicals, literature, Internet resources, and advertisements; the cultures of Spanish-speaking countries and regions.
- The questions in Section II, Part B (Writing Analysis), are based on writing samples produced by students of Spanish who are not native speakers; you will be asked to identify, correct, or describe errors and error patterns in the students' writing. Therefore, before taking the test, you should be familiar with the writing of nonnative speakers who are learning Spanish.
- Pace your activities. Although there is a suggested time for each section, you will be able to work at your own pace. If you finish the test before time is called, use any extra time to check your answers to any questions in Section II, Part B, through Section IV.

## Test Description

The Spanish: Content Knowledge test is designed to assess the knowledge and competencies necessary for a beginning or entry-year teacher of Spanish. The 120 multiple-choice questions measure the test-takers' competence in various language skills and their knowledge of the cultures of Spanish-speaking regions.

In the first, third, and fourth sections, all questions and answer choices are in Spanish. All the questions in the Interpretive Listening section, as well as the first part of the Structure of the Language section, are based on recorded materials.

# Knowledge and Competencies Tested

Representative descriptions of the knowledge and competencies tested in each category are provided below.

### I. Interpretive Listening

- Test takers listen to: audio recordings of native Spanish speakers that consist of short conversations, followed by one or more questions; short narrations, followed by one or more questions; and long narrations and dialogues, followed by several questions.
- From the four choices in the test book, the test taker selects the best response.
- Questions are designed to test, correct, or describe phonemic discrimination, understanding of idiomatic expressions, familiarity with vocabulary and structures typical of conversational Spanish, and comprehension of relevant cultural information contained in the spoken material.
- All spoken and written questions in this section are in Spanish.

### II. Structure of the Language (Grammatical Accuracy)

- Focus is on the test takers' ability to recognize errors and error patterns in spoken and written Spanish and to analyze the structural components of the language, including speech analysis, writing analysis, language analysis, and grammar analysis.
- **Speech Analysis:** Test takers listen to audio recordings of spoken Spanish and identify, correct, or describe the type of errors and error patterns they hear, such as basic grammatical errors, pronunciation errors, register, false cognates, and use of slang.
- **Writing Analysis:** Test takers identify, correct, or describe errors and error patterns in grammar, mechanics, including punctuation, spelling, and capitalization, word choice, and register in passages printed in the test book.
- **Language Analysis:** Test takers demonstrate knowledge of the structure of the Spanish language, including morphology, word analysis, and vocabulary.
- **Grammar Analysis:** Test takers select the most appropriate completions for sentences and short paragraphs in which words or phrases have been omitted.

### III. Interpretive Reading

- Reading selections are on a variety of topics at various levels of difficulty, from print and nonprint sources such as periodicals, the Internet, advertisements, and literature.
- Questions focus on content and organization, implied content, and use of language.
- Test takers answer questions in Spanish based on what has been stated or implied in the selections.

### IV. Cultural Perspectives

- Questions focus on: history, contemporary issues, geography, literature and the arts, lifestyles and societies of the Spanish-speaking world, and sociolinguistic elements of Spanish.
- The Culture questions are in Spanish.

## Sample Test Questions

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

### I. Interpretive Listening

Following each question you will have 12 seconds to select and mark your answer.

#### Part A—Short Conversations

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear one or more questions. The conversations and questions are not printed in the test book.

During the pause after each question, read the four answer choices printed in your test book and choose the one most appropriate answer. Indicate your choice on your answer sheet.

You may take notes, but only in your test book.

1. (You will hear)

(Narrator) Pregunta número uno. Un señor pide ayuda.

(Man) A ver si me puede ayudar, señorita. Quiero hacer una llamada de larga distancia a Bogotá.

(Woman) Cómo no. Primero tiene que marcar el número internacional, cero-uno-uno y luego el código cincuenta y siete de Colombia. Para Bogotá, el código es el número 1. Luego marque el número de la persona.

(Narrator) ¿Con quién está hablando el hombre?

(In your test book you will read)

- (A) Con la oficina de turismo.
- (B) Con la operadora de teléfono.
- (C) Con un agente de viajes.
- (D) Con el ayuntamiento de Bogotá.

#### Part B—Short Narrations

Directions: In Part B, you will hear short narrations. The narrations are not printed in your test book. After each narration, you will hear one or more questions, which are printed in your test book.

During the pause after each question, read the four answer choices printed in your test book and choose the one most appropriate answer. Indicate your choice on your answer sheet.

You may take notes, but only in your test book.

(You will hear)

(Narrator) Las preguntas 2 y 3 se refieren a un anuncio en la radio.

(Man) ¡Señoras y señores! ¡Aprovechen esta oferta inicial! Durante el mes de marzo únicamente estaremos ofreciendo precios especiales en nuestras instalaciones recién construidas, con sabor antiguo. Recámaras a todo lujo, servicio completo veinticuatro horas al día, con piscina cubierta, gimnasio y dos restaurantes fabulosos. ¡Hagan sus reservas antes del quince de febrero y reciban un bono especial!

(Narrator) ¿De qué se habla en el anuncio?

(In your test book you will read)

**Las preguntas 2 y 3 se refieren a un anuncio en la radio.**

2. ¿De qué se habla en el anuncio?

- (A) De un viaje.
- (B) De un concurso.
- (C) De una tienda.
- (D) De un hotel.

## Spanish: Content Knowledge (0191)

(Then you will hear)

(Narrator) *¿Que le ofrecen al público?*

(In your test book you will read)

3. *¿Qué le ofrecen al público?*

- (A) Un descuento durante el mes de marzo.
- (B) Habitaciones muy antiguas a precios razonables.
- (C) Un precio especial por hacerse miembro del gimnasio.
- (D) Rebajas en los restaurantes antes del 15 de febrero.

### Part C—Long Narrations and Dialogues

**Directions:** In Part C, you will hear conversations and narrations that are similar to but longer than those in Parts A and B. The narrations and dialogues are not printed in your test book. After each narration and dialogue, you will hear several questions, which are printed in your test book.

During the pause after each question, read the four answer choices printed in your test book and choose the one most appropriate answer. Indicate your choice on your answer sheet.

There is no sample question for this part.

You may take notes, but only in your test book.

## II. Structure of the Language (Grammatical Accuracy)

### Part A—Speech Analysis

**Directions:** In Part A, you will hear selections spoken by students who are learning Spanish and who make errors in their speech. The selections are not printed in your test book. After hearing a selection, you will hear one or more excerpts from the selection again. Each excerpt contains only one error. You will be asked to identify, correct, or describe the type of error in the excerpt. When answering each question, consider the error in the context of the entire selection. The questions are printed in your test book.

During the pause after each question, read the four answer choices printed in your test book and choose the one most appropriate answer. Indicate your choice on your answer sheet. You may take notes, but only in your test book.

4. (You will hear)

(Narrator) The question refers to the following greeting.

(Student) *¡Hola, Andrea! Hace mucho tiempo que no te vea. ¿Cómo estás?*

(Narrator) Identify the error in the excerpt.

(Then you will hear again)

*Hace mucho tiempo que no te vea.*

(In your test book you will read)

Question 4 refers to the following greeting.

Identify the error in the excerpt.

- (A) *Hace*
- (B) *tiempo*
- (C) *te*
- (D) *vea*

### Part B—Writing Analysis

**Directions:** In Part B, you will read paragraphs written by students who are learning Spanish. Each paragraph contains errors. You will be asked to identify, correct, or describe the type of error in some of the sentences from each paragraph; each of these sentences contains only one error. When answering each question, consider the error in the context of the entire paragraph.

For each question, choose the one most appropriate answer from the four answer choices printed in your test book. Indicate your choice on your answer sheet.

You may take notes, but only in your test book.

Questions 5–7 refer to the following note left for a friend.

*¡Apúrate, Juan! (5) Deje el trabajo para más tarde. ¡Acuérdate! (6) La última vez que fuimos, no cabimos en el auditorio. (7) Todos los asientos estaban ocupadas.*

5. Identify the error in sentence 5.

- (A) *Deje*
- (B) *el trabajo*
- (C) *para*
- (D) *más tarde*

## Spanish: Content Knowledge (0191)

6. In sentence 6, the word *cabimos* is used incorrectly. Which of the following is correct in the context of the passage?
- (A) *quepamos*
  - (B) *cupimos*
  - (C) *cabemos*
  - (D) *cabríamos*
7. Identify the error in sentence 7.
- (A) *Todos*
  - (B) *asientos*
  - (C) *estaban*
  - (D) *ocupadas*

### Part C—Language Analysis

**Directions:** In Part C, you will read questions about the structure of the Spanish language. For each question, choose the one most appropriate answer from the four answer choices printed in your test book. Indicate your choice on your answer sheet.

You may take notes, but only in your test book.

8. Which of the following is a noun suffix that indicates a place where business or work is performed?
- (A) *-ero*
  - (B) *-ista*
  - (C) *-ismo*
  - (D) *-ería*

### Part D—Grammar Analysis

**Directions:** In Part D, you will read sentences or paragraphs from which words or phrases have been omitted. Each sentence is followed by four possibilities for completing the sentence. For each blank, choose the one answer that results in the best sentence or paragraph in written Spanish. When choosing your answer, consider it in the context of the entire sentence or paragraph. Indicate your choice on your answer sheet.

You may take notes, but only in your test book.

¡Qué suerte tuvimos! Compramos el carro nuevo por menos \_\_\_\_\_ pensábamos.

9. (A) de que  
(B) de lo que  
(C) de  
(D) del que

### III. Interpretive Reading

**Directions:** In Section III, you will read several selections or passages in Spanish. Each selection or passage is followed by questions. For each question, choose the one most appropriate answer from the four answer choices printed in your test book. Indicate your choice on your answer sheet.

When answering the questions, consider them in the context of the entire selection or passage. Base each answer only on what is stated or implied in the selection or passage.

You may take notes, but only in your test book.

**Las preguntas 10 – 11 se refieren al pasaje siguiente.**

- Línea*
- (5) La historia de la astronomía está íntimamente vinculada con la de la fotografía. Después de milenios de estudiar el cielo a simple vista y siglos de hacerlo con el telescopio, los astrónomos comenzaron a valerse de la placa fotográfica durante el siglo XIX.
- (10) Las primeras aplicaciones de la fotografía en la astronomía se remontan al año 1839. A partir de entonces, muchos de los grandes descubrimientos astronómicos se realizaron con la ayuda de la placa fotográfica.
- (15) La astronomía mexicana comenzó a utilizar muy pronto la fotografía. En 1874, después de una expedición casi heroica, una comisión mexicana, encabezada por don Francisco Díaz Covarrubias, llegó al Japón para fotografiar el tránsito de Venus por el disco solar. Dicha misión cumplió exitosamente su cometido y publicó sus resultados en 1875, antes que los otros grupos de diversos países que también habían ido a fotografiar el evento.
10. ¿Cuál es la idea central de este pasaje?
- (A) Los inicios de la astronomía en Japón y su impacto en México
  - (B) Los descubrimientos astronómicos del siglo XIX
  - (C) La interacción entre la fotografía y la astronomía en el siglo XIX
  - (D) El reemplazo de las placas fotográficas por los telescopios de hoy en día

## Spanish: Content Knowledge (0191)

11. Según el pasaje, se puede deducir que el tránsito de Venus por el disco solar fue fotografiado por
- (A) sólo México
  - (B) muchos países
  - (C) sólo el Japón
  - (D) únicamente el Japón y México

### IV. Cultural Perspectives

Directions: For each question in Section IV, choose the one most appropriate answer from the four answer choices printed in your test book. Indicate your choice on your answer sheet.

12. Un magnífico ejemplo de la arquitectura Inca es:
- (A) Chichén Itzá
  - (B) Machu Picchu
  - (C) Tikal
  - (D) Teotihuacán

### Answers

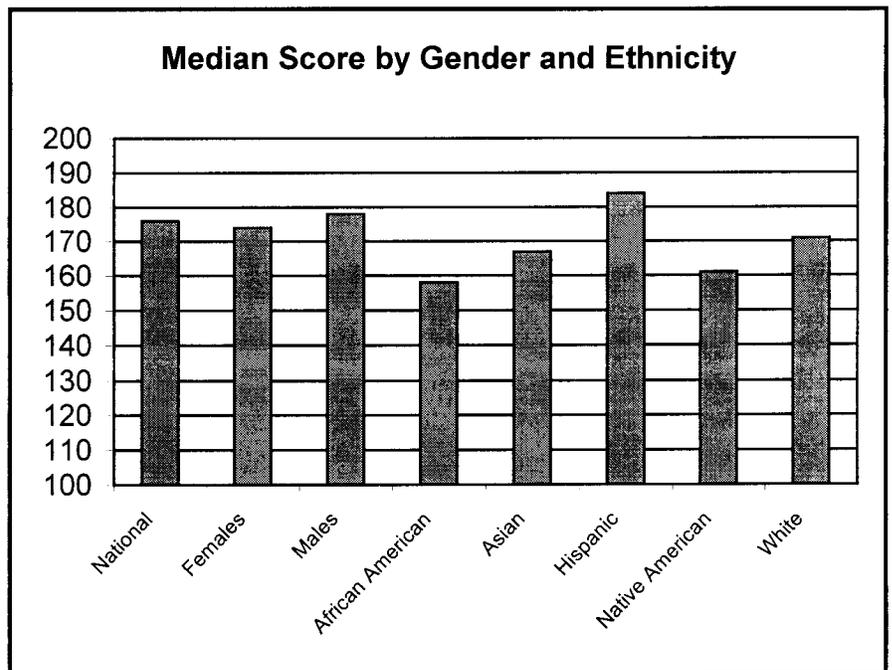
1. The correct answer is B, because it is evident from the context that the man is talking to a telephone operator.
2. The correct answer is D, because the announcement refers to hotel facilities.
3. The correct answer is A, because the announcement states a special rate during the month of March.
4. The correct answer is D, because the speaker should have used the indicative mood (e.g., *veo*) and not the subjunctive (*vea*).
5. The correct answer is A, because given the context of the text and in particular the initial use of the informal command, the consistent use of the informal is required, i.e., *Deja*.
6. The correct answer is B, because the correct formation of the preterite tense is *cupimos*.
7. The correct answer is D, because the predicate adjective *ocupados* must agree in number and gender with the noun it modifies, i.e., *asientos*.
8. The correct answer is choice D; *zapatería* is a shoe store, *panadería* is a bakery, etc.
9. The correct answer is B, because comparison of a whole idea followed by an inflected verb is expressed by *de lo que*.
10. The correct answer is C. In lines 1 and 2, and throughout the passage, reference is made to the important role photography has had in the development of astronomy.
11. The correct answer is B. In lines 17–20, reference is made to the fact that the Mexicans were able to complete their work and publish their findings before other groups that were representing various countries.
12. The correct answer is B. Machu Picchu was built by the Incas.

**ETS Information - 2005-2006 Total Examinees**  
September 1, 2005-August 31, 2006

<b>TEST CODE</b>	<b>0191</b>	<b>TEST NAME</b>	<b>Spanish: Content Knowledge</b>
------------------	-------------	------------------	-----------------------------------

COUNTS	GENDER		ETHNICITY				
	Females	Males	African American	Asian	Hispanic	Native American	White
Total	3,471	856	186	38	1,114	19	2,416

MEDIAN SCORE	
National	176
Females	174
Males	178
African American	158
Asian	167
Hispanic	184
Native American	161
White	171



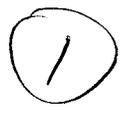
Scores In Effect as of 1/1/07	
STATE	PASSING SCORE
Hawaii	171
Kansas	167
Pennsylvania	166
Vermont	163
Oregon	161
Utah	161
Virginia	161
Georgia	160
Kentucky	160
Louisiana	160
Nevada	160
Ohio	160
Washington	160
Indiana	159
New Jersey	159
Maine	158
Missouri	158
Wisconsin	158
Delaware	157
Rhode Island	156
Arkansas	155
North Dakota	155
District of Columbia	153
Alaska	152
Idaho	152
Tennessee	152

**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.

South Carolina	148
Alabama	144
West Virginia	143
South Dakota	139



107/22/2006 SCALED SCORE EXTRACT FREQUENCY REPORT  
 -EXTRACT ADMIN 10/2003 - 07/2006  
 TEST CODE 0191  
 TEST NAME SPANISH CONTENT KNOWLEDGE  
 EDUCATIONAL LEVEL 2  
 NUMBER OF SCORES 9704  
 MINIMUM OBS SCORE 100  
 MAXIMUM OBS SCORE 200  
 SUM OF SCORES 1684642  
 SUM OF SQUARE SCORES 295602912  
 MEDIAN 176  
 25% 163  
 75% 188  
 MEAN 173.6 173.6028  
 STANDARD DEVIATION 18.0 18.0005

0 TOTAL GROUP			
0	NUM IN	% IN	% BELOW
INTERVAL	INTERVAL	INTERVAL	INTERVAL
200	207	2.133	97.867
199	76	0.783	97.084
198	115	1.185	95.899
197	145	1.494	94.404
196	175	1.803	92.601
195	180	1.855	90.746
194	174	1.793	88.953
193	167	1.721	87.232
192	226	2.329	84.903
191	290	2.988	81.915
190	243	2.504	79.411
189	245	2.525	76.886
188	260	2.679	74.207
187	257	2.648	71.558
186	227	2.339	69.219
185	241	2.484	66.735
184	186	1.917	64.819
183	164	1.690	63.129
182	201	2.071	61.057
181	203	2.092	58.965
180	214	2.205	56.760
179	197	2.030	54.730
178	207	2.133	52.597
177	246	2.535	50.062
176	220	2.267	47.795
175	188	1.937	45.857
174	188	1.937	43.920
173	176	1.814	42.106
172	181	1.865	40.241
171	193	1.989	38.252
170	176	1.814	36.439
169	211	2.174	34.264
168	184	1.896	32.368
167	195	2.009	30.359
166	178	1.834	28.524
165	127	1.309	27.216
164	145	1.494	25.721
163	152	1.566	24.155
1 162	165	1.700	22.455
161	171	1.762	20.692
160	167	1.721	18.972
159	125	1.288	17.683

70.90  
 28.90 Pass Rate  
 83.90  
 Pass Rate

158	86	0.886	16.797
157	57	0.587	16.210
156	99	1.020	15.190
155	92	0.948	14.242
154	75	0.773	13.469
153	81	0.835	12.634
152	84	0.866	11.768
151	64	0.660	11.109
150	81	0.835	10.274
149	66	0.680	9.594
148	72	0.742	8.852
147	55	0.567	8.285
146	53	0.546	7.739
145	48	0.495	7.244
144	46	0.474	6.770
143	52	0.536	6.235
142	40	0.412	5.822
141	31	0.319	5.503
140	34	0.350	5.153
139	33	0.340	4.812
138	37	0.381	4.431
137	24	0.247	4.184
136	29	0.299	3.885
135	28	0.289	3.596
134	28	0.289	3.308
133	22	0.227	3.081
132	18	0.185	2.896
131	14	0.144	2.751
130	19	0.196	2.556
129	19	0.196	2.360
128	19	0.196	2.164
127	16	0.165	1.999
126	11	0.113	1.886
125	23	0.237	1.649
124	17	0.175	1.474
123	12	0.124	1.350
122	18	0.185	1.164
121	11	0.113	1.051
120	7	0.072	0.979
119	8	0.082	0.897
118	8	0.082	0.814
117	10	0.103	0.711
116	8	0.082	0.629
115	8	0.082	0.546
114	7	0.072	0.474
113	8	0.082	0.392
112	7	0.072	0.319
111	3	0.031	0.289
110	6	0.062	0.227
109	1	0.010	0.216
108	3	0.031	0.185
106	3	0.031	0.155
105	5	0.052	0.103
103	1	0.010	0.093
101	3	0.031	0.062
100	6	0.062	0.000

8950



## STATE/AGENCY SUMMARY REPORT

STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION

CODE NUMBER: 7666

TEST NAME: SPANISH: CONTENT KNOWLEDGE

TEST CODE: 0191

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: 0191	TEST NAME: SPANISH CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005	THROUGH 08/31/2006

PAGE: 861
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	AVERAGE PERFORMANCE RANGE
200	2	99.7
198	2	99.1
196	12	96.7
194	14	93.0
192	16	88.9
190	23	83.4
188	14	78.7
186	25	72.9
184	16	67.5
182	32	60.7
180	20	54.9
178	34	48.2
176	28	42.2

**TOTAL GROUP**

Number of Examinees: 759.  
 Highest Possible Score: 200  
 Highest Observed Score: 200  
 Lowest Observed Score: 111  
 Lowest Possible Score: 100  
 Median: 178  
 Average Performance Range: 166-186



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0191	TEST NAME: SPANISH CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 862
REPORT ID: 00450
RUN DATE: 09/12/2006

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

TOTAL GROUP		Number of Examinees:	759
		Highest Possible Score:	200
		Highest Observed Score:	200
		Lowest Observed Score:	111
		Lowest Possible Score:	100
		Median:	178
		Average Performance Range:	166-186
175	15	40.2	
173	18	36.1	
171	13	32.5	
169	14	29.2	
167	11	25.8	
165	6	23.1	
163	14	19.8	
161	17	15.9	
159	11	13.4	
157	6	11.6	
155	6	9.9	
153	2	9.0	
151	6	7.4	

570



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0191	TEST NAME: SPANISH CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 863
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	AVERAGE SCORE
150	5	6.7
148	5	5.4
146	4	4.6
144	5	3.8
142	3	3.0
140	2	2.2
136	1	1.7
125	1	1.3
119	1	0.8
117	2	0.4
112	1	0.1

Number of Examinees: 759  
 Highest Possible Score: 200  
 Highest Observed Score: 200  
 Lowest Observed Score: 111  
 Lowest Possible Score: 100  
 Median: 178  
 Average Performance Range: 166-186



# STATE/AGENCY SUMMARY REPORT FOR



<b>CODE NUMBER:</b> 7666	<b>STATE/AGENCY NAME:</b> NEW JERSEY DEPT OF EDUCATION
<b>TEST CODE:</b> 0191	<b>TEST NAME:</b> SPANISH CONTENT KNOWLEDGE
<b>TESTING PERIOD:</b> 09/01/2005 THROUGH 08/31/2006	
<b>PAGE:</b> 867	<b>REPORT ID:</b> 00452
<b>RUN DATE:</b> 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		Hispanic Total		Mexican, Mexican American, or Chicano	
	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	2	99.7	0	100.0	1	99.7	0	100.0
199	3	99.3	0	100.0	2	99.2	0	100.0
198	2	99.1	0	100.0	1	98.9	0	100.0
197	6	98.3	0	100.0	1	96.6	0	100.0
196	12	96.7	0	100.0	5	97.2	1	90.9
195	14	94.9	0	100.0	8	95.0	0	90.9
194	14	93.0	0	100.0	6	95.3	0	90.9
193	15	91.0	0	100.0	10	90.5	1	81.8
192	16	88.9	0	100.0	8	86.3	0	81.8
191	19	86.4	0	100.0	16	85.8	0	81.8
190	23	83.4	0	100.0	17	79.1	1	72.7
189	22	80.5	0	100.0	15	75.5	1	63.6
188	14	78.7	0	100.0	6	73.8	0	63.6
187	19	76.2	0	100.0	11	70.8	0	63.6
186	25	72.9	0	100.0	11	67.7	0	63.6
185	25	69.6	1	92.9	11	64.6	0	63.6
184	16	67.5	0	92.9	9	62.1	0	63.6
183	19	65.0	0	92.9	12	58.8	0	63.6
182	32	60.7	0	92.9	20	53.2	0	63.6
181	24	57.6	0	92.9	15	49.0	1	54.5
180	20	54.9	0	92.9	12	45.7	0	54.5
179	17	52.7	0	92.9	11	42.6	0	54.5
178	34	48.2	0	92.9	18	37.6	2	36.4
177	18	45.6	0	92.9	7	35.7	1	27.3
176	28	42.2	0	92.9	15	31.5	0	27.3



# STATE/AGENCY SUMMARY REPORT FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0191	TEST NAME: SPANISH CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	PAGE: 868
	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
<b>Total</b>								
Number of Examinees: <b>759</b> Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 111 Lowest Possible Score: 100 Median: 178 Average Performance Range: 166-186								
175	15	40.2	0	92.9	3	30.6	0	27.3
174	13	38.5	0	92.9	5	29.2	0	27.3
173	18	36.1	1	85.7	9	26.7	0	27.3
172	14	34.3	0	85.7	8	24.5	0	27.3
171	13	32.5	0	85.7	3	23.7	0	27.3
170	11	31.1	0	85.7	8	21.4	0	27.3
169	14	29.2	0	85.7	5	20.1	1	18.2
168	15	27.5	1	78.6	8	17.8	0	18.2
167	11	25.8	0	78.6	3	17.0	0	18.2
166	15	23.6	0	78.6	6	15.3	0	18.2
165	6	23.1	0	78.6	1	15.0	0	18.2
164	11	21.6	0	78.6	5	13.6	0	18.2
163	14	19.8	0	78.6	7	11.7	0	18.2
162	12	18.2	1	71.4	2	11.1	0	18.2
161	17	15.9	1	71.4	3	10.3	0	18.2
160	8	14.9	0	71.4	2	9.7	0	18.2
159	11	13.4	2	57.1	6	8.1	0	18.2
158	8	12.4	0	57.1	3	7.2	0	16.2
157	6	11.6	0	57.1	4	6.1	1	9.1
156	7	10.7	0	57.1	3	5.3	0	9.1
155	6	9.9	1	50.0	0	5.3	0	9.1
154	5	9.2	0	50.0	2	4.7	0	9.1
153	2	9.0	0	50.0	1	4.5	0	9.1
152	6	8.2	0	50.0	3	3.6	0	9.1
151	6	7.4	1	42.9	1	3.3	0	9.1
<b>African American or Black</b>								
Number of Examinees: <b>14</b> Highest Possible Score: 200 Highest Observed Score: 185 Lowest Observed Score: 117 Lowest Possible Score: 100 Median: <b>153</b> Average Performance Range: 144-161								
<b>Hispanic Total</b>								
Number of Examinees: <b>359</b> Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 113 Lowest Possible Score: 100 Median: 181 Average Performance Range: 172-188								
<b>Mexican, Mexican American, or Chicano</b>								
Number of Examinees: <b>11</b> Highest Possible Score: 200 Highest Observed Score: 196 Lowest Observed Score: 144 Lowest Possible Score: 100 Median: 178 Average Performance Range: 169-190								

# STATE/AGENCY SUMMARY REPORT FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0191	TEST NAME: SPANISH CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 869	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
<b>Total</b>								
Number of Examinees: 759 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 111 Lowest Possible Score: 100 Median: 178 Average Performance Range: 166-186								
150	5	6.7	1	35.7	1	3.1	0	9.1
149	5	6.1	1	28.6	0	5.1	0	9.1
148	5	5.4	0	28.6	2	2.5	0	9.1
147	2	5.1	0	28.6	2	1.9	0	9.1
146	4	4.6	0	28.6	1	1.7	0	9.1
145	1	4.5	0	28.6	0	1.7	0	9.1
144	5	3.8	1	21.4	3	0.8	1	0.0
143	3	3.4	0	21.4	0	0.8	0	0.0
142	3	3.0	0	21.4	0	0.8	0	0.0
141	4	2.5	0	21.4	0	0.8	0	0.0
140	2	2.2	0	21.4	1	0.6	0	0.0
137	3	1.8	0	21.4	0	0.6	0	0.0
136	1	1.7	1	14.3	0	0.6	0	0.0
135	2	1.4	0	14.3	1	0.3	0	0.0
125	1	1.3	0	14.3	0	0.3	0	0.0
123	3	0.9	0	14.3	0	0.3	0	0.0
119	1	0.8	0	14.3	0	0.3	0	0.0
118	1	0.7	1	7.1	0	0.3	0	0.0
117	2	0.4	1	0.0	0	0.3	0	0.0
115	1	0.3	0	0.0	1	0.0	0	0.0
112	1	0.1	0	0.0	0	0.0	0	0.0
111	1	0.0	0	0.0	0	0.0	0	0.0
<b>African American or Black</b>								
Number of Examinees: 14 Highest Possible Score: 200 Highest Observed Score: 185 Lowest Observed Score: 117 Lowest Possible Score: 100 Median: 153 Average Performance Range: 144-161								
150	1	35.7	1	35.7	1	3.1	0	9.1
149	1	28.6	1	28.6	0	5.1	0	9.1
148	0	28.6	0	28.6	2	2.5	0	9.1
147	0	28.6	0	28.6	2	1.9	0	9.1
146	0	28.6	0	28.6	1	1.7	0	9.1
145	0	28.6	0	28.6	0	1.7	0	9.1
144	1	21.4	1	21.4	3	0.8	1	0.0
143	0	21.4	0	21.4	0	0.8	0	0.0
142	0	21.4	0	21.4	0	0.8	0	0.0
141	0	21.4	0	21.4	0	0.8	0	0.0
140	0	21.4	0	21.4	1	0.6	0	0.0
137	0	21.4	0	21.4	0	0.6	0	0.0
136	1	14.3	1	14.3	0	0.6	0	0.0
135	0	14.3	0	14.3	1	0.3	0	0.0
125	0	14.3	0	14.3	0	0.3	0	0.0
123	0	14.3	0	14.3	0	0.3	0	0.0
119	0	14.3	0	14.3	0	0.3	0	0.0
118	1	7.1	1	7.1	0	0.3	0	0.0
117	1	0.0	1	0.0	0	0.3	0	0.0
115	0	0.0	0	0.0	1	0.0	0	0.0
112	0	0.0	0	0.0	0	0.0	0	0.0
111	0	0.0	0	0.0	0	0.0	0	0.0
<b>Hispanic Total</b>								
Number of Examinees: 359 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 113 Lowest Possible Score: 100 Median: 181 Average Performance Range: 172-188								
150	1	3.1	1	3.1	1	3.1	0	9.1
149	0	5.1	0	5.1	0	5.1	0	9.1
148	2	2.5	2	2.5	0	2.5	0	9.1
147	2	1.9	2	1.9	0	1.9	0	9.1
146	1	1.7	1	1.7	0	1.7	0	9.1
145	0	1.7	0	1.7	0	1.7	0	9.1
144	3	0.8	3	0.8	1	0.8	1	0.0
143	0	0.8	0	0.8	0	0.8	0	0.0
142	0	0.8	0	0.8	0	0.8	0	0.0
141	0	0.8	0	0.8	0	0.8	0	0.0
140	0	0.8	0	0.8	0	0.8	0	0.0
137	1	0.6	1	0.6	0	0.6	0	0.0
136	0	0.6	0	0.6	0	0.6	0	0.0
135	0	0.6	0	0.6	0	0.6	0	0.0
125	1	0.3	1	0.3	0	0.3	0	0.0
123	0	0.3	0	0.3	0	0.3	0	0.0
119	0	0.3	0	0.3	0	0.3	0	0.0
118	0	0.3	0	0.3	0	0.3	0	0.0
117	0	0.3	0	0.3	0	0.3	0	0.0
115	1	0.0	1	0.0	0	0.0	0	0.0
112	0	0.0	0	0.0	0	0.0	0	0.0
111	0	0.0	0	0.0	0	0.0	0	0.0
<b>Mexican, Mexican American, or Chicano</b>								
Number of Examinees: 11 Highest Possible Score: 200 Highest Observed Score: 196 Lowest Observed Score: 144 Lowest Possible Score: 100 Median: 178 Average Performance Range: 169-190								
150	0	9.1	0	9.1	0	9.1	0	9.1
149	0	9.1	0	9.1	0	9.1	0	9.1
148	0	9.1	0	9.1	0	9.1	0	9.1
147	0	9.1	0	9.1	0	9.1	0	9.1
146	0	9.1	0	9.1	0	9.1	0	9.1
145	0	9.1	0	9.1	0	9.1	0	9.1
144	1	0.0	1	0.0	1	0.0	1	0.0
143	0	0.0	0	0.0	0	0.0	0	0.0
142	0	0.0	0	0.0	0	0.0	0	0.0
141	0	0.0	0	0.0	0	0.0	0	0.0
140	0	0.0	0	0.0	0	0.0	0	0.0
137	0	0.0	0	0.0	0	0.0	0	0.0
136	0	0.0	0	0.0	0	0.0	0	0.0
135	0	0.0	0	0.0	0	0.0	0	0.0
125	0	0.0	0	0.0	0	0.0	0	0.0
123	0	0.0	0	0.0	0	0.0	0	0.0
119	0	0.0	0	0.0	0	0.0	0	0.0
118	0	0.0	0	0.0	0	0.0	0	0.0
117	0	0.0	0	0.0	0	0.0	0	0.0
115	0	0.0	0	0.0	0	0.0	0	0.0
112	0	0.0	0	0.0	0	0.0	0	0.0
111	0	0.0	0	0.0	0	0.0	0	0.0

**STATE/AGENCY SUMMARY REPORT**  
FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0191	TEST NAME: SPANISH CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 870
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: 759            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 111            Lowest Possible Score: 100            Median: 178            Average Performance Range: 166-186</p>								
<p><b>Puerto Rican</b></p> <p>Number of Examinees: 76            Highest Possible Score: 200            Highest Observed Score: 195            Lowest Observed Score: 135            Lowest Possible Score: 100            Median: 176            Average Performance Range: 165-185</p>								
<p><b>Other Hispanic, Latino, or Latin American</b></p> <p>Number of Examinees: 272            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 113            Lowest Possible Score: 100            Median: 182            Average Performance Range: 173-189</p>								
<p><b>White</b></p> <p>Number of Examinees: 224            Highest Possible Score: 200            Highest Observed Score: 200            Lowest Observed Score: 111            Lowest Possible Score: 100            Median: 172            Average Performance Range: 160-181</p>								
200	2	99.7	0	100.0	1	99.6	1	99.6
199	3	99.3	0	100.0	2	98.9	0	99.6
198	2	99.1	0	100.0	1	98.5	1	99.1
197	6	98.5	0	100.0	1	98.2	4	97.3
196	12	96.7	0	100.0	4	96.7	3	96.0
195	14	94.9	1	98.7	7	94.1	3	94.6
194	14	93.0	1	97.4	5	92.3	3	93.3
193	15	91.0	1	96.1	8	89.3	1	92.9
192	16	88.9	0	96.1	8	86.4	2	92.0
191	19	86.4	4	90.8	12	82.0	1	93.5
190	23	83.4	3	86.8	13	77.2	1	91.1
189	22	80.5	3	82.9	9	73.9	6	88.4
188	14	78.7	1	81.6	5	72.1	2	87.5
187	19	76.2	2	78.9	9	68.8	2	86.6
186	25	72.9	2	76.3	9	65.4	6	83.9
185	25	69.6	2	73.7	9	62.1	7	80.8
184	16	67.5	2	71.1	7	59.6	4	79.0
183	19	65.0	1	69.7	11	55.5	5	77.7
182	32	60.7	4	64.5	16	49.6	3	76.3
181	24	57.6	4	59.2	10	46.0	6	73.7
180	20	54.9	1	57.9	11	41.9	6	71.0
179	17	52.7	2	55.3	9	38.8	3	69.6
178	34	48.2	1	53.9	15	33.1	10	65.2
177	18	45.8	2	51.3	4	31.8	10	60.7
176	28	42.2	4	46.1	11	27.6	7	57.6



# STATE/AGENCY SUMMARY REPORT

FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 871
TEST CODE: 0191	TEST NAME: SPANISH 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: 759 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 111 Lowest Possible Score: 100 Median: 178 Average Performance Range: 166-186								
175	15	40.2	1	44.7	2	26.8	8	54.0
174	15	38.5	2	42.1	3	25.7	1	53.6
173	18	36.1	3	38.2	6	23.5	5	51.3
172	14	34.3	1	36.8	7	21.0	4	49.6
171	13	32.5	1	35.5	2	20.2	5	47.3
170	11	31.1	3	31.6	5	18.4	2	46.4
169	14	29.2	2	28.9	2	17.6	6	43.8
168	15	27.3	1	27.6	7	15.1	5	41.5
167	11	25.8	1	26.3	2	14.3	6	38.8
166	15	23.8	1	25.0	5	12.5	5	36.6
165	6	23.1	0	25.0	1	12.1	1	36.2
164	11	21.6	3	21.1	2	11.4	5	33.9
163	14	19.8	3	17.1	4	9.9	5	32.6
162	12	18.2	1	15.8	1	9.6	3	29.9
161	17	15.9	1	14.5	2	8.8	6	25.9
160	8	14.9	0	14.5	2	8.1	9	23.2
159	11	13.4	2	11.8	4	6.6	3	21.4
158	8	12.4	1	10.5	2	5.9	4	21.0
157	6	11.6	0	10.5	3	4.8	1	19.6
156	7	10.7	0	10.5	3	3.7	3	17.4
155	6	9.9	0	10.5	0	3.7	5	16.1
154	5	9.2	1	9.2	1	3.3	3	15.6
153	2	9.0	0	9.2	1	2.9	1	15.2
152	6	8.2	0	9.2	3	1.8	1	13.4
151	6	7.4	1	7.9	0	1.8	4	
<b>Puerto Rican</b>								
Number of Examinees: 76 Highest Possible Score: 200 Highest Observed Score: 195 Lowest Observed Score: 135 Lowest Possible Score: 100 Median: 176 Average Performance Range: 165-185								
175	1	44.7	1	44.7	2	26.8	8	54.0
174	2	42.1	2	42.1	3	25.7	1	53.6
173	3	38.2	3	38.2	6	23.5	5	51.3
172	1	36.8	1	36.8	7	21.0	4	49.6
171	1	35.5	1	35.5	2	20.2	5	47.3
170	3	31.6	3	31.6	5	18.4	2	46.4
169	2	28.9	2	28.9	2	17.6	6	43.8
168	1	27.6	1	27.6	7	15.1	5	41.5
167	1	26.3	1	26.3	2	14.3	6	38.8
166	1	25.0	1	25.0	5	12.5	5	36.6
165	0	25.0	0	25.0	1	12.1	1	36.2
164	3	21.1	3	21.1	2	11.4	5	33.9
163	3	17.1	4	17.1	4	9.9	5	32.6
162	1	15.8	1	15.8	1	9.6	3	29.9
161	1	14.5	1	14.5	2	8.8	6	25.9
160	0	14.5	0	14.5	2	8.1	9	23.2
159	2	11.8	2	11.8	4	6.6	3	21.4
158	1	10.5	1	10.5	2	5.9	4	21.0
157	0	10.5	0	10.5	3	4.8	1	19.6
156	0	10.5	0	10.5	3	3.7	3	17.4
155	0	10.5	0	10.5	0	3.7	5	16.1
154	1	9.2	1	9.2	1	3.3	3	15.6
153	0	9.2	0	9.2	1	2.9	1	15.2
152	0	9.2	0	9.2	3	1.8	1	13.4
151	1	7.9	1	7.9	0	1.8	4	
<b>Other Hispanic, Latino, or Latin American</b>								
Number of Examinees: 272 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 113 Lowest Possible Score: 100 Median: 182 Average Performance Range: 173-189								
175	2	26.8	2	26.8	2	26.8	8	54.0
174	3	25.7	3	25.7	3	25.7	1	53.6
173	6	23.5	6	23.5	6	23.5	5	51.3
172	7	21.0	7	21.0	7	21.0	4	49.6
171	2	20.2	2	20.2	2	20.2	5	47.3
170	5	18.4	5	18.4	5	18.4	2	46.4
169	2	17.6	2	17.6	2	17.6	6	43.8
168	7	15.1	7	15.1	7	15.1	5	41.5
167	2	14.3	2	14.3	2	14.3	6	38.8
166	5	12.5	5	12.5	5	12.5	5	36.6
165	1	12.1	1	12.1	1	12.1	1	36.2
164	2	11.4	2	11.4	2	11.4	5	33.9
163	4	9.9	4	9.9	4	9.9	5	32.6
162	1	9.6	1	9.6	1	9.6	3	29.9
161	2	8.8	2	8.8	2	8.8	6	25.9
160	2	8.1	2	8.1	2	8.1	9	23.2
159	4	6.6	4	6.6	4	6.6	3	21.4
158	2	5.9	2	5.9	2	5.9	4	21.0
157	3	4.8	3	4.8	3	4.8	1	19.6
156	3	3.7	3	3.7	3	3.7	3	17.4
155	0	3.7	0	3.7	0	3.7	5	16.1
154	1	3.3	1	3.3	1	3.3	3	15.6
153	1	2.9	1	2.9	1	2.9	1	15.2
152	3	1.8	3	1.8	3	1.8	1	13.4
151	0	1.8	0	1.8	0	1.8	4	
<b>White</b>								
Number of Examinees: 224 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 111 Lowest Possible Score: 100 Median: 172 Average Performance Range: 160-181								
175	8	54.0	8	54.0	8	54.0	8	54.0
174	1	53.6	1	53.6	1	53.6	1	53.6
173	5	51.3	5	51.3	5	51.3	5	51.3
172	4	49.6	4	49.6	4	49.6	4	49.6
171	5	47.3	5	47.3	5	47.3	5	47.3
170	2	46.4	2	46.4	2	46.4	2	46.4
169	6	43.8	6	43.8	6	43.8	6	43.8
168	5	41.5	5	41.5	5	41.5	5	41.5
167	6	38.8	6	38.8	6	38.8	6	38.8
166	5	36.6	5	36.6	5	36.6	5	36.6
165	1	36.2	1	36.2	1	36.2	1	36.2
164	5	33.9	5	33.9	5	33.9	5	33.9
163	5	32.6	5	32.6	5	32.6	5	32.6
162	3	29.9	3	29.9	3	29.9	3	29.9
161	6	25.9	6	25.9	6	25.9	6	25.9
160	3	23.2	3	23.2	3	23.2	3	23.2
159	4	21.4	4	21.4	4	21.4	4	21.4
158	1	21.0	1	21.0	1	21.0	1	21.0
157	3	19.6	3	19.6	3	19.6	3	19.6
156	5	17.4	5	17.4	5	17.4	5	17.4
155	3	16.1	3	16.1	3	16.1	3	16.1
154	1	15.6	1	15.6	1	15.6	1	15.6
153	1	15.2	1	15.2	1	15.2	1	15.2
152	4	13.4	4	13.4	4	13.4	4	13.4



# STATE/AGENCY SUMMARY REPORT

FOR



CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0191	TEST NAME: SPANISH CONTENT KNOWLEDGE
TESTING PERIOD: 09/01/2005 THROUGH 08/31/2006	

PAGE: 872	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
<b>Total</b>								
Number of Examinees: 759 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 111 Lowest Possible Score: 100 Median: 178 Average Performance Range: 166-186								
150	5	6.7	0	7.9	1	1.5	3	12.1
149	5	6.1	0	7.9	0	1.5	3	10.7
148	5	5.4	1	6.6	1	1.1	3	9.4
147	2	5.1	1	5.3	1	0.7	0	9.4
146	4	4.6	1	3.9	0	0.7	3	8.0
145	1	4.5	0	3.9	0	0.7	1	7.6
144	5	3.8	1	2.6	1	0.4	1	7.1
143	3	3.4	0	2.6	0	0.4	2	6.3
142	3	3.0	0	2.6	0	0.4	3	4.9
141	4	2.5	0	2.6	0	0.4	2	4.0
140	2	2.2	1	1.3	0	0.4	1	3.6
137	3	1.8	0	1.3	0	0.4	3	2.2
136	1	1.7	0	1.3	0	0.4	0	2.2
135	2	1.4	1	0.0	0	0.4	1	1.8
125	1	1.3	0	0.0	0	0.4	1	1.3
123	3	0.9	0	0.0	0	0.4	1	0.9
119	1	0.8	0	0.0	0	0.4	0	0.9
118	1	0.7	0	0.0	0	0.4	0	0.9
117	2	0.4	0	0.0	0	0.4	1	0.4
113	1	0.3	0	0.0	1	0.0	0	0.4
112	1	0.1	0	0.0	0	0.0	0	0.4
111	1	0.0	0	0.0	0	0.0	1	0.0
<b>Puerto Rican</b>								
Number of Examinees: 76 Highest Possible Score: 200 Highest Observed Score: 195 Lowest Observed Score: 135 Lowest Possible Score: 100 Median: 176 Average Performance Range: 165-185								
149	0	7.9	0	2.6	0	0.4	2	6.3
148	1	6.6	0	2.6	0	0.4	3	4.9
147	1	5.3	0	2.6	0	0.4	2	4.0
146	1	3.9	1	1.3	0	0.4	1	3.6
145	0	3.9	0	1.3	0	0.4	3	2.2
144	1	2.6	0	1.3	0	0.4	0	2.2
143	0	2.6	0	0.0	0	0.4	1	1.8
142	0	2.6	0	0.0	0	0.4	1	1.3
141	0	2.6	0	0.0	0	0.4	1	0.9
140	0	2.6	0	0.0	0	0.4	0	0.9
137	0	1.3	0	0.0	0	0.4	0	0.9
136	0	1.3	0	0.0	0	0.4	0	0.9
135	1	0.0	0	0.0	0	0.4	0	0.9
125	0	0.0	0	0.0	0	0.4	1	1.3
119	0	0.0	0	0.0	0	0.4	0	0.9
118	0	0.0	0	0.0	0	0.4	0	0.9
117	0	0.0	0	0.0	0	0.4	0	0.9
113	0	0.0	0	0.0	0	0.4	0	0.9
112	0	0.0	0	0.0	0	0.0	0	0.4
111	0	0.0	0	0.0	0	0.0	0	0.4
<b>Other Hispanic, Latino, or Latin American</b>								
Number of Examinees: 272 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 113 Lowest Possible Score: 100 Median: 182 Average Performance Range: 173-189								
149	1	1.5	0	1.1	0	0.4	3	4.9
148	1	1.1	1	0.7	0	0.4	2	4.0
147	1	0.7	0	0.7	0	0.4	1	3.6
146	0	0.7	0	0.7	0	0.4	3	2.2
145	0	0.7	0	0.7	0	0.4	1	1.8
144	1	0.4	1	0.4	0	0.4	1	1.3
143	0	0.4	0	0.4	0	0.4	1	0.9
142	0	0.4	0	0.4	0	0.4	0	0.9
141	0	0.4	0	0.4	0	0.4	0	0.9
140	0	0.4	0	0.4	0	0.4	0	0.9
137	0	0.4	0	0.4	0	0.4	0	0.9
136	0	0.4	0	0.4	0	0.4	0	0.9
135	0	0.4	0	0.4	0	0.4	0	0.9
125	0	0.4	0	0.4	0	0.4	1	1.3
119	0	0.4	0	0.4	0	0.4	0	0.9
118	0	0.4	0	0.4	0	0.4	0	0.9
117	0	0.4	0	0.4	0	0.4	0	0.9
113	1	0.0	0	0.0	0	0.4	0	0.9
112	0	0.0	0	0.0	0	0.0	0	0.4
111	0	0.0	0	0.0	0	0.0	0	0.4
<b>White</b>								
Number of Examinees: 224 Highest Possible Score: 200 Highest Observed Score: 200 Lowest Observed Score: 111 Lowest Possible Score: 100 Median: 172 Average Performance Range: 160-181								
149	3	12.1	0	10.7	0	0.4	3	4.9
148	3	10.7	0	9.4	0	0.4	2	4.0
147	0	9.4	0	8.0	0	0.4	1	3.6
146	3	8.0	0	7.6	0	0.4	3	2.2
145	1	7.6	0	7.1	0	0.4	1	1.8
144	1	7.1	0	6.3	0	0.4	1	1.3
143	2	6.3	0	4.9	0	0.4	0	0.9
142	3	4.9	0	4.0	0	0.4	0	0.9
141	2	4.0	0	3.6	0	0.4	0	0.9
140	1	3.6	0	3.6	0	0.4	0	0.9
137	3	2.2	0	2.2	0	0.4	0	0.9
136	0	2.2	0	1.8	0	0.4	0	0.9
135	1	1.8	0	1.3	0	0.4	0	0.9
125	1	1.3	0	0.9	0	0.4	0	0.9
119	0	0.9	0	0.9	0	0.4	0	0.9
118	0	0.9	0	0.9	0	0.4	0	0.9
117	1	0.4	0	0.4	0	0.4	0	0.9
113	0	0.4	0	0.4	0	0.4	0	0.9
112	0	0.4	0	0.4	0	0.4	0	0.9
111	1	0.0	0	0.0	0	0.4	0	0.9

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		% of Maximum	SEM	SEM				
						Raw (Scaled)	(156)			SV + 2 SEM	SV + 1 SEM	SV - 1 SEM	SV - 2 SEM	
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	-	4.29	87.59 (171)	83.30 (167)	74.72 (156)	70.43 (152)		
Spanish K-12	16	0191	Spanish: Content Knowledge (4BPX2)	MC	120	59.01 (163)	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.

Handwritten calculation:  $\frac{120}{156} \times 200 = 154$

Handwritten note: 200/120