

**Speech Arts and Dramatics Score Setting Panel**  
**Princeton, New Jersey**  
**June 19, 2007**

**Participants**

Brenda Silver, New Jersey Department of Education

Gary Charwin, Irvington Township  
Elizabeth Eisenmenger, Clifton School District  
Brian Ersalesi, Midland Park  
Daniel Paolucci, Jersey City  
Peter Henning, Hillside Township

Peter V. Yeager, Client Relations Director, ETS  
Jerry Deluca, Client Relations Director, ETS  
Florence Cucchi, Client Relations Director, ETS

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**Purpose of Meeting**

The purpose of the meeting was to set the score on the Praxis II: Speech Communications Test (0220) following a standard setting study conducted in July, 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 Speech Arts and Dramatics – 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 560.

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**Meeting Procedure**

Peter Yeager welcomed the panelists (who were joined with other New Jersey teachers conducting the Vocational Education score setting panel) 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. Mr. Yeager then explained how New

Jersey came to be at the point of setting passing scores for these tests. 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. Jerry Deluca, Client Relations Director, let the Speech and Dramatic Arts panel. The panel examined the documents provided by ETS and made recommendations for the test. The test had already been validated through the Standard Setting Study process; so determining appropriateness for use in New Jersey was not the charge of this panel. This panel's charge was to set an appropriate passing score for the test.

### Discussion

#### **Test 0220: Speech Communications**

The recommended study value for this test was 620, sixty points higher than the current score. At the current score point of 560, approximately 100% of New Jersey test takers passed in the 2005/06 testing cycle. At a score point of 620, the passing percentage would decrease to 67% for that pool of test takers.

Panelists in attendance felt it important to raise the current score since virtually everyone is passing the test at its current score point. The panel then reviewed the Recommended Study Value of 620 and discussed arguments for both increasing and decreasing that recommended score. The group reached consensus that the passing score should be set at the Recommended Study Value of 620.

### Recommendations

The entire panel agreed to recommend adopting the Standard Setting Study's Recommended Study Value of 620.

### 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. 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/%	+1SEM /%	+2SEM/%	-1SEM/%	-2SEM/%
<b>Speech Communication (0220)</b>	620	640	670	590	570
Current Passing Score: 560	N=70%	N=62%	N=48%	N=81%	N=87%
Current Passing Percentage: 100%	S=67%	S=42%	S=33%	S=83%	S=100%

# Speech Communication (0220)

<i>Test at a Glance</i>			
Test Name	Speech Communication		
Test Code	0220		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Interpersonal Communication	20	17%
	II. Small Group Communication	16	13%
	III. Public Speaking	20	17%
	IV. Media and Their Influences	12	10%
	V. Play Production	16	13%
	VI. Oral Interpretation	16	13%
	VII. Forensics: Classroom and Curriculum Instruction	12	10%
	VIII. Assessment and Evaluation Issues	8	7%

## About This Test

The Speech Communication test is designed to measure the preparedness of examinees to teach speech communication in junior and senior high schools. The 120 multiple-choice questions cover a wide variety of subjects; some questions measure basic knowledge, and others call upon the examinee's ability to apply principles to real-life situations.

The questions in the test require the examinee to demonstrate an understanding of the principles and concepts related to speech communication, including their development and application, the selection and use of appropriate instructional strategies, and ways of evaluating student learning.

Eight major content areas are included in the test: interpersonal communication, small group communication, public speaking, media and their influences, play production, oral interpretation, forensics, and assessment.

Examinees typically have completed a bachelor's degree program in speech communication. Because there are many variations in such undergraduate programs, it is not expected that all of the material covered in the test will be familiar to every examinee.

## Sample Test Questions

The sample questions that follow illustrate the types 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 five suggested answers or completions. Select the one that is best in each case.

1. Which of the following statements about the effects on behavior of the perception of space is accurate?
  - (A) People usually accept uninvited entry into their personal space but not into their social space.
  - (B) Seating arrangements have little effect on who is likely to dominate a conversation.
  - (C) People who are cooperating are more likely to sit at opposite sides of the table.
  - (D) Interpersonal distances are the same from culture to culture.
  - (E) People often react to the messages expressed by their physical environments.
2. All of the following are descriptive of listening behavior EXCEPT:
  - (A) Careful listening can lead to anticipation of a speaker's actions.
  - (B) People learn to listen selectively and can even shut out what is undesirable.
  - (C) Listening comprises at least one-half of all communication.
  - (D) The ability to be a good listener comes naturally and no training is necessary.
  - (E) Being an effective communicator means that one must listen to oneself.
3. When a group is faced with a problem requiring immediate action, the most effective leadership style is
  - (A) authoritarian
  - (B) democratic
  - (C) laissez-faire
  - (D) charismatic
  - (E) permissive
4. Having identified a problem area, the teacher assigns members of a group specific roles in the group and then requires that the group reach an agreement through discussion but without resorting to voting or bargaining. This exercise helps the students gain practical experience in which of the following?
  - I. Role playing
  - II. Problem solving
  - III. Leadership skills
  - IV. Consensus
  - (A) II only
  - (B) I and III only
  - (C) II and IV only
  - (D) I, II, and IV only
  - (E) I, III, and IV only
5. A startling introductory statement is most useful in establishing contact with which kind of group?
  - (A) Hostile
  - (B) Apathetic
  - (C) Attentive
  - (D) Homogeneous
  - (E) Political
6. According to diffusion theory, opinion leaders are
  - (A) very successful with followers whose backgrounds differ from their own
  - (B) very likely to make themselves available to the mass media
  - (C) less socially active and more introverted than their followers
  - (D) uniformly disregarded by other agents of change
  - (E) unlikely to be influential until they have built a strong group of followers

## Speech Communication (0220)

14. A speech that relates the events leading up to the Boston Tea Party would be classified as what type of speech?
- (A) Expository
  - (B) Persuasive
  - (C) Ceremonial
  - (D) Adaptive
  - (E) Analytical
15. Which of the following organizations will provide the speech communication and theater teacher with publications, addresses, and classroom books useful for curricular activities?
- I. The Modern Language Association
  - II. The National Communication Association
  - III. The American Alliance for Theater and Education
- (A) I only
  - (B) II only
  - (C) I and II only
  - (D) II and III only
  - (E) I, II, and III
16. A debate in which the affirmative constructive is six minutes long and the negative constructive is seven minutes long is following which of the following formats?
- (A) Standard
  - (B) Lincoln-Douglas
  - (C) Oxford
  - (D) Cross-examination
  - (E) Mock Trial

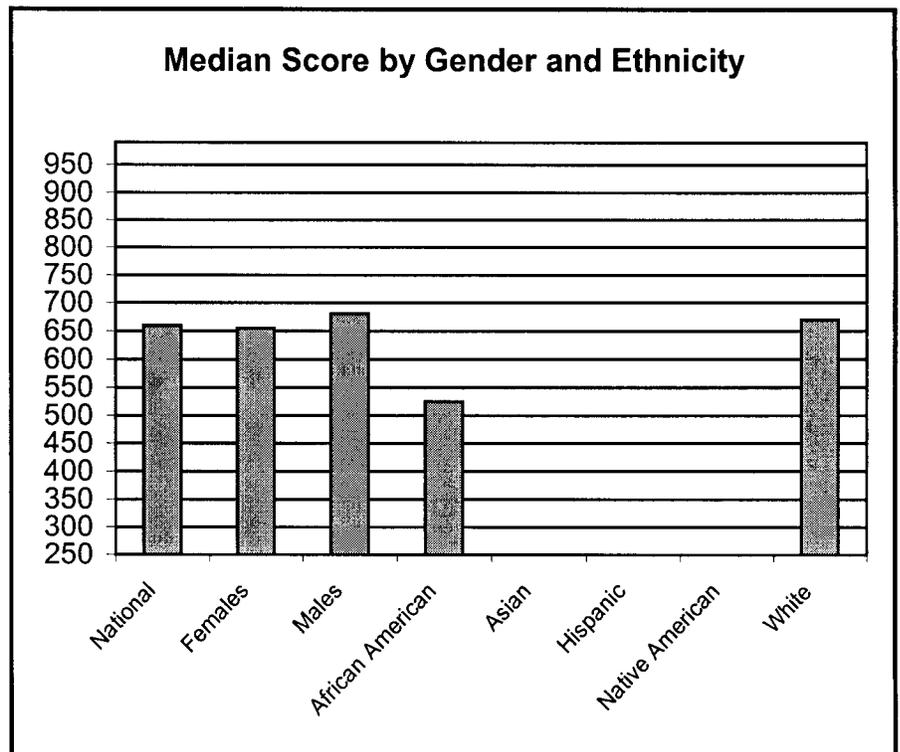
**Test Information - 2005-2006 Total Examinees**

September 1, 2005-August 31, 2006

<b>TEST CODE</b>	<b>0220</b>	<b>TEST NAME</b>	<b>Speech Communication</b>
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<b>COUNTS</b>	<b>GENDER</b>		<b>ETHNICITY</b>				
Total	Females	Males	African American	Asian	Hispanic	Native American	White
339	242	87	24	3	4	4	276

<b>MEDIAN SCORE</b>	
National	660
Females	655
Males	680
African American	525
Asian	
Hispanic	
Native American	
White	670



<b>Scores in Effect as of 1/1/07</b>	
<b>STATE</b>	<b>PASSING SCORE</b>
Georgia	660
Oregon	620
West Virginia	600
Kansas	590
Kentucky	580
Nevada	580
Louisiana	575
Tennessee	570
Alabama	560
Alaska	560
Idaho	560
New Jersey	560
North Carolina	560
Arkansas	550
Missouri	530
South Dakota	520
Mississippi	510
Indiana	490
Virginia	470

**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 0220  
 TEST NAME SPEECH COMMUNICATION  
 EDUCATIONAL LEVEL 2  
 NUMBER OF SCORES 862  
 MINIMUM OBS SCORE 250  
 MAXIMUM OBS SCORE 820  
 SUM OF SCORES 564070  
 SUM OF SQUARE SCORES 374543700  
 MEDIAN 660  
 25% 600  
 75% 710  
 MEAN 654.4 654.3735  
 STANDARD DEVIATION 79.4 79.3770

0 TOTAL GROUP				
INTERVAL	NUM IN	% IN	% BELOW	INTERVAL
820	3	0.348	99.652	
810	1	0.116	99.536	
800	13	1.508	98.028	
790	12	1.392	96.636	
780	18	2.088	94.548	
770	18	2.088	92.459	
760	20	2.320	90.139	
750	21	2.436	87.703	
740	30	3.480	84.223	
730	29	3.364	80.858	
720	36	4.176	76.682	
710	27	3.132	73.550	
700	55	6.381	67.169	
690	55	6.381	60.789	
680	34	3.944	56.845	
670	43	4.988	51.856	
660	54	6.265	45.592	
650	23	2.668	42.923	
640	44	5.104	37.819	
630	40	4.640	33.179	
620	28	3.248	29.930	
610	27	3.132	26.798	
600	33	3.828	22.970	
590	31	3.596	19.374	
580	25	2.900	16.473	
570	27	3.132	13.341	
560	22	2.552	10.789	
550	10	1.160	9.629	
540	11	1.276	8.353	
530	14	1.624	6.729	
520	12	1.392	5.336	
510	10	1.160	4.176	
500	9	1.044	3.132	
490	8	0.928	2.204	
480	2	0.232	1.972	
470	7	0.812	1.160	
460	4	0.464	0.696	
450	1	0.116	0.580	
1 440	3	0.348	0.232	
420	1	0.116	0.116	
250	1	0.116	0.000	

**JOB RELEVANCE: QUESTION LEVEL**

TABLE 4

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
Social Studies (9-12)	12	0081 Social Studies: Content Knowledge (3ZPX1)	MC	130	88	68%	Borderline 58%	Borderline 68%
Speech Communication (K-12)	8	0220 Speech Communication (K-3TNT)	MC	118	97	82%	Primary 60%	Primary 80%

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	Raw			
					Raw (Scaled)	(Scaled)			SV + 2 SEM (Scaled)	SV + 1 SEM (Scaled)	SV - 1 SEM (Scaled)	SV - 2 SEM (Scaled)
Social Studies (9-12)	12	0081 Social Studies: Content Knowledge (3ZPX1)	MC	130	73.68 (155)	57%	4.90	83.48 (165)	78.58 (160)	68.78 (150)	63.88 (144)	
Speech Communication (K-12)	8	0220 Speech Communication (K-3TNT)	MC	118	73.96 (620)	63%	4.47	82.90 (670)	78.43 (640)	69.49 (590)	65.02 (570)	

**Notes:**

MC = Multiple Choice  
SV = Study Value

**Study Value (Scaled)**

The scaled score values correspond to the truncated raw score values. The reporting scale for the Social Studies: Content Knowledge test ranges from 100-200. The reporting scale for the Speech Communication test ranges from 250-990.

**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.



## STATE/AGENCY SUMMARY REPORT

STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION

CODE NUMBER: 7666

TEST NAME: SPEECH COMMUNICATION

TEST CODE: 0220

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

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION	PAGE: 911
TEST CODE: 0220	TEST NAME: SPEECH COMMUNICATION	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	African American or Black	Freshman	0	0
Male	Asian Total	Sophomore	0	0
No Information	Asian American/Asian	Junior	0	0
	Southwest Asian American/Pacific Islander	Senior	0	0
	Hispanic Total	Earned bachelor's degree	3	1
	Mexican, Mexican American, or Chicano	Earned bachelor's degree plus additional credits	5	0
	Puerto Rican	Earned master's degree	1	2
	Other Hispanic, Latino, or Latin American	Earned master's degree plus additional credits	2	0
	Native American, American Indian, or Alaska Native	Earned doctoral degree	0	0
	White	No information	1	0
	Other		0	2
	No information		0	6

RECEIVED RELEVANT TRAINING AT INSTITUTION	
In State	4
Out of State	3
No Information	5



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0220	TEST NAME: SPEECH COMMUNICATION
TESTING PERIOD: 09/01/2005	THROUGH 08/31/2006

PAGE: 912
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	PERCENT BELOW SCORE
760	1	91.7
690	1	85.3
660	2	66.7
640	2	59.3
630	2	41.7
620	1	33.3
600	1	25.0
580	1	8.3
570		
560		
550		
540		
530		
520		
510		
500		
490		
480		
470		
460		
450		
440		
430		
420		
410		
400		
390		
380		
370		
360		
350		
340		
330		
320		
310		
300		
290		
280		
270		
260		
250		
240		
230		
220		
210		
200		
190		
180		
170		
160		
150		
140		
130		
120		
110		
100		
90		
80		
70		
60		
50		
40		
30		
20		
10		
0		

**Overall Group**  
 Number of Examinees: 12  
 Highest Possible Score: 990  
 Highest Observed Score: 760  
 Lowest Observed Score: 440  
 Lowest Possible Score: 250  
 Median: 630  
 Average Performance Range: 600-660



**STATE/AGENCY SUMMARY REPORT**

FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0220	TEST NAME: SPEECH COMMUNICATION
TESTING PERIOD: 09/01/2005	THROUGH 08/31/2006

PAGE: 913
REPORT ID: 00452
RUN DATE: 09/12/2006

**Score Distributions for Sex of Examinees  
Who Designated Your State or Agency to Receive Scores**

**Total**

Number of Examinees: 12  
 Highest Possible Score: 990  
 Highest Observed Score: 760  
 Lowest Observed Score: 440  
 Lowest Possible Score: 250  
 Median: 650  
 Average Performance Range: 600-660

**Female**

Number of Examinees: 8  
 Highest Possible Score: 990  
 Highest Observed Score: 760  
 Lowest Observed Score: 440  
 Lowest Possible Score: 250  
 Median: 620  
 Average Performance Range: 590-670

SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
760	1	91.7	1	87.5
690	1	83.3	1	75.0
660	2	66.7	1	62.5
640	1	58.3	1	50.0
630	2	41.7	0	50.0
620	1	33.3	0	50.0
600	1	25.0	1	37.5
590	1	16.7	1	25.0
580	1	8.3	1	12.5
440	1	0.0	1	0.0



**STATE/AGENCY SUMMARY REPORT**  
 FOR

CODE NUMBER: 7666	STATE/AGENCY NAME: NEW JERSEY DEPT OF EDUCATION
TEST CODE: 0220	TEST NAME: SPEECH COMMUNICATION
TESTING PERIOD: 09/01/2005	THROUGH 08/31/2006

PAGE: 914
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		White	
	NUMBER OF EXAMINEES	PERCENT BELOW SCORE	NUMBER OF EXAMINEES	PERCENT BELOW SCORE
760	1	91.7	1	90.9
660	2	66.7	2	65.6
630	2	41.7	2	36.4
620	1	33.3	1	27.3
600	1	25.0	1	18.2
590	1	16.7	1	9.1
580	1	8.3	1	0.0
440	1	0.0	0	0.0

Number of Examinees: 12  
 Highest Possible Score: 990  
 Highest Observed Score: 760  
 Lowest Observed Score: 440  
 Lowest Possible Score: 250  
 Median: 630  
 Average Performance Range: 600-660

Number of Examinees: 11  
 Highest Possible Score: 990  
 Highest Observed Score: 760  
 Lowest Observed Score: 580  
 Lowest Possible Score: 250  
 Median: 630  
 Average Performance Range: 600-660

