

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: June 24, 2010 **Time:** 9 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the May 27, 2010, Meeting of the Board

Public Comment

Action/Discussion: Board of Education Regulations

- A. First Review of Proposed Amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) to Conform to HB 111 and SB 352 Passed by the 2010 General Assembly
- B. First Review of a Proposed Fast-Track Amendment for 8 VAC 20-630 Standards for State-Funded Remedial Programs

Action/Discussion Items

- C. First Review of a Request for Approval of Waivers of 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records* and 8 VAC 20-131-240 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* from Richmond City Public Schools
- D. Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Professional Education Program at Virginia Wesleyan College through the Board of Education Approved Process
- E. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Braille Assessment for Teachers Seeking an Initial License with an Endorsement in Special Education-Visual Impairment

regulation, or court action. Furthermore, the passing rates required for full accreditation in 2010-2011 based on assessments administered during the 2009-2010 school year shall be the same passing rates required for full accreditation during the 2008-2009 school year.

Based on the 2009 legislation, on February 19, 2009, the Board adopted an effective date for the regulations as follows:

8 VAC 20-131-360. Effective date

The provisions in 8 VAC 20-131-30 B. relating to double testing and the provisions in 8 VAC 20-131-60 C. relating to Virtual Virginia shall become effective upon final adoption in accordance with the Administrative Process Act [July 31, 2009]. Unless otherwise specified, the remainder of these regulations shall be effective for the 2010-2011 academic year.

The 2010 General Assembly passed [HB111](#) and [SB352](#), which further delayed implementation of these provisions until the 2011-2012 academic year, with the exception of the Graduation and Completion Index. The legislation passed by the 2010 General Assembly states:

1. That § 1 of Chapter 463 of the Acts of Assembly of 2009 is amended and reenacted as follows

§ 1. That no statutes or regulations prescribing additional requirements upon which the accreditation rating of schools in the Commonwealth is based, pursuant to § [22.1-253.13:3](#) of the *Code of Virginia*, beyond those already in effect on July 1, 2008, shall become effective before July 1, ~~2010~~ **2011**, unless such statutes or regulations are also specifically required by federal code, federal regulation, or court action. Furthermore, that no statutes or regulations prescribing additional graduation requirements, pursuant to § [22.1-253.13:4](#) of the *Code of Virginia*, shall become effective before July 1, ~~2010~~ **2011**, unless such statutes or regulations are also specifically required by federal code, federal regulation, or court action. Furthermore, the passing rates required for full accreditation in ~~2010-2011~~ **2011-2012** based on assessments administered during the ~~2009-2010~~ **2010-2011** school year shall be the same passing rates required for full accreditation during the 2008-2009 school year. *Notwithstanding the provisions of this section, schools with a graduating class shall meet prescribed thresholds on a graduation and completion rate index, as prescribed by the Board of Education, for accreditation ratings for 2011 - 2012.*

Based on the 2010 legislation, the effective date would be delayed for an additional year, with the exception of the Graduation and Completion Index. The following amendment is proposed so that the regulations comport with the 2010 legislation:

8VAC20-131-360. Effective date.

The provisions in 8VAC20-131-30 B relating to double testing and the provisions in 8VAC20-131-60 C relating to Virtual Virginia shall become effective ~~upon final adoption in accordance with the Administrative Process Act July 31, 2009.~~ **Schools with a graduating class shall meet prescribed thresholds on a graduation and completion rate**

index, as prescribed in 8 VAC 20-131-280 and 8 VAC 20-131-300 for accreditation ratings earned in 2010-2011 and awarded in 2011-2012. Unless otherwise specified, the remainder of these regulations shall be effective beginning with the 2010-2011 2011-2012 academic year.

The Administrative Process Act provides for an exemption from executive branch review for regulations necessary to conform to changes in statutory law where no discretion is involved. The provision permits the regulation to become effective at the conclusion of the 30-day public comment period following publication in the *Virginia Register* unless a legislative or gubernatorial objection is filed or the Board suspends the regulatory process. Section 2.2-2006 of the *Code of Virginia* says, in part:

§ 2.2-4006. Exemptions from requirements of this article.

A. The following agency actions otherwise subject to this chapter and § [2.2-4103](#) of the Virginia Register Act shall be exempted from the operation of this article:

...

4. Regulations that are:

a. Necessary to conform to changes in Virginia statutory law or the appropriation act where no agency discretion is involved; ...

B. Whenever regulations are adopted under this section, the agency shall state as part thereof that it will receive, consider and respond to petitions by any interested person at any time with respect to reconsideration or revision. The effective date of regulations adopted under this subsection shall be in accordance with the provisions of § [2.2-4015](#), except in the case of emergency regulations, which shall become effective as provided in subsection B of § [2.2-4012](#).

C. A regulation for which an exemption is claimed under this section or § [2.2-4002](#), or [2.2-4011](#) and that is placed before a board or commission for consideration shall be provided at least two days in advance of the board or commission meeting to members of the public that request a copy of that regulation. A copy of that regulation shall be made available to the public attending such meeting.

Summary of Major Elements: The provision in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* related to the Graduation and Completion Index ([8 VAC 20-131-280](#)), to be used in the calculation of accreditation ratings, is not delayed.

The Graduation and Completion Index will be used in the calculation of accreditation ratings for schools with a twelfth grade class for the 2011-2012 school year, based on data from the 2010-2011 school year. For these schools, the accreditation rating shall be determined based on achievement of required Standards of Learning pass rates and percentage points on the Graduation and Completion Index.

School accreditation as it relates to the Graduation and Completion Index shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Graduation and Completion Index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25

points). The Graduation and Completion Index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students.

The following sections of the regulations are delayed until the 2011-2012 academic year:

1. The requirements of the Standard Technical Diploma and the Advanced Technical Diploma ([8 VAC 20-131-50](#)), which were to begin with the 9th grade class of 2010;
2. The increase in the number of standard units of credit for the Advanced Studies diploma ([8 VAC 20-131-50](#)), which was to begin with the 9th grade class of 2010;
3. Changes to credit requirements related to courses for the Standard and Advanced Studies Diplomas (which are found in the footnotes to [8 VAC 20-131-50](#)). The credit requirements currently in effect for the 2009-2010 academic year will remain in effect for the 2010-2011 academic year.
4. The requirement that each secondary school offer a minimum of one course in economics and personal finance ([8 VAC-131-100](#));
5. The addition of one credit in economics and personal finance as a graduation requirement for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas, ([8 VAC 20-131-50](#) and [8 VAC-131-100](#)), which was to begin with the 9th grade class of 2010;
6. The requirement for all students, beginning in middle school, to have an Academic and Career Plan ([8 VAC 20-131-140](#)); and
7. The increase in the pass rate for full accreditation from pass rate to 75 percent in English and 70 percent in mathematics, science, and history and social science ([8 VAC 20-131-280](#) and [8 VAC 20-131-300](#)). (Currently the pass rate is 75 percent in English for grades three through five, and 70 percent for all other grades and courses. The pass rate is 50 percent for science and history and social science for grade three, and 70 percent for all other grades and courses.)

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposed amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, and authorize staff of the Department of Education to proceed with the remaining steps required by the Administrative Process Act.

Impact on Resources: The impact on resources for these regulations is not expected to be significant.

Timetable for Further Review/Action: The Department of Education will notify local school divisions of the changes in the regulations when the regulations become final, pursuant to the requirements of the Administrative Process Act.

Attachment A

Proposed Amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.)

8VAC20-131-360. Effective date.

The provisions in 8VAC20-131-30 B relating to double testing and the provisions in 8VAC20-131-60 C relating to Virtual Virginia shall become effective July 31, 2009. Schools with a graduating class shall meet prescribed thresholds on a graduation and completion rate index, as prescribed in 8 VAC 20-131-280 and 8 VAC 20-131-300 for accreditation ratings earned in 2010-2011 and awarded in 2011-2012. Unless otherwise specified, the remainder of these regulations shall be effective beginning with the 2010-2011 2011-2012 academic year.



Exempt Action Final Regulation Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-131
Regulation title	Regulations Establishing Standards for Accrediting Public Schools in Virginia
Action title	Delayed effective date
Final agency action date	The Board of Education is expected to take final action on these amendments on June 24, 2010.
Document preparation date	June 7, 2010

When a regulatory action is exempt from executive branch review pursuant to § 2.2-4002 or § 2.2-4006 of the Virginia Administrative Process Act (APA), the agency is encouraged to provide information to the public on the Regulatory Town Hall using this form.

Note: While posting this form on the Town Hall is optional, the agency must comply with requirements of the Virginia Register Act, the *Virginia Register Form, Style, and Procedure Manual*, and Executive Orders 36 (06) and 58 (99).

Summary

Please provide a brief summary of all regulatory changes, including the rationale behind such changes. Alert the reader to all substantive matters or changes. If applicable, generally describe the existing regulation.

The effective date of these regulations, with the exception of the Graduation and Completion Index prescribed in 8 VAC 20-131-280 and 8 VAC 20-131-300 and the other provisions of the regulations already in effect, will be delayed until the 2011-2012 school year, pursuant to HB 111 and SB 352, passed by the 2010 General Assembly and signed by the Governor.

Statement of final agency action

Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.

The Virginia Board of Education is expected to take final action to amend the effective date of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* on June 24, 2010, pursuant to HB 111 and SB 352 passed by the 2010 General Assembly and signed by the Governor.

Family impact

Assess the impact of this regulatory action on the institution of the family and family stability.

Not applicable

Action/Discussion Items (continued)

- F. Final Review of Recommendations of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language Assessments in German, French, and Spanish and to Approve the Assessments and Passing Scores as Another Option to Meet Endorsement Requirements for Native Speakers or Candidates Who Have Learned the Foreign Language
- G. Final Review of a Proposal to Allow Advanced Placement (AP) Calculus BC to Verify Two Mathematics Credits
- H. Final Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, June 23, 2010. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to ensure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

~~number of students failing the Standards of Learning assessments for grades three through eight or end of course tests required for the award of a verified unit of credit required for the student's graduation who attend remediation programs. School divisions shall also report to the Board the number of students who successfully complete the objectives of remedial programs that they attended due to their performance on the Standards of Learning assessments.~~

The Board shall also establish in regulations, a formula for determining the level of funding necessary to assist school divisions in providing transportation services to students required to attend remediation programs.

The proposed Fast-Track Amendment to the 8 VAC 20-630 Standards of State-Funded Remedial Programs is necessary to strictly conform to changes in § [22.1-199.2](#).

Summary of Major Elements:

The proposed technical amendment to 8 VAC 20-630 will remove reporting requirements for local school divisions as data needed for the Virginia Department of Education to analyze these programs is now available through the department's internal data information management system. Specifically, the department can track and analyze data for students coded as remediation recovery. In the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, remediation recovery is defined as a voluntary program that schools may implement to encourage successful remediation of students who do not pass certain Standards of Learning (SOL) tests in grades K-8 and high school reading and mathematics. Schools are required to maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record. There is no need to burden school divisions with unnecessary reporting as required in 8 VAC 20-630 as a student's participation in a remediation recovery program is now documented within the student's test record. The amendments (see Attachment A) remove the burden of reporting requirements for state-funded remedial programs for school divisions.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposed amendments to the *Standards for State-Funded Remedial Program*, and authorize staff of the Department of Education to proceed with the remaining steps by the Administrative Process Act.

Impact on Resources: These regulatory changes will reduce data collection and reporting requirements on school divisions and on the Department of Education, pursuant to legislation enacted by the 2010 General Assembly.

Timetable for Further Review/Action: The Department of Education will notify local school divisions of the changes in the regulations when the regulations become final, pursuant to the requirements of the Administrative Process Act.

**Proposed Fast-Track Amendment for
Standards for State-Funded Remedial Programs
8 VAC 20-630**

8 VAC 20-630-10 Definitions.

The following words and terms when used in this regulation, shall have the following meanings, unless the context clearly indicates otherwise:

“*Eligible students*” are those students who meet either (i) the criteria identifying students who are educationally at risk which has been established by the local school board, or (ii) the state criteria identifying students who are educationally at risk as specified in §22.1-253.13:1.

“*Regular instructional day*” means the length of the school day in which instruction is provided for all children, but excluding before and after school programs for state-funded remedial programs.

“*Regular school year*” means the period of time during which the local school division provides instruction to meet the Standards of Quality, exclusive of summer school, Saturday sessions, or intercession periods.

“*State-funded remedial programs*” include those programs defined in the local school division’s remediation plan which serve eligible students from state funding sources.

8 VAC 20-630-20 Remediation plan ~~development and approval.~~

Each local school division shall develop a local remediation plan designed to strengthen and improve the academic achievement of eligible students. ~~Local school divisions shall submit these plans at a time to be determined by the Superintendent of Public Instruction for approval by the Board of Education.~~

~~Following approval of the plan, each local school division shall submit a budget for the remediation plan that identifies the sources of state funds in the plan.~~

~~Each local school division shall develop a remediation plan designed to strengthen and improve the academic achievement of eligible students.~~

8 VAC 20-630-30 Individual student record.

Each local school division shall record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal.

8 VAC 20-630-40 Program evaluation.

Each local school division shall annually evaluate and modify, as appropriate, their remediation plan based on an analysis of the percentage of students meeting their remediation goals. The pass rate on the Standards of Learning assessments shall also be a measure of the effectiveness of the remedial program.

8 VAC 20-630-50 ~~Reporting requirements.~~

~~Annually, each local school division shall collect and report to the Department of Education, on-line or on forms provided by the Department, the following data pertaining to eligible students:~~

- ~~1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;~~
- ~~2. A demographic profile of students attending state-funded remedial programs;~~
- ~~3. The academic status of each student attending state-funded remedial programs;~~
- ~~4. The types of instruction offered;~~
- ~~5. The length of the program(s);~~
- ~~6. The cost of the program(s);~~
- ~~7. The number of ungraded and disabled students, and those with limited English proficiency;~~
- ~~8. As required, the pass rate on Standards of Learning assessments; and~~
- ~~9. The percentage of students at each grade level who have met their remediation goals.~~

8 VAC 20-630-6050 ~~Teacher qualifications and staffing ratios.~~

Each local school division implementing a state-funded remedial summer school program shall provide a minimum of 20 hours of instruction per subject, exclusive of field trips, assemblies, recreational activities, lunch or post-program testing time.

For state-funded remedial summer school programs in grades K-5 that offer an integrated curriculum, a minimum of 40 hours of instruction shall be required.

The pupil-teacher ratios for state-funded summer remedial programs shall not exceed 18:1.

Individuals who provide instruction in the state-funded remedial programs shall be licensed to teach in Virginia or work under the direct supervision of an individual who is licensed to teach in Virginia; be qualified to provide instruction in the area to be remediated; and be trained in remediation techniques.

8 VAC 20-630-7060 ~~Transportation formula.~~

Pursuant to the provisions of the state's Appropriation Act, funding for transportation services provided for students who are required to attend state-funded remedial programs outside the regular instructional day shall be based on a per pupil per day cost multiplied by the number of student days the program operates (i.e. the number of instructional days the state-funded remedial programs are offered multiplied by the number of students who attend the state-funded remedial programs). The per pupil per day cost shall be based on the latest prevailing cost data used to fund pupil transportation through the Standards of Quality.

For state-funded remedial programs that operate on days that are in addition to the regular school year, 100 percent of the per pupil per day cost shall be used in the formula. For state-funded remedial programs that begin before or end after the regular instructional day, 50 percent of the per pupil per day cost shall be used in the formula. The state share of the payment shall be based on the composite index.



Fast Track Proposed Regulation
Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-630
Regulation title	Standards for State-Funded Remedial Program
Action title	Technical Amendment as required by HB 208 approved by the 2010 session of the General Assembly
Date this document prepared	

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

Please provide a brief summary (no more than 2 short paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes.

The 2010 session of the General Assembly enacted House Bill 208, approved on March 9, 2010 that required § [22.1-199.2](#) of the code of Virginia be amended and reenacted as follows:

The Board of Education shall promulgate regulations for establishing standards for Remedial programs that receive state funding, without regard to state funding designations, which shall be designed to strengthen and improve the effectiveness of such programs in increasing the scholastic achievement of students with academic deficiencies. Such standards shall require (i) school divisions to evaluate remediation programs, annually, in terms of the pass rate on the Standards of Learning tests and (ii) that school divisions report, on such forms as may be required by the Board for such purpose, data pertaining to the demographic and educational characteristics of students who have been identified for remediation pursuant to subsection C of § [22.1-253.13:1](#), or clause (ii) of subsection A of § [22.1-254](#), and § [22.1-254.01](#). Data submitted to the Board shall include, but not be limited to, the number of students failing any Standards of Learning assessments for grades three through eight and any end-of-course tests required for the award of a verified unit of credit required for the student's graduation; a demographic profile of the students attending such programs; the academic status of each such student; the types of instruction offered, the length of the program, and the local costs of the program; the number of ungraded and disabled students, and those with limited English proficiency (ESL); and the number of students failing the Standards of Learning assessments for grades three through eight or end-of-course tests required for the award of a verified unit of credit required for the student's graduation who attend remediation programs. School divisions shall also report to the Board the number of students who successfully complete the objectives of remedial programs that they attended due to their performance on the Standards of Learning assessments.

The Board shall also establish in regulations, a formula for determining the level of funding necessary to assist school divisions in providing transportation services to students required to attend remediation programs.

Statement of final agency action

Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.

On XXX XX, 2010, the Virginia Board of Education approved the proposed technical amendments to the 8 VAC 20-630 to conform with the intent and requirements of the 2010 session of the General Assembly enacted House Bill 208, approved on March 9, 2010 and requested that the Virginia Department of Education move forward with the fast track proposed regulatory process.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the scope of the legal authority and the extent to which the authority is mandatory or discretionary.

The 2010 session of the General Assembly enacted House Bill 208, approved on March 9, 2010, required that § [22.1-199.2](#) of the Code of Virginia be amended. The Virginia Board of Education subsequently approved a technical amendment to the 8 VAC 20-630 Standards of State-Funded Remedial Programs to strictly conform to changes in § [22.1-199.2](#) and requested that the Virginia Department of Education move forward with the fast track proposed regulatory process.

Purpose

Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Detail the specific reasons the regulation is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.

The proposed technical amendment to 8 VAC 20-630 will remove reporting requirements for local school divisions as data needed for the Virginia Department of Education to analyze these programs is now available through the department's internal data information management system. Specifically, the department can track and analyze data for students coded as remediation recovery. In the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, remediation recovery is defined as a voluntary program that schools may implement to encourage successful remediation of students who do not pass certain Standards of Learning (SOL) tests in grades K-8 and high school reading and mathematics. Schools are required to maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record. There is no need to burden school divisions with unnecessary reporting as required in 8 VAC 20-630 as a student's participation in a remediation recovery program is now documented within the student's test record. The amendments (see Attachment A) remove the burden of reporting requirements for state-funded remedial programs for school divisions.

Rationale for using fast track process

Please explain the rationale for using the fast track process in promulgating this regulation. Why do you expect this rulemaking to be noncontroversial?

Please note: If an objection to the use of the fast-track process is received within the 60-day public comment period from 10 or more persons, any member of the applicable standing committee of either house of the General Assembly or of the Joint Commission on Administrative Rules, the agency shall (i) file notice of the objection with the Registrar of Regulations for publication in the Virginia Register, and (ii) proceed with the normal promulgation process with the initial publication of the fast-track regulation serving as the Notice of Intended Regulatory Action.

The amendments to 8 VAC 20-630 are technical amendments to conform with the intent and requirements of the Code of Virginia, House Bill 2008, approved on March 9, 2010, of the 2010 General Assembly.

Substance

Please briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. (Provide more detail about these changes in the "Detail of changes" section.)

The amendments remove the burden of reporting requirements for state-funded remedial programs for school divisions. At the time the regulation was approved, data regarding state-funded programs was not available to the department by any other means. Presently, data related to an analysis of state-funded remedial programs can be obtained through the department's internal data information management system.

Issues

Please identify the issues associated with the proposed regulatory action, including:

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;*
- 2) the primary advantages and disadvantages to the agency or the Commonwealth; and*
- 3) other pertinent matters of interest to the regulated community, government officials, and the public.*

If there are no disadvantages to the public or the Commonwealth, please indicate.

The primary advantage of this regulation is to eliminate the burden of reporting data that can be obtained through the department's internal data management system.

Requirements more restrictive than federal

Please identify and describe any requirement of the proposal which is more restrictive than applicable federal requirements. Include a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements or no requirements that exceed applicable federal requirements, include a statement to that effect.

Not applicable

Localities particularly affected

Please identify any locality particularly affected by the proposed regulation. Locality particularly affected means any locality which bears any identified disproportionate material impact which would not be experienced by other localities.

All localities would be equally affected by the proposed regulation.

Regulatory flexibility analysis

Please describe the agency's analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.

Not applicable

Economic impact

Please identify the anticipated economic impact of the proposed regulation.

Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source/fund detail, and (b) a delineation of one-time versus on-going expenditures.	None
Projected cost of the regulation on localities.	None
Description of the individuals, businesses or other entities likely to be affected by the regulation.	None
Agency's best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected. <i>Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.</i>	None
All projected costs of the regulation for affected individuals, businesses, or other entities. Please be specific. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses.	None

Alternatives

Please describe any viable alternatives to the proposal considered and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the action. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in §2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulation.

There are no other viable alternatives for achieving the purpose of the regulation.

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

Not applicable.

Detail of changes

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail all new provisions and/or all changes to existing sections.

If the proposed regulation is intended to replace an emergency regulation, please list separately (1) all changes between the pre-emergency regulation and the proposed regulation, and (2) only changes made since the publication of the emergency regulation.

For changes to existing regulations, use this chart.

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
8 VAC 20-630-20		Requires the Board of Education to approve all state-funded remedial plans by each local school division. Requires each local school division to submit a budget for the remediation plan that identifies the sources of state funds in the plan.	Removes the requirement for each local school division to submit a state-funded remedial plan to the Board of Education for approval. Removes the requirements for each local school division to submit a budget for the remediation plan that identifies the sources of state funds in the plan.
8 VAC 20-630-50		Requires local school divisions to submit data pertaining to state-funded remedial programs.	Removes the requirement for local school divisions to submit data pertaining to state-funded remedial programs.

Board of Education Agenda Item

Item: C .

Date: June 24, 2010

Topic: First Review of a Request for Approval of Waivers of 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records* and 8 VAC 20-131-240 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* from Richmond City Public Schools

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communication
Ms. Victoria S. Oakley, Chief Academic Officer, Richmond City Public Schools

Telephone Number: (804) 225-2403

E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting

Action requested at future meeting: July 22, 2010

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information: The *Code of Virginia*, in §§ 22.1-212.6 and 22.1-212.7, permits the Board of Education to release a public charter school from state regulations. These sections of the *Code of Virginia* say, in part:

§ 22.1-212.6. Establishment and operation of public charter schools; requirements.

...Pursuant to a charter contract and as specified in § [22.1-212.7](#), a public charter school may operate free from specified school division policies and state regulations, and, as public schools, shall be subject to the requirements of the Standards of Quality, including the Standards of Learning and the Standards of Accreditation....

§ 22.1-212.7. Contracts for public charter schools; release from certain policies and regulations.

...Such contract between the public charter school and the local school board or relevant school boards shall reflect all requests for release of the public charter school from state regulations, consistent with the requirements of subsection B of § [22.1-212.6](#). The local school board or relevant school boards, on behalf of the public charter school, shall request such releases from the Board of Education....

On June 24, 1999, the Board adopted Resolution Number 1999-8 that identified regulations that could be waived for charter schools. The resolution included 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records*. This regulation states:

8 VAC 20-110-50. Approval of school-sponsored field trips and other activities.

All school-sponsored field trips and other activities or events for which pupil attendance may be counted shall be approved through procedures adopted by the school board.

Summary of Major Elements: Richmond City Public Schools (RPS) is requesting approval of a waiver of 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records* for Patrick Henry School of Science and Arts, a charter school serving grades K-5. Patrick Henry School of Science and Arts is a public charter school operating under a contractual arrangement with Richmond City Public Schools. It plans to open this summer for the 2010-2011 school year.

The waiver request from Richmond City Public Schools says that “PHSSA will frequently conduct walking trips and other excursions approved by parents of pupils, but that will not be approved through procedures adopted by the local school board.” The request further states that “PHSSA must develop procedures for planning and approving field trips in place of those already in place for RPS, to include a detailed itinerary, SOL alignment, list of potential hazards and procedures for handling emergency situations, which will be submitted to the local school board.” The procedures will be reported to the Richmond School Board, but will not be approved by the Richmond School Board.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request from Richmond Public Schools to waive 8 VAC 20-110-50 for Patrick Henry School for Science and the Arts. The procedures for field trips and other activities and events would be approved by the parents, and would be reported to, but not approved by, the Richmond School Board.

Impact on Resources: The impact on resources is not expected to be significant.

Timetable for Further Review/Action: The request will be presented to the Board of Education for final review at the July 22, 2010 meeting.

Board of Education Agenda Item

Item: D.

Date: June 24, 2010

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Professional Education Program at Virginia Wesleyan College through the Board of Education Approved Process

Presenters: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure
Dr. Timothy G. O'Rourke, Vice President for Academic Affairs and Kenneth R. Perry Dean
of the College, Virginia Wesleyan College

Telephone Number: (804) 371-2522

E-Mail Address: Patty.Pitts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date February 25, 2010

action The Board of Education received for first review the Advisory Board on Teacher Education and Licensure's recommendation to grant the professional education program at Virginia Wesleyan College accreditation through the Board of Education approved process.

Date March 18, 2010

action The Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations."

date May 27, 2010

action The Board of Education received for first review a recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to accredit the professional education program at Virginia Wesleyan College through the Board of Education approved process.

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, set forth the options for the accreditation of “professional education programs” at Virginia institutions of higher education. The regulations define the “professional education program” as the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The regulations, in part, stipulate the following:

8VAC20-542-30. Options for accreditation or a process approved by the Board of Education.

- A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
 - 1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
 - 2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
 - 3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
- C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
 - 1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education....

Section 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

Board of Education Definitions for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. Section 207 of Title II reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

On November 20, 2008, the Board of Education approved revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education to reflect the designations used by each of the accrediting bodies.

At-Risk of Becoming a Low-Performing Institution of Higher Education: At-risk of becoming a low-performing institution of higher education means an institution with teacher

preparation programs that receives one of the following designations from the accreditation review:

NCATE: *Accreditation After First Visit: Provisional Accreditation*
 Continuing Accreditation: Accreditation with Probation
 TEAC: Provisional Accreditation
 BOE: Accredited with Stipulations

Low-Performing Institution of Higher Education: Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accreditation body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE: Accreditation, Continuing Accreditation, or Accredited with Conditions
 TEAC: Accreditation
 BOE: Accredited

Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at risk of low performing and low-performing institutions of higher education.

Summary of Major Elements:

Virginia Wesleyan College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. The overall recommendation of the on-site review team was that the professional education program be “accredited with stipulations.” Below are the recommendations for each of the four standards:

STANDARD	TEAM’S RECOMMENDATION
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met Minimally with Significant Weaknesses
Standard 3: Faculty in Professional Education Programs	Met Minimally with Significant Weaknesses
Standard 4: Governance and Capacity	Met

The *Professional Education Program Review Team Report of Findings*, dated April 26-29, 2009, Virginia Wesleyan College’s *Institutional Response to the Professional Education Program Review Team Report of Findings*, and a letter from Dr. Timothy G. O’Rourke, vice president for academic affairs and Kenneth R. Perry dean of the college, Virginia Wesleyan College, expressing the institution’s commitment to meeting the standards were presented to Board of Education members at the March 18, 2010, meeting.

On March 18, 2010, the Board of Education approved the Advisory Board on Teacher Education and Licensure’s recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be “accredited with stipulations.”

Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

On April 2, 2010, Dr. Malcolm Lively, director of teacher education, submitted to the Department of Education the attached *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010, in which Virginia Wesleyan College requested that the Board of Education remove the “stipulations” and grant full accreditation.

The report was forwarded to the on-site accreditation team for review and formulation of recommendations. The review team met via a conference call on Thursday, April 15, 2010, to discuss the request from Virginia Wesleyan College. During the conference call discussion, the team requested additional documentation from Virginia Wesleyan College. The attached memorandum dated April 16, 2010, from Dr. Timothy G. O’Rourke addressed the additional inquiries. Based on information received, the team unanimously agreed that the weaknesses identified during the April 26-29, 2009, on-site review had been addressed and corrected. The team recommended that the professional education program at Virginia Wesleyan College be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

The attached *Professional Education Program Review Team Report of Findings*, dated April 17, 2010, reflecting the team’s recommendations was presented to ABTEL at the April 19, 2010, meeting. The Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education accept the on-site accreditation review team’s recommendation that the professional education program at Virginia Wesleyan College be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Attached is a letter from Dr. Timothy G. O’Rourke dated June 9, 2010, addressing the requirements of Standard 2 (Candidate Performance on Competencies for Endorsement Areas) of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure’s recommendation to accept the review team’s recommendation that the professional education program at Virginia Wesleyan College be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*. In addition, the Superintendent of Public Instruction recommends that the following weakness be cited under Standard 2: The professional education program must fully implement its plan for systematically collecting, analyzing, and reporting longitudinal data on candidate performance.

Impact on Resources:

Expenses, with the exception of those for the state representative, incurred during the on-site review of teacher education programs are funded by the host institution.

Timetable for Further Review/Action:

An on-site review of the professional education program will be conducted on a seven-year cycle.

Appendices

- Letter from Dr. Timothy G. O'Rourke, vice president for academic affairs and Kenneth R. Perry dean of the college, Virginia Wesleyan College, dated June 9, 2010
- *Professional Education Program Review Team Report of Findings for Virginia Wesleyan College*, dated April 17, 2010

Attachments to the *Report of Findings*:

Attachment 1

Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings, dated April 1, 2010

Attachment 2

Memorandum from Dr. Timothy G. O'Rourke, Virginia Wesleyan College, dated April 16, 2010



*Vice President for Academic Affairs
and Kenneth R. Perry Dean of the College*

June 9, 2010

Mrs. Eleanor B. Saslaw, President
Virginia Board of Education
c/o Mrs. Patty S. Pitts, Assistant Superintendent
Division of Teacher Education and Licensure
Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

Dear President Saslaw:

At the May 27th meeting, the Virginia Board of Education discussed the “First Review of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Professional Education Program at Virginia Wesleyan College through the Board of Education Approved Process.” At that time, Mr. Foster asked whether Virginia Wesleyan College (VWC) could be judged in full compliance with the standards for accreditation when the College had only recently addressed the Review Team’s recommendation on “the lack of longitudinal data” under Standard 2 (“Candidate Performance on Competencies for Endorsement Areas”). As I explain below, the VWC Education Program has been collecting, analyzing, and reporting a significant array of unit and program-level data for many years; the Program has enhanced its ability to compile and analyze data in response to the Review Team’s recommendations. Thus, the Review Team concluded, and ABTEL agreed, that VWC’s Education Program fully satisfies Standard 2.

In its April 26-29, 2009, visit to VWC, the Review Team identified “three weaknesses” under Standard 2: a “lack of an overall unit assessment approach or plan, the lack of longitudinal data, and the fact that candidates proceed far into the program before formal admittance.” In its April 17, 2010, Report, the Review Team concluded that additional materials submitted by VWC “clearly addressed” all three deficiencies and that VWC met (without stipulations) Standard 2, as well as Standards 1, 3, and 4. The April 17th Report is reprinted in its entirety in the Appendix to Board of Education Agenda Item F (May 27, 2010), beginning at p. 1. The cited passages appear on pp. 2 and 10. With respect to “admittance,” the VWC Program adopted a new Admission Plan in September 2009 and has operated under that plan for the entire 2009-10 academic year (see Appendix to Agenda Item F, pp. 10, 22).

Regarding the “unit assessment plan,” the Program submitted to the Review Team a plan under which VWC has been collecting data for which records go back at least to the 2002-03 academic year. A brief description of the plan appears on pp. 43-44 of the Appendix to Agenda Item F and is followed by a 15-page chart (pp. 45-59) setting out the Program’s objectives, standards (according to the Interstate New Teacher Assessment State Consortium), means of assessment, summary of data collected, and use of results. Under “Means of Assessment” (column 3), the chart details many, but not all, of the kinds of data that the Program collects. These include (with the frequency of collection) the following:

- Exit Survey, completed by graduating students (every semester)
- Employer Satisfaction Survey of Hiring Schools (every two years)
- Education Practicum Evaluation Form, completed by cooperating teachers (every semester)
- Formative Evaluation of Pre-Service Teacher, completed by cooperating teacher (every semester)
- Summative Evaluation of Pre-Service Teacher, completed by cooperating teacher and college supervisor (every semester)
- Instructional Technology Competency Rubric, completed by each student in INST 303 (every semester)
- Pre-Assessment Survey of Skills, completed by selected students every semester
- Graduate Follow-Up Survey, completed by former students (at 1, 3, and 5 year intervals after graduation)

With respect to “longitudinal data,” the Review Team’s April 17th Report comments (at p. 10 of the Appendix to Agenda Item F):

The lack of longitudinal data has been remedied through the planned implementation of *LiveText*, a software package that provides an electronic template and storage tool for evidence of students’ work throughout their education program. Data from the electronic portfolios that are built by each student can be aggregated across a single or multiple years and provide a sound data base from which to make informed decisions about program improvement.

In other words, *LiveText* will permit the VWC Program to collect a wider array of data and to analyze it more systematically (and easily) than was possible previously.¹

At the time of the Review Team’s April 2009 visit, VWC’s method of collecting and presenting data was primarily paper-based, with course materials and student work brought together in a series of large notebooks and various analytical tables. On the basis of data contained in these notebooks and tables, the Review Team’s original Report presented, with respect to Standard 2, a number of positive findings on the VWC Education Program. Thus, the original Report concluded that:

- “[d]egree audits conducted by faculty advisors verify that all requirements are met prior to graduation and program completion”;
- “candidates have been rated highly by field supervisors and cooperating teachers”;
- “candidates have command of their content knowledge”;
- candidates demonstrate the appropriate levels of knowledge in technology and science, social sciences, and the liberal arts generally;
- candidates “take and pass” the appropriate entry-level and professional content assessment tests;

¹ Although the analogy is, at best, approximate, *LiveText* will do for data collection and management in VWC’s Education Program what a software package such as Quicken Books does for bookkeeping—allow a more robust analysis and presentation of data and trends across time and categories.

Mrs. Eleanor B. Saslaw, President
June 9, 2010
Page 3

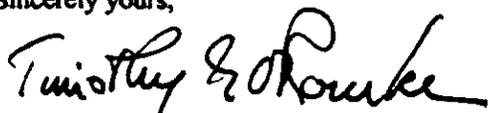
- “[r]esults . . . from their Summative Evaluation of Pre-Service Teaching form validate candidates’ ability to have a positive impact on the classroom”;
- “[s]tudent teachers also were rated highly on their ability to manage the classroom environment”;
- “[a]ll candidates must demonstrate that they have a positive impact on student learning”;
- “[f]eedback from the Employer Satisfaction Survey (ESS) and the Summative Evaluation . . . confirms candidates’ ability to use technology”; and
- “94.7 percent of candidates demonstrate[d] the ability to use data to inform their instruction.”²

Beyond the data presented to the Review Team and referenced in the Team’s original Report, the VWC Education Program regularly compiles and reports to federal and state education agencies various statistical information, which includes the following:

- Title II Institute of Higher Education Report Card (every year)
- Virginia Annual Institutional Report for Virginia Communication and Literacy Assessment and Virginia Reading Assessment
- Biennial Report Addressing Standards for Biennial Approval of Education Programs
- Biennial Report on Partnerships and Collaborations

In sum, the VWC Education Program already compiles a substantial body of data, for which the introduction of *LiveText* offers a means to collect additional data and to make better use of such data for purposes of program assessment and improvement. Virginia Wesleyan College has constructively and fully addressed the Review Team’s recommendation with respect to longitudinal data.

Sincerely yours,



Timothy G. O'Rourke, Ph.D.
Vice President for Academic Affairs
& Kenneth R. Perry Dean of the College
Virginia Wesleyan College

² Professional Education Program Review Team Report of Findings (Visit to Virginia Wesleyan College, April 26-29), pp. 15-19. The Review Team’s original Report appears as an appendix under Agenda Item B of the Board of Education’s March 18, 2010, Meeting (Agenda Item B, Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Virginia Wesleyan College Accreditation through the Board of Education Approved Process, Appendices.) See also p. 2 of Virginia Wesleyan College’s Institutional Response to the Professional Education Program Review Team Report of Findings, which also appears as an appendix to Agenda Item B.

VIRGINIA DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

FOR:

Virginia Wesleyan College
Norfolk, Virginia
April 17, 2010

Members of the Review Team:

Dr. Susan G. Magliaro, Chair
Mr. John Blackwell
Dr. David E. Coffman
Dr. Jacqueline S. Moore
Dr. Lynn H. Wolf

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Virginia Wesleyan College

April 17, 2010

Standards		Team Findings:
Overall Recommendation: Accredited		
A. Standard 1	Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met
B. Standard 2	Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC20-542-70 through 8VAC20-542-600.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met
C. Standard 3	Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met
D. Standard 4	Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Met Minimally with Significant Weaknesses <input type="checkbox"/> Not Met

I. Introduction:

Overview of the College

Virginia Wesleyan College (VWC) was chartered in 1961 as a small, independent, residential, liberal arts college located in Eastern Virginia. In 1966, VWC opened its doors to 75 students. As of the fall 2008 census, almost 1,400 students were enrolled in the college, with a student-faculty ratio of 10.7:1. VWC is guided by the United Methodist heritage and committed to values of citizenship and social responsibility fundamental to a community of scholars. The VWC mission clearly locates the institution within the liberal arts tradition in that the college strives “to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world.” As a liberal arts institution, the academic programs encourage and culture independent and creative thinking with the goal of creating leaders, not followers. Even amidst the current economic environment, VWC aspires “to become a Phi Beta Kappa-caliber college.”

VWC is located on a 300-acre campus in the heart of the Hampton Roads metropolitan area. VWC is a vibrant and growing institution with new or newly renovated facilities. A key goal for all students is to contribute to the local community in terms of service activities held both on campus and in community facilities. As such, the community views VWC as a valued partner in impacting the quality of life for the region’s citizens.

Located in one of the fastest growing areas on the Atlantic coast, VWC faculty and students collaborate primarily with Chesapeake Public Schools, Norfolk Public Schools, and Virginia Beach City Public Schools which serve almost 150,000 students. The diversity within and across these school divisions provides candidates with the opportunity to experience a range of practicum experiences with students of all races and ethnicities, and across the full strata of socio-economic status. According to the 2000 census, specific demographics of the students enrolled in the service area in percentages¹ are:

School Division	White	African-American	Hispanic/Latino	Native American	Asian	Pacific Islander	Other
Chesapeake Schools	66.9	28.5	2.0	0.4	1.8	.05	2.3
Norfolk Schools	48.4	44.1	3.8	0.5	0.1	1.7	4.2
Virginia Beach Schools	73.0	21.0	5.4	1.0	6.5	0.3	4.9

Professional Education Program at VWC

The professional education program is housed within the Education Department in the Division of Social Sciences. The Education Department’s mission aligns with the College’s commitment to a liberal arts education. Specifically, the professional education program “is committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality of disciplinary preparation in the content area fields and teaching methodology.” The program prides itself on including early supervised field experiences usually

¹ Total percentages for each school division exceed 100 percent due to rounding of individual percentages.

beginning in the sophomore year, strong mentoring efforts by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts. The program’s motto is “Preparing Teachers One by One.”

All six education programs leading to licensure are at the undergraduate level, offered on campus, and include:

- Elementary Education preK-6
- Elementary Education preK-6 plus Middle Education 6-8
- Middle Education 6-8
- Special Education General Curriculum K-12
- Secondary Grades 6-12 (Biology, Chemistry, Earth Science, English, History and Social Sciences, Mathematics)
- PreK-12 Endorsements (Visual Arts, Foreign Languages: French, German, and Spanish)

An alternative route to licensure program (Alternative Certification for Teachers – ACT) is offered for the following teaching endorsement areas: Elementary Education preK-6, Secondary Grades 6-12, and Special Education General Curriculum K-12.

Program Endorsement Area Reviews

Program endorsement area matrices were granted “approved” status by the Virginia Board of Education on January 14, 2010.

Background Information

Virginia Wesleyan College (VWC) requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. The overall recommendation of the on-site review team was that the VWC professional education program be “accredited with stipulations.” Below are the recommendations for each of the four standards:

STANDARD	TEAM’S RECOMMENDATION
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met Minimally with Significant Weaknesses
Standard 3: Faculty in Professional Education Programs	Met Minimally with Significant Weaknesses
Standard 4: Governance and Capacity	Met

On March 18, 2010, the Board of Education approved the Advisory Board on Teacher Education and Licensure’s recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College

be “accredited with stipulations.” Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing Review and Approval of Education Programs in Virginia*.

On April 2, 2010, Dr. Malcolm Lively, director of teacher education, submitted to the Virginia Department of Education (VDOE) for consideration a *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010, in which Virginia Wesleyan College “...requests the Board of Education remove ‘the stipulations’ from its grant of accreditation.” The report is included in Attachment 1.

VDOE personnel determined the documentation contained in the VWC report to be sufficient to warrant further consideration and that an on-site visit would not be necessary. The report was forwarded to members of the April 26-29, 2009, on-site accreditation team for review and formulation of recommendations. The team was selected to conduct the review due to their familiarity with the previous report of findings. The review team convened via telephone conference call on April 15, 2010, to discuss the April 1, 2010, VWC request and available evidence.

Supporting Information

The majority of the information examined by the April 2010 accreditation review team was found in the *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010. The team determined that overall, the report addressed the major concerns cited in the April 2009 *Professional Education Program Review Team Report of Findings*. The team requested VWC to provide five additional artifacts to facilitate their decision-making in response to the report. The requested information, included in Attachment 2, was submitted to the state team representative by Dean Timothy O’Rourke and forwarded to team members via e-mail on April 16.

II. Findings for Each Standard:

8VAC20-542-60. Standards for Board of Education approved accreditation process.

A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Indicators of the achievement of this standard shall include the following:

- 1. The program design includes a statement of program philosophy, purposes and goals.**
- 2. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.**

- 3. The program design includes a knowledge base that reflects current research, best educational practice and the Virginia Standards of Learning.**
- 4. The program is designed from a framework that is knowledge-based, evidenced-based and articulated and that has been collaboratively developed with various stakeholders.**
- 5. The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in preK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences. Indicators of the achievement of this standard shall include the following:**
 - a. The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.**
 - b. The professional education program assesses candidates' attainment of the knowledge, skills, and dispositions identified in the program design framework.**
 - c. The professional education program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.**
- 6. The professional education program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment. Indicators of the achievement of this standard shall include the following:**
 - a. Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.**
 - b. Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.**
 - c. Student teaching and other field experiences include a minimum of 300 clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide field experiences with a minimum of 320 clock hours as part of a**

deliberately structured internship over the duration of a preparation program.

- d. Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and skill gained in their programs.**
 - e. Candidate performance in field experiences is evaluated and documented using multiple assessments, including feedback from education and arts and sciences faculty, school faculty, and peers, as well as self-reflection by candidates.**
- 7. Professional education faculty collaborate with arts and sciences faculty, school personnel, and other members of the professional community to design, deliver, assess, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in preK-12 schools. Indicators of the achievement of this standard shall include the following:**
- a. Professional education faculty collaborates with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.**
 - b. Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.**
 - c. Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.**
 - d. Opportunities exist for professional education faculty, school personnel, and other members of the professional community to collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education.**

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: Met

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met." No weaknesses were cited. The following comments and recommendations remain as part of the report. Of particular note would be the recommendation to develop memoranda of understanding with partner schools.

- Overall, the information and evidence indicate that Standard 1 has been met fully, and the VWC program provides a high quality learning experience for its students. VWC should aim to have photos in brochures and other published material depict the diverse student body currently on the campus.
- The variety and specific features of each field experience are commendable in that they provide candidates with a range of experiences with diverse cultures.
- Assessments are appropriate and provide data that can be used to improve the program design as evidenced by the Long Range Plan.
- In order to better articulate school partnerships, written agreements (e.g., memoranda of understanding) with built-in evaluation plans should be developed with school partners.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.

- 1. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and preK-12 student achievement.**
 - a. Candidates demonstrate that they have a full command of the English language, use standard English grammar, have rich speaking and writing vocabularies, are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas.**
 - b. Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.**
 - c. Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.**

- 3. Candidates in graduate programs for other school personnel demonstrate competencies for educational leadership roles as school superintendents, principals and/or assistant principals, central office administrators and supervisors, school counselors, reading specialists, mathematics specialists, or school psychologists. They demonstrate the knowledge and understanding to lead schools that use effective educational processes, achieve increased student learning, and make strong and positive connections to the community.**

N/A – VWC does not offer graduate programs for other school personnel at this time.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: Met

Weaknesses: N/A

Comments and Recommendations:

The team’s original assessment of this standard was “Met Minimally with Significant Weaknesses.” The cited weaknesses were as follows:

- Lack of an overall unit assessment approach or plan;
- Lack of longitudinal data; and
- The fact that candidates proceed far into the program before formal admission.

Since the April 2009 visit, VWC has clearly addressed each of these weaknesses. An assessment plan was developed by the Working Assessment Group that outlines a “Framework for Professional Study.” The framework includes the program objectives, alignment with Interstate New Teacher Assessment State Consortium standards, means of assessment, summary of data that are collected, and description of how the results are used for continuous improvement.

The lack of longitudinal data has been remedied through the planned implementation of *LiveText*, a software package that provides an electronic template and storage tool for evidence of students’ work throughout their education program. Data from the electronic portfolios that are built by each student can be aggregated across a single or multiple years and provide a sound data base from which to make informed decisions about program improvement. And, finally, the admission issue has been addressed through the development of a clear admissions policy, enacted in September 2009, which outlines criteria for admission and continuation in the program, application requirements, and a timeline.

Based on the actions taken by VWC since April 2009, the team has revised its recommendation to “Met.” The team does recommend that the Working Assessment Group keep minutes of their meetings in order to have a record that can be shared within programs and with relevant constituencies. Minutes also provide the institutional knowledge that is appreciated as faculty move either into different roles or to other institutions.

C. Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard shall include the following:

- a. Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent, or exceptional expertise in their field.**
- b. Professional education faculty have demonstrated competence in each field of endorsement area specialization.**
- c. Professional education faculty demonstrate understanding of current practice related to the use of computers and technology and integrate technology into their teaching and scholarship.**
- d. Professional education faculty demonstrate understanding of Virginia's Standards of Learning.**
- e. Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.**
- f. Professional education faculty who supervise field experiences have had professional teaching experiences in preK-12 school settings.**
- g. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in preK-12 schools.**
- h. Professional education faculty are actively involved in professional associations and participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.**

2. Teaching in the professional education program is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice. Indicators of the achievement of this standard shall include the following:

- a. Professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement.**

- e. Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty.**

Recommendation for Standard 3: Met

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met Minimally with Significant Weaknesses." The cited weaknesses, all of which were cited in the 2004 accreditation report, were as follows:

- Lack of faculty diversity;
- The program coordinator/director's heavy teaching load; and
- The program coordinator/director's involvement with or knowledge of education faculty evaluations.

Since the April 2009 visit, VWC has again clearly addressed each of these weaknesses. VWC has invested a great deal of effort into the recruitment of a new faculty member to increase diversity in the education program. Unfortunately, the search did not come to fruition with a full-time new hire. However, VWC has been successful in hiring two new highly qualified adjunct faculty who add a diverse faculty profile in the education department. Each of these faculty members are highly experienced and expert practitioners who will make excellent contributions to the students' educational experiences.

In terms of the education program director's teaching load, VWC has clarified that the director's load is 2/2 (two three-credit courses in fall and spring). This load will enable the director to devote the time and effort necessary to meet all of the expectations outlined in his/her job description. Finally, the VWC policy has been modified to include the education director in the education faculty members' evaluation processes. This will enable the director to be a full participant in the development of appropriate working conditions for faculty, especially support for their future professional development.

Based on the actions taken since April 2009, the team has revised its recommendation to "Met." The team recommends that VWC continue its quest for diverse faculty and explore the various programs that have been recommended, for example, by the Carnegie Institute on the Advancement of Teaching, the Council of Graduate Studies, the American Association of University Professors, and the American Council on Education.

One additional recommendation that was cited in the original team report was the need for faculty to record their advising commitment and have it recognized as part of the VWC annual faculty evaluation process. VWC also has addressed this recommendation with a revision to the faculty Professional Activities Form (PAF).

D. Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

- 1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs. Indicators of the achievement of this standard shall include the following:**
 - a. The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.**
 - b. The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.**
 - c. Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policymaking and advisory bodies that organize and coordinate programs of the professional education program.**
 - d. Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.**
- 2. The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates. Indicators of achievement of this standard shall include the following:**
 - a. The size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical support staff support the consistent delivery and quality of each program offered.**
 - b. Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program, and**
 - c. Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes, and**
 - d. The institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates.**

- 3. The professional education program shall ensure that full-time, part-time, and adjunct faculty are provided with appropriate resources such as office space, access to technology, teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.**

Recommendation for Standard 4: Met

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met." However, two weaknesses were cited that also were identified in the 2004 accreditation report:

- A clarification of the education program director's roles and responsibilities, and
- The need for clerical support.

Since the April 2009 visit, VWC has addressed both of these weaknesses. A clear and comprehensive job description was developed and entitled, "Roles and Responsibilities of the Director of Teacher Education." This document enumerates the many and varied complex tasks required of directors of education programs. Also, a full-time administrative assistant has been hired and assigned to the Education Department. The individual hired is exceedingly qualified and has been provided with the resources needed to be effective and efficient. Finally, one recommendation made by the team in April 2009 was to relocate the current director with the rest of the education faculty and facilities in Pruden Hall. That recommendation also has been addressed and all personnel and resources directly related to education are now housed under the same roof.

Summary

The Professional Education Program Review Team recommends that the Virginia Board of Education remove the "stipulations" from its grant of accreditation. Based on the evidence that has been provided to the team that all weaknesses have been addressed, the team asserts that VWC now meets standards outlined in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*, and recommends that the professional education program should be deemed "accredited." The team does affirm its recommendations for continuous program improvement as cited above with each standard. The team congratulates VWC for its deliberate and expeditious work to address the weaknesses identified in the April 2009 *Professional Education Program Review Team Report of Findings*, and wishes the college and program the best as it continues the preparation of educational professionals.

ATTACHMENT 1

Report on Actions Taken

in Response to the

Professional Education Program Review Team Report of Findings

April 1, 2010



Report on Actions Taken

in Response to the

Professional Education Program Review Team Report of Findings

April 1, 2010

Timothy G. O'Rourke, Ph.D.
Vice President for Academic Affairs
& Dean of the College

Malcolm Lively, Ph.D.
Director of Teacher Education
& Associate Professor of Education

Overview of Report

On April 26-29, 2009, the Professional Education Program at Virginia Wesleyan College (VWC) submitted to an on-campus review according to a process approved by the Board of Education. The Review Team issued its final report on November 6, 2009 (*The Professional Education Program Review Team Report of Findings*), finding with respect to the VWC program that Standards 1 and 4 are fully “Met.” Standards 2 and 3, according to the Review Team, were “Met Minimally with Significant Weaknesses” (*Report*, p. 2). On December 11, 2009, VWC filed an *Institutional Response* to the *Report*, noting in its cover letter that it had “already” made “significant, salutary changes in [its] Education Program” as a result of the Review Team’s constructive guidance. On January 25, 2010, the Advisory Board on Teacher Education and Licensure (ABTEL) endorsed the Review Team’s findings. On March 18, 2010, the Virginia Board of Education, following the ABTEL recommendation, voted to accredit VWC’s Education Program “with stipulations.”

This report shows that Virginia Wesleyan College has moved with urgency and singularity of purpose in order to eliminate the “weaknesses” identified by the Review Team. In new salary dollars alone, the College has set aside more than \$100,000 annually to fund additional staff and faculty positions. Since the Review Team’s visit, VWC has undertaken the following specific actions:

A. Assessment

1. Established a Working Group to develop an improved plan of program assessment and to acquire appropriate software in order to implement that plan (addressing a concern under Standard 2 that VWC lacks “an overall unit assessment approach,” *Report*, p. 19)
2. Purchased the *LiveText* Accreditation Management System and scheduled faculty training for August 19-20, 2010, responding to the Review Team’s recommendation that the Education Program collect more systematic “longitudinal data” (Standard 2, *Report*, p. 19)
3. Scheduled implementation of *LiveText* e-portfolio system in selected Education courses in Fall 2010 (answering the Review Team’s concern about the “limited number of student-produced projects and papers” under Standard 3, *Report*, p. 21)
4. Expanded the section on advising and mentoring in the faculty Professional Activities Form, or PAF (addressing a concern about the lack of “data indicating the performance [of faculty] in advising and mentoring” under Standard 3, *Report*, p. 27)

B. Education Personnel

1. Hired a full-time administrative assistant for the Education Department (addressing recommendations under Standards 3 and 4, *Report*, pp. 28, 33-34)
2. Employed two highly qualified adjunct faculty who add to faculty diversity (responding to a recommendation under Standard 3, *Report*, p. 27)
3. Hired a full-time, tenure-track faculty member for the Education Department (following recommendations under Standard 3, *Report*, pp. 25, 28-29)

C. Administration

1. Adopted and implemented a new admissions policy (responding to recommendations under Standards 2 and 4, *Report*, pp. 19, 34)
2. Modified the role of the Director of Teacher Education to include evaluation of Education faculty (implementing a recommendation under Standards 3 and 4, *Report*, pp. 27-29, 34)
3. Relocated the office of the Director of Teacher Education to the departmental suite (implementing a recommendation under Standards 3 and 4, *Report*, pp. 28, 34)
4. Funded participation of the Director of Teacher Education in the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009 (responding to a concern about training and mentoring of departmental administrators under Standard 3, *Report*, p. 28)

In light of these actions, described in greater detail below, Virginia Wesleyan College respectfully requests that the Board of Education remove “the stipulations” from its grant of accreditation.

A. Assessment

1. The College has expanded the section on advising and mentoring in the faculty Professional Activities Form, or PAF. This change addresses the Review Team’s concern about the lack of “data indicating the performance [of faculty] in advising and mentoring” (Standard 3, *Report*, p. 27).²

2. The College established a Working Group to develop an improved plan of program assessment and to acquire appropriate software in order to implement that plan. The Working Group—which responds to the Review Team’s concern that VWC lacks “an overall unit assessment approach” (Standard 2, *Report*, p. 19)—includes the Associate Vice President for Institutional Research and Effectiveness, the Coordinator of Institutional Technology, the Chief Technology Officer, the Vice President for Academic Affairs, the Director of Teacher Education, and Recreation and Leisure Studies Professor John Braley.³ The Working Group, which began meeting in Fall 2009, will continue to meet throughout 2010-11 in order to monitor implementation and to continue to flesh out both the e-portfolio and assessment capabilities of *LiveText*, discussed below.

3. After considerable study, the Working Group decided in March 2010 to purchase the *LiveText* system, to train Education and Recreation and Leisure Studies faculty and selected others on August 19-20, 2010, and to implement use of the software in selected Education and Recreation and Leisure Studies courses in Fall 2010. Documentation of the College’s *LiveText* purchase, an initial cost of \$12,370, appears in Appendix A. The *LiveText* software, discussed in detail at www.livetext.com/college/, enables a program to “collect, analyze, and report based on institutional outcomes” and to “manage all accreditation requirements through a single, comprehensive solution.” With the adoption of *LiveText*, the College has addressed the Review Team’s recommendation that the Education Program collect more systematic “longitudinal data” (Standard 2, *Report*, p. 19).

4. With *LiveText*, students acquire individual subscriptions (of five-year duration) that allow them to submit work electronically to faculty, who review the work according to prescribed rubrics and competencies (this is the programmatic assessment piece). Students can develop and add to their personal e-portfolios over time (both for presentation to their professors and to prospective employers), while faculty can collect artifacts of students’ projects in order to demonstrate compliance with various accreditation standards. Thus, purchase of the *LiveText* system, use of which starts in Fall 2010, responds to the Review Team’s concern about the “limited number of student-produced projects and papers” (Standard 3, *Report*, p. 21).⁴

² Relevant portions of the revised PAF can be found appended to the December 11, 2009, *Institutional Response*.

³ Professor Braley devoted his Fall 2008 sabbatical to an exploration of e-portfolio and assessment software; during the Spring Semester 2009, he led a series of discussions with faculty colleagues on the *LiveText* Accreditation Management System. Fred Scott, Solutions Consultant for *LiveText*, made a presentation to a small group of VWC faculty, who included Dr. O’Rourke, in April 2009; at that time, the Department of Recreation and Leisure Studies committed to the implementation of *LiveText* either in Fall 2009 or Fall 2010. Shortly after VWC received the draft report of the Review Team in June 2009, Vice President O’Rourke initiated conversations with Bryan Price (Associate Vice President for Institutional Research) and Dr. Lively (Director of Teacher Education) about the use of *LiveText* to improve assessment in Education. Out of these conversations came the working group, which held a series of meetings in November and December 2009, in order to write a grant to the Virginia Foundation for Independent Colleges (VFIC) to support *LiveText* implementation. Dr. O’Rourke met with Mr. Scott at the annual meeting of the Southern Association of Schools and Colleges in Atlanta in early December and the working group conducted a conference call with Mr. Scott on December 14th. When the VFIC turned down the grant request in mid-December, Dr. O’Rourke invited Mr. Scott to meet on-campus with the Working Group on February 14, 2010, to discuss implementation of *LiveText* with institutional funds only.

⁴ While recognizing the need to develop a more systematic, user-friendly electronic collection of student artifacts, we continue to believe that the Review Team overstated this concern. The VWC exhibit room contained 34 notebooks that included syllabi, course matrices, and specific examples of student work, all of which related to assignments addressing the Standards of Learning and required teacher competencies. Each notebook with

As the foregoing demonstrates, Virginia Wesleyan College has responded concretely and decisively in order to eradicate or substantially reduce the “significant weaknesses” identified by the Review Team.⁵

B. Education Personnel

1. Beginning in Fall 2009, the College employed two *new* highly qualified adjunct faculty who add to faculty diversity—responding to a recommendation under Standard 3, *Report*, p. 27, that the College “employ[] a diverse pool of faculty in part-time or adjunct” positions. The new adjuncts are Dr. Donna Elliott, Adjunct Professor in Education, EDUC 375 (Content Teaching Methods); and Ms. Jean M. Sykes, Supervisor for Special Education practica, SPED 377 (Assessment and Management of Instruction in Special Education Practicum) and SPED 385 (Curriculum & Instruction K-12 Practicum). Dr. Elliott (Ed.D., George Washington University), is Assistant Principal at Kempsville High School; Ms. Sykes (M.Ed., Norfolk State University) teaches special education at Greenbrier Middle School. A plan for increasing further the diversity of the education department appears in Appendix B.

2. On October 1, 2009, Karen Mercer began work as full-time administrative assistant to the Education Department. Emerging as the top choice for the post among 170 applicants, Ms. Mercer (B.S., Regent University, 2006) has substantial administrative and teaching experience.⁶ The employment of Ms. Mercer addresses the *Report’s* recommendations that the College employ full-time clerical assistance for the Department (Standard 4, *Report*, pp. 33-34) and that it reduce the workload of the Director of Teacher Education (Standard 3, *Report*, p. 28). The College purchased a new computer for Ms. Mercer in February 2010.

3. In fall 2009, Virginia Wesleyan established a new faculty line in the Education Department, answering the Review Team’s recommendation that the Education Department add another full-time faculty position (see Standard 3, *Report*, pp. 25, 28-29)—in order to yield a more manageable workload for departmental faculty, to enhance faculty diversity, and enhance the credentials of the faculty. Late in 2009, a racially and disciplinarily diverse faculty committee conducted a national search for this new tenure-track position in secondary education. Brochures and flyers describing the position and education programs at Virginia Wesleyan College were distributed to graduate program directors and participants at the Fall 2009 VACTE/ATE-VA Conference at Sweet Briar College on October 1 & 2, 2009. The position was advertised in *The Chronicle of Higher Education Online* in October and November of 2009 and on the Virginia Wesleyan College website from October 2009 through March 2010. The position was also advertised online in *Diversity: Issues in Higher Education* and in *Academic Careers Online* - a leader in diversity recruitment advertising - during the Online Diversity Job Fair honoring Black History Month. Both advertisements ran from February 10 to March 12, 2010.

accompanying student samples dealt with a specific professional education course or course within the Professional Interdivisional Major (PIDM).

⁵ This report has not attempted to revisit every problematic finding in the *Review Team Report*. We believe that VWC’s December 11, 2009, *Institutional Response* (pp. 5-6) conclusively addressed the Review Team’s concern about support for faculty development (Standard 3, *Report*, p. 26). Similarly, the *Response* (p. 5 and Appendix D) responded effectively to the contention that full-time faculty have only a limited involvement in field experiences (Standard 3, *Report*, p. 22). While the *Institutional Response* (p. 5) took issue with the Review Team’s concerns about faculty teaching and advising loads (Standard 3, *Report*, pp. 24-25), these concerns are rendered moot by the College’s commitment to have an additional full-time faculty member in place by Fall 2010.

⁶ The College interviewed six candidates, two of whom were minority.

The search attracted a pool of about 40 applicants, four of whom (two African Americans) were invited to on-campus interviews. The College offered the position to one applicant, a minority candidate, who turned down the offer.⁷ The college extended an offer to another, non-minority, candidate, and she accepted. Dr. Hilve Firek (Ed.D., University of Montana, 2004) brings to the position substantial teaching experience at both the college (Assistant Professor at Roosevelt University, Chicago, 2004-07) and high school (currently Lead Teacher, International Baccalaureate Diploma Program, Suffolk Public Schools) levels; she is the author of *Ten Easy Ways to Use Technology in the English Classroom* (Heinemann, 2003). Dr. Firek's curriculum vitae appears in Appendix C.

While the Education search did not yield a minority faculty member, the College has been successful in diversifying its faculty. Since 2006, VWC has hired three tenure-track, African-American faculty members who have a direct impact on the Education Program and reflect the College's commitment to diversity in faculty hiring:

Dr. Murrell Brooks (Ph.D., UCLA), Assistant Professor of Political Science (Impact: Professional Interdivisional Major, or PIDM, for Elementary Candidates; History and Social Science 6-12 Candidates); Dr. Deirdre Gonsalves-Jackson (Ph.D., Florida Institute of Technology), Assistant Professor of Biology (Impact: PIDM for Elementary Candidates; Biology 6-12 Candidates); and Dr. Rebecca Hooker (Ph.D., Univ. of New Mexico), Assistant Professor of English, African American Literature (Impact: Potentially all Education Candidates to fulfill VWC General Studies Requirements as well as English 6-12 Candidates).

Virginia Wesleyan College also demonstrates its commitment to diversity awareness through its mission statement, emphasizing that the College prepares students for "the challenges of life and career in a complex and rapidly changing world." For specific documentation of this commitment, see Appendix D.

C. Administration

1. The Education Program at VWC adopted and implemented a new admissions policy in September 2009, responding to the Review Team's recommendations under Standards 2 and 4, *Report*, pp. 19, 34. The Review Team pointed out that the admissions plan in use in April 2009 "allowed students to take courses well into the major before being formally admitted into the teacher education program." The new policy, reproduced in its entirety below, provides clear guidelines, in part: "Students interested in Teacher Certification will not be allowed to register for upper level (300+) Professional Education courses (with the exception of INST 303) until the requirements for admission have been met. Transfer students must complete the formal application process by the end of their first semester of coursework at VWC."

**Virginia Wesleyan College
Education Department**

Criteria for Admission to and Continuation in the Professional Education Program

Students interested in becoming teachers must formally apply for admission to the Professional Education Program. This can be time consuming, so the student must begin the process early in his/her college career. Applications are distributed in certain classes (INST 202 and EDUC 225) and are available in Pruden 103.

Students interested in teacher certification will not be allowed to register for upper level (300+) professional education courses (with the exception of INST 303) until the requirements for admission have been met. Transfer students must complete the formal application process by the end of their first semester of coursework at VWC.

A student will be admitted to the Professional Education Program when he or she meets the requirements listed below:

- a. Application
- b. One-page, single-spaced essay (Choose one topic below)
 - * What kind of teacher do I want to become?
 - * In your opinion, what personal characteristics are absolutely essential for an individual to become a successful teacher?
 - * Describe your major strengths and weaknesses and how they might impact your ability to become an effective teacher.
- c. Passing scores on Praxis I or SAT/ACT equivalent, or passing scores on VCLA and Praxis I Math.
- d. Cumulative GPA of at least 2.5 at the time of application
- e. Two recommendations from non-education faculty members
- f. Achieve a grade of C or better in ALL Professional Education courses

Students will not be able to continue with education coursework beyond INST 202, EDUC 225, and INST 303 until the above conditions are met. Transfer students will not be able to continue with education courses beyond the first semester of attendance until the above requirements are met.

Following admission to the Professional Education Program, a teacher candidate is required to complete the following requirements prior to the student teaching semester:

- Take and pass the Virginia Communications and Literacy Assessment (VCLA) by the end of the junior year.
- **(Elementary/Special Education ONLY)** Take and pass the Virginia Reading Assessment (VRA) upon completion of EDUC 320 and EDUC 321. (Passing score is 235)
- Pass Praxis II prior to the start of pre-service teaching.
- NOTE: Passing scores on VCLA, Praxis II, and VRA (where applicable) are required for licensure by the Virginia Department of Education.
- Maintain the required GPA for your major and grades of C or better in ALL Professional Education courses.

Please sign this document to attest that you have read this policy and understand that you will not be able to participate in student teaching until you have been accepted to the Program and have met the criteria above.

Signature _____

Date _____

Printed Name _____

(Application for Admission Revised, March 2010)

2. The Virginia Wesleyan Faculty Assembly, on November 6, 2009, formally amended *The Faculty Handbook* in order to give the Director of Teacher Education a role in the evaluation of Education faculty. The new policy, which has been followed in the most recent round of annual evaluations, states:

Division chairs review these annual submissions [by the faculty, of the Professional Activity Form, and other materials], along with any additional reports from the Dean . . . and evaluate each of the faculty in their divisions by producing and submitting annual evaluation reports. For departments such as Education and Recreation and Leisure Studies that are subject to external accreditation, the relevant department director/coordinator shall have access to departmental colleagues' PAFs and student course evaluations, and the division chair shall consult with the director/coordinator in preparing the evaluation reports for that department's faculty. These reports are shared with the faculty and reviewed by [the] Dean of the College in preparation for making recommendations to the President for salary increments.

The Handbook revision eliminates the Review Team's objection that "the Department Director . . . is not a participant in the faculty evaluation process" (Standard 3, Report, pp. 27-28; also Standard 4, p. 34).

3. The College relocated the office of the Director of Teacher Education to the departmental suite in Pruden Hall in August 2009, thereby implementing the Review Team's suggestion that moving "the Director to co-locate with other program faculty and administrative staff . . . would facilitate program operation" (Standard 3, Report, p. 28; see also Standard 4, p. 34). The relocation included renovation of the Director's office and purchase of new furniture. Since Fall 2007, the College has renovated five faculty offices and established an Educational Teaching Laboratory (with new seating and Smart Board) in one wing of Pruden Hall, at a cost of more than \$15,000, as part of its continuing commitment to improve the quality of the facilities for the Education program.

4. The College funded the Director Malcolm Lively's participation in the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009, responding to the Review Team's recommendation that VWC provide training and mentoring of departmental administrators (Standard 3, Report, p. 28). In the same vein, Professor Clayton Dress, Professor of History, Chair of the Division of Social Sciences, and a former departmental coordinator, is serving as a senior mentor to Dr. Lively.

APPENDIX A

Virginia Wesleyan College Purchase Order

P0016867

Virginia Wesleyan College
Attn: Receiving Department
1584 Wesleyan Drive
Norfolk VA 23502

Live Text
1 S. La Grange Road
Suite 200
La Grange IL 60525
Attn: Joe Finado & Fred Scott



03/23/10

100.000	EA Each	Data Management Software Package	80.0000	8,000.00
1.000	EA Each	2 Days on Campus Training (dates to be determined by Fred Scott)	3,700.0000	3,700.00
1.000	EA Each	7/19/10 Pre-Conference Morning Training	125.0000	125.00
1.000	EA Each	7/19/10 Pre-Conference Afternoon Training	95.0000	95.00
1.000	EA Each	7/20-7/21/10 Conference Only	325.0000	325.00
1.000	EA Each	7/22/10 Post-Conference Morning Training	125.0000	125.00

Purchase order includes:
Support Fees at
No Cost
Software Updates at
No Cost

Elaine Aird
Elaine Aird, Purchasing
(757)455-3310

11-12754-89296-0
(Dr. Timothy O'Rourke &
Robin Takacs)

**PLEASE REFERENCE P.O. # ON ALL SHIPPING
AND RECEIVING DOCUMENTS. SHIPPING
DOCUMENT IS REQUIRED FOR ALL ORDERS.**

12,370.00

Shipping Address:
Virginia Wesleyan College
Attn: Receiving
1584 Wesleyan Drive
Norfolk, VA 23502
Phone: (757)455-3310
FAX: (757)461-4946

Billing Address:
Virginia Wesleyan College
Attn: Accounts Payable
1584 Wesleyan Drive
Norfolk, VA 23502
Phone: (757)455-3230
FAX: (757)461-4946

APPENDIX B

Recruiting Efforts to Attract Additional Minority Faculty, Adjuncts, and Supervisors

A developing partnership with nearby Bayside High School in Virginia Beach allows for additional recruiting of minority candidates to fill needed adjunct content area positions (specifically mathematics, sciences, social studies, and foreign languages) in the secondary content methods course (EDUC 375) offered each fall. Helping to coordinate this effort is our contact at Bayside High School, Ms. Bermina Nickerson, Vice-Principal, Ms. Ginger Ferris, Assistant Professor of Education at Virginia Wesleyan College, and Dr. Malcolm Lively, Director of Teacher Education at Virginia Wesleyan College. Ms. Nickerson also participated in the candidate interview process for the tenure-track secondary education position. In addition to the Bayside High School partnership, developing partnerships with Bayside Middle School, Bayside Elementary School, and an established partnership with Shelton Park Elementary provide the opportunity to recruit recently retired minority educators to supervise field experiences in elementary, secondary, and special education placements. Ms. Ferris, Dr. Lively, and Mrs. Stacey Wollerton, Director of Field Experiences, are coordinating these partnerships.

Additionally, the Education Department at Virginia Wesleyan College anticipates several retirements in the next three to five years. The Department and the College is committed to improving faculty diversity by actively recruiting qualified minority candidates both locally, through established contacts with school personnel, and nationally, by targeting publications and organizations that are highly regarded by culturally diverse populations.

APPENDIX C

Curriculum Vitae of Hilve Firek

HILVE AYERS FIREK

3905 Cobb Avenue
Chesapeake, Virginia 23325
757/333-7835
hfirek@roosevelt.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

Ed.D.	2004	University of Montana – Missoula Curriculum and Instruction
M.S.	1995	Old Dominion University; Norfolk, Virginia Secondary Education, English. GPA: 4.00
B.S.	1988	Old Dominion University; Norfolk, Virginia Secondary Education, English. Magna cum laude
B.A.	1987	Old Dominion University; Norfolk, Virginia English Literature. Magna cum laude

Virginia teaching certificate: English and journalism, grades 7-12

PROFESSIONAL EXPERIENCE

July 2009- present	Lead Teacher, International Baccalaureate Diploma Program Suffolk Public Schools, Suffolk, Virginia: Coordinate the International Baccalaureate Diploma Program (IBDP) for the Suffolk Public Schools; administer the program according to International Baccalaureate Organization regulations and guidelines; communicate with teachers, administrators, counselors, parents, students, and the public to ensure a successful educational experience for IBDP students in grades 9-12.
Fall 2007- present	Adjunct Instructor Roosevelt University, Chicago and Schaumburg, Illinois: Teach online graduate courses in education including "Technology in the Classroom" and "Human Development."
2007-2009	English Teacher Oscar F. Smith High School, Chesapeake, Virginia: Taught Pre-IB English 10, AP English 11, English 11, and Dual Enrollment English 12 (distance education/interactive television).
2004-07	Assistant Professor Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses including "Technology in the Classroom," "Human Development," and "Language and Literacy in the Content Areas." Developed and taught online courses.
2003-04	Visiting Instructor Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses; served as Advising Coordinator, Secondary Education; developed and maintained online site to support and mentor student teachers (Teacher Quality Enhancement Initiative).

Summers 2002, 2003 Lead Instructor
 GEAR-UP Technology Camp, Missoula, Montana: Developed curriculum and supervised teachers at camps for American Indian middle-school students.

2001-03 Graduate Teaching Assistant
 University of Montana – Missoula: Taught undergraduate education courses and supervised pre-service teachers in field experiences; developed and presented a series of professional development workshops in “Writing Across the Curriculum” for K-12 teachers in Superior, Montana.

2000-2003 Adjunct Instructor
 Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses.

1999-2000 Editorial Technology Administrator, Language Arts
 McDougal Littell, Evanston, Illinois: Managed all language-arts media ancillaries including Web site content and CD-ROM development.

1997-99 Writer and Editor
 Glencoe (secondary education division of McGraw-Hill), Chicago, Illinois: Wrote all technology skills pages for student editions of composition series, grades 6-12; managed non-print ancillaries.

1996-97 Lecturer
 University of North Carolina – Charlotte: Taught graduate and undergraduate education courses; supervised student teachers and graduate interns.

1994-95 Adjunct Assistant Instructor
 Old Dominion University: Taught English methods; supervised student teachers.

1993-94 English Teacher
 Southside Virginia Regional Governor’s School, Farmville, Virginia: Taught junior and senior English.

1990-93 English Teacher
 Oscar F. Smith High School, Chesapeake, Virginia: Taught freshman English and journalism (9-12); sponsored the school newspaper.

TEACHING ASSIGNMENTS: ROOSEVELT UNIVERSITY

Spring 2010	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (3)
Fall 2009	EDUC 485	Technology in the Classroom (online) (6)
Summer 2009	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (3)
Spring 2009	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (6)
Fall 2008	EDUC 485	Technology in the Classroom (online) (6)

Summer 2008	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (3)
Spring 2008	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (6)
Fall 2007	EDUC 485	Technology in the Classroom (online) (6)
Summer 2007	EDUC 485 EDUC 407	Technology in the Classroom (online) (3) Human Development (online) (3)
Spring 2007	CHS 415 EDUC 485	School Environment, Classroom Management & Consultation (online) (6) Technology in the Classroom (online) (3)
Fall 2006	EDUC 485	Technology in the Classroom (online) (9)
Summer 2006	EDUC 485 EDUC 449	Technology in the Classroom (online) (6) Teaching for Social Justice and Equity (3)
Spring 2006	EDUC 485 CHS 415 READ 463 SEED 3/427	Technology in the Classroom (online) (6) School Environment, Classroom Management & Consultation (online) (3) Language and Literacy in the Content Areas (3) Methods of Teaching Secondary English (3)
Fall 2005	EDUC 485 SEED 401 EDUC 407 READ 463	Technology in the Classroom (online) (3) Introduction to Secondary Education (3) Human Development (3) Language and Literacy in the Content Areas (3)
Summer 2005	EDUC 485	Technology in the Classroom (online) (3)
Spring 2005	READ 463 EDUC 485 CHS 415	Language and Literacy in the Content Areas (3) Technology in the Classroom (online) (3) School Environment, Classroom Management, & Consultation (online) (3)
Fall 2004	READ 463 EDUC 485	Language and Literacy in the Content Areas (3) Technology in the Classroom (online) (3)
Summer 2004	READ 463	Language and Literacy in the Content Areas (3)
Spring 2004	EDUC 3/485 READ 463	Technology in the Classroom (3) Language and Literacy in the Content Areas (3)
Fall 2003	EDUC 3/485 READ 463 EDUC 405	Technology in the Classroom (3) Language and Literacy in the Content Areas (3) American Education (3)
Summer 2003	EDUC 405 EDUC 3/485	American Education (3) Technology in the Classroom (3)
Summer 2002	EDUC 405	American Education (3)

	EDUC 3/485	Technology in the Classroom (3)
Summer 2001	EDUC 3/485	Technology in the Classroom (6)
Summer 2000	EDUC 385/485	Technology in the Classroom (6)
Spring 2000	EDUC 385/485	Technology in the Classroom (6)

TEACHING ASSIGNMENTS: UNIVERSITY OF MONTANA – MISSOULA

Spring 2003	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
	C&I 200	Exploring Teaching through Field Experiences (1)
Fall 2002	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
Spring 2002	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
Fall 2001	C&I 200	Exploring Teaching through Field Experiences (2)

TEACHING ASSIGNMENTS: UNIVERSITY OF NORTH CAROLINA – CHARLOTTE

Summer 1997	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	EDUC 3141	Secondary Schools (3)
Spring 1997	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	EDUC 3142	Issues in Secondary Education (3)
	TESL 6470	Teaching English as a Second Language/Clinical Placement (3)
	TESL 6476	Teaching English as a Second Language/Seminar (3)
Fall 1996	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	TECH 4100	Microcomputer Applications in Education (3)
	EDUC 3443	Student Teaching/Seminar: 9-12 (6)

TEACHING ASSIGNMENTS: OLD DOMINION UNIVERSITY

Spring 1995	ECI 485	Student Teaching/Seminar: English, 9-12 (3)
	ECI 646	Telecommunications/Distance Education (graduate assistant)
Fall 1995	ECI 451	Methods and Materials: Teaching English in the Secondary Schools (3)

SELECTED PUBLICATIONS

- Firek, H. (May/June 2006). Creative writing in the social studies classroom: Promoting literacy and content learning. *Social Education*.
- Firek, H. (Spring 2006). Using technology to win the hearts and minds of our students. *Illinois English Bulletin*.
- Cheney, M. and Firek, H. (2005, January). Read and Understand Poetry, Grades 2-3. Evan-Moor.
- Firek, H. (2004, October). We're all in this together: E-mentoring and student teachers. *English*

Leadership Quarterly.

- Cheney, M. and Firek, H. (2004). Basic Phonics Skills, Level D. Evan-Moor.
- Firek, H. (2003). Ten easy ways to use technology in the English classroom. Heinemann.
- Firek, H. (2003, April). One order of ed tech coming up.... You want fries with that? Phi Delta Kappan.
- Firek, H. (2002, Fall). Technology and the English teacher: Friend or foe? WILLA.
- Cheney, M. and Firek, H. (2002) Readers' Theater, Grade 4. Evan-Moor.
- Gretes, J.A., Firek, H., and Nason, P. (1997) Undergraduate teacher education student perceptions of computer competence as a predictor of actual performance. In ICTE Inc. Proceedings of the 1997 14th Annual International Conference on Technology and Education, Oslo, Norway, (Vol. II, pp. 532–534).
- Firek, H. (1997). Technology in the language arts classroom. Elements of Writing Annotated Teacher's Editions. Holt, Rinehart and Winston.
- Firek, H. (1997, Winter). By fifth bell, there were no Nazis. Inquiry in Social Studies: Curriculum, Research and Instruction.
- Purcell, S. and Firek, H. (1995, Spring). The Internet and the English teacher: A match made in cyber-heaven. Virginia English Bulletin.
- Firek, H., Morgan, R. and Wolfe, D. (1995, Spring). The viewer, the video, and the poem. Arizona English Bulletin.

SELECTED PRESENTATIONS

- Chin, B. and Firek, H. (2008, November). How technology has changed writing in the classroom. National Council of Teachers of English Annual Convention, San Antonio, TX.
- Firek, H. (2006, May). Using technology to encourage literacy. Invited dinner speaker. Mid-Hudson Reading Council, Poughkeepsie, NY.
- Chin, B. and Firek, H. (2006, May). Teaching multicultural literature: Reading strategies that teach social justice and inspire lifelong literacy. International Reading Association Convention, Chicago, IL.
- Firek, H. (2005, November). Literacy in the content areas: How English leaders can help. Conference on English Leadership, Pittsburgh, PA.
- Firek, H. (2005, October). Using technology to win the hearts and minds of our students. Invited luncheon speaker. Conference of the Illinois Association of Teachers of English, Decatur.
- Firek, H. (2004, November). Easy ways to use technology to engage students and Helping English leaders integrate technology into teaching and learning. National Council of Teachers of English Annual Convention and Conference on English Leadership, Indianapolis, IN.
- Firek, H. (2004, October). Ten easy ways to use technology in the English classroom. New York State English Council Conference, Albany, NY.
- Firek, H. (2004, September). Classroom cultures that promote writing and word study. North Carolina English Teachers Association Conference, Charlotte, NC.
- Firek, H. (2004, April). Online support for pre-service teachers. Illinois Professional Learners' Partnership Forum, Schaumburg, IL.
- Firek, H. (2004, January). Ten easy ways to use technology in the English classroom. Texas Association of Teachers of English Conference, Austin, TX.
- Firek, H. and Purcell, S. (2003, November). Using technology to enhance learning partnerships. National Council of Teachers of English Annual Convention, San Francisco, CA.
- Firek, H. (2003, October). Ten easy ways to use technology in the English classroom. North

- Carolina English Teachers Association Conference, New Bern, NC.
- Firek, H. (2002, October). Five easy ways to use technology in the English classroom. MEA-MFT Annual Conference, Missoula, Montana.
- Firek, H. (2002, September). Kids we. Meeting of TALES (Technology And Learning in Every School) On-Site Coordinators, Missoula Montana.
- Firek, H. (2002, March). Gender issues in technology. National Council of Teachers of English Spring Conference, Portland, Oregon.
- Firek, H. (2001, March). The magic of technology—The reality of the classroom. National Council of Teachers of English Spring Conference, Birmingham, Alabama.
- Firek, H. (1997, August). Technology in the classroom: What's going on? Keynote Address at the Fall Convocation of Chicago Area Lutheran High Schools, Melrose Park, Illinois.
- Firek, H. (1997, April). English and the Internet: Wanna hear a story? Workshop Facilitator at the National Council of Teachers of English Spring Conference, Charlotte, North Carolina.
- Firek, H. and Cockman, N. (1997, April). The stuff of the heart: Sharing stories of teaching and learning. National Council of Teachers of English Spring Conference, Charlotte, North Carolina.
- Firek, H. and Cockman, N. (1996, October). A virtual travelogue: Using the Internet to see the world as a resource for writing. Writing in the Twenty-First Century: A Conference on the Teaching of Writing, Charlotte, North Carolina.
- Firek, H. and Purcell, S. (1996, March). English and the Internet. Workshop Facilitator at the National Council of Teachers of English Spring Conference, Boston, Massachusetts.
- Firek, H. (1996, February). The English teacher and the Internet. Tenth Annual Educational Forum, Fayetteville, North Carolina.
- Firek, H. and Purcell, S. (1995, November). Technology for today and tomorrow: Multimedia and the Internet. New England Teachers Conference, Springfield, Massachusetts.
- Firek, H. (1995, July). What every language arts teacher should know about telecommunications. The Twenty-Fourth Annual Conference on Teaching the English Language Arts, Athens, Georgia.
- Firek, H. (1995, April). Technology in education. Third Annual Southeastern Regional Conference of the Future Educators of America, Norfolk, Virginia.
- Firek, H. (1995, March). Cruisin' the information superhighway: Using the Internet to teach English in a transdisciplinary context. National Council of Teachers of English Spring Conference, Minneapolis, Minnesota.
- Firek, H. (1994, October). What superhighway? Finding educational resources on the Net. Virginia Educational Media Association Conference, Richmond, Virginia.
- Firek, H. (1993, March). A critical analysis of the present through the novels of the future: 1984, Brave New World, and Fahrenheit 451. National Council of Teachers of English Spring Conference, Richmond, Virginia.

AWARDS, SERVICE, MEMBERSHIPS, AND COMMITTEES

Awards

- | | |
|---------|--|
| 2002-03 | University of Montana, Bertha Morton Scholarship |
| 2001-03 | University of Montana, Graduate Fellowship |
| 1994-95 | Old Dominion University's Outstanding Alumni Graduate Scholarship |
| 1994 | Fellow, Tidewater Writing Project |
| 1992 | Mellon Foundation Grant, Advanced Placement Institute, University of Central Florida |
| 1991 | National Endowment for the Humanities Grant, Shakespeare-Milton Institute, University of Arizona Service Editorial Board |

Memberships

The National Council of Teachers of English (NCTE)

CEL: Conference on English Leadership

International Reading Association

SIGNAL (Special Interest Group Network on Adolescent Literature)

Committees

Roosevelt University

2006-07 University College; Faculty Advisory Board: Center for Teaching and Learning;
Distance Learning Subcommittee

2005-06 Faculty Senate; Faculty Issues; Information Technology Advisory; University
College; Faculty Advisory Board: Center for Teaching and Learning; University
College Dean's Search; Campus Champion: Jumpstart; Distance Learning
Subcommittee

2004-05 Faculty Senate; Information Technology Advisory; University College; New Deal
Service Day; Distance Learning Subcommittee

Roosevelt University College of Education

2006-07 Advising

2005-06 Advising; Counseling Search

2004-05 Advising; MATL Search; Counseling Search

2003-04 Technology; Mentoring; Advising

University of Montana Department of Curriculum and Instruction

2001-03 Unit Standards; Technology

2001-02 Student Evaluation; Faculty Evaluation

APPENDIX D

Documentation of Commitment to Diversity Awareness at Virginia Wesleyan College

A. All teacher education candidates participate in required field experiences with the intention of improving diversity awareness among student populations and providing pre-professional practice in these highly diverse environments. Field placements for each candidate are scheduled in Norfolk (urban), Virginia Beach (suburban), and Chesapeake (rural) public schools. Through these field placements, candidates also get the opportunity to observe and provide instruction to students in at least one Title I school in the aforementioned school systems.

B. All Virginia Wesleyan College students have opportunities to participate in cultural awareness activities initiated by the Office of International and Intercultural Programs (OIP). This office also directs the study abroad programs in place at renowned universities in Berlin, Germany, Puebla, Mexico, and Osaka, Japan. Many of the education program's foreign language candidates participate in these and other experiences. Over the last two years, VWC students have traveled to Ghana, Senegal, Viet Nam, Bolivia, El Salvador, Greece, Italy, Istanbul, France, and the United Kingdom.

The mission statement of Virginia Wesleyan College emphasizes that we seek to prepare students for "the challenges of life and career in a complex and rapidly changing world." One way that we do this is by providing rich and culturally diverse academic experiences. Much of this can be seen in faculty initiatives in taking students abroad, in doing research abroad, and in the focus of the research itself.

Faculty in recent years have taken students to study abroad, engaging students in study and research experiences in New Zealand, Vietnam, Greece, Turkey, Germany, Trinidad, Costa Rica, Panama, Mexico, France, and Ghana. In recent years students have also studied in Germany, England, China, and France.

Faculty also broaden their cultural awareness by teaching and conducting research abroad and bring this awareness back to classrooms that serve education students. Last year Dr. Dan Margolies (History) was a Fulbright Scholar in Korea and Dr. Craig Wansink (Religious Studies) set up a student exchange agreement with Kansai Gaidai, a university in Osaka, Japan. Dr. Vic Townsend (Biology) regularly takes groups of students abroad to conduct research in the tropics (and the very different cultures there).

During their sabbaticals, Dr. Mavel Velasco (Spanish) did research in Bolivia, Dr. Susan Wansink (German) in Germany, and Dr. Philip Rock (Biology) in Italy. In this coming year Dr. Murrell Brooks (Political Science) is planning on doing research on political/economic questions in Africa, and Dr. Brett Heindl--also a political scientist--will be studying similar issues within Turkey. Within this year Dr. Susannah Walker (History) will present at a conference in Australia.

In terms of specific research topics, Dr. Eric Mazur's (Religious Studies) current research focuses on Jews as a minority community in the American Southeast. Dr. Dan Margolies (History) recently received a Mednick Fellowship to research Latino migration to the South and Latino migrant music. In terms of intercultural concerns, the theatre program this year presented "The Laramie Project" (to focus on issues relating to sexual identity and hate crimes), and a number of faculty are involved in community service and service learning courses related to issues of hunger and homelessness in Hampton Roads.

ATTACHMENT 2

Memorandum Dated April 16, 2010

from

Timothy G. O'Rourke, Vice President for Academic Affairs

Regarding Reply to April 15th Inquiries

to

Dr. JoAnne Y. Carver, Director of Teacher Education



*Vice President for Academic Affairs
and Kenneth R. Perry Dean of the College*

MEMORANDUM

To: Dr. JoAnne Y. Carver
Director of Teacher Education

From: Timothy G. O'Rourke
Vice President for Academic Affairs

Subject: Reply to April 15th Inquiries

Date: April 16, 2010

In an e-mail dated April 15, 2010, you asked for the following items of information related to the accreditation of Virginia Wesleyan College's Education Program.

1. Membership of the Working Assessment Group;
 2. Minutes of the Working Assessment Group meetings;
 3. Copy of the draft plan for Improved Program Assessment;
 4. Revised job description for Dr. Malcolm Lively with any documentation of teaching course load reduction; and,
 5. Copy of the Professional Activities Form (PAF) listed in section A.1 of the overview.
1. The Working Group includes the following people:
 - John R. Braley III (Associate Professor of Recreation and Leisure Studies)
 - Jack Dmoch (Chief Technology Officer)
 - Malcolm Lively (Director of Teacher Education)
 - Timothy G. O'Rourke (Vice President for Academic Affairs),
 - Bryan Price (Associate Vice President for Institutional Research and Effectiveness)
 - Robin Takacs (Coordinator of Institutional Technology)

Occasionally the group has expanded to include Suzanne Savage (Assistant Vice President for College Advancement), Douglas Kennedy (Batten Professor of Recreation and Leisure Studies), and various members of the Education Department. As discussed in detail in Item 2, the working group has not met to discuss any revision to program or student learning goals. Rather, this team has met to discuss and resolve targeted issues or concerns. The group meets at the call of Dr. O'Rourke.

2. The Working Group, to this point in time, has not maintained a set of minutes. The Working Group emerged out of series of conversations that began in May and June of 2009⁸ and intensified in November 2009. The group convened formally in December 2009 in order to write a grant to the Virginia Foundation for Independent Colleges (VFIC) to support *LiveText* implementation. Appendix A includes a copy of the VFIC grant proposal, developed by the Working Group with the assistance of VWC's Advancement Office.

When the VFIC rejected the grant request in mid-January, Dr. O'Rourke invited Fred Scott, Solutions Consultant for *LiveText*, to meet on-campus with the Working Group on February 14, 2010, to discuss implementation of the software package with institutional funds only. After considerable study, including the review of multiple software applications, the Working Group decided in March 2010 to purchase the *LiveText* system; to train Education and Recreation and Leisure Studies faculty and selected others on August 20, 2010, and a second date in the fall; and to implement use of the software in selected Education and Recreation and Leisure Studies courses in Fall 2010. (A copy of the *LiveText* purchase order appears in our April 1st Report.)⁹

The whole Working Group convened formally on the following dates:

Friday, December 11, 2009, preparation of VFIC grant proposal to implement *LiveText*
Monday, December 14, 2010, conference call with Fred Scott, Solutions Consultant for *LiveText*
Tuesday, February 16, 2010, on campus presentation by Fred Scott of *LiveText*
Wednesday, March 3, 2010, conference call with Blackboard on e-portfolio, assessment software
Wednesday, March 17, 2010, conference call with Fred Scott of *LiveText*

Dr. O'Rourke, as the head of the Working Group, has held, since June 1, 2009, the following meetings related to the acquisition of the *LiveText* and program assessment in the Education Department:

Friday, June 19, 2009, with the Education Department faculty
Wednesday, June 24, 2009, with the Education Department faculty
Thursday, June 26, 2009, with B. Price
Wednesday, September 16, 2010, with B. Price
Wednesday, March 10, 2010, with R. Takacs and J. Dmoch
Wednesday, March 17, 2010, conference call with Fred Scott of *LiveText*
Wednesday, February 24, 2010, with Bryan Price

The Working Group will continue to meet throughout 2010-11 in order to monitor implementation and to continue to flesh out both the e-portfolio and assessment capabilities of *LiveText*. Ms. Takacs is coordinating *LiveText* training for faculty and students.

3. The *Unit Assessment Plan for the Professional Education Program at Virginia Wesleyan College* is attached as Appendix B. The plan includes current student learning outcomes as well as an updated

⁸ Professor Braley devoted his Fall 2008 sabbatical to an exploration of e-portfolio and assessment software. During the Spring Semester 2009, he led a series of discussions with faculty colleagues on the *LiveText* Accreditation Management System. Fred Scott, Solutions Consultant for *LiveText*, made a presentation to a small group of VWC faculty, who included Dr. O'Rourke, in April 2009; at that time, the Department of Recreation and Leisure Studies committed to the implementation of *LiveText* either in Fall 2009 or Fall 2010. Shortly after VWC received the draft report of the Review Team in June 2009, Vice President O'Rourke initiated conversations with Bryan Price (Associate Vice President for Institutional Research) and Dr. Lively (Director of Teacher Education) about the use of *LiveText* to improve assessment in Education.

⁹ The implementation of *LiveText* will serve a much larger role in the institution's plan to update its institution-wide student learning outcomes assessment management system.

timetable that charts the implementation of new tools, specifically *LiveText*, to manage more effectively the current and longitudinal assessment of student learning.

4. Dr. Lively's teaching load is a 2/2 (two three-credit courses in the fall and spring). A job description for Dr. Lively's position appears on the following page. Since October 1, 2009, Dr. Lively has benefited from having the assistance of a full-time administrative assistant. Moreover, he and his colleagues will enjoy reduced advising loads as a result of the addition of full-time faculty member in fall 2010.
5. The Professional Activities Form (PAF), a portion of which appeared as an appendix in the December 11th Institutional Response, is reprinted in its entirety in Appendix C.

Roles and Responsibilities of Director of Teacher Education

Virginia Wesleyan College Education Department

Director of Teacher Education/Education Department Coordinator

The Coordinator of the Education Department is elected by the professional education faculty. Because of the extensive duties beyond that of other department coordinators, the Coordinator of the Education Department serves as the Director of Teacher Education, and as such is recognized by the Virginia Department of Education as the chief licensing agent for Virginia Wesleyan College's Professional Education Program.

In addition to the eleven general duties which all coordinators perform, the Director of Teacher Education shall:

1. Serve on the College's Educational Programs Commission (*i.e.*, curriculum committee)
2. Develop and maintain professional relations with college faculty in order to coordinate evaluation of student teachers' effectiveness in delivering content instruction
3. Serve as principal contact for prospective education students and other constituencies
4. Monitor and approve funding related to supervision of candidates in field experiences and payment of cooperating teachers
5. Evaluate and approve students' applications for admission to the Professional Education Program
6. Evaluate reports from the various testing constituencies and recommend corrective action as needed
7. Maintain a diverse pool of adjunct instructors to meet specific departmental needs; orient and evaluate adjunct instructors to ensure instructional integrity and program rigor
8. Evaluate professional education faculty performance and professional development in collaboration with Social Sciences Division Chair
9. Establish and maintain partnerships with neighboring universities to provide unique graduate education opportunities for Professional Education Program graduates
10. Maintain open communication with professional education faculty, staff, and adjuncts through email, regularly scheduled department meetings, and special events designed to promote awareness of Professional Education Program needs and initiatives
11. Support professional education faculty, staff, and adjuncts in matters of conflict resolution involving program candidates
12. Represent VWC's Professional Education Program at state-level meetings and communicate regularly with VDOE officials to ensure program compliance with Commonwealth and USED mandates
13. Develop, implement, monitor, and assess long-range departmental goals in consultation with the professional education faculty, appropriate college and state officials, and local school systems
14. Administer the regulations as stated in 8VAC20-542-20 and 8VAC20-542-30 with regard to securing accreditation of VWC's Professional Education Program by a national accrediting agency or a process approved by the Virginia Board of Education
15. Ensure that the Professional Education Program is aligned with standards in 8VAC20-542-60 and with competencies as outlined in 8VAC20-542-70 through 8VAC20-542-600
16. Monitor candidate progress and performance on prescribed Board of Education entry-level and licensure assessments
17. Develop, implement, and monitor assessments related to 8VAC20-542-40 in order to provide evidence of candidate contributions to preK-12 student achievement and evidence of employer job satisfaction based on employer surveys
18. Provide opportunities for professional education faculty and content area faculty to develop and establish partnerships based on local preK-12 school needs
19. Maintain documented evidence that the standards set forth in 8VAC20-545-40 have been met and submit required Biennial Accountability reports as required by the Virginia Department of Education
20. Serve with the Director of Field Experiences as liaison with public and private school personnel

Appendix A

Virginia Wesleyan College 2010 VFIC/Verizon Foundation “Teaching with Today’s Technology” Grant Application

1. General Information

Project Title – Leading Teachers

Start Date – June 2010

End Date – May 2012

Amount Requested- \$20,000

Contact Information – Suzanne Savage, Assistant Vice President for College Advancement,
Virginia Wesleyan College, 757-233-8736

2. Project Narrative

Virginia Wesleyan College requests \$20,000 in support of the “Leading Teachers” Project. The project will use new technologies—specifically *LiveText* and Thinkfinity—to enhance preparation of students in the Professional Education Program at Virginia Wesleyan, enabling them to enter their careers using technologies in their instruction in pre-K—12 classrooms. Virginia Wesleyan College also wishes to improve assessment protocols in its Education Department to better document competencies of students across multiple courses.

The College proposes to achieve both of these goals by implementing an e-portfolio system known as *LiveText*. Over the course of a student’s time in the Education Department, *LiveText* will provide a body of work that is reviewable and allows faculty an independent method for monitoring students’ performance and tracking program performance over time. This comprehensive assessment tool enables faculty to monitor the extent to which students, individually and collectively, are satisfying the competencies prescribed by the State Board of Education. It also provides the students with a portable, digital vita to use with prospective employers. Once in the classroom, a new teacher can use *LiveText* to maintain a professional journal that includes a profile of class demographics and academic levels, explains the work that the class is doing, and charts the results. The new teacher can put lesson plans into his or her own *LiveText* account and align them with State Standards of Learning; establish performance rubrics for the students in the class; and put artifacts of the students’ work into *LiveText*. The new teacher also could create and participate in discussion boards with former VWC classmates and faculty members—in effect creating a supportive network that extends well beyond graduation from VWC. Students in the Professional Education Program will draw upon Thinkfinity in the course of developing their e-portfolios and in preparing lesson plans when they enter their teaching careers.

With funding from the “Teaching with Today’s Technology” grant, the “Leading Teachers” Project will be implemented in the 2010/2011 academic year. The cost of the *LiveText* software is approximately \$80-\$100 (per student) for usage up to five years; a student’s *LiveText* subscription extends one-year beyond graduation and can be renewed thereafter. It is customary for students to bear this cost and they will be notified of this expectation in the course catalog. A portion of the grant budget will be allocated to pay the cost of the software for students demonstrating financial need. A significant portion of the grant will be used to provide training. A *LiveText* trainer will be brought to campus over the summer of 2010 to provide two days of training for Education and Recreation and Leisure Studies faculty. In addition, the College will include Robin Takacs, Institutional Technology Coordinator, in this training to equip her to provide usage training for students. This investment will provide in-house expertise necessary for training new users each year.

Monies will also be used to provide faculty stipends for the Education Department faculty who will develop new course curriculum to include the use of *LiveText* and Thinkfinity.

The usage of *LiveText* and Thinkfinity will ensure that all Education Department students are well-trained and comfortable in the use of technology. As a result, the students will be able to use their e-portfolio to pursue employment in the teaching profession. And, our expectation is that students, as newly minted teachers, will employ the use of *LiveText* and Thinkfinity in their classroom settings.

According to *LiveText* representatives, their software is used only at Liberty University, Old Dominion University and Virginia Commonwealth University in the Commonwealth of Virginia. Although some public schools have

LiveText, its use at the primary and secondary level is still rare. Thus, implementation at Virginia Wesleyan College will place our students and faculty on the cutting-edge of classroom technology usage.

3. The Participants

The implementation of *LiveText* will impact a number of populations on campus. All Education students will use the *LiveText* software. All juniors and seniors (approximately 125) will use it in their education major courses. Students on the elementary teaching track will use it in other courses such as social sciences, math, science and English. In addition, the College's Recreation and Leisure Studies students will begin using *LiveText*. Dr. Timothy O'Rourke (Vice President for Academic Affairs and Kenneth R. Perry Dean of the College) feels that having two academic departments implementing *LiveText* will create a "beachhead" and make the technology pervasive on the Virginia Wesleyan campus. Some Recreation and Leisure Studies students continue their education and become teachers. All are in the instruction business—taking jobs with organizations such as the YMCA and Boys and Girls Clubs. Having expertise in *LiveText* will enable these students to share it and other technologies with their students. Recreation and Leisure Studies plans to introduce 25 students per semester (over a two-year period) to the *LiveText* technology.

The participants will also represent a diverse group of students. Virginia Wesleyan has the second most diverse student population of all sixteen liberal arts colleges in Virginia. In the fall of 2008, minorities represented 27.1% of the student body; the Education and Recreation and Leisure departments exhibit the same level of diversity.

4. Your Approach – What overall approach or strategy are you using to achieve your result?

The College proposes to implement an e-portfolio system known as *LiveText*. Over the course of a student's time in the Education Department, *LiveText* will provide a body of work that is reviewable and allows faculty an independent method for monitoring students' performance and tracking program performance over time. This comprehensive assessment tool enables faculty to monitor the extent to which students, individually and collectively, are satisfying the competencies prescribed by the State Board of Education. It also provides the students with a portable, digital vita to use with prospective employers. Once in the classroom, a new teacher can use *LiveText* to maintain a professional journal that includes a profile of class demographics and academic levels, explains the work that the class is doing, and charts the results. The new teacher can put lesson plans into his or her own *LiveText* account and align them with state Standards of Learning; establish performance rubrics for the students in the class; and put artifacts of the students' work into *LiveText*. The new teacher also could create and participate in discussion boards with former VWC classmates and faculty members—in effect creating a supportive network that extends well beyond graduation from VWC.

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A significant portion of the grant will be used to provide training. A *LiveText* trainer will be brought to campus over the summer of 2010 to provide two days of training for Education and Recreation and Leisure Studies faculty. In addition, the College will include Robin Takacs, Institutional Technology Coordinator, in this training to equip her to provide usage training for students. This investment will provide in-house expertise necessary for training new users each year.

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The usage of *LiveText* will ensure that all Education Department students are well-trained and comfortable in the use of technology. As a result, the students will be able to use their e-portfolio to pursue employment in the teaching profession. And, our expectation is that students, as newly minted teachers, will employ the use of *LiveText* and Thinkfinity in their classroom settings.

5. What level of intensity and duration are needed for your approach to deliver results?

Robin Takacs, Institutional Technology Coordinator, will provide training to students on general usage of the software. She will also be available for case by case assistance throughout the semester. The College will also include selected students in the two-day training. Throughout the semester, these students will serve as peer tutors.

Elementary track Education candidates will use *LiveText* and Thinkfinity in courses adding to as much as 10 to 12 credit hours per week. Students completing student teaching in the field will utilize *LiveText* and Thinkfinity for as many as 100 total hours during the semester.

6. Intended Outcomes:

There are several intended outcomes. Students utilizing *LiveText* and Thinkfinity will participate in numerous technological exercises and tools that will enhance their ability to become more technologically literate. With *LiveText* becoming a focal point of modern education accreditation programs, students will be able to remain at the forefront of education technology programs and become incredibly valuable to future employers because of their advanced technology knowledge. All students who graduate from Virginia Wesleyan's Professional Education Program will have completed a full training program on *LiveText* and Thinkfinity and begun utilizing *LiveText*'s tools and functions (such as documenting mastery of both classroom and on-site competencies, developing an electronic vita, maintaining a professional journal, constructing classroom journals and lesson plans that correlate with Virginia Standards of Learning (SOLs) and developing assessment models).

All of said tasks, in the past, have been accomplished manually in written formats. Virginia Wesleyan student participants will learn not only how to successfully complete these tasks needed in their future profession, but also learn how to accomplish them in electronic formats using the most up-to-date technology.

7. What program results are you committed to achieving for the participants?

We are committed to ensuring that this new program receives the same high level of care and concern Virginia Wesleyan always takes with our students. We are also committed to assisting the participating students prepare for today's technological programs and environments that are beginning to be the national education standard.

For evaluation purposes, the College will implement a specific technology assessment at the end of all Education courses. This course-by-course analysis will give the College the ability to modify the program as needed to respond to student comments and concerns. The "Leading Teachers" Project will also be included in all Education students' exit surveys conducted with graduating seniors. We will have course-by-course data as well as long-term data of the *LiveText* and Thinkfinity technologies.

8. What is the anticipated number of participants reaching the desired program result?

We predict about 225 student participants spanning over the two-year grant cycle. Of the 225 student participants, 125 will be enrolled in the Education program while the remaining 100 will be enrolled in the Recreation and Leisure Studies program. We expect 95% of the students to successfully complete the program.

9. Who are the persons you see as critical to program/project achievement and what attributes of these people most predict success?

Dr. B. Malcolm Lively, Associate Professor of Education and Director of Teacher Education, will coordinate the implementation of *LiveText* in the Education Department to assist with assessment needs. Dr. John R. Braley III, Associate Professor of Recreation and Leisure Studies, who recently took a sabbatical to study *LiveText* and other e-portfolio technologies, will advise Recreation and Leisure Studies on implementation. And, Robin Takacs, Institutional Technology Coordinator, will be an ongoing training resource for students using *LiveText*.

10. What approaches will you use to communicate Verizon's role as your partner in this work?

Virginia Wesleyan College will incorporate Verizon's logo and information about the partnership on the College's *LiveText* landing page. Every user, including students and faculty, from Virginia Wesleyan will see this information upon reaching this web page.

Verizon's logo will be advertised through signage at all training sessions held for *LiveText*.

The College plans to acknowledge Verizon's support in our Honor Roll of Donors that is listed on the College's website and printed in several publications that are mailed out to alumni, parents, the College's Board of Trustees, faculty, staff, and major College supporters and donors.

11. What are your plans for a "Thinkfinity" workshop?

Virginia Wesleyan College will host a one-day Thinkfinity instructional lab that will be administered by an experienced trainer from the U.S. Department of Education. A goal has been set to implement this program by fall 2010 so the campus will host this workshop during the summer 2010. In attendance will be an estimated 10-12 faculty and staff participants including all Education faculty and staff members, Recreation and Leisure Studies faculty members, Ms. Robin Takas and students serving as peer tutors.

Prospective teachers, moving through their academic program at Virginia Wesleyan, will be able to draw upon the lesson plans and other resources available at Thinkfinity, incorporate key elements of Thinkfinity into their own evolving portfolio, and, then after graduation, continue to use Thinkfinity as an important tool for improving their pedagogy.

12. Budget

Please see attached budget.

Each year the Virginia Wesleyan College Professional Education Program collects, compiles, and reports student and program assessment data in the Assessment Record, Framework for Professional Study (attached) to the Dean of the College and the Office of Institutional Research. These summary assessment reports document the results of internal and external assessments and surveys (outlined below) of professional education students and the program in relation to program goals and objectives (as derived from the document *Regulations Governing the Review and Approval of Education Programs in Virginia*).

In conjunction with college-wide curricular reform and following the recommendation of the 2009 Review Team Report, the Professional Education Program is implementing an improved unit assessment plan to assess the progress of all candidates seeking licensure through our approved programs. At this time, the assessment plan is not targeting a revision in student learning measures as summarized and outlined in the Assessment Record, Framework for Professional Study. Rather, part of the improvement involves the purchase and implementation of an electronic assessment and portfolio system known as *LiveText*. *LiveText* will allow all candidates to create electronic portfolios of course assignments that demonstrate their knowledge of Standards of Learning and achievement of specific competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Whereas in the past, the education program collected multiple samples of candidates' work in education courses and courses in the Professional Interdivisional Major (PIDM) and displayed these along with course syllabi and matrices in individual course notebooks, *LiveText* will allow the professional education program to collect, document, and track all candidates' work in education courses as well as in the PIDM, secondary 6-12 majors, and PreK-12 majors as part of our approved programs. *LiveText* will also allow candidates to post reflections on their coursework following its assessment by education faculty.

The professional education faculty will receive training in the implementation of *LiveText* on August 20, 2010. This date was chosen because it falls approximately three weeks after revisions to the professional education coursework and revised Prescribed Interdivisional Major are due to meet the course requirements of the 4x4 curriculum reform. Curricular reform presents the perfect opportunity to implement enhanced candidate tracking in newly revised courses. The following timeline will guide the implementation of this new system of student, course, and program monitoring:

Summer 2010

Training of education faculty and staff in use and implementation of *LiveText*

Fall 2010

First collection of candidate data in *LiveText* system in two piloted education courses:

- EDUC 320, Reading and the Language Arts
- EDUC 329, Curriculum and Instruction PreK-6

Additional Live Text Training for education faculty and staff

Spring 2011

Collection of candidate data in *LiveText* system from the following courses, including the two above:

- EDUC 366, Classroom Management and Instructional Strategies
- EDUC 321, Diagnostic Teaching of Reading
- EDUC 319, Reading in the Content Areas
- INST 482, Issues in Education
- EDUC 338, Middle School Teaching Methods

Summer 2011

First assessment report collated using *LiveText* data and candidates' electronic portfolios.

Fall 2011

Collection of candidate data in *LiveText* system from all professional education coursework as college-wide curriculum reform goes into effect

Spring 2012

Implement collection of candidate data from PIDM courses

Implement collection of candidate data from secondary 6-12 and PreK-12 major coursework

First assessment of candidates' electronic portfolios as part of education program completion requirements

What we will obtain in this assessment plan is an improved means of triangulation of data between internal and external assessments currently in place (see below) with candidate performance on assignments in the individual professional education courses and major courses that comprise the approved programs. Such triangulation will better guide course and field experience improvements and provide additional insight into candidates' readiness for the student teaching semester and, ultimately, the teaching profession as a licensed teacher. This improved plan also addresses the concerns of the Review Team regarding candidate tracking through the program, which will aid the advising of candidates, as well as allowing for more accurate assessment of program effectiveness.

Student Learning Goals

Outlined in the Assessment Record, Framework for Professional Study (attached)

Assessments

Internal:

- Candidate Exit Survey
- Student Course Evaluations
- Portfolio Assessment
- VWC Supervisor Evaluation of Practica
- VWC Supervisor Evaluation of Student Teaching

External:

- Employer Satisfaction Survey
- Alumni Survey
- Cooperating Teacher Evaluation of Practica
- Cooperating Teacher Evaluation of Student Teaching
- Administrator Evaluation of Student Teaching
- Praxis I
- Praxis II
- Virginia Reading Assessment
- Virginia Communication and Literacy Assessment

Assessment Record for Education Department for assessment period June 2007 – July 2008 Submitted June 2008

Framework for Professional Study

Goal 1: Professional Education Expertise:

The Education Department strives to provide all pre-service teachers with the professional education expertise they need to be successful teachers. As such, each graduate of the program will have received training in the following areas from courses, assignments, and additional opportunities.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Instructional Strategies Training pre-service teachers in the declarative, procedural, and conditional knowledge needed to select and use appropriate instructional strategies.</p> <p>Objective 1: Candidates demonstrate the use of appropriate instructional strategies in teaching Virginia Standards of Learning (SOL) in microteachings, preparing lesson plans, assessing student learning, and developing thematic units of study.</p>	<p>Principles 1, 2, 4, 7</p>	<p><i>Exit Survey:</i> Assesses candidate satisfaction with VWC and the education program.</p> <p><i>Employer Satisfaction Survey:</i></p>	<p><i>Exit Survey:</i> All candidates take the survey on Blackboard near the end of the student-teaching semester. For the year, 96% responded that instructional strategies received <i>Strong Emphasis</i> throughout the program, and 78% responded that planning for instruction received <i>Strong Emphasis</i> throughout the program, a 5% increase over last year</p> <p><i>ESS:</i> Employers in 2008 rated 86.6%</p>	<p>Results of the Exit Survey are summarized in a report distributed to faculty of the education program and modifications may be made based on candidate comments.</p> <p>The results of the ESS are</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		<p>ESS is distributed each fall and assesses principals' satisfaction with VWC education program graduates. The survey will continue in Fall 2007 pending development of a similar instrument through VITAL.</p>	<p>of graduates as <i>very good</i> or <i>excellent</i> in terms of using effective teaching strategies.</p>	<p>summarized and distributed to faculty in the education program. As with the Exit Survey, modifications may be made in the program based on principals' feedback.</p>
<p>Classroom Management Training pre-service teachers to make effective teaching decisions at all levels to provide their students with a safe and effective learning environment, elements of which include discipline, lesson planning, grading procedures, selection of materials, time management, and increasing student motivation and interest in learning.</p> <p>Objective 2 - Candidates learn the necessary skills of</p>	<p>Principle 5</p>	<p><i>Exit Survey</i></p>	<p><i>Exit Survey</i>: Almost all candidates (95%) indicated that classroom</p>	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>classroom management by successfully completing the professional education course work and demonstrating their use in the clinical experiences. They will design a Classroom Management Plan (CMP) and test its effectiveness during the practicum and student teaching experience.</p>		<p><i>Employer Satisfaction Survey</i></p>	<p>management received strong emphasis throughout the education program.</p> <p><i>ESS:</i> Employers rated 90% of program graduates as very good or excellent with regard to the use of effective classroom management approaches.</p>	
<p>Differentiated Instruction Training pre-service teachers to recognize student diversity in the classroom and to provide developmentally appropriate individualized instruction for all students.</p> <p>Objective 3: Candidates demonstrate awareness of diverse student learning environments and plan differentiated instruction by</p>	<p>Principle 3</p>	<p><i>Exit Survey</i></p> <p><i>Employer Satisfaction Survey</i></p>	<p><i>Exit Survey:</i> Most candidates (87%) indicated that differentiated instruction received <i>Strong Emphasis</i> through the education program.</p> <p><i>ESS:</i> Principles rated 94% of program</p>	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>writing lesson plans and teaching in the student teaching experiences. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.</p>		<p>Education Department</p> <p>Practicum Evaluation Form: completed by cooperating teacher.</p> <p>Formative Evaluation of Pre-service Teacher: completed by cooperating teacher.</p> <p>Summative Evaluation of Pre-service Teacher: completed by cooperating teacher and college supervisor.</p> <p>Pre-service Teacher Evaluation Form: completed by school administrator.</p>	<p>graduates as <i>very good</i> or <i>excellent</i> in adapting instruction based on student progress and 80% as <i>very good</i> or <i>excellent</i> in differentiating instruction to meet students' needs.</p> <p>EDPEF: 100% of pre-service teachers received ratings of 2 (33%) or 3 (67%) on this objective.</p> <p>SEPT: 100% re-service teachers <i>met</i> (13%) or <i>exceeded</i> (87%) <i>criteria</i> (scores of 2 and 3) for this objective.</p> <p>PTEF: 100% of pre-service teachers received ratings of 2 (45%) or 3 (55%) from administrators for this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		<p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>EDPEF:</i> 100% of pre-service teachers received ratings of 2 (3%) or 3 (97%) on this objective.</p> <p><i>SEPT:</i> Of those pre-service teachers observed, 100% received a rating of 3, <i>exceeding criteria</i> for this objective.</p> <p><i>PTEF:</i> 93% of pre-service teachers received ratings of 2 (27%) or 3 (66%) from administrators for this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>
<p>Learning Styles: Training pre-service teachers to recognize that students learn in many different but effective ways, and that instruction can be offered that incorporates more than one of the learning</p>	<p>Principles 2 & 3</p>			

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>modalities and/or styles.</p> <p>Objective 5: Candidates will use multiple ways of meeting students' needs in the classroom. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.</p>		<p><i>Exit Survey</i></p> <p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school</p>	<p><i>Exit Survey:</i> Recognition of students' varied learning styles continues to be strongly emphasized in all education courses, according to 87% of candidates.</p> <p>EDPEF: 100% of pre-service teachers received ratings of 2 (6%) or 3 (94%) on this objective.</p> <p><i>SEPT:</i> 100% of pre-service teachers received ratings of 2 (12.5%) or 3 (87.5%) on this objective.</p> <p><i>PTEF:</i> 93% of pre-service teachers received ratings of 2 (46.5%) or 3</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		administrator.	(46.5%) from administrators on this objective.	
<p>Student Assessment</p> <p>Providing pre-service teachers with the evaluative tools to assess students and to interpret data in order to make appropriate instructional decisions that result in the most effective instruction for each student.</p> <p>Objective 6: Candidates practice assessing student learning by employing numerous assessment strategies during the teaching of a lesson and make decisions based on the assessment outcomes. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating</p>	Principle 8	<i>Exit Survey</i>	<i>Exit Survey:</i> 64% of candidates indicating that this objective was <i>strongly emphasized</i> throughout the education program, while 32% indicated this objective was <i>evident, but not emphasized</i> .	The Commonwealth and VDOE have mandated the inclusion of assessment and instructional design into the social foundations course (INST 202, EDUC 324) and in the methods courses effective Fall 2008. Instructional design and assessment were introduced to candidates in the foundations courses beginning Fall 2007.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>scale of 1-3, candidates are expected to receive 2s and 3s.</p>		<p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>EDPEF:</i> 100% of pre-service teachers received ratings of 2 (6%) or 3 (94%) on this objective.</p> <p><i>SEPT:</i> 100% of pre-service teachers observed received ratings of 3 on this objective.</p> <p><i>PTEF:</i> 100% of pre-service teachers received ratings of 2 (47.5%) or 3 (53.5%) from administrators on this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>
<p>Reflection Pre-service teachers will use inquiry and reflection to examine and evaluate teaching</p>	<p>Principles 6 & 9</p>			

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>effectiveness and accomplishments.</p> <p>Objective 7: Candidates demonstrate reflective teaching by analyzing lessons taught, determining what went well and why, as well as how else the lessons and learning activities could have been conducted.</p>		<p><i>Exit Survey</i></p> <p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>Exit Survey:</i> Items to be added to Fall 2008 survey to gather data on this objective.</p> <p><i>EDPEF:</i> All pre-service teachers received a rating of 3 from cooperating teachers on this objective.</p> <p><i>SEPT:</i> 100% of pre-service teachers received ratings of 3 (<i>exceeds criteria</i>) on this objective.</p> <p><i>PTEF:</i> 100% of pre-service teachers received ratings of 2 (28%) or 3 (72%) from administrators on this objective.</p>	<p>Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.</p>

Goal 2: Early and Effective Field Experiences:

The Education Department strives to provide all pre-service teachers with early and effective field placements through practica and student-teaching experiences in more than one geographical area in Hampton Roads. Such placements prepare candidates for their roles as future teachers in urban, community, and rural schools. Candidates in all VWC education programs experience the full range of grades that can be taught within their selected program prior to graduation and certification.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Candidates receive supervision and mentoring during the early field experiences (practica).</p> <p>Objective 2: Candidates gain experience in teaching at two placements within their certification areas.</p> <p>Objective 3: Candidates receive two locations for student teaching to be prepared.</p> <p>Objective 4: Candidates earn letter grades for the two student teaching experiences.</p>	<p>Principle 7</p>	<p><i>Education Department Practicum Evaluation Form:</i> completed by cooperating teacher.</p> <p><i>Formative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher.</p> <p><i>Summative Evaluation of Pre-service Teacher:</i> completed by cooperating teacher and college supervisor.</p> <p><i>Pre-service Teacher Evaluation Form:</i> completed by school administrator.</p>	<p><i>EDPEF:</i> 100% of pre-service teachers were rated as <i>demonstrating readiness for student teaching</i> by cooperating teachers, receiving ratings of 2 (6%) or 3 (94%).</p> <p><i>SEPT:</i> All pre-service teachers received ratings of 2 or 3 across all objectives.</p> <p><i>PTEF:</i> On the average, 94% of pre-service teachers received ratings of 2 or 3 from administrators across all objectives.</p>	<p>Director of Teacher Education and Director of Field Experiences will review forms. Remediation assignments will be given to candidates not obtaining the required ratings.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>These experiences will be observed and evaluated by college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.</p>			<p>Individual student feedback pertaining to pre-service teaching performance in practica and student teaching.</p> <p>Candidates earn a pass or fail for practica and a letter grade for each student teaching experience (first and second placements).</p>	

Goal 3: Instructional Technology:

The Education Department strives to teach all pre-service teachers to use computer hardware and current software to integrate instruction technology in their lesson planning in order to enhance teaching and learning in the classroom.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Candidates demonstrate the level of technological proficiency required to be certified in the Commonwealth of Virginia.</p> <p>Objective 2: Candidates learn computer competencies and</p>	<p>Principles 3, 4, & 6</p>	<p><i>Pre-assessment Survey of Skills</i></p>	<p>EDUC 303 has been dropped from the professional education course offerings. The EDUC prefix was changed to INST 303. An online version of INST 303 was developed and offered for the first time in spring of 2006. This is a college technology literacy required course for the Education Department.</p> <p>The <i>Pre-assessment Survey of Skills</i> is used in determining whether the student enrolls in the campus or online</p>	<p>Helps professor tailor the course to meet candidates' needs.</p>

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>demonstrate computer technology skills in INST 303.</p> <p>An <i>Instructional Technology Competency Rubric</i> completed by the student will receive a P grade.</p>		<p><i>Instructional Technology Competency Rubric (ITCR):</i> will be completed and a Verification Form noting satisfactory or unsatisfactory rating will be given to each student.</p> <p><i>Exit Survey</i></p> <p><i>Employer Satisfaction Survey</i></p>	<p>course offering.</p> <p>All candidates have received a P on the <i>ITCR</i>. Verification Forms are placed in candidates' files.</p> <p><i>Exit Survey:</i> revealed that 65% of teacher candidates indicated the Instructional technology received <i>Strong Emphasis</i> throughout the education program.</p> <p><i>ESS:</i> Principals rated 78% of program graduates as excellent or very good at incorporating technology appropriately in the classroom.</p>	<p>Helps professor assign additional course work for remediation, if necessary.</p>

Goal 4: Professional Portfolio:

The development of the professional portfolio is a strong indicator of per-service teachers' knowledge and understanding of educational theory and practice that can be communicated to prospective employers of the program's graduates. Candidates develop their professional portfolio in the student teaching seminar with guidance from VWC faculty and educators from area schools. The portfolio also serves a reflective purpose because candidates select evidence from their course work and field experiences that best demonstrate their content area and technology expertise.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Candidates develop a personal professional portfolio.</p> <p>Objective 2: Candidates develop an employer mini-portfolio.</p> <p>Objective 3: Candidates reflect on the portfolio and it becomes a work in progress. The portfolio rubric is part of INST 303 and the integrated seminar courses. Candidates are expected to complete the portfolio with a P grade.</p>	Principle 1	<p>Rubrics for grading are provided in INST 303 and the integrated seminar.</p> <p><i>Exit Survey</i></p>	<p>The professional portfolio is a student-teaching seminar class assignment along with the development of a small mini-portfolio to take to interviews with school personnel and principals.</p> <p><i>Exit Survey:</i> 87% of candidates indicated that Portfolio Preparation is either <i>evident</i> or <i>strongly emphasized</i> throughout the education program.</p>	<p>Rubric is revisited and revised if portfolios are not clear.</p> <p>Employers' comments are also considered in this process.</p>

Goal 5: Graduate Follow-up:

The Education Department strives to maintain data on program completers at initial employment and after three and five years in the workplace. Data from our graduates are required by VDOE and further serve to assess program quality.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
<p>Objective 1: Program graduates will report data related to their employment and preparation for teaching.</p> <p>Objective 2: Employers, typically principals, will report data pertaining to program graduates teaching in their schools.</p>	Principle	<p><i>Graduate Follow-up Survey:</i> To be administered to program graduates at 1, 3, and 5 years after graduation from VWC.</p> <p><i>Employer Satisfaction Survey</i></p>	<p>Data is now collected through VITAL program at state level. Current assessments have not yet been posted.</p> <p><i>ESS:</i> Responses from employers indicated great satisfaction with VWC program graduates, as 85% were rated as <i>very good</i> or <i>excellent</i>—25% earned a maximum rating on the <i>ESS</i>. No graduate of the program received a rating below <i>average</i>.</p>	<p>Required data collection for Biennial Reports for VDOE</p> <p>Required data collection for Biennial Reports for VDOE</p>

6. Teaching awards or honors:
-Please provide explanation, if applicable
7. Sponsorship of undergraduate research and events beyond the classroom setting:
-Please provide explanation, if applicable
8. Based on your *student evaluations and classroom experiences this year*, how would you evaluate your achievements in relation to your intentions?
-Please provide explanation, if applicable

II. PROFESSIONAL VITALITY

(N.B. Explain/document the professional significance of any journal/venue where it would not be apparent to someone outside of your field)

1. Books authored or edited (*title/press/date*): -Please Select # of Books
-Please provide title, press, and date, if applicable
2. Scholarly work appearing in peer-reviewed journals (*with bibliographic citations*):
-Please Select # of Scholarly Works
-Please provide bibliographic citations as applicable
3. Other professional publications (*with bibliographic citations*):
 - a. popular and news publications -Select-
-Please provide bibliographic citations as applicable
 - b. book reviews -Select-
-Please provide bibliographic citations as applicable
 - c. encyclopedia articles -Select-
-Please provide bibliographic citations as applicable
 - d. web site contributions -Select-
-Please provide bibliographic citations as applicable
 - e. chapter or essay in a book -Select-
-Please provide bibliographic citations as applicable
 - f. other -Select-
-Please provide bibliographic citations as applicable
4. Professional performances/exhibitions (*title, organization, place, date*):
-Please provide details as appropriate-

5. Work forthcoming for publication/exhibition but not yet in print/shown (*title of journal or publisher and anticipated date of publication, or parallel information for the arts*):

-Please provide details as appropriate-

6. Conference papers presented (title, organization, place, date):

- a. International -Select-

-Please provide bibliographic citations as applicable

- b. National -Select-

-Please provide bibliographic citations as applicable

- c. Regional -Select-

-Please provide bibliographic citations as applicable

- d. Local -Select-

-Please provide bibliographic citations as applicable

7. Other lectures/talks/moderating/evaluative roles for professional audiences (*title, organization, place, date*):

-Please provide details as appropriate-

8. Grants applied for (*indicate if received*):

- a. External (*name, project, level of competition*) -Select-

-Please provide name, project, and competition level, as applicable

- b. Internal (*name, project*) -Select-

-Please provide name, project, and competition level, as applicable

9. Attendance at professional conferences or performances/exhibitions *not listed in #6* (*organization, location, date; role, if any*):

- a. Involving travel:

-Please provide details as appropriate-

- b. Local:

-Please provide details as appropriate-

10. Non-conference travel for scholarly or artistic research:

-Please provide details as appropriate-

11. Professional offices held (*note nature of activity*):

-Please provide details as appropriate-

12. Description of research or work in progress, including work that may be under consideration for publication or presentation:

-Please provide details as appropriate-

13. Professional licenses and memberships:

-Please provide details as appropriate-

14. Scholarly/professional awards and honors received:

-Please provide details as appropriate-

15. Other professional achievements you would like to highlight:

-Please provide details as appropriate-

16. Based on the goals you set for yourself last year, how would you evaluate your *professional achievements*:

-Please discuss as appropriate-

III. INSTITUTIONAL SERVICE

1. Advising:

a. Number of advisees -Select-

b. Advising workshops attended -Select-

-Please provide details as appropriate

c. Other advising achievements you would like to highlight:

-Please provide details as appropriate

2. Commission and other major committee appointments (*with indication of degree and kind of responsibility and time commitment*): -Please Select Number-

-Please provide details as appropriate-

3. Program/department administration (*with notable achievements*):

-Please provide details as appropriate-

4. Other internal activities serving departmental or institutional needs (*projects, orientation, VWC Days, H&S scholarship interviews, etc.*):

-Please provide details as appropriate-

5. Leadership of, and/or major contributions to, student organizations and events:

-Please provide details as appropriate-

6. Co-curricular or guest lectures and other in-house presentations:

-Please provide details as appropriate-

7. Teaching in collaborative programs (*e.g., FYS, Portfolio, Winter Session, ASP*) :

-Please provide details as appropriate-

8. External activities serving institutional or community interests (*e.g., speaking to lay audiences, contest judging, recruitment efforts, serving on community boards*):

-Please provide details as appropriate-

9. Leadership in service learning or other volunteer activities:

-Please provide details as appropriate-

10. How would you evaluate your *service achievements* in relation to your goals?

-Please provide details as appropriate-

IV. GOALS for the next twelve months (*in teaching, research, service or any combination*)

-Please provide details as appropriate-

ABTEL's committee on Braille convened July 8 and August 5, 2009. At the meeting on August 5, 2009, Dr. Edward C. Bell, director of the Professional Development and Research Institute on Blindness, Louisiana Technology University, and Mr. Michael Kasey, National Federation of the Blind, met with the committee.

The Advisory Board on Teacher Education and Licensure met on September 20-21, 2009, to review the committee's report and make a recommendation to the Board of Education. The Advisory Board received the report of the committee including research on Braille instruction, authority regarding Braille instruction, licensure assessments, the current teacher work force with endorsements in visual impairments, Virginia's consortium to prepare teachers of visual impairments, requirements of other states, and available Braille assessments.

On September 20-21, 2009, the Advisory Board on Teacher Education and Licensure approved the following recommendation to the Board of Education:

The Advisory Board unanimously recommends to the Board of Education that a reliable, valid, and legally defensible assessment available statewide (to be determined) demonstrating Braille proficiency prescribed by the Virginia Board of Education be required for individuals seeking an initial license with an endorsement in Special Education-Visual Impairments. [The Department of Education shall follow policies and procedures relative to the procurement of such an assessment.] Additionally, contingent upon available funding, opportunities for licensed teachers with the endorsement in Visual Impairments will be afforded additional professional development in the teaching of Braille through the Virginia Department of Education and the Department for the Blind and Vision Impaired. The Advisory Board supports the Virginia Board of Education's efforts to include teachers of visual impairments in the *Standards of Quality* funding formula.

The Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation on Braille certification in response to the 2009 Virginia General Assembly House Bill 2224 on November 17, 2009.

Summary of Major Elements

At the request of the Advisory Board on Teacher Education and Licensure, a committee was convened on March 29, 2010, to recommend a Braille assessment to be considered as a requirement for individuals seeking an initial license with an endorsement in visual impairments. Representatives attending the meeting were as follows:

Advisory Board on Teacher Education and Licensure

Tracey Dingus, Chair
Angela Turley, Member
Courtney Gaskins, Member

National Federation of the Blind

Michael Kasey

Richmond City Schools

Paula Watson, Teacher

Department for the Blind and Vision Impaired
Glen Slonneger, Education Services Program Director

Department of Education

H. Douglas Cox, Assistant Superintendent for Special Education and Student Services
John Eisenberg, Director of Instructional Support and Related Services
James Lanham, Director of Teacher Licensure and School Leadership
Tara McDaniel, Specialist, Special Education Human Resources Development
Patty S. Pitts, Assistant Superintendent of Teacher Education and Licensure
Wiley Rowsey, Director of Procurement
Sarah Susbury, Director of Test Administration, Scoring, and Reporting
Karen Trump, Special Education Coordinator
Anne D. Wescott, Assistant Superintendent for Policy and Communications

After reviewing available assessments, the committee recommended the Braille Proficiency Test owned by the Texas Education Agency and administered by the Educational Testing Service (ETS). The Braille-only test was developed by the Educational Testing Service for Texas. The state of Mississippi also has adopted this test. States must seek permission from the Texas Education Agency to use the test.

The four-hour Braille Proficiency Test (0631) is administered as a low volume test by ETS, and is scheduled three times a year (November, March, and June). The projected number of new teachers in Virginia seeking the Special Education-Visual Impairment endorsement who would be required to take the Braille Proficiency Test is anticipated to be less than 30 teachers annually. State procurement testing requirements exempt competitive procurement up to \$50,000 over the life of the contract.

The test addresses the following standards developed by the Texas Education Agency:

The beginning teacher knows and understands:

- * *skills for reading uncontracted and contracted literary; and*
- * *skills for reading Nemeth Code.*

The beginning teacher is able to:

- * *apply skills for reading uncontracted and contracted literary Braille;*
- * *apply skills for reading basic Nemeth Code; and*
- * *use resources for reading advanced Nemeth Code.*

The beginning teacher knows and understands:

- * *skills for producing uncontracted and contracted literary Braille; and*
- * *skills for producing Nemeth Code.*

The beginning teacher is able to:

- * *produce uncontracted and contracted literary Braille with a braillewriter;*
- * *produce uncontracted and contracted literary Braille with a slate and stylus;*
- * *produce basic Nemeth Code with a braillewriter; and*
- * *refer to Nemeth Code rules to produce advanced Nemeth Code with a braillewriter.*

[Source: *Texas Braille Standards (Standard VII)*, approved April 2, 2004]

The Braille Proficiency Test is composed of two sections. The multiple-choice section assesses the examinees' ability to read Braille using simulated Braille text. The performance-assessment section assesses the examinees' ability to produce Braille text from printed text using both a slate and stylus and a braillewriter. The standard form of the Braille Proficiency Test takes five hours. An Alternate Test Form (ATF) is available for candidates requiring accommodations. The ATF is a combination Reader Script/Braille edition and can only be administered one-to-one.

Candidates must bring the following items to the test site:

- Manual (non-electric) braillewriter that accommodates standard 11 ½ by 11 inch braille paper
- Slate and stylus that accommodates 8 ½ by 11 inch Braille paper
- Braille eraser
- Pencil

On April 19, 2010, the Advisory Board on Teacher Education and Licensure voted unanimously to recommend that the Virginia Board of Education approve the Braille Proficiency Test administered by the Educational Testing Service as the required assessment for teachers seeking the Special Education-Visual Impairment endorsement in Virginia. The committee's rationale included the following: (1) the Braille Proficiency Test developed by the Educational Testing Service is a reliable, valid, and legally defensible assessment; (2) the test appears to cover the appropriate knowledge and skills for Braille; (3) the test would be available after a state-specific standard setting study; and (4) the test is accessible across the state.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure (ABTEL) recommendation to approve the Braille Proficiency Test administered by the Educational Testing Service as the required assessment for teachers seeking an initial license with the Special Education-Visual Impairment endorsement in Virginia (pending approval from the Texas Education Agency to use the test) and authorize the Department of Education to begin the standard-setting process for the test.

Impact on Resources:

Costs associated with the administration of the Braille Proficiency Test will be incurred by the Educational Testing Service. Prospective teachers seeking an initial license with the Special Education-Visual Impairments endorsement will be required to pay the test fee.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval at the July 22, 2010, meeting.

Board of Education Agenda Item

Item: _____ F. _____

Date: June 24, 2010

Topic: Final Review of Recommendations of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language Assessments in German, French, and Spanish and to Approve the Assessments and Passing Scores as Another Option to Meet Endorsement Requirements for Native Speakers or Candidates Who Have Learned the Foreign Language

Presenter: Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804-371-2522

E-Mail Address: Patty.Pitts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action
date April 22, 2010
action First Review of Recommendations of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language Assessments in German, French, and Spanish and to Approve the Assessments and Passing Scores as Another Option to Meet Endorsement Requirements for Native Speakers or Candidates Who Have Learned the Foreign Language

Background Information:

The responsibility for teacher licensure is set forth in section 22.1-298.1 of the *Code of Virginia*, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The *Licensure Regulations for School Personnel (September 21, 2007)* 8VAC20-22-40 (A) state, in part, that "...all candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education."

The Board of Education prescribes the Praxis II (subject area content) examinations as the professional teacher's assessment requirements for initial licensure in Virginia. The Board originally approved cut scores on 16 subject content tests that became effective July 1, 1999. Subsequently, the Board adopted additional content knowledge tests as they were developed by the Educational Testing Service (ETS).

Virginia teachers and teacher educators participated in validation and standard setting studies guided by ETS personnel to ensure an appropriate match between Praxis II tests and the competencies set forth in Virginia's regulations, as well as the *K-12 Standards of Learning*.

ETS continues to update the Praxis II assessments through the test regeneration process. When this process results in substantial changes to an assessment, another standard setting study is required.

The *Licensure Regulations for School Personnel* (September 21, 2007) (8VAC20-22-360 B 2. b.) allow native speakers or candidates who have learned a foreign language without formal academic credit in a regionally accredited college or university to satisfy content requirements by passing a foreign language assessment in the appropriate language as prescribed by the Board of Education. In 2004 the Board of Education approved the use of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and the Writing Proficiency Test as alternate tests to the Modern Language Association (MLA) Proficiency Test for Teachers and Advanced Students.

Summary of Major Elements

Standard setting studies were conducted November 30 through December 3, 2009, for the Praxis World Language assessments in German, French, and Spanish which are required for individuals seeking the Foreign Language pre-K-12 endorsements in German, French, and Spanish in Virginia. ETS conducted the standard setting studies on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Language assessments. A detailed summary of the study, *Standard Setting Report – Praxis World Languages: German (0183); Praxis World Languages: French (0174); and Praxis World Languages: Spanish (0195) – December 2009*, is attached (Appendix A) and includes participants, methodology, and recommendations. The purposes of the studies were to (a) recommend cut (or passing) scores for the Praxis World Languages assessments and (b) confirm the importance of the content specifications for entry-level German, French, and Spanish teachers in Virginia.

The first administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge assessments will be discontinued, with the last administration in June 2010 for German and July 2010 for French and Spanish.

In addition to the state-specific study, ETS also conducted two multistate standard setting studies for each World Language Assessment in July and August of 2009, in Princeton, New Jersey. The results of these studies, including the passing scores recommended by the multistate panels, are attached (Appendix B) and include participants, methodology, and recommendations.

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessments. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two-hour and 45 minute assessment is divided into four separately timed sections:

- Section I: Listening with Cultural Knowledge** (50 minutes) – 36 multiple-choice questions
- Section II: Reading with Cultural Knowledge** (50 minutes) – 39 multiple-choice questions.
- Section III: Writing** (50 minutes) – Three constructed-response questions
- Section IV: Speaking** (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw score points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

The process used in the Virginia standard setting study is detailed in Appendix A. The panel recommended:

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62 percent of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66 percent of the 97 available score raw points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.
- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69 percent of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

A similar process was used in the multistate standard setting studies as described in Appendix B. The panels recommended:

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65 percent of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65 percent of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70 percent of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia standard setting study as well as the multistate standard setting study, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia standard setting studies and the multistate studies for each language are shown on the following pages. In all charts, consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – German

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	61 (4.71)	159
-2 SEMs	52	147
-1 SEM	57	153
+1 SEM	66	165
+2 SEMs	71	172

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.50)	165
-2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+2 SEMs	75	177

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.66)	161
-2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+2 SEMs	72	173

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.59)	163
-2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – French

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.53)	163
-2 SEMs	55	152
-1 SEM	60	158
+1 SEM	69	170
+2 SEMs	74	176

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	59 (4.65)	157
-2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+2 SEMs	68	169

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.54)	166
-2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+2 SEMs	75	178

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.61)	162
-2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – Spanish

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.47)	167
-2 SEMs	58	156
-1 SEM	62	162
+1 SEM	71	173
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.44)	167
-2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	69 (4.33)	171
-2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+2 SEMs	77	181

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	67 (4.38)	168
-2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

On March 15, 2010, the Advisory Board for Teacher Education and Licensure (ABTEL) reviewed the studies and unanimously recommended that the Board of Education set the following passing scores for revised Praxis II World Language Assessments:

Praxis World Languages: German (0183) - 163

Praxis World Languages: French (0174) - 163

Praxis World Languages: Spanish (0195) - 168

Further, the Advisory Board for Teacher Education and Licensure (ABTEL) recommended that the Board of Education approve the revised Praxis II assessments in World Languages: German, French, and Spanish as additional test options for native speakers or candidates who have learned a foreign language without formal academic credit to meet the endorsement requirements in these languages.

The Virginia Department of Education and the institutions of higher education will have access to information about candidates' performance on each of the following categories of the tests: listening, reading, cultural knowledge, writing, and speaking. The information will be aggregated on the Annual Summary Report sent to the Virginia Department of Education and institutions of higher education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendations on passing scores for the revised World Language German, French, and Spanish assessments, and approve the use of the revised Praxis II assessments in German, French, and Spanish as additional test options that can be utilized by native speakers or candidates who have learned a foreign language without formal academic credit to meet the endorsement requirements in these languages. In addition, the Superintendent of Public Instruction recommends that pass rates for the assessments be reviewed when sufficient test scores are received for Virginia test takers.

Impact on Resources:

Costs associated with the administration of the Praxis II World Language assessments will be incurred by the Educational Testing Service. Prospective foreign language teachers will be required to pay the test fees.

Timetable for Further Review/Action:

The Department of Education will notify school divisions and institutions of higher education of the Board of Education's decision.

Appendices

Appendix A - Standard Setting Report for Virginia – December 2009

Appendix B - Multi-State Standard Setting Report – October 2009

Appendix C - *Test at a Glance – Praxis World Languages – German*

Appendix D – *Test at a Glance – Praxis World Languages – French*

Appendix E – *Test at a Glance – Praxis World Languages - Spanish*

Appendix A
Standard Setting Report for Virginia - December 2009



Standard Setting Report

Praxis World Languages: German (0183)

Praxis World Languages: French (0174)

Praxis World Languages: Spanish (0195)

December 2009

Conducted on Behalf of the Virginia Department of Education by
Educational Testing Service
Princeton, New Jersey

Executive Summary

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments, which will be administered in Virginia for the first time in the fall 2010.

The purposes of the studies were to (a) recommend cut (or passing) scores for the Praxis World Languages assessments and (b) confirm the importance of the content specifications for entry-level German, French and Spanish teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panels' recommendations to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward recommendations to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut scores on each of the Praxis World Languages assessments.

Recommended Cut Scores

The standard setting studies involved an expert panel for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel are provided to the VDOE to assist in the process of establishing appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62% of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66% of the 97 available score raw points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.
- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69% of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the content specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.

Introduction

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments.

The purposes of the studies were to (a) recommend the minimum Praxis World Languages scores judged necessary to award a preK-12 Foreign Language Endorsement and (b) confirm the importance of the Praxis World Languages content specifications for entry-level German, French and Spanish teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panels' recommended passing scores, or cut scores, to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward recommendations to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut scores on each of the Praxis World Languages assessments.

The first administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge and Productive Language Skills assessments will be phased out, with the last administration in June 2010 for German and July 2010 for French and Spanish.

Praxis World Languages Assessments

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessment. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two hour and forty-five minute assessment is divided into four separately timed sections:

- **Section I: Listening with Cultural Knowledge** (50 minutes) – 36 multiple-choice questions¹
- **Section II: Reading with Cultural Knowledge** (50 minutes) – 39 multiple-choice questions².
- **Section III: Writing** (50 minutes) – Three constructed-response questions
- **Section IV: Speaking** (15 minutes) – Three constructed-response questions.

¹ For Section I (Listening), 30 of the 36 questions contribute to the candidate's score for German and Spanish; and 29 of the 36 questions for French.

² For Section II (Reading), 32 of the 39 questions contribute to the candidate's score for German and French; and 30 of the 39 questions for Spanish.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw score points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

Expert Panels

For each Praxis World Languages assessment, the standard setting study included an expert panel. The VDOE recruited panelists to represent a range of professional perspectives. A description of the panels for each assessment is presented below. (See Appendix C for a listing of panelists for each of the three panels.)

Praxis German Assessment

The German panel included 15 teachers and administrators. In brief, 13 panelists were teachers and two were administrators. Eleven panelists were female. Nine panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and German. All panelists reported being certified German teachers in Virginia. Nearly half of the panelists had between 4 and 7 years of experience as a German teacher, and 20% had 12 or more years of teaching experience. (A fuller demographic description for the members of the German panel is presented in Table 1 in Appendix D.)

Praxis French Assessment

The French panel included 13 teachers, administrators, and college faculty who prepare French teachers. In brief, 10 panelists were teachers, one was an administrator, and two were college faculty. Ten panelists were female. Eleven panelists indicated they were most fluent in English, and one indicated being equally fluent in English and French. Eleven panelists reported being certified French teachers in Virginia. Near half of the panelists had 16 or more years of experience as a French teacher, and 30% had 7 or less years of teaching experience. (A fuller demographic description for the members of the French panel is presented in Table 7 in Appendix E.)

Praxis Spanish Assessment

The Spanish panel included 20 teachers, administrators, and college faculty who prepare Spanish teachers. In brief, fifteen panelists were teachers, two were administrators, and two were college faculty. Seventeen panelists were female. Thirteen panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and Spanish. Eighteen panelists reported being certified Spanish teachers in Virginia. Nearly half (45%) of the panelists had 7 or less years of experience as a Spanish teacher, and nearly half (45%) had 16 or more years of teaching experience. (A fuller demographic description for the members of the Spanish panel is presented in Table 13 in Appendix F.)

Process and Method

The design of the Praxis World Languages assessments standard setting studies included separate expert panels for each assessment. As described below, the training provided to panelists was consistent across panels.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the content specifications for the Praxis World Languages assessments (included in the Praxis World Languages *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Dr. Clyde Reese, an ETS researcher in the Center for Validity Research. Dr. Reese, lead facilitator for the studies, then explained how the Praxis World Language assessments were developed, provided an overview of standard setting, and presented the agenda for the study. The German and Spanish panels were led by Dr. Wanda Swiggett, an ETS research, and the French panel was led by Mr. Jack Burke, an ETS consultant.

Reviewing the Praxis World Languages Assessments

The first activity was for the panelists to “take the test.” (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions (without access to the answer key) and to sketch responses to the constructed-response questions. After “taking the test,” the panelists were provided access to the answer key for the multiple-choice questions and the rubrics for the constructed response questions. The purpose of “taking the test” was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering German, French, or Spanish teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified German, French, or Spanish teacher in Virginia. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

As a starting point in the development of the JQC definition, panelists were given the definition from a previous multi-state standard setting study for the assessment. The panelists were instructed to use the previous definition as a “rough draft” for developing a Virginia-specific definition. Panelists were encouraged to (a) *keep*

statements from the multi-state definition that were appropriate for Virginia; (b) *revise* statements to better reflect Virginia standards; (c) *drop* statements that were not applicable in Virginia; and (d) *add* statements to address knowledge and/or skills not considered by the multi-state panels. The panelists were split into smaller groups, and each group was asked to develop their definition of a JQC. Each group referred to the Praxis World Languages *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

Panelists' Judgments

The standard-setting process for the Praxis World Languages assessments was conducted for the overall test, though one standard-setting approach was implemented for Sections I and II (multiple-choice questions) and another approach was implemented for Sections III and IV (constructed-response questions). Each panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting study.

Standard Setting for Sections I and II (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Sections I and II (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load

placed on the panelists. The panelists practiced making their standard-setting judgments on the first Listening set (six questions) in Section I.

The panelists engaged in two rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cut scores for Sections I and II (as well as cut scores for Sections III and IV) and the panel's average recommended cut score, highest and lowest cut score, and standard deviation. Following discussion, the panelists' judgments were displayed for each multiple-choice question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Standard Setting for Sections III and IV (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Sections III and IV (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*High*), 2 (*Mid-High*), 1 (*Mid-Low*), or 0 (*Low*). During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score³; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the six constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first Writing question in Section III.

Consistent with the standard-setting process used for Sections I and II, the panelists engaged in two rounds of judgments for Sections III and IV. After the first round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cut score for Sections III and IV (as well

³ If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

as cut scores for Sections I and II) was displayed as was the panel's average recommended cut score, highest and lowest cut score, and standard deviation. The number of panelists who record each score level (0 through 6) also was displayed for each constructed-response question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Judgment of Praxis World Languages Content Specifications

Following the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level teacher in Virginia. The same content specifications were used to develop the German, French, and Spanish assessments. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — *Very Important, Important, Slightly Important, and Not Important*. Each panelist independently judged the 21 knowledge/skills statements.

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Sections I and II (multiple-choice questions), and once after they were trained to make their judgments for Sections III and IV (constructed-response questions). The primary information collected from these forms was the panelists' indication of whether they had received adequate training to make their standard-setting judgments and were ready to proceed. Across the three panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments for Sections I and II (multiple-choice questions), Sections III and IV (constructed-response questions), and the overall assessment is presented in Table 2 in Appendix D (German), Table 8 in Appendix E (French), and Table 14 in Appendix F (Spanish). The numbers in each table reflect the recommended cut scores — the number of raw score points needed to “pass” the section or assessment — of each panel for the two rounds. Note that the Praxis World Languages assessments report a single, overall score and that the panels are recommending a single cut score for the combination of Sections I, II, III and IV. The separate “cut scores” for the four sections are intermediate steps in calculating the overall cut score. For each assessment, the panels' average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to

recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

For each assessment, the Round 2 average scores for each section are summed to arrive at each panel's overall recommended cut score (passing score). It should be noted, however, that there are no required minimum section scores that must be obtained in order to pass the German, French, or Spanish assessments. The total test cut score is compensatory, in that as long as the total cut score is met or exceeded, the candidate has passed

Praxis German Assessment

The panel's cut score recommendation for the Praxis German assessment is 60.80 (see Table 2 in Appendix D). The value was rounded to the next highest whole number, 61, to determine the functional recommended cut score. The value of 61 represent approximately 62% of the total available 98 raw points that could be earned on the assessment. The scaled score associated with 61 raw points is 159.⁴

Table 4 (in Appendix D) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis German assessment has not yet been administered.

Praxis French Assessment

The panel's cut score recommendation for the Praxis French assessment is 63.44 (see Table 8 in Appendix E). The value was rounded to the next highest whole number, 64, to determine the functional recommended cut score. The value of 64 represent approximately 66% of the total available 97 raw points that could be earned on the assessment. The scaled score associated with 64 raw points is 163.⁵

Table 10 (in Appendix E) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis French assessment has not yet been administered.

⁴ For reference purposes, if the recommended raw cut score was 60 points, the scaled score would be 157.

⁵ For reference purposes, if the recommended raw cut score was 63 points, the scaled score would be 162.

Praxis Spanish Assessment

The panel's cut score recommendation for the Praxis Spanish assessment is 65.42 (see Table 14 in Appendix F). The value was rounded to the next highest whole number, 66, to determine the functional recommended cut score. The value of 66 represent approximately 69% of the total available 96 raw points that could be earned on the assessment. The scaled score associated with 66 raw points is 167.⁶

Table 16 (in Appendix F) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis Spanish assessment has not yet been administered.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments' content specifications were important for entry-level teachers. Panelists rated the 21 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D) for German, Table 11 (in Appendix E) for French, and Table 17 (in Appendix F) for Spanish.

Across the three assessment, all the knowledge/skills statements were judged to be *Very Important* or *Important* by at least 80% of the panelists for a particular language. Two knowledge/skills statements were judged to be *Very Important* or *Important* by 90% or less of the panelists for two languages:

- “*Understands the rules of the sound system of the target language ...*” for German and Spanish; and
- “*Knows how to contrast syntactical patterns of simple sentences and questions with those of English*” for German and Spanish.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. Table 6 (in Appendix D), Table 12 (in Appendix E) and Table 18 (in Appendix F) present the results of the final evaluations for German, French and Spanish, respectively.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study; that the facilitators' instructions and explanations were clear; and that they were prepared to make their standard setting judgments. For each panel, more than two-thirds of the panels *strongly agreed* that the standard-setting process was easy to

⁶ For reference purposes, if the recommended raw cut score was 65 points, the scaled score would be 166.

follow. The panelists reported that the (a) definition of the JQC, (b) the knowledge/skills required to answer each test question, and (c) their own professional experience most influenced their standard-setting judgments.

Across both panels, no panelists indicated that they were *uncomfortable* with the recommended cut score; all panelists indicated they were *very* or *somewhat comfortable* with their recommendation. For the German assessment, 80% of the panelists were *very comfortable* with their recommendation and all the panelists thought their cut score recommendation was *about right*. For French, 77% of the panelists were *very comfortable* with their recommendation and all the panelists thought their cut score recommendation was *about right*. Finally, for Spanish, 85% of the panelists were *very comfortable* with their recommendation and 19 of the 20 panelists thought their cut score recommendation was *about right*.

Summary

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments, which will be administered in Virginia for the first time in the fall 2010.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice sections) and an Extended Angoff approach (for the constructed-response sections). Section-level minimum scores were constructed and an overall cut score was computed. The recommended cut scores for each panel are provided to the VDOE to assist in the process of establishing appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62% of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66% of the 97 available raw score points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.
- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69% of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

For each assessment, the panel confirmed that the knowledge and/or skills stated or implied in the Praxis World Languages content specifications were important for entry-level teachers in Virginia. The results of the evaluation surveys (initial and final) from each panel support the quality of the standard-setting implementation.

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APPENDIX A
Common Workshop Agenda

AGENDA

Praxis World Languages: German Assessment

Virginia Standard Setting Study

Day 1

General Session

- 8:00 – 8:15** **Welcome**
- 8:15 – 8:45** **Overview of Standard Setting & Workshop Events**
- 8:45 – 9:00** **Overview of the Praxis World Languages Assessments**
- 9:00 – 9:05** **Break**

Break-Out Room

- 9:05 – 9:20** **Introductions**
- 9:20 – 11:30** **“Take” the Praxis World Languages: [Target Language] Assessment**
- 11:30 – 12:00** **Discuss the Praxis World Languages: [Target Language] Assessment**
- 12:00 – 12:15** **Define the Knowledge/Skills of a JQC**
- 12:15 – 1:00** **Lunch**
- 1:00 – 3:00** **Define the Knowledge/Skills of a JQC (continued)**
- 3:00 – 3:15** **Break**
- 3:15 – 3:45** **Standard Setting Training for MC Items (Sections I and II)**
- 3:45 – 5:15** **Round 1 Standard Setting Judgments for Multiple-Choice**
- 5:15 – 5:30** **Collect Materials; End of Day 1**

AGENDA
Praxis World Languages: German Assessment

Virginia Standard Setting Study

Day 2

Break-Out Room

9:00 – 9:15	Questions from Day 1 & Overview of Day 2
9:15 – 10:00	Standard Setting Training for CR Items (Sections III and IV)
10:00 – 10:30	Round 1 Standard Setting Judgments for Constructed-Response
10:30 – 10:45	Break
10:45 – 12:00	Round 1 Feedback & Round 2 Judgments
12:00 – 12:45	Lunch
12:45 – 2:15	Round 1 Feedback & Round 2 Judgments (continued)
2:15 – 3:00	Specification Judgments
3:00 – 3:15	Feedback on Round 2 Recommended Cut Score
3:15 – 3:30	Complete Final Evaluation
3:30 – 3:45	Collect Materials; End of Study

APPENDIX B
Just Qualified Candidate (JQC) Definitions

Definition of the Just Qualified Candidate – German

Listening, Reading, and Cultural Knowledge

1. Ability to use reading strategies, such as word analysis, inference, and context clues, with authentic samples/materials
2. Have a rich, passive German vocabulary which includes high-frequency idioms
3. Comprehend most main ideas, key concepts and some details in authentic samples of everyday paragraph length discourse
4. In aural and written communication, recognizes various registers and voices to facilitate comprehension
5. Has a basic understanding of syntactical relationships and major verb tenses and moods and grammatical terminology
6. Can identify significant people, places, events, customs, and social structures in German-speaking countries
7. Has an awareness of regional differences in language

Writing and Speaking

1. Ability to deliver language with little hesitation using varied pace and appropriate intonation
2. Articulation and pronunciation is comprehensible to a native speaker
3. Can express himself/herself on a variety of topics
4. Has a diverse active vocabulary which allows them to successfully circumlocute and summarize
5. Demonstrates control of mechanics and conventions in writing
6. Is able to adjust writing and speaking for various purposes and audiences
7. Is able to sequence ideas and use conjunctions and transitions to achieve cohesion in writing

Definition of the Just Qualified Candidate – French

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad vocabulary including commonly-used idioms
3. Comprehends (a) main ideas, (b) most key concepts and (c) some details in authentic (native speakers and/or authentic materials) aural and written communication
4. Recognizes various registers and formal/informal voices to facilitate comprehension in authentic aural and written communication
5. Has an understanding of the various components of grammar
6. Has an understanding of pronunciation of spoken French
7. Has a basic knowledge of historical and current people, places, customs, events, social structures and trends in French-speaking countries and regions
8. Has a basic awareness of regional differences in vocabulary, pronunciation, idioms, and cultural references

Writing and Speaking

1. Is comprehensible to a native speaker not accustomed to dealing with non-native speakers
2. Can express himself/herself and his/her opinion on a variety of topics
3. Uses a variety vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking, and engaging in conversations
4. Demonstrates basic command of mechanics (grammar, syntax, spelling and punctuation) in writing
5. Demonstrates control of mechanics in speaking
6. Adjusts writing and speaking for various purposes and audiences
7. Organizes ideas to achieve cohesion in writing and speaking

Definition of the Just Qualified Candidate – Spanish

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, context clues, synthesis, and predictions with authentic texts
2. Comprehends a diverse vocabulary including some commonly used idiomatic expressions
3. Comprehends (a) main ideas, (b) most subordinate ideas and (c) some details in authentic aural and written communication
4. Comprehends various registers and formal/informal voice in authentic aural and written communication
5. Has an understanding of common grammar concepts, including syntax, verb tenses and moods
6. Has a general knowledge of Spanish pronunciation
7. Has cultural understandings to include prominent historical and current people, perspectives, products, and practices
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a listener by using a moderate degree of accuracy in pronunciation and grammar
2. Can express himself/herself on a variety of concrete and abstract topics, express and defend personal opinions, and negotiate real world situations
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking
4. Applies appropriate form and style in writing and speaking
5. Writes and speaks appropriately for various purposes and to varied audiences
6. Organizes ideas to achieve cohesion in writing and speaking

APPENDIX C
Panelists' Names & Affiliations

German Panel

Panelist

Jeff Davis
Tanya Espinoza
Stuart Gapper
Margot C. Hall
Helga Hiss
Barbara Kovalik
Emily Massey
Michelle Ray
Diane Rice
Marion R. Salm
Alan R. Strecker
Robyn N. Thompson
Jeffrey Van Wassen
Beth Vanderpool
Linda Verheul

Affiliation

Patrick Henry High School
Landstown High School
James River High School
Newport News Public Schools
Monticello High School
Thornburg Middle School
Robinson Secondary School
Spotsylvania County Schools
Hidden Valley High School
Heritage High School
Northside High School
Lee-Davis High School
Manassas City Public Schools
Andrew Lewis Middle School
Powhatan High School

French Panel

Panelist

Danyel Brugh Barnes
Margaret Beckner
Julia Campbell
Shirley "SJ" Cordell-Robinson
Kenneth Deal
Betty R. Facer
Lisa A. Harris
Carie E. Hatfield
Patricia S. Lyons
Daniel Mensah
Suzanna Mullins
Scott Powers
Maria M. Yount

Affiliation

Salem High School
Virginia Beach City Public Schools
Heritage High School
James Monroe High School
Freedom High School
Old Dominion University
Norfolk Public Schools
Churchland High School/Portsmouth City Public Schools
Fluvanna County High School
Gar-Field High School
Coeburn High School/Wise County Public Schools
University of Mary Washington
Powhatan Junior High School

Spanish Panel

Panelist

Elizabeth Ashley Burke
 Marcia Chaves
 Stacy Escobar
 Graciela Garzón
 Stephen Gerome
 Anne Gordon-Arbogast
 Michele-Marie D. Griffith
 Stephen Hart
 Karen Heist
 Leonardo López
 Khadijah Luqman
 Alexis Mansisidor
 Marla Meade
 Sandra F. (Suzy) Morris
 Nancy Munoz
 Melissa Reynold
 Maria Sicurella
 Gresilda A. Tilley-Lubbs
 Jill Vargas
 Barbara R. Wiley

Affiliation

Randolph Henry High School/Charlotte County Public Schools
 James Monroe High School
 Spotswood High School
 Hanover County Public Schools
 James Madison University
 Orange County High School
 Poquoson Middle School/Old Dominion University
 Denbigh High School
 Woodside High School
 Buffalo Gap High School/Augusta County
 LC Bird High School
 Chesterfield County Public Schools
 Wise County Public Schools
 Fluvanna County High School
 Prince Edward Elementary School
 Atlee High School
 Prince Edward County Elementary School
 Virginia Tech University
 Rappahannock High School/Richmond County Public Schools
 Westfield High School

APPENDIX D
Results for Praxis World Languages: German

TABLE 1 Committee Member Demographics — German

	N	Percent
Group you are representing		
Teachers	13	87%
Administrator/Department Head	2	13%
College Faculty	0	0%
Race		
African American or Black	1	7%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	14	93%
Hispanic	0	0%
Gender		
Female	11	73%
Male	4	27%
In which language are you most fluent?		
English	9	60%
German	2	13%
English and German about the same	4	27%
Are you certified as a German teacher in Virginia?		
No	0	0%
Yes	15	100%
Are you currently teaching German in Virginia?		
No	1	7%
Yes	14	93%
Are you currently mentoring another German teacher?		
No	14	93%
Yes	1	7%
How many years of experience do you have as a German teacher in Virginia?		
3 years or less	0	0%
4 - 7 years	7	47%
8 - 11 years	5	33%
12 - 15 years	2	13%
16 years or more	1	7%
For which education level are you currently teaching German?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	2	13%
High School (9 - 12 or 10 - 12)	8	53%
All Grades (K - 12)	3	20%
Higher Education	0	0%
Other	2	13%
School Setting		
Urban	2	13%
Suburban	11	73%
Rural	2	13%

TABLE 2 Cut score Summary by Round of Judgments — German

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Mean	17.35	17.49
Median	17.90	17.70
Minimum	13.85	14.95
Maximum	20.60	19.50
SD.	2.35	1.54
SEJ	0.61	0.40
Section II: Reading (Max. Raw Score = 32)		
Mean	19.21	19.78
Median	19.60	19.80
Minimum	14.25	16.80
Maximum	23.90	22.20
SD.	2.87	1.68
SEJ	0.74	0.43
Section III: Writing (Max. Raw Score = 18)		
Mean	11.40	11.47
Median	11.00	12.00
Minimum	9.00	9.00
Maximum	13.00	13.00
SD.	1.24	1.25
SEJ	0.32	0.32
Section IV: Speaking (Max. Raw Score = 18)		
Mean	11.47	12.07
Median	12.00	12.00
Minimum	5.00	9.00
Maximum	14.00	14.00
SD.	2.50	1.39
SEJ	0.65	0.36
Total (Max. Raw Score = 98)		
Mean	59.42	60.80
Median	59.45	61.90
Minimum	44.65	50.05
Maximum	69.50	66.75
SD.	6.76	4.52
SEJ	1.75	1.17

TABLE 3 Panelists Cut scores by Round of Judgments — German

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	18.65	18.95	20.95	20.80	12.00	13.00	14.00	14.00	65.60	66.75
2	15.25	16.20	21.00	20.80	13.00	11.00	14.00	13.00	63.25	61.00
3	15.25	15.25	15.40	16.80	9.00	9.00	5.00	9.00	44.65	50.05
4	16.30	17.70	19.60	21.30	11.00	11.00	11.00	12.00	57.90	62.00
5	19.00	18.70	21.30	20.90	13.00	13.00	12.00	13.00	65.30	65.60
6	15.40	16.00	17.45	19.10	11.00	12.00	11.00	11.00	54.85	58.10
7	18.90	18.60	17.70	18.40	9.00	9.00	13.00	12.00	58.60	58.00
8	14.20	16.10	15.60	18.10	12.00	12.00	11.00	12.00	52.80	58.20
9	13.85	14.95	14.25	18.55	11.00	12.00	12.00	12.00	51.10	57.50
10	15.40	16.25	18.05	19.65	13.00	13.00	13.00	13.00	59.45	61.90
11	18.95	19.15	20.95	19.80	12.00	12.00	14.00	14.00	65.90	64.95
12	20.60	19.50	22.40	21.20	11.00	11.00	8.00	11.00	62.00	62.70
13	19.95	18.65	22.05	22.20	11.00	11.00	12.00	12.00	65.00	63.85
14	20.60	18.70	23.90	21.80	12.00	12.00	13.00	13.00	69.50	65.50
15	17.90	17.65	17.55	17.25	11.00	11.00	9.00	10.00	55.45	55.90

TABLE 4 Cut scores within 1 and 2 SEMs of the Recommended Cut score — German

Recommended Cut score (SEM)		Scale Score Equivalent
	61 (4.71)	159
- 2 SEMs	52	147
-1 SEM	57	153
+1 SEM	66	165
+ 2 SEMs	71	172

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 5 Test Specifications Judgments — German

		Very Important		Important		Slightly Important		Not Important	
		N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons									
A.	Demonstrating Language Proficiency	13	87%	2	13%	0	0%	0	0%
1.	Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	8	53%	7	47%	0	0%	0	0%
2.	Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	15	100%	0	0%	0	0%	0	0%
3.	Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	11	73%	3	20%	1	7%	0	0%
4.	Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	10	67%	5	33%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	10	67%	5	33%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	10	67%	5	33%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	6	40%	9	60%	0	0%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	6	40%	8	53%	1	7%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	14	93%	1	7%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	9	60%	5	33%	1	7%	0	0%
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	7	47%	7	47%	1	7%	0	0%
B. Understanding Linguistics	6	40%	9	60%	0	0%	0	0%
1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	4	27%	8	53%	3	20%	0	0%
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	6	40%	8	53%	1	7%	0	0%
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	7	47%	7	47%	1	7%	0	0%
4. Knows how to explain the rules that govern the formation of words and sentences in the target language	6	40%	8	53%	1	7%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	5	33%	7	47%	3	20%	0	0%

TABLE 6 Final Evaluation — German

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
I understood the purpose of this study.	14	93%	1	7%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	15	100%	0	0%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	14	93%	1	7%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	87%	2	13%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	13	87%	2	13%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
	N	Percent	N	Percent	N	Percent
How influential was each of the following factors in guiding your standard setting judgments?						
The definition of the Just Qualified Candidate	13	87%	2	13%	0	0%
The between-round discussions	11	73%	3	20%	1	7%
The knowledge/skills required to answer each test question	15	100%	0	0%	0	0%
The cut scores of other panel members	6	40%	8	53%	1	7%
My own professional experience	15	100%	0	0%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
Overall, how comfortable are you with the panel's recommended cut scores?	12	80%	3	20%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
Overall, the recommended cut score for German is:	0	0%	15	100%	0	0%

APPENDIX E
Results for Praxis World Languages: French

TABLE 7 **Committee Member Demographics — French**

	N	Percent
Group you are representing		
Teachers	10	77%
Administrator/Department Head	1	8%
College Faculty	2	15%
Race		
African American or Black	2	15%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	11	85%
Hispanic	0	0%
Gender		
Female	10	77%
Male	3	23%
In which language are you most fluent?		
English	11	85%
French	1	8%
English and French about the same	1	8%
Are you certified as a French teacher in Virginia?		
No	2	15%
Yes	11	85%
Are you currently teaching French in Virginia?		
No	1	8%
Yes	12	92%
Are you currently mentoring another French teacher?		
No	11	85%
Yes	2	15%
How many years of experience do you have as a French in your state?		
3 years or less	2	15%
4 - 7 years	2	15%
8 - 11 years	1	8%
12 - 15 years	2	15%
16 years or more	6	46%
For which education level are you currently teaching French?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	1	8%
High School (9 - 12 or 10 - 12)	9	69%
All Grades (K - 12)	0	0%
Higher Education	2	15%
Other	1	8%
School Setting		
Urban	5	38%
Suburban	5	38%
Rural	3	23%

TABLE 8 **Cut score Summary by Round of Judgments — French**

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 29)		
Mean	19.84	18.86
Median	19.25	18.50
Minimum	16.45	16.20
Maximum	23.70	21.25
SD.	2.37	1.55
SEJ	0.66	0.43
Section II: Reading (Max. Raw Score = 32)		
Mean	22.88	22.73
Median	22.95	21.60
Minimum	19.10	19.10
Maximum	28.60	27.40
SD.	2.86	2.47
SEJ	0.79	0.69
Section III: Writing (Max. Raw Score = 18)		
Mean	11.54	11.46
Median	11.00	11.00
Minimum	10.00	10.00
Maximum	14.00	14.00
SD.	1.27	1.27
SEJ	0.35	0.35
Section IV: Speaking (Max. Raw Score = 18)		
Mean	10.46	10.38
Median	10.00	10.00
Minimum	9.00	8.00
Maximum	13.00	13.00
SD.	1.39	1.56
SEJ	0.39	0.43
Total (Max. Raw Score = 97)		
Mean	64.72	63.44
Median	62.30	61.30
Minimum	56.65	58.10
Maximum	77.00	73.65
SD.	6.15	5.19
SEJ	1.71	1.44

TABLE 9 Panelists Cut scores by Round of Judgments — French

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	18.75	17.90	20.40	20.90	11.00	11.00	10.00	10.00	60.15	59.80
2	23.70	20.80	25.00	24.50	14.00	12.00	11.00	11.00	73.70	68.30
3	20.60	20.40	22.95	23.05	11.00	11.00	12.00	12.00	66.55	66.45
4	17.65	16.70	21.40	21.40	12.00	11.00	10.00	9.00	61.05	58.10
5	19.25	19.35	23.65	23.65	10.00	10.00	9.00	9.00	61.90	62.00
6	17.20	16.20	19.10	19.10	13.00	13.00	13.00	13.00	62.30	61.30
7	21.00	20.25	25.90	25.85	12.00	14.00	9.00	9.00	67.90	69.10
8	18.20	18.10	20.40	20.90	11.00	11.00	10.00	11.00	59.60	61.00
9	18.35	18.25	20.30	20.80	10.00	10.00	10.00	10.00	58.65	59.05
10	23.40	21.25	28.60	27.40	13.00	13.00	12.00	12.00	77.00	73.65
11	20.80	19.50	25.60	25.50	12.00	12.00	12.00	12.00	70.40	69.00
12	22.55	18.50	24.00	21.60	10.00	10.00	9.00	8.00	65.55	58.10
13	16.45	17.95	20.20	20.90	11.00	11.00	9.00	9.00	56.65	58.85

TABLE 10 Cut scores within 1 and 2 SEMs of the Recommended Cut score — French

Recommended Cut score (SEM)		Scale Score Equivalent
	64 (4.53)	163
- 2 SEMs	55	152
-1 SEM	60	158
+1 SEM	69	170
+ 2 SEMs	74	176

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 11 Test Specifications Judgments — French

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	10	77%	3	23%	0	0%	0	0%
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	6	46%	7	54%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	12	92%	1	8%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	12	92%	1	8%	0	0%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	4	31%	9	69%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	7	54%	6	46%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	10	77%	3	23%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	7	54%	4	31%	2	15%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	5	38%	7	54%	1	8%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	11	85%	2	15%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	7	54%	6	46%	0	0%	0	0%
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	8	62%	5	38%	0	0%	0	0%
B. Understanding Linguistics	10	77%	3	23%	0	0%	0	0%
1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	8	62%	4	31%	1	8%	0	0%
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	7	54%	5	38%	1	8%	0	0%
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	10	77%	3	23%	0	0%	0	0%
4. Knows how to explain the rules that govern the formation of words and sentences in the target language	10	77%	2	15%	1	8%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	8	62%	5	38%	0	0%	0	0%

TABLE 12 Final Evaluation — French

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
I understood the purpose of this study.	13	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	12	92%	1	8%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	12	92%	1	8%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	12	92%	1	8%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	1	77%	3	23%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
	N	Percent	N	Percent	N	Percent
How influential was each of the following factors in guiding your standard setting judgments?						
The definition of the Just Qualified Candidate	12	92%	1	8%	0	0%
The between-round discussions	6	46%	7	54%	0	0%
The knowledge/skills required to answer each test question	9	69%	4	31%	0	0%
The cut scores of other panel members	3	23%	10	77%	0	0%
My own professional experience	10	77%	3	23%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
Overall, how comfortable are you with the panel's recommended cut scores?	10	77%	3	23%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
Overall, the recommended cut score for French is:	0	0%	13	100%	0	0%

APPENDIX F
Results for Praxis World Languages: Spanish

TABLE 13 **Committee Member Demographics — Spanish**

	N	Percent
Group you are representing		
Teachers	15	75%
Administrator/Department Head	2	10%
College Faculty	2	10%
Other	1	5%
Race		
African American or Black	1	5%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	14	70%
Hispanic	5	25%
Gender		
Female	17	85%
Male	3	15%
In which language are you most fluent?		
English	13	65%
Spanish	3	15%
English and Spanish about the same	4	20%
Are you certified as a Spanish teacher in Virginia?		
No	2	10%
Yes	18	90%
Are you currently teaching Spanish in Virginia?		
No	1	5%
Yes	19	95%
Are you currently mentoring another Spanish teacher?		
No	14	70%
Yes	6	30%
How many years of experience do you have as a Spanish teacher in Virginia?		
3 years or less	2	10%
4 - 7 years	7	35%
8 - 11 years	1	5%
12 - 15 years	1	5%
16 years or more	9	45%
For which education level are you currently teaching Spanish?		
Elementary (K - 5 or K - 6)	2	10%
Middle School (6 - 8 or 7 - 9)	1	5%
High School (9 - 12 or 10 - 12)	13	65%
Middle & High School (6 - 12 or 7 - 12)	2	10%
Higher Education	2	10%
School Setting		
Urban	5	25%
Suburban	6	30%
Rural	9	45%

TABLE 14 Cut score Summary by Round of Judgments — Spanish

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Mean	19.97	19.70
Median	20.25	19.75
Minimum	16.10	16.40
Maximum	26.25	24.20
SD.	2.76	2.34
SEJ	0.62	0.52
Section II: Reading (Max. Raw Score = 30)		
Mean	21.73	21.83
Median	21.53	21.98
Minimum	17.45	18.65
Maximum	27.10	27.00
SD.	2.29	2.06
SEJ	0.51	0.46
Section III: Writing (Max. Raw Score = 18)		
Mean	12.35	12.15
Median	12.50	12.00
Minimum	9.00	9.00
Maximum	14.00	14.00
SD.	1.04	0.99
SEJ	0.23	0.22
Section IV: Speaking (Max. Raw Score = 18)		
Mean	11.80	11.75
Median	12.00	12.00
Minimum	9.00	10.00
Maximum	15.00	15.00
SD.	1.51	1.52
SEJ	0.34	0.34
Total (Max. Raw Score = 98)		
Mean	65.85	65.42
Median	66.18	65.28
Minimum	56.45	58.00
Maximum	75.75	77.60
SD.	4.69	4.71
SEJ	1.05	1.05

TABLE 15 Panelists Cut scores by Round of Judgments — Spanish

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	20.75	20.85	21.70	21.95	13.00	12.00	11.00	12.00	66.45	66.80
2	26.25	23.15	27.10	27.00	12.00	12.00	10.00	10.00	75.35	72.15
3	23.90	22.55	19.95	19.70	9.00	9.00	12.00	12.00	64.85	63.25
4	20.10	19.70	24.40	24.00	13.00	13.00	13.00	13.00	70.50	69.70
5	17.40	17.40	19.40	19.60	13.00	11.00	11.00	10.00	60.80	58.00
6	20.55	21.25	19.95	20.75	13.00	12.00	11.00	11.00	64.50	65.00
7	16.10	16.40	22.15	22.05	13.00	12.00	13.00	13.00	64.25	63.45
8	18.10	17.60	21.40	21.30	13.00	12.00	14.00	13.00	66.50	63.90
9	20.40	20.40	22.75	22.75	12.00	13.00	13.00	13.00	68.15	69.15
10	23.65	24.20	25.10	25.40	14.00	14.00	13.00	14.00	75.75	77.60
11	20.55	20.50	22.45	22.55	12.00	12.00	12.00	13.00	67.00	68.05
12	18.10	19.00	20.55	20.75	13.00	13.00	11.00	11.00	62.65	63.75
13	16.60	16.60	19.20	19.40	13.00	13.00	12.00	12.00	60.80	61.00
14	21.25	20.45	21.65	22.25	13.00	13.00	10.00	10.00	65.90	65.70
15	18.80	17.35	24.30	22.00	12.00	12.00	13.00	11.00	68.10	62.35
16	17.00	17.45	17.45	18.65	12.00	12.00	10.00	10.00	56.45	58.10
17	16.75	16.95	20.80	21.30	12.00	12.00	11.00	10.00	60.55	60.25
18	23.15	22.75	23.10	23.30	12.00	12.00	9.00	10.00	67.25	68.05
19	18.95	19.55	21.30	22.00	11.00	12.00	12.00	12.00	63.25	65.55
20	21.00	19.80	19.90	19.80	12.00	12.00	15.00	15.00	67.90	66.60

TABLE 16 Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish

Recommended Cut score (SEM)		Scale Score Equivalent
	66 (4.47)	167
- 2 SEMs	58	156
-1 SEM	62	162
+1 SEM	71	173
+ 2 SEMs	75	179

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 17 Test Specifications Judgments — Spanish

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	15	75%	5	25%	0	0%	0	0%
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	9	45%	11	55%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	16	80%	4	20%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	12	60%	8	40%	0	0%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	11	55%	9	45%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	11	55%	9	45%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	11	55%	9	45%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	5	25%	14	70%	1	5%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	7	35%	13	65%	0	0%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	15	75%	5	25%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	11	55%	9	45%	0	0%	0	0%
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	8	40%	10	50%	2	10%	0	0%
B. Understanding Linguistics	12	60%	7	35%	1	5%	0	0%
1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	8	40%	10	50%	2	10%	0	0%
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	7	35%	11	55%	2	10%	0	0%
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	13	65%	7	35%	0	0%	0	0%
4. Knows how to explain the rules that govern the formation of words and sentences in the target language	16	80%	4	20%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	11	55%	9	45%	0	0%	0	0%

TABLE 18 **Final Evaluation — Spanish**

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
I understood the purpose of this study.	17	85%	3	15%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	17	85%	3	15%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	17	85%	3	15%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	14	70%	6	30%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	65%	4	20%	2	10%	1	5%
The process of making the standard setting judgments was easy to follow.	14	70%	6	30%	0	0%	0	0%
	Very Influential		Somewhat Influential		Not Influential			
How influential was each of the following factors in guiding your standard setting judgments?	N	Percent	N	Percent	N	Percent		
The definition of the Just Qualified Candidate	16	80%	4	20%	0	0%		
The between-round discussions	7	35%	11	55%	2	10%		
The knowledge/skills required to answer each test question	16	80%	4	20%	0	0%		
The cut scores of other panel members	4	20%	10	50%	6	30%		
My own professional experience	15	75%	5	25%	0	0%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
Overall, how comfortable are you with the panel's recommended cut scores?	17	85%	3	15%	0	0%	0	0%
	Too Low		About Right		Too High			
	N	Percent	N	Percent	N	Percent		
Overall, the recommended cut score for Spanish is:	1	5%	19	95%	0	0%		

Appendix B
Multi-State Standard Setting Report – October 2009



Multi-State Standard Setting Report

Praxis World Languages: German (0183)

Praxis World Languages: French (0174)

Praxis World Languages: Spanish (0195)

October 2009

Conducted by
Educational Testing Service
Princeton, New Jersey

Executive Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers.

Recommended Cut Scores

The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the test specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.

Introduction

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty. Panelists were recommended by departments of education of states that (a) currently use the Praxis Content Knowledge and/or Productive Language Skills assessments or (b) are considering use of the new Praxis World Languages assessments as part of their licensure process.

The design of the multi-state standard setting studies included two, non-overlapping panels to (a) allow each participating state to be represented and (b) replicate the judgment process to strengthen the technical quality of the recommended passing score for each assessment. (See Appendix A for the common agenda used for all panels.)

- **German:** Two non-overlapping panels with a total of 32 panelists representing 16 states (see Figure 1a) participated.
- **French:** Two non-overlapping panels with a total of 47 panelists representing 22 states (see Figure 1b) participated.
- **Spanish:** Two non-overlapping panels with a total of 39 panelists representing 23 states (see Figure 1c) participated.

Figure 1a. Participating States (and number of panelists) for German

Alabama (1 panelist)	South Carolina (2 panelists)
Delaware (1 panelist)	South Dakota (4 panelists)
Kentucky (2 panelists)	Tennessee (4 panelists)
Maryland (1 panelist)	Utah (2 panelists)
Mississippi (2 panelists)	Wisconsin (1 panelist)
North Carolina (2 panelists)	West Virginia (2 panelists)
North Dakota (4 panelists)	Wyoming (1 panelist)
Pennsylvania (2 panelists)	Nevada (1 panelist)

NOTE: Alabama, Delaware, Kentucky, Maryland, Wisconsin, Wyoming, and Nevada were represented on only one of the two panels.

Figure 1b. Participating States (and number of panelists) for French

Connecticut (2 panelists)	North Dakota (2 panelists)
Hawaii (1 panelist)	Pennsylvania (4 panelists)
Kentucky (4 panelists)	Rhode Island (1 panelist)
Louisiana (3 panelists)	South Carolina (3 panelists)
Maine (1 panelist)	South Dakota (1 panelist)
Maryland (3 panelists)	Tennessee (3 panelists)
Mississippi (4 panelists)	Utah (2 panelists)
Missouri (1 panelist)	Vermont (2 panelists)
Nevada (2 panelists)	Washington, D.C. (1 panelist)
New Hampshire (1 panelist)	West Virginia (2 panelists)
North Carolina (2 panelists)	Wisconsin (2 panelists)

NOTE: Hawaii, Maine, Missouri, New Hampshire, Rhode Island, South Dakota, Vermont, and Washington, D.C., were represented on only one of the two panels.

Figure 1c. Participating States (and number of panelists) for Spanish

Alabama (2 panelists)	North Dakota (2 panelists)
Delaware (1 panelist)	Ohio (1 panelist)
Hawaii (2 panelists)	Pennsylvania (2 panelists)
Kentucky (2 panelists)	South Carolina (2 panelists)
Louisiana (2 panelists)	South Dakota (2 panelists)
Maine (2 panelists)	Tennessee (1 panelist)
Maryland (2 panelists)	Utah (1 panelist)
Mississippi (2 panelists)	Vermont (3 panelists)
Missouri (1 panelist)	Washington, D.C. (1 panelist)
Nevada (1 panelist)	West Virginia (3 panelists)
New Hampshire (1 panelist)	Wisconsin (1 panelist)
North Carolina (2 panelists)	

NOTE: Delaware, Missouri, Nevada, New Hampshire, Ohio, Pennsylvania, Tennessee, Utah, Washington, D.C., and Wisconsin were represented on only one of the two panels.

The training provided to panelists as well as the study materials were consistent across panels within an assessment with the exception of defining the “just qualified candidate.” To assure that both panels for an assessment were using the same frame of reference when making question-level standard setting judgments, the “just qualified candidate” definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the “just qualified candidate” definitions are presented in Appendix B.

The panels were convened in July and August 2009 in Princeton, New Jersey. The results for each panel and results combined across panels for each assessment are summarized in the following report. The technical report containing the recommended passing scores for the German, French, and Spanish assessments is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing scores in accordance with applicable state regulations.

The first national administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge and Productive Language Skills assessments will be phased out, with the last national administration in June 2010 for German and July 2010 for French and Spanish.

Praxis World Languages Assessments

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessment. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two hour and forty-five minute assessment is divided into four separately timed sections:

- **Section I: Listening with Cultural Knowledge** (50 minutes) – 36 multiple-choice questions¹
- **Section II: Reading with Cultural Knowledge** (50 minutes) – 39 multiple-choice questions².
- **Section III: Writing** (50 minutes) – Three constructed-response questions
- **Section IV: Speaking** (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

¹ For Section I (Listening), 30 of the 36 questions contribute to the candidate's score.

² For Section II (Reading), 32 of the 39 questions contribute to the candidate's score for German; 31 of the 39 questions for French; and 30 of the 39 questions for Spanish.

Expert Panels

For each Praxis World Languages assessment, the standard setting study included two expert panels. The various state departments of education recruited panelists to represent a range of professional perspectives. A description of the panels for each assessment is presented below. (See Appendix C for a listing of panelists for each of the six panels.)

Praxis German Assessment

Panel 1 included 15 teachers, administrators, and college faculty who prepare K-12 German teachers, representing 11 states. In brief, 14 panelists were teachers and one was college faculty. Thirteen panelists were female. Nine panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Fourteen panelists reported being certified German teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 German teacher, and approximately a quarter had 16 or more years of teaching experience.

Panel 2 included 17 teachers, administrators, and college faculty, representing 14 states. In brief, 14 panelists were teachers, one was an administrator, and two were college faculty. Twelve panelists were female. Twelve panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Approximately half of the panelists had 12 or more of experience as a K-12 German teacher, and approximately 20 percent had 3 or fewer years of teaching experience.

A fuller demographic description for the members of the two German panels is presented in Table 1 in Appendix D.

Praxis French Assessment

Panel 1 included 23 teachers, administrators, and college faculty who prepare K-12 French teachers, representing 18 states. In brief, 15 panelists were teachers, two were administrators, and five were college faculty. Nineteen panelists were White, three were African American, and one was Alaskan Native/American Indian. Seventeen panelists were female. Fourteen panelists indicated they were most fluent in English, and seven indicated they were equally fluent in English and French. Nineteen panelists reported being certified French teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 French teacher, and over a third had 16 or more years of teaching experience.

Panel 2 included 24 teachers, administrators, and college faculty, representing 18 states. In brief, 19 panelists were teachers, two were administrators, and two were college faculty. Nineteen panelists were White, three were African American, and one was Asian American. Eighteen panelists were female. Nineteen panelists indicated they were most fluent in English, and two indicated they were equally fluent in English and French.

Approximately half of the panelists had 16 or more of experience as a K-12 French teacher, and approximately a quarter had 7 or fewer years of teaching experience.

A fuller demographic description for the members of the two French panels is presented in Table 7 in Appendix E.

Praxis Spanish Assessment

Panel 1 included 18 teachers, administrators, and college faculty who prepare K-12 Spanish teachers, representing 17 states. In brief, 12 panelists were teachers, two were administrators, and four were college faculty. Nine panelists were White, five were Hispanic, three were African American, and one was Asian American. Twelve panelists were female. Thirteen panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and Spanish. Fourteen panelists reported being certified Spanish teachers in their states. Half of the panelists had 16 or more years of experience as a K-12 Spanish teacher, and nearly 40 percent had 11 or fewer years of teaching experience.

Panel 2 included 21 teachers, curriculum specialists, and college faculty, representing 19 states. In brief, 12 panelists were teachers, five were administrators, and four were college faculty. Eight panelists were White, eight were Hispanic, four were African American, and one was Native Hawaiian/Pacific Islander. Sixteen panelists were female. Ten panelists indicated they were most fluent in English, and nine indicated they were equally fluent in English and Spanish. Approximately half of the panelists had 16 or more of experience as a K-12 Spanish teacher, and more than 40 percent had 11 or fewer years of teaching experience.

A fuller demographic description for the members of the two Spanish panels is presented in Table 13 in Appendix F.

Process and Method

The design of the Praxis World Languages assessments standard setting studies included two non-overlapping expert panels for each assessment. As described below, the training provided to panelists and study materials were consistent across panels. Any differences between panels (e.g., defining the “just qualified candidate”) are highlighted.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the test content specifications for the Praxis World Languages assessment (included in the Praxis World Languages *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Drs. Clyde Reese, Patricia Baron, and Wanda Swiggett, ETS researchers in the Center for Validity Research. Dr. Reese, lead facilitator for the studies, then explained how the particular Praxis World Language assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Praxis World Languages Assessments

The first activity was for the panelists to “take the test.” (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to the rubrics for the constructed response questions. The purpose of “taking the test” was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering German, French, or Spanish teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified K-12 German, French, or Spanish teacher. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to *Praxis World Languages Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that each multi-state standard setting study was designed to replicate processes and procedures across the two panels for each assessment, it was important that both panels for an assessment use the same JQC definition to frame their judgments. For Panel 2, the panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group discussed the behaviors they would expect of the JQC based on the definition and developed performance indicators or “can do” statements based on the definition. The performance indicators were shared across groups and discussed. The purpose of the exercises was to have the panelists internalize the definition.

Panelists' Judgments

The standard-setting process for the Praxis World Languages assessments was conducted for the overall test, though one standard-setting approach was implemented for Sections I and II (multiple-choice questions) and another approach was implemented for Sections III and IV (constructed-response questions). Each panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting study. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

Standard Setting for Sections I and II (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Sections I and II (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first Listening set (six questions) in Section I.

The panelists engaged in two rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cut scores for Sections I and II (as well as cut scores for Sections III and IV) and the panel's average recommended cut score, highest and lowest cut score, and standard

deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Standard Setting for Sections III and IV (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Sections III and IV (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*High*), 2 (*Mid-High*), 1 (*Mid-Low*), or 0 (*Low*). During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score³; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the six constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first Writing question in Section III.

Consistent with the standard-setting process used for Sections I and II, the panelists engaged in two rounds of judgments for Sections III and IV. After the first round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cut score for Sections III and IV (as well as cut scores for Sections I and II) was displayed as was the panel's average recommended cut score, highest and lowest cut score, and standard deviation. The panelists' judgments also were displayed for each question. The

³ If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

As with Sections I and II, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Praxis World Languages Content Specifications

Following the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level K-12 teacher. The same content specifications were used to develop the German, French, and Spanish assessments. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — *Very Important*, *Important*, *Slightly Important*, and *Not Important*. Each panelist independently judged the 21 knowledge/skills statements. (See Appendix G for the common content specifications for the German, French, and Spanish assessments.)

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Sections I and II (multiple-choice questions), and once after they were trained to make their judgments for Sections III and IV (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across all assessments and panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments for Sections I and II (multiple-choice questions), Sections III and IV (constructed-response questions), and the overall assessment is presented in Appendix D (German), Appendix E (French), and Appendix F (Spanish). The numbers in each table reflect the recommended cut scores — the number of raw points needed to “pass” the section or test — of each panelist for the two rounds. Note that the Praxis World Languages assessments report a single, overall score and that the panels are recommending a single cut score for the combination of Sections I, II, III and IV. The separate “cut scores” for the four sections are intermediate steps in calculating the overall cut score. For each assessment, the panels’ average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of

panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for four of the six panels; the standard deviation increased somewhat between rounds for the first German and Spanish panels.

For each assessment, the Round 2 average score for each section is summed to arrive at each panel's overall recommended cut score (passing score). It should be noted, however, that there are no required minimum section scores that must be obtained in order to pass the German, French, or Spanish assessments. The total test cut score is compensatory, in that as long as the total cut score is met or exceeded, the candidate has passed

Praxis German Assessment

The panels' cut score recommendations for the Praxis German assessment are 65.71 for Panel 1 and 62.09 for Panel 2 (see Tables 2a and 3a in Appendix D). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 63 for Panel 2. The values of 66 and 63 represent approximately 67% and 64%, respectively, of the total available 98 raw points that could be earned on the assessment. The scaled scores associated with 66 and 63 raw points are 165 and 161, respectively.⁴

Tables 4a and 4b (in Appendix D) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis German assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis German assessment. The panels' average cut score recommendation for the Praxis German assessment is 63.90. The value was rounded to 64 (next highest raw score) to determine the functional recommended cut score. The value of 64 represents approximately 65% of the total available 98 raw points that could be earned on the assessment.

⁴ For reference purposes, if the recommended raw cut score were 65 or 62 points, the scaled score would be 164 or 160, respectively.

The scaled score associated with 64 raw points is 163.⁵ Table 4c (in Appendix D) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis French Assessment

The panels' cut score recommendations for the Praxis French assessment are 58.54 for Panel 1 and 65.84 for Panel 2 (see Tables 8a and 9a in Appendix E). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 59 for Panel 1 and 66 for Panel 2. The values of 59 and 66 represent approximately 61% and 68%, respectively, of the total available 97 raw points that could be earned on the assessment. The scaled scores associated with 59 and 66 raw points are 157 and 166, respectively.⁶

Tables 10a and 10b (in Appendix E) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis French assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis French assessment. The panels' average cut score recommendation for the Praxis French assessment is 62.19. The value was rounded to 63 (next highest raw score) to determine the functional recommended cut score. The value of 63 represents approximately 65% of the total available 97 raw points that could be earned on the assessment. The scaled score associated with 63 raw points is 162.⁷ Table 10c (in Appendix E) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis Spanish Assessment

The panels' cut score recommendations for the Praxis Spanish assessment are 65.54 for Panel 1 and 68.02 for Panel 2 (see Tables 14a and 15a in Appendix F). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 69 for Panel 2. The values of 66 and 69 represent approximately 69% and 72%, respectively, of the total available 96 raw points that could be earned on the assessment. The scaled scores associated with 66 and 69 raw points are 167 and 171, respectively.⁸

Tables 16a and 16b (in Appendix F) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score.

⁵ For reference purposes, if the recommended raw cut score was 63 points, the scaled score would be 161.

⁶ For reference purposes, if the recommended raw cut score were 58 or 65 points, the scaled score would be 156 or 165, respectively.

⁷ For reference purposes, if the recommended raw cut score was 62 points, the scaled score would be 161.

⁸ For reference purposes, if the recommended raw cut score were 65 or 68 points, the scaled score would be 166 or 170, respectively.

The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis Spanish assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis Spanish assessment. The panels' average cut score recommendation for the Praxis Spanish assessment is 66.78. The value was rounded to 67 (next highest raw score) to determine the functional recommended cut score. The value of 67 represents approximately 70% of the total available 96 raw points that could be earned on the assessment. The scaled score associated with 67 raw points is 168.⁹ Table 16c (in Appendix F) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level teachers. Panelists rated the 21 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D) for German, Table 11 (in Appendix E) for French, and Table 17 (in Appendix F) for Spanish.

Across the three assessment, only one knowledge/skills statement — “*Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring ...*” — was judged to be *Very Important* or *Important* by less than 75% of the panelists for a particular language, German. Two knowledge/skills statements were judged to be *Very Important* or *Important* by less than 90% of the panelists for two languages:

- “*Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics ...*” for German and Spanish; and
- “*Knows how to contrast syntactical patterns of simple sentences and questions with those of English*” for French and Spanish.

The complete texts of the content specifications are presented in Appendix G.

⁹ For reference purposes, if the recommended raw cut score was 66 points, the scaled score would be 167.

Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages assessments for German, French, and Spanish, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French, and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice sections) and an Extended Angoff approach (for the constructed-response sections). Section-level minimum scores were constructed and an overall cut score was computed. The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

For each of the assessments, both panels confirmed that the knowledge and/or skills stated or implied in the Praxis World Languages assessment content specifications were important for entry-level K-12 teachers. The results of the evaluation surveys (initial and final) from each panels support the quality of the standard-setting implementation.

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APPENDIX A
Common Workshop Agenda

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 1

8:00 – 8:15	Welcome and Introduction
8:15 – 8:45	Overview of Standard Setting & Workshop Events
8:45 – 9:15	Overview of the Praxis World Languages Assessments
9:15 – 9:20	Break
9:20 – 11:30	“Take” the Praxis [Target Language]: World Languages Assessment
11:30 – 12:00	Discuss the Praxis [Target Language]: World Languages Assessment
12:00 – 12:15	Define the Knowledge/Skills of a JQC
12:15 – 1:00	Lunch
1:00 – 3:00	Define the Knowledge/Skills of a JQC (continued)
3:00 – 3:15	Break
3:15 – 3:45	Standard Setting Training for M-C Questions (Sections I and II)
3:45 – 5:15	Round 1 Standard Setting Judgments for Multiple-Choice
5:15 – 5:30	Collect Materials; End of Day 1

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 2

9:00 – 9:15	Questions from Day 1 & Overview of Day 2
9:15 – 10:00	Standard Setting Training for CR Questions (Sections III and IV)
10:00 – 10:30	Round 1 Standard Setting Judgments for Constructed-Response
10:30 – 10:35	Break
10:35 – 12:00	Round 1 Feedback & Round 2 Judgments
12:00 – 12:45	Lunch
12:45 – 2:15	Round 1 Feedback & Round 2 Judgments (continued)
2:15 – 3:00	Specification Judgment
3:00 – 3:15	Feedback on Round 2 Recommended Cut Score
3:15 – 3:30	Complete Final Evaluation
3:30 – 3:45	Collect Materials; End of Study

APPENDIX B
Just Qualified Candidate (JQC) Definitions

Definition of the Just Qualified Candidate – German

Listening, Reading, and Cultural Knowledge

1. Ability to use basic reading strategies, such as word analysis, inference, and context clues, with authentic samples/materials
2. Have a rich, passive German vocabulary which includes high-frequency idioms and grammatical terminology
3. Comprehend a reasonable amount of main ideas, key concepts and some details in authentic samples of paragraph-length discourse
4. In aural and written communication, recognizes various registers and voices to facilitate comprehension
5. Has a basic understanding of syntactical relationships and major verb tenses and moods
6. Can distinguish between phonemes and diphthongs
7. Generally identify significant current, historical, and/or cultural people, places, events, and social structures in German-speaking countries
8. Has a basic understanding of regional differences in language

Writing and Speaking

1. Ability to adjust pace, intonation, and fluency of delivery
2. Is able to be comprehensible to a native speaker through articulation and pronunciation
3. Can express himself/herself on a variety of concrete and factual topics
4. Has a diverse active vocabulary which allows them to successfully circumlocute, summarize and paraphrase
5. Demonstrates control of mechanics and conventions in writing
6. Demonstrates control of conventions in discourse
7. Is able to adjust writing and speaking for various purposes and audiences
8. Is able to sequence ideas and use conjunctions and transitions to achieve cohesion in writing

Definition of the Just Qualified Candidate – French

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad French vocabulary including idioms
3. Comprehends (a) main ideas, (b) most key concepts and (c) some details in authentic aural and written communication
4. Recognizes various registers and formal/informal voices to facilitate comprehension in authentic aural and written communication
5. Has an understanding of grammar, including syntax, major verb tenses and moods
6. Has a basic knowledge of French pronunciation
7. Can identify historical or current people, places, events, and social structures in French-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, including personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking and engage in conversations
4. Demonstrates basic command of mechanics and conventions in writing
5. Demonstrates control of conventions in speaking
6. Adjusts writing and speaking for various purposes and audiences
7. Sequences ideas to achieve cohesion in writing and speaking

Definition of the Just Qualified Candidate – Spanish

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad Spanish vocabulary including widely used idiomatic expressions
3. Comprehends (a) main ideas, (b) most subordinate ideas and (c) some details in authentic aural and written communication
4. Comprehends meanings of various registers and formal/informal voice in authentic aural and written communication
5. Has an understanding of grammar, including syntax, verb tenses and moods
6. Has a general knowledge of Spanish pronunciation
7. Can identify historical or current people, places, events, and social structures in Spanish-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, and express and defend personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking
4. Appropriately applies mechanics and conventions in writing and speaking
5. Writes and speaks appropriately for various purposes and to varied audiences
6. Sequences ideas to achieve cohesion in writing and speaking

APPENDIX C
Panelists' Names & Affiliations

German Panel 1

Panelist

Sandra Achenbach
 Amy L. Bauer
 James H. Bright
 Mary Ann Crow
 Stephanie Draheim
 Christi Elkins-Gabbard
 VidaJane Haynes
 Brad Martin
 Erin McKeag
 Susan Peterson
 Colleen Richards
 Claudia Schoellkopf
 Wiebke Strehl
 Shauna Winegar
 Maga Isabel Wisard

Affiliation

Hardin Valley Academy, Knox County School (TN)
 Rapid City Central High School (SD)
 Henry Clay High School, Fayette County Public Schools (KY)
 Bismarck High School (ND)
 Menasha Joint School District (WI)
 Fayette County Schools (KY)
 McGavock Comprehensive High School (TN)
 Elkins High School (WV)
 Charlotte Mecklenburg Schools (NC)
 T.F. Riggs High School, South Dakota District 32-2 (SD)
 Butler Area School District (PA)
 Bismarck Public Schools (ND)
 University of South Carolina (SC)
 Mt. Crest High School, Cache County School District (UT)
 Poplarville Elementary School (MS)

German Panel 2

Panelist

Anthony M.DeRosa
 Donna M. Evans
 J. Sarah Floyd
 Sarah Glasser
 Melissa Hadorn
 Arthur D. Holder
 Diana T. Ihlenfeld
 Susanne Lenné Jones
 Elke K. Kuegle
 Joy E. Loomis
 Joan S. MacDonald
 Michelle Mattson
 Cody Mickelson
 Michael C. Netzloff
 Andrew J. Richards
 Dorothée Rosser
 Annette Sherrer

Affiliation

Thomas S. Wootton High (MD)
 Las Vegas Academy/Clark County School District (NV)
 Lexington High School (SC)
 Wright Jr/Sr High (WY)
 Sturgis Brown High School (SD)
 Judge Memorial Catholic High School (UT)
 Ohio County Schools (WV)
 East Carolina University (NC)
 Stevens High School, Rapid City Area Schools (SD)
 Newark High School (DE)
 Martin Luther King Magnet (TN)
 Rhodes College (TN)
 Jamestown Public School District #1 (ND)
 Bismarck Public Schools (ND)
 Fox Chapel Area School District (PA)
 Gadsden City High School (AL)
 Picayune Memorial High School (MS)

French Panel 1

Panelist

Anita J. Alkhas
 Pierre C. Baigue
 Colette Ballew
 Claudia V. Bezaka
 Paula Summers Calderon
 Cristina Carlotti
 Stephen M. Dubrow
 Nancy Erickson
 Gail Fahy
 Antoine F.Gnintedem
 Melissa Hadorn
 Sherri K. Harkins
 Leanne Hinkle
 Wendy D. Howard
 Elisabeth Kohl
 William Mann
 Shawn Morrison
 Oscar Niyiragira
 Anne Olafson
 Amanda Robustelli-Price
 Jacquelyn Sergi
 William Thompson
 Jocelyn A. M. Waddle

Affiliation

University of Wisconsin-Milwaukee (WI)
 Granite School District (UT)
 Wayne Highlands School District (PA)
 District of Columbia Public Schools (DC)
 Louisiana State University and A&M College (LA)
 East Providence High School (RI)
 Walter Johnson High School (MD)
 University of Southern Maine (ME)
 Palo Verde HS Clark County School District (NV)
 Sunflower County School District (MS)
 Sturgis Brown High School (SD)
 Wicomico County Public Schools (MD)
 Bolton High School (TN)
 Gaston County School District (NC)
 Council Rock High School –South (PA)
 Clay County High School (WV)
 College of Charleston (SC)
 Jefferson County Public Schools (KY)
 Minot High School (ND)
 Bristol Central High School (CT)
 South Panola High School (MS)
 The University of Memphis (TN)
 Frankfort High School (KY)

French Panel 2

Panelist

Lydia Wilson Kohler
 Robert Desmarais Sullivan
 Denise B. Benskin
 Crecia C. Swaim
 Jason Bagley
 Mary C. Frye
 Mary Anne Smith
 Robert Denis
 Nancy Jarchow
 Madeleine Hooper-Kernen
 Nancy P. Wilson
 Robert G. Erickson
 Elizabeth Howe
 Suzanne Lord Guazzoni
 Timothy Wung Kum
 Stephanie Viator
 Wendy C. Mumy
 Jan Hennessey
 Tracy Lambert
 Stephen Keller
 Margaret Schmidt Dess
 J. Karine Simpson
 Linda E. Lassiter
 Valerie Kling

Affiliation

George Rogers Clark High School (KY)
 Hattiesburg High School (MS)
 Prince Georges County (MD)
 Betsey Ross Arts Magnet School (CT)
 Lexington High School (SC)
 West Virginia State University (WV)
 Pearl City High School (HI)
 Las Vegas High School (NV)
 Williamstown High School (VT)
 Missouri State University (MO)
 Mifflin School District (PA)
 Brigham Young University (UT)
 Hardin Valley Academy (TN)
 Stone High School (VT)
 Greenville-Weston High School (MS)
 Cedar Creek School (LA)
 West Craven High School (NC)
 Dover High School (NH)
 Lafayette High School (KY)
 A.C. Flora High School (SC)
 Shorewood High School (WI)
 Central Bucks School District (PA)
 Southern University and A&M College (LA)
 Bismarck High School (ND)

Spanish Panel 1

Panelist

Ignacio M. Cariaga
 June C. D. Carter
 Eric O. Cintrón
 Larissa Cuevas
 Stephanie Dominguez
 Paul Fallon
 Geoffrey Gillett
 Bridget Suárez Kalmar
 José Labrado
 Mina T. Levenson
 Terri Marlow
 Belgica Nina-Matos
 Samuel J. Ogdie
 Lisa Ramey
 Joyce Richburg
 Ruth E. Smith
 Nancy E. Yetter
 Thomasina I. White

Affiliation

State of Hawaii Public Schools (HI)
 University of South Carolina Upstate (SC)
 Plymouth State University (NH)
 Pass Christian School District (MS)
 Smithville R-II School District (MO)
 East Carolina University (NC)
 Maine School Administrative District 41 (ME)
 Craftsbury Schools (VT)
 Dawson Springs High School (KY)
 Pittsburgh Public Schools (PA)
 Wood County Schools (WV)
 Delmar School District (DE)
 Augustana College (SD)
 North Central Public School (ND)
 Birmingham City Schools (AL)
 University of Louisiana Monroe (LA)
 Baltimore County Public Schools (MD)
 School District of Philadelphia (PA)

Spanish Panel 2

Panelist

Carolyn A. Anderson
 Isabel Cavour
 Angela Culver Johnson
 Telece Marbrey
 Luis M. González-García
 Sharon M. Gracia
 Marta C. Gumpert
 Andrés V. Hernández
 David Herren
 Grace Leavitt
 Jennifer Love
 Raquel Oxford
 Nancy S. Ryan
 Ángel T. Tuninetti
 Diane VanDenOever
 Summer Van Wagnen
 Isabel Vázquez-Gil
 Nancy Wahineokai
 Giovanna Yaranga-Reyes
 James R. Yoder
 Dina Zavala-Petherbridge

Affiliation

Barnwell School District #45 (SC)
 University of Dayton (OH)
 Madison City Schools (AL)
 Knox County Schools (TN)
 Northern Kentucky University (KY)
 Granite School District (UT)
 Southeastern Louisiana University (LA)
 Biloxi Public Schools (MS)
 Union High School (VT)
 Greely High School / St. Joseph's College (ME)
 Prince George's County Public Schools (MD)
 University of Wisconsin Milwaukee (WI)
 Berkeley County West Virginia Schools (WV)
 West Virginia University (WV)
 The University of Sioux Falls (SD)
 Wake County Public School System (NC)
 District of Columbia Public Schools (DC)
 Radford High School (HI)
 Burlington School District (VT)
 Clark County School District (NV)
 Valley City State University (ND)

APPENDIX D
Results for Praxis World Languages: German

Table 1 Committee Member Demographics — German

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	14	93%	14	82%
Administrator/Department Head	0	0%	1	6%
College Faculty	1	7%	2	12%
Other	0	0%	0	0%
Race				
African American or Black	0	0%	0	0%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	14	93%	17	100%
Hispanic	1	7%	0	0%
Gender				
Female	13	87%	12	71%
Male	2	13%	5	29%
In which language are you most fluent?				
English	9	60%	12	71%
German	0	0%	0	0%
English and German about the same	5	33%	5	29%
Other	1	7%	0	0%
Are you certified as a German teacher in your state?				
No	1	7%	2	12%
Yes	14	93%	15	88%
Are you currently teaching German in your state?				
No	1	7%	1	6%
Yes	14	93%	16	94%
Are you currently mentoring another German teacher?				
No	14	93%	16	94%
Yes	1	7%	1	6%
How many years of experience do you have as a German teacher in your state?				
3 years or less	1	7%	3	18%
4 - 7 years	4	27%	4	24%
8 - 11 years	4	27%	2	12%
12 - 15 years	2	13%	3	18%
16 years or more	4	27%	5	29%
For which education level are you currently teaching German?				
Elementary (K - 5 or K - 6)	1	7%	0	0%
Middle School (6 - 8 or 7 - 9)	2	13%	0	0%
High School (9 - 12 or 10 - 12)	9	60%	14	82%
Middle/High School	1	7%	1	6%
Higher Education	1	7%	2	12%
Other	1	7%	0	0%
School Setting				
Urban	8	53%	6	35%
Suburban	3	20%	7	41%
Rural	4	27%	4	24%

Table 2a Cut score Summary by Round of Judgments — German Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.74	20.51
SD	1.97	2.05
SEJ	0.51	0.53
Highest	23.70	23.20
Lowest	15.45	14.80
Section II: Reading (Max. Raw Score = 32)		
Average	23.31	22.67
SD	1.43	1.41
SEJ	0.37	0.36
Highest	26.05	25.00
Lowest	20.85	19.10
Section III: Writing (Max. Raw Score = 18)		
Average	11.67	11.33
SD	1.45	1.05
SEJ	0.37	0.27
Highest	15.00	13.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.60	11.20
SD	2.29	2.01
SEJ	0.59	0.52
Highest	15.00	14.00
Lowest	7.00	7.00
Total (Max. Raw Score = 98)		
Average	67.32	65.71
SD	5.17	5.84
SEJ	1.34	1.51
Highest	76.90	74.20
Lowest	56.75	50.90

Table 2b Panelists Cut scores by Round of Judgments — German Panel 1

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	20.40	20.60	23.80	23.30	14.00	12.00	13.00	12.00	71.20	67.90
2	20.40	20.05	22.40	22.00	11.00	11.00	12.00	12.00	65.80	65.05
3	20.75	21.05	23.30	23.40	11.00	11.00	11.00	12.00	66.05	67.45
4	21.40	21.90	22.95	23.85	13.00	13.00	13.00	13.00	70.35	71.75
5	23.70	23.20	25.35	25.00	13.00	13.00	14.00	13.00	76.05	74.20
6	15.45	14.80	21.30	19.10	11.00	10.00	9.00	7.00	56.75	50.90
7	19.50	18.50	24.80	22.80	12.00	10.00	7.00	8.00	63.30	59.30
8	19.80	19.90	23.00	22.90	10.00	11.00	9.00	9.00	61.80	62.80
9	21.85	20.90	23.60	22.20	11.00	11.00	12.00	12.00	68.45	66.10
10	21.10	20.50	22.45	22.20	11.00	11.00	12.00	12.00	66.55	65.70
11	23.00	23.20	23.90	24.10	15.00	13.00	15.00	13.00	76.90	73.30
12	21.60	19.40	24.00	21.85	10.00	10.00	10.00	10.00	65.60	61.25
13	18.75	20.45	21.95	22.65	11.00	12.00	15.00	14.00	66.70	69.10
14	20.85	20.70	26.05	23.65	11.00	11.00	12.00	11.00	69.90	66.35
15	22.60	22.45	20.85	21.05	11.00	11.00	10.00	10.00	64.45	64.50

Table 3a Cut score Summary by Round of Judgments — German Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.48	18.09
SD	2.36	2.00
SEJ	0.57	0.48
Highest	23.55	22.65
Lowest	13.60	14.20
Section II: Reading (Max. Raw Score = 32)		
Average	21.16	21.00
SD	2.28	1.86
SEJ	0.55	0.45
Highest	26.75	24.60
Lowest	17.45	17.35
Section III: Writing (Max. Raw Score = 18)		
Average	12.35	12.12
SD	1.11	1.22
SEJ	0.27	0.30
Highest	14.00	14.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.35	10.88
SD	1.62	1.11
SEJ	0.39	0.27
Highest	15.00	13.00
Lowest	8.00	9.00
Total (Max. Raw Score = 98)		
Average	63.34	62.09
SD	4.47	4.11
SEJ	1.08	1.00
Highest	73.30	69.25
Lowest	56.70	53.05

Table 3b Panelists Cut scores by Round of Judgments — German Panel 2

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	18.50	17.70	23.80	23.10	13.00	13.00	13.00	13.00	68.30	66.80
2	22.20	20.10	23.40	22.20	13.00	13.00	10.00	10.00	68.60	65.30
3	20.25	20.05	19.90	21.10	13.00	13.00	11.00	11.00	64.15	65.15
4	18.65	18.25	18.70	18.75	11.00	10.00	11.00	11.00	59.35	58.00
5	19.90	20.20	24.00	23.70	10.00	10.00	10.00	10.00	63.90	63.90
6	18.30	18.10	20.10	19.20	14.00	12.00	13.00	12.00	65.40	61.30
7	18.95	18.05	20.75	20.45	12.00	12.00	11.00	10.00	62.70	60.50
8	16.90	15.70	17.45	17.35	12.00	11.00	11.00	9.00	57.35	53.05
9	23.55	22.65	26.75	24.60	11.00	11.00	12.00	11.00	73.30	69.25
10	18.40	18.20	21.40	21.10	13.00	14.00	12.00	10.00	64.80	63.30
11	18.20	18.00	21.15	22.65	14.00	14.00	8.00	10.00	61.35	64.65
12	17.75	17.75	21.55	21.25	13.00	13.00	12.00	11.00	64.30	63.00
13	19.20	19.20	19.80	20.50	13.00	13.00	15.00	13.00	67.00	65.70
14	13.60	14.20	19.00	19.30	13.00	12.00	12.00	11.00	57.60	56.50
15	18.55	16.45	21.50	20.60	11.00	11.00	11.00	11.00	62.05	59.05
16	16.10	16.95	19.90	19.95	12.00	12.00	12.00	12.00	60.00	60.90
17	15.20	16.00	20.50	21.20	12.00	12.00	9.00	10.00	56.70	59.20

Table 4a Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.50)		165
- 2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+ 2 SEMs	75	177

Table 4b Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.66)		161
- 2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+ 2 SEMs	72	173

Table 4c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined German Panels

Recommended Cut score (SEM)		Scale Score Equivalent
64 (4.59)		163
- 2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+ 2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 5 Specification Judgments — German (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	27	84%	5	16%	0	0%	0	0%
Subtopic 1	25	78%	7	22%	0	0%	0	0%
Subtopic 2	25	78%	7	22%	0	0%	0	0%
Subtopic 3	14	44%	18	56%	0	0%	0	0%
Subtopic 4	15	47%	16	50%	1	3%	0	0%
Subtopic 5	19	59%	13	41%	0	0%	0	0%
Subtopic 6	21	66%	9	28%	2	6%	0	0%
Subtopic 7	5	16%	19	59%	8	25%	0	0%
Subtopic 8	7	22%	23	72%	2	6%	0	0%
Subtopic 9	27	84%	5	16%	0	0%	0	0%
Subtopic 10	10	31%	22	69%	0	0%	0	0%
Subtopic 11	15	47%	12	38%	4	13%	1	3%
B. Understanding Linguistics	18	60%	11	37%	1	3%	0	0%
Subtopic 1	20	63%	12	38%	0	0%	0	0%
Subtopic 2	17	53%	13	41%	2	6%	0	0%
Subtopic 3	17	53%	14	44%	1	3%	0	0%
Subtopic 4	20	63%	12	38%	0	0%	0	0%
Subtopic 5	27	84%	4	13%	1	3%	0	0%
Subtopic 6	19	59%	12	38%	1	3%	0	0%
C. Comparison of Target Language with English	13	42%	14	45%	4	13%	0	0%
Subtopic 1	13	41%	16	50%	3	9%	0	0%
Subtopic 2	14	44%	16	50%	2	6%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	16	52%	15	48%	0	0%	0	0%
Subtopic 1	20	65%	10	32%	1	3%	0	0%
Subtopic 2	12	39%	15	48%	4	13%	0	0%

Table 6a Final Evaluation — German Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	15	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	14	93%	1	7%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	100%	0	0%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	60%	6	40%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
	N	%	N	%	N	%
How influential was each of the following factors in guiding your standard setting judgments?						
The definition of the Just Qualified Candidate	15	100%	0	0%	0	0%
The between-round discussions	11	73%	4	27%	0	0%
The cut scores of other panel members	4	27%	7	47%	4	27%
My own professional experience	10	67%	5	33%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score? ¹⁰								

	Too Low	About Right	Too High
Overall, the panel's recommended cut score is: ¹⁰			

¹⁰ Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

Table 6b Final Evaluation — German Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	16	94%	1	6%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	13	76%	4	24%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	14	82%	3	18%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	15	88%	2	12%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	14	82%	3	18%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	53%	7	41%	1	6%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
	N	%	N	%	N	%
How influential was each of the following factors in guiding your standard setting judgments?						
The definition of the Just Qualified Candidate	14	82%	3	18%	0	0%
The between-round discussions	11	65%	2	12%	4	24%
The cut scores of other panel members	2	12%	9	53%	6	35%
My own professional experience	8	47%	8	47%	1	6%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	10	59%	6	35%	1	6%	0	0%

	Too Low		About Right		Too High	
	N	%	N	%	N	%
Overall, the panel's recommended cut score is:	1	6%	16	94%	0	0%

APPENDIX E
Results for Praxis World Languages: French

Table 7 Committee Member Demographics — French

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	15	65%	19	79%
Administrator/Department Head	2	9%	2	8%
College Faculty	5	22%	2	8%
Other	1	4%	1	4%
Race				
African American or Black	3	13%	3	13%
Alaskan Native or American Indian	1	4%	0	0%
Asian or Asian American	0	0%	1	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	19	83%	19	79%
Hispanic	0	0%	0	0%
Gender				
Female	17	74%	18	75%
Male	6	26%	6	25%
In which language are you most fluent?				
English	14	61%	19	79%
French	1	4%	3	13%
English and French about the same	7	30%	2	8%
Other	1	4%	0	0%
Are you certified as a French teacher in your state?				
No	4	17%	4	17%
Yes	19	83%	20	83%
Are you currently teaching French in your state?				
No	2	9%	2	8%
Yes	21	91%	22	92%
Are you currently mentoring another French teacher?				
No	16	70%	17	71%
Yes	7	30%	7	29%
How many years of experience do you have as a French teacher in your state?				
3 years or less	1	4%	1	4%
4 - 7 years	4	17%	5	21%
8 - 11 years	7	30%	4	17%
12 - 15 years	3	13%	2	8%
16 years or more	8	35%	11	46%
For which education level are you currently teaching French?				
Elementary (K - 5 or K - 6)	2	9%	0	0%
Middle School (6 - 8 or 7 - 9)	1	4%	1	4%
High School (9 - 12 or 10 - 12)	11	48%	18	75%
Middle/High School	2	9%	0	0%
All Grades (K - 12)	0	0%	1	4%
Higher Education	6	26%	4	17%
Other	1	4%	0	0%
School Setting				
Urban	10	43%	9	38%
Suburban	6	26%	9	38%
Rural	7	30%	6	25%

Table 8a Cut score Summary by Round of Judgments — French Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	17.58	17.24
SD	2.24	1.90
SEJ	0.47	0.40
Highest	22.05	21.45
Lowest	13.09	14.20
Section II: Reading (Max. Raw Score = 31)		
Average	21.48	21.47
SD	2.86	2.39
SEJ	0.60	0.50
Highest	28.75	27.65
Lowest	15.00	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	9.78	10.26
SD	1.31	1.14
SEJ	0.27	0.24
Highest	12.00	12.00
Lowest	8.00	8.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	9.52	9.57
SD	2.35	1.95
SEJ	0.49	0.41
Highest	16.00	16.00
Lowest	6.00	7.00
Total (Max. Raw Score = 97)		
Average	58.37	58.54
SD	5.33	4.56
SEJ	1.11	0.95
Highest	66.05	65.55
Lowest	45.00	48.20

Table 8b Panelists Cut scores by Round of Judgments — French Panel 1

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	19.90	19.50	23.95	23.95	9.00	11.00	11.00	11.00	63.85	65.45
2	14.90	14.80	21.60	20.60	10.00	11.00	10.00	10.00	56.50	56.40
3	19.00	18.00	20.95	20.95	11.00	11.00	11.00	11.00	61.95	60.95
4	16.25	15.55	23.25	22.70	8.00	8.00	6.00	8.00	53.50	54.25
5	17.00	16.60	19.65	20.25	9.00	9.00	10.00	10.00	55.65	55.85
6	18.60	18.00	22.30	21.80	10.00	11.00	9.00	9.00	59.90	59.80
7	15.20	15.80	17.50	19.20	9.00	12.00	11.00	10.00	52.70	57.00
8	15.00	16.00	15.00	16.20	8.00	9.00	7.00	7.00	45.00	48.20
9	15.85	14.75	20.00	20.05	10.00	9.00	10.00	7.00	55.85	50.80
10	22.05	21.45	25.35	25.00	10.00	10.00	7.00	7.00	64.40	63.45
11	19.60	17.40	21.85	20.95	12.00	12.00	12.00	11.00	65.45	61.35
12	16.20	16.30	19.90	20.10	10.00	10.00	8.00	9.00	54.10	55.40
13	14.65	15.65	18.90	18.50	10.00	10.00	11.00	10.00	54.55	54.15
14	19.25	18.25	23.90	23.60	8.00	8.00	10.00	8.00	61.15	57.85
15	19.20	17.50	23.60	22.55	8.00	10.00	6.00	9.00	56.80	59.05
16	19.45	18.85	22.70	22.40	8.00	10.00	7.00	9.00	57.15	60.25
17	16.20	16.00	19.20	20.10	9.00	10.00	7.00	9.00	51.40	55.10
18	17.30	17.90	28.75	27.65	12.00	12.00	8.00	8.00	66.05	65.55
19	18.90	18.10	20.50	20.60	10.00	10.00	16.00	16.00	65.40	64.70
20	13.90	14.20	20.50	21.80	12.00	11.00	11.00	10.00	57.40	57.00
21	19.55	18.75	21.15	21.35	11.00	11.00	10.00	10.00	61.70	61.10
22	15.80	16.20	19.60	19.60	11.00	11.00	12.00	12.00	58.40	58.80
23	20.60	21.00	24.00	24.00	10.00	10.00	9.00	9.00	63.60	64.00

Table 9a Cut score Summary by Round of Judgments — French Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.34	18.10
SD	2.46	1.96
SEJ	0.50	0.40
Highest	22.50	21.70
Lowest	14.60	15.20
Section II: Reading (Max. Raw Score = 31)		
Average	22.80	23.08
SD	2.64	2.29
SEJ	0.54	0.47
Highest	27.40	27.30
Lowest	16.40	17.40
Section III: Writing (Max. Raw Score = 18)		
Average	12.00	12.67
SD	1.35	1.05
SEJ	0.28	0.21
Highest	14.00	15.00
Lowest	9.00	11.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.54	12.00
SD	1.61	1.10
SEJ	0.33	0.23
Highest	14.00	14.00
Lowest	8.00	9.00
Total (Max. Raw Score = 97)		
Average	64.68	65.84
SD	6.03	4.68
SEJ	1.23	0.96
Highest	74.25	73.55
Lowest	52.00	56.40

Table 9b Panelists Cut scores by Round of Judgments — French Panel 2

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	16.40	15.90	23.20	23.40	13.00	13.00	13.00	13.00	65.60	65.30
2	21.00	20.60	24.65	23.85	13.00	13.00	12.00	12.00	70.65	69.45
3	16.40	15.20	22.35	22.45	11.00	11.00	8.00	12.00	57.75	60.65
4	15.50	16.30	21.40	22.30	12.00	12.00	12.00	12.00	60.90	62.60
5	22.15	20.55	27.40	27.30	12.00	12.00	12.00	12.00	73.55	71.85
6	15.95	16.15	23.50	24.10	9.00	11.00	9.00	10.00	57.45	61.25
7	15.30	15.50	18.70	19.90	11.00	11.00	8.00	10.00	53.00	56.40
8	17.35	18.25	23.00	23.90	13.00	13.00	10.00	12.00	63.35	67.15
9	19.60	19.70	24.75	25.95	11.00	13.00	11.00	12.00	66.35	70.65
10	16.15	17.95	19.00	21.70	13.00	15.00	11.00	12.00	59.15	66.65
11	19.40	18.40	20.10	19.50	12.00	12.00	10.00	12.00	61.50	61.90
12	17.20	17.85	24.55	24.35	10.00	13.00	11.00	12.00	62.75	67.20
13	20.75	19.95	23.30	22.90	13.00	12.00	13.00	13.00	70.05	67.85
14	19.65	19.80	22.00	22.50	13.00	13.00	12.00	12.00	66.65	67.30
15	20.55	20.15	22.70	22.70	14.00	14.00	12.00	12.00	69.25	68.85
16	15.30	15.85	23.10	23.10	13.00	13.00	13.00	12.00	64.40	63.95
17	19.75	18.05	22.90	23.00	11.00	11.00	11.00	9.00	64.65	61.05
18	14.60	15.30	16.40	17.40	10.00	13.00	11.00	11.00	52.00	56.70
19	20.75	20.20	25.30	25.40	12.00	13.00	13.00	13.00	71.05	71.60
20	18.95	18.45	22.75	22.55	13.00	13.00	12.00	13.00	66.70	67.00
21	15.20	15.80	21.70	21.70	13.00	13.00	13.00	12.00	62.90	62.50
22	18.90	18.10	20.70	21.30	12.00	14.00	14.00	14.00	65.60	67.40
23	20.80	18.65	26.45	25.75	14.00	14.00	13.00	13.00	74.25	71.40
24	22.50	21.70	27.30	26.85	10.00	12.00	13.00	13.00	72.80	73.55

Table 10a Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
59 (4.65)		157
- 2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+ 2 SEMs	68	169

Table 10b Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.54)		166
- 2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+ 2 SEMs	75	178

Table 10c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined French Panels

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.61)		162
- 2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+ 2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 11 Specification Judgments — French (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	35	74%	12	26%	0	0%	0	0
Subtopic 1	22	47%	23	49%	2	4%	0	0
Subtopic 2	36	77%	11	23%	0	0%	0	0
Subtopic 3	27	57%	19	40%	1	2%	0	0%
Subtopic 4	22	47%	24	51%	1	2%	0	0
Subtopic 5	31	66%	16	34%	0	0%	0	0
Subtopic 6	33	70%	12	26%	2	4%	0	0
Subtopic 7	6	13%	37	79%	4	9%	0	0
Subtopic 8	11	23%	32	68%	4	9%	0	0
Subtopic 9	41	87%	6	13%	0	0%	0	0
Subtopic 10	25	53%	18	38%	3	6%	0	0%
Subtopic 11	19	40%	26	55%	2	4%	0	0
B. Understanding Linguistics	21	46%	23	50%	2	4%	0	0
Subtopic 1	18	40%	21	47%	6	13%	0	0
Subtopic 2	24	51%	22	47%	1	2%	0	0
Subtopic 3	24	51%	21	45%	2	4%	0	0
Subtopic 4	23	50%	19	41%	4	9%	0	0
Subtopic 5	24	51%	21	45%	2	4%	0	0
Subtopic 6	27	57%	18	38%	2	4%	0	0
C. Comparison of Target Language with English	19	42%	20	44%	5	11%	0	0%
Subtopic 1	24	51%	17	36%	5	11%	0	0%
Subtopic 2	15	32%	25	53%	6	13%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	25	53%	22	47%	0	0%	0	0
Subtopic 1	23	49%	20	43%	4	9%	0	0
Subtopic 2	16	34%	28	60%	3	6%	0	0

Table 12a Final Evaluation — French Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	21	91%	2	9%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	18	78%	5	22%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	18	78%	5	22%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	21	91%	2	9%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	65%	6	26%	2	9%	0	0%
The process of making the standard setting judgments was easy to follow.	15	65%	8	35%	0	0%	0	0%
How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential			
	N	%	N	%	N	%		
The definition of the Just Qualified Candidate	20	87%	2	9%	1	4%		
The between-round discussions	10	43%	12	52%	1	4%		
The cut scores of other panel members	19	83%	4	17%	0	0%		
My own professional experience	2	9%	18	78%	3	13%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	18	78%	5	22%	0	0%	0	0%
	Too Low		About Right		Too High			
	N	%	N	%	N	%		
Overall, the panel's recommended cut score is:	1	4%	22	96%	0	0%		

Table 12b Final Evaluation — French Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	96%	1	4%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	23	96%	1	4%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	21	88%	3	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	19	79%	5	21%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	22	92%	2	8%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	21	88%	3	13%	0	0%	0	0%
How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential			
	N	%	N	%	N	%		
The definition of the Just Qualified Candidate	19	79%	5	21%	0	0%		
The between-round discussions	15	63%	9	38%	0	0%		
The cut scores of other panel members	3	100%	0	0%	0	0%		
My own professional experience	2	8%	16	67%	6	25%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	19	79%	4	17%	1	4%	0	0%
	Too Low		About Right		Too High			
	N	%	N	%	N	%		
Overall, the panel's recommended cut score is:	2	8%	22	92%	0	0%		

APPENDIX F
Results for Praxis World Languages: Spanish

Table 13 Committee Member Demographics — Spanish

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	12	67%	12	57%
Administrator/Department Head	2	11%	5	24%
College Faculty	4	22%	4	19%
Other	0	0%	0	0%
Race				
African American or Black	3	17%	4	19%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	1	6%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	1	5%
White	9	50%	8	38%
Hispanic	5	28%	8	38%
Gender				
Female	12	67%	16	76%
Male	6	33%	5	24%
In which language are you most fluent?				
English	13	72%	10	48%
Spanish	1	6%	2	10%
English and Spanish about the same	4	22%	9	43%
Other	0	0%	0	0%
Are you certified as a Spanish teacher in your state?				
No	4	22%	5	24%
Yes	14	78%	16	76%
Are you currently teaching Spanish in your state?				
No	1	6%	4	19%
Yes	17	94%	17	81%
Are you currently mentoring another Spanish teacher?				
No	11	61%	10	48%
Yes	7	39%	11	52%
How many years of experience do you have as a Spanish teacher in your state?				
3 years or less	0	0%	0	0%
4 - 7 years	3	17%	1	5%
8 - 11 years	4	22%	8	38%
12 - 15 years	2	11%	2	10%
16 years or more	9	50%	10	48%
For which education level are you currently teaching Spanish?				
Elementary (K - 5 or K - 6)	0	0%	0	0%
Middle School (6 - 8 or 7 - 9)	0	0%	1	5%
High School (9 - 12 or 10 - 12)	10	56%	12	57%
Middle/High School	2	11%	0	0%
All Grades (K - 12)	1	6%	2	10%
Higher Education	5	28%	6	29%
School Setting				
Urban	9	50%	10	48%
Suburban	2	11%	7	33%
Rural	7	39%	4	19%

Table 14a Cut score Summary by Round of Judgments — Spanish Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.18	20.23
SD	2.43	2.34
SEJ	0.57	0.55
Highest	23.95	24.05
Lowest	14.05	14.05
Section II: Reading (Max. Raw Score = 31)		
Average	22.15	22.21
SD	2.56	2.63
SEJ	0.60	0.62
Highest	25.20	25.20
Lowest	15.25	14.75
Section III: Writing (Max. Raw Score = 18)		
Average	11.50	11.78
SD	1.42	1.40
SEJ	0.33	0.33
Highest	14.00	14.00
Lowest	9.00	9.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.44	11.33
SD	1.50	1.24
SEJ	0.35	0.29
Highest	15.00	13.00
Lowest	9.00	9.00
Total (Max. Raw Score = 97)		
Average	62.27	65.54
SD	5.94	5.99
SEJ	1.40	1.41
Highest	77.65	76.25
Lowest	51.30	49.80

Table 14b Panelists Cut scores by Round of Judgments — Spanish Panel 1

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	19.80	19.80	19.30	19.30	10.00	10.00	11.00	12.00	60.10	61.10
2	21.20	21.50	22.85	22.85	12.00	12.00	11.00	11.00	67.05	67.35
3	20.25	20.35	23.75	23.75	9.00	9.00	11.00	11.00	64.00	64.10
4	18.40	18.70	20.85	20.85	12.00	13.00	9.00	9.00	60.25	61.55
5	19.35	19.95	25.05	25.05	10.00	12.00	11.00	12.00	65.40	69.00
6	23.45	24.05	25.20	25.20	14.00	14.00	15.00	13.00	77.65	76.25
7	17.65	17.65	21.60	21.60	12.00	12.00	12.00	12.00	63.25	63.25
8	14.05	14.05	15.25	14.75	11.00	11.00	11.00	10.00	51.30	49.80
9	23.50	23.60	22.95	22.95	13.00	13.00	13.00	13.00	72.45	72.55
10	21.55	20.85	24.05	23.55	10.00	10.00	10.00	11.00	65.60	65.40
11	22.75	22.35	23.85	23.75	12.00	13.00	12.00	12.00	70.60	71.10
12	19.65	20.55	25.05	25.00	14.00	14.00	13.00	13.00	71.70	72.55
13	19.40	19.60	20.50	20.20	10.00	11.00	9.00	9.00	58.90	59.80
14	21.20	19.80	21.15	20.65	12.00	12.00	12.00	12.00	66.35	64.45
15	19.80	19.80	23.70	24.20	10.00	10.00	11.00	11.00	64.50	65.00
16	18.50	18.70	21.30	21.80	12.00	12.00	13.00	12.00	64.80	64.50
17	18.80	19.45	19.05	20.05	12.00	12.00	12.00	11.00	61.85	62.50
18	23.95	23.35	23.20	24.20	12.00	12.00	10.00	10.00	69.15	69.55

Table 15a Cut score Summary by Round of Judgments — Spanish Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	21.76	21.47
SD	2.63	2.19
SEJ	0.57	0.48
Highest	27.00	25.45
Lowest	16.30	17.40
Section II: Reading (Max. Raw Score = 31)		
Average	22.90	22.89
SD	3.27	2.74
SEJ	0.71	0.60
Highest	28.45	26.40
Lowest	15.10	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	12.19	12.19
SD	1.17	1.29
SEJ	0.25	0.28
Highest	14.00	15.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.48	11.48
SD	2.42	2.23
SEJ	0.53	0.49
Highest	14.00	15.00
Lowest	6.00	6.00
Total (Max. Raw Score = 97)		
Average	68.32	68.02
SD	5.97	5.91
SEJ	1.30	1.29
Highest	76.65	80.50
Lowest	51.40	54.60

Table 15b Panelists Cut scores by Round of Judgments — Spanish Panel 2

Panelist	Section I		Section II		Section III		Section IV		Total	
	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	23.00	22.85	17.35	22.75	13.00	13.00	10.00	11.00	63.35	69.60
2	23.70	22.20	23.60	23.05	12.00	12.00	12.00	11.00	71.30	68.25
3	22.50	21.80	22.30	22.10	12.00	12.00	12.00	12.00	68.80	67.90
4	22.80	22.85	23.45	23.65	13.00	13.00	13.00	13.00	72.25	72.50
5	27.00	25.45	28.45	26.40	12.00	12.00	6.00	7.00	73.45	70.85
6	17.85	17.70	20.15	19.65	11.00	11.00	10.00	10.00	59.00	58.35
7	21.65	20.90	22.40	21.90	13.00	13.00	10.00	10.00	67.05	65.80
8	22.75	22.10	24.80	24.55	11.00	11.00	13.00	13.00	71.55	70.65
9	21.55	20.85	26.15	25.50	10.00	10.00	10.00	10.00	67.70	66.35
10	22.85	20.85	25.25	24.35	13.00	13.00	9.00	10.00	70.10	68.20
11	23.30	22.45	25.20	24.60	11.00	11.00	6.00	6.00	65.50	64.05
12	23.45	23.35	24.95	24.75	13.00	13.00	14.00	14.00	75.40	75.10
13	22.55	22.40	19.45	19.15	12.00	12.00	13.00	13.00	67.00	66.55
14	17.80	19.85	25.30	25.35	14.00	14.00	14.00	14.00	71.10	73.20
15	16.30	17.40	15.10	16.20	10.00	11.00	10.00	10.00	51.40	54.60
16	22.80	22.85	22.70	22.60	13.00	13.00	13.00	13.00	71.50	71.45
17	20.35	19.55	22.30	21.35	12.00	10.00	13.00	12.00	67.65	62.90
18	23.80	23.45	26.40	26.40	13.00	13.00	13.00	12.00	76.20	74.85
19	23.30	24.45	25.35	26.05	14.00	15.00	14.00	15.00	76.65	80.50
20	16.75	17.55	20.95	21.05	13.00	13.00	14.00	13.00	64.70	64.60
21	20.95	20.05	19.20	19.20	11.00	11.00	12.00	12.00	63.15	62.25

Table 16a Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.44)		167
- 2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+ 2 SEMs	75	179

Table 16b Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
69 (4.33)		171
- 2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+ 2 SEMs	77	181

Table 16c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined Spanish Panels

Recommended Cut score (SEM)		Scale Score Equivalent
67 (4.38)		168
- 2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+ 2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 17 Specification Judgments — Spanish (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	31	84%	6	16%	0	0%	0	0%
Subtopic 1	26	67%	13	33%	0	0%	0	0%
Subtopic 2	29	74%	10	26%	0	0%	0	0%
Subtopic 3	19	49%	19	49%	1	3%	0	0%
Subtopic 4	20	51%	19	49%	0	0%	0	0%
Subtopic 5	24	62%	15	38%	0	0%	0	0%
Subtopic 6	26	67%	12	31%	1	3%	0	0%
Subtopic 7	10	26%	28	72%	1	3%	0	0%
Subtopic 8	12	31%	27	69%	0	0%	0	0%
Subtopic 9	33	85%	5	13%	1	3%	0	0%
Subtopic 10	18	46%	21	54%	0	0%	0	0%
Subtopic 11	14	36%	21	54%	4	10%	0	0%
B. Understanding Linguistics	20	53%	17	45%	0	0%	0	0%
Subtopic 1	20	51%	18	46%	1	3%	0	0%
Subtopic 2	16	41%	20	51%	3	8%	0	0%
Subtopic 3	17	44%	22	56%	0	0%	0	0%
Subtopic 4	23	59%	13	33%	2	5%	0	0%
Subtopic 5	30	77%	8	21%	1	3%	0	0%
Subtopic 6	19	49%	18	46%	2	5%	0	0%
C. Comparison of Target Language with English	13	35%	22	59%	2	5%	0	0%
Subtopic 1	15	38%	21	54%	3	8%	0	0%
Subtopic 2	11	28%	24	62%	4	10%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	15	41%	21	57%	1	3%	0	0%
Subtopic 1	15	39%	20	53%	2	5%	0	0%
Subtopic 2	17	45%	18	47%	3	8%	0	0%

Table 18a Final Evaluation — Spanish Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	16	89%	2	11%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	83%	3	17%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	72%	5	28%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	16	94%	1	6%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	12	67%	6	33%	0	0%	0	0%
How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential			
	N	%	N	%	N	%		
The definition of the Just Qualified Candidate	18	100%	0	0%	0	0%		
The between-round discussions	13	72%	5	28%	0	0%		
The cut scores of other panel members	6	35%	9	53%	2	12%		
My own professional experience	16	89%	2	11%	0	0%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	11	61%	5	28%	2	11%	0	0%
	Too Low		About Right		Too High			
	N	%	N	%	N	%		
Overall, the panel's recommended cut score is:	1	6%	15	83%	2	11%		

Table 18b Final Evaluation — Spanish Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	90%	2	10%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	19	95%	1	5%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	19	95%	1	5%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	90%	2	10%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	20	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	16	80%	4	20%	0	0%	0	0%
How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential			
	N	%	N	%	N	%		
The definition of the Just Qualified Candidate	18	90%	2	10%	0	0%		
The between-round discussions	11	55%	7	35%	2	10%		
The cut scores of other panel members	0	0%	18	90%	2	10%		
My own professional experience	16	80%	3	15%	1	5%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score? ¹¹								
	Too Low		About Right		Too High			
	N	%	N	%	N	%		
Overall, the panel's recommended cut score is: ¹¹								

¹¹ Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

APPENDIX G
Praxis World Languages Content Specifications

Language, Linguistics, and Comparisons

Demonstrating Language Proficiency

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

Understanding Linguistics

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

Comparison of Target Language with English

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Cultures, Literatures, Cross-Disciplinary Concepts

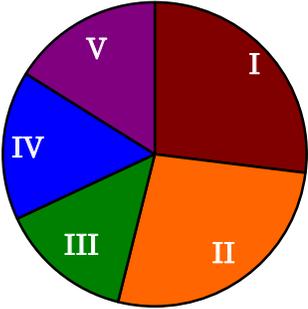
Demonstrating Cultural Understandings

1. Knows the three Ps:
 - Perspectives (such as attitudes, ideas, and values)
 - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
 - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Appendix C
Test at a Glance – Praxis World Languages - German

German: World Language (0183)

Test at a Glance

Test Name and Code	German: World Language (0183)		
Time	2 hours 45 minutes		
Number of Questions	6 constructed responses and 75 multiple-choice questions		
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)		
	Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
	I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
	II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
	III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
	IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
	V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching German in grades K–12. Because programs in teaching German are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in German. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written German, and in the fourth section, in spoken German.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—
Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning German teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal

interpretation of the message

9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning German teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning German teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Category III
Cultures, Literatures, Cross-disciplinary
Concepts (14%)

- A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products
The beginning German teacher
1. Knows the three Ps:
 - Perspectives (such as attitudes, ideas, and values)
 - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
 - Products (such as tools, foods, law, and music)
 2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The questions in Section I (Interpretive Listening) are recorded on CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in German. Each selection is followed by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in German. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in German and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in German as clearly and neatly as possible on the lined pages provided in your response book. Your written German should be acceptable to a wide range of educated native speakers.

You may use the area marked “NOTES” to plan and take notes on each question. These notes will not be used in evaluating your response.

German: World Language (0183)

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is

related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak German. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak German. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation

German: World Language (0183)

- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

Die Schüler haben von Montag bis Freitag Unterricht, Feiertage ausgenommen. Am 20. und 27. Januar dieses Jahres fallen die Nachmittagsstunden aus, damit die Lehrer an einer Lehrerkonferenz teilnehmen können.

Now press “record” to start the recorder, and then read the following statement aloud so that your voice will be recorded.

Die Schüler haben von Montag bis Freitag Unterricht, Feiertage ausgenommen. Am 20. und 27. Januar dieses Jahres fallen die Nachmittagsstunden aus, damit die Lehrer an einer Lehrerkonferenz teilnehmen können.

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when

to stop speaking. Do not stop your recorder at any time during the test. Instead, press the “pause” button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Question

Section I is designed to measure how well you understand spoken German and German-speaking cultures.

Directions: In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in German. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Now we will begin with Selection 1.

Die folgenden Fragen beziehen sich auf das Hörverständnis über die *Vogelzählung 2009: Die Stunde der Gartenvögel*, ein Interview mit Alf Pille.

SCRIPT - Hörverständnis -

Herr Dänzer: Gestern habe ich am frühen Abend noch ein Stündchen auf dem Balkon gegessen, die zur Neige gehende Sonne und die Ruhe genossen, obwohl Ruhe ist relativ, eigentlich war es ziemlich laut, denn die Vögel veranstalteten einen ordentlichen Radau. Nur wird der eben nicht als störend, sondern eher als wohltuend empfunden. Von heute an könnte ich die Stunde auch noch sinnvoll nutzen im Dienste des Natur- und des Vogelschutzbundes. Beide rufen uns nämlich dazu auf, Vögeln nicht nur zuzuhören, sondern sie auch zu zählen und ihnen das Ergebnis kund zu tun. Versuchen wir, Näheres zu erfahren von Alf Pille in Hilpoltstein, das ist der Pressesprecher des „Landesbund für Vogelschutz“ in Bayern.

Grüß' Sie, Herr Pille.

Herr Pille: Grüß' Sie, Herr Dänzer.

Herr Dänzer: Herr Pille, warum überhaupt 'ne Vogelzählung?

Herr Pille: Ja, wir möchten mehr erfahren, wie es unseren Vögeln geht, und ja darum rufen wir alle auf, einfach eine Stunde lang mal die Vögel zu zählen und uns das zu melden.

Herr Dänzer: Wenn Sie nun von sagen wir mal zehntausend Menschen Ergebnisse bekommen, wie rechnen Sie die Zahlen dann hoch und wie verlässlich ist das?

Herr Pille: Wir können die Zahl nicht hochrechnen auf eine absolute Summe an Vögeln, die lebt oder die nicht lebt, aber wir können das vergleichen mit den Zahlen vom Vorjahr. Die Zählung findet nun zum fünften Mal statt und da können wir dann schon vergleichen, wie hat ein Vogel im letzten Jahr abgeschnitten, wie im vorletzten Jahr und wie in diesem Jahr.

Herr Dänzer: Wie mache ich das jetzt konkret, jetzt, wenn das Wetter gut ist, setze ich mich heute Nachmittag auf den Balkon, nehm' mir ein Blatt Papier und dann?

Herr Pille: Und dann schreiben Sie auf, was Sie sehen oder hören, und melden uns das entweder online unter www.lbv.de, da ist ein online Meldebogen oder sie können sich den Bogen auch ausdrucken und dann uns schicken oder faxen, wie Sie möchten.

Herr Dänzer: Nun sehe ich dann verschiedene Vögel, die ich dummerweise aber nicht benennen kann. Ich kann zwar die Amsel vom Spatz unterscheiden, aber dann hört's eigentlich schon auf. Was dann, führe ich 'ne Rubrik unbekannter großer Vögel?

Herr Pille: Das können Sie natürlich auch machen, das hilft natürlich wenig für die Auswertung, wir haben aber im Internet viele Steckbriefe und auch die Stimmen der dreißig häufigsten Vögel, das sollte Ihnen dann schon weiterhelfen, ansonsten könnten sie auch von jedem Vogel gerne ein Bild machen und uns das mailen bei Vogelbestimmung@lbv.de. Und dann bekommen Sie innerhalb von 24 Stunden 'ne Antwort.

Herr Dänzer: Also, es wäre ja ganz sinnvoll, mich erst im Internet zu informieren und dann noch einen Fotoapparat dabei zu haben?

Herr Pille: Das können Sie machen, ja.

Fragen zu Vogelzählung 2009: Die Stunde der Gartenvögel

1. Worum geht es in diesem Beitrag?
 - (A) Man erhält Informationen zu einem Fotowettbewerb.
 - (B) Die Ergebnisse einer Studie werden vorgestellt.
 - (C) Naturliebhaber erhalten Tipps zur Vogelbeobachtung.
 - (D) Zuhörer werden zur Mithilfe an einem Projekt gebeten.
2. Laut Beitrag, wie empfinden die meisten Menschen das Vögelgezwitscher?
 - (A) Als nervig
 - (B) Als beruhigend
 - (C) Als interessant
 - (D) Als leise
3. Warum werden Vögel in Deutschland gezählt?
 - (A) Damit man sieht, wie sich ihre Zahlen entwickeln
 - (B) Damit man genau weiß, wie viele es in Deutschland gibt
 - (C) Um die Deutschen besser über Vögel zu informieren
 - (D) Um die Bürger für den Naturschutz zu engagieren
4. Was soll man machen, wenn man Vögel NICHT identifizieren kann?
 - (A) Man malt sie auf ein Blatt Papier und schickt es an Herrn Pille.
 - (B) Man füllt einen Steckbrief mit der Beschreibung der Vögel aus.
 - (C) Man macht Fotos und schickt sie per E-Mail an den Verein.
 - (D) Man meldet nur die Anzahl der Vögel, die einem bekannt sind.
5. Was kann man aus dem Namen der Organisation "Landesverband für Vogelschutz in Bayern" schließen?
 - (A) Sie organisiert Protestaktionen.
 - (B) Sie operiert auf regionaler Ebene.
 - (C) Sie arbeitet eng mit Schulen zusammen.
 - (D) Sie ist ein Verein von Vogelbesitzern.
6. Welche Funktion hat der Satzteil „am frühen Abend“ in dem Satz „Gestern habe ich am frühen Abend noch ein Stündchen auf dem Balkon gesessen . . .“?
 - (A) Adverbial
 - (B) Präpositional
 - (C) Kausal
 - (D) Nominal

Section II is designed to measure how well you understand written German and German-speaking cultures.

Directions: In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in German. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Now we will begin with Question 1.

Die nächsten Fragen beziehen sich auf den folgenden Artikel über Sauerkraut.

Sauerkraut gilt seit langem als das Nationalgericht der deutschen Küche schlechthin. So reimte der deutsche Dichter Ludwig Uhland im 19. Jahrhundert: „Auch unser edles Sauerkraut, wir sollen’s nicht vergessen; ein Deutscher hat’s zuerst gebaut, drum ist’s ein deutsches Essen.“ Von Grund auf „deutsch“ ist das Sauerkraut dabei eigentlich nicht. Auch in anderen Teilen Ost- und Westeuropas isst man das eingelegte Kraut traditionell mit Begeisterung. Und vermutlich kam das Sauerkraut im Mittelalter ursprünglich von China her nach Europa.

Anfangs lag die Sauerkrautherstellung in Deutschland in den Händen der Mönche, denen Sauerkraut vorrangig als Fastenspeise diente. Später fand die Verarbeitung von Sauerkraut auch in privaten Haushalten Einzug, wo es eine wichtige Rolle als Wintergemüse spielte. Dazu wird frischer Weißkohl klein geschnitten und mit Salz fest in einen Steintopf eingestampft. Dann wird der Steintopf mit einem Brett und einem Stein beschwert und kühl gelagert. Es ist wichtig, dass keine Luft zwischen den frischen Kohl gelangt, denn sonst würde statt der gewünschten Gärung ein Fäulnisprozess eintreten. Nach vier- bis sechswöchiger Gärung ist das Sauerkraut dann fertig.

Seine Beliebtheit hat das Sauerkraut seinen vielfältigen Vorteilen zu verdanken. Es ist reich an Milchsäure sowie verschiedenen Vitaminen und Mineralstoffen und unterstützt positiv die Immunabwehr und Verdauung. Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar. Auch in der Schifffahrt war das Sauerkraut seit dem 18. Jahrhundert ein wichtiger Bestandteil der Ration, seit man erkannt hatte, dass man durch Sauerkrautkonsum der gefürchteten Vitamin-Mangelkrankung der Seeleute, dem Skorbut, vorbeugen konnte.

Auch wenn heutzutage der Sauerkrautverbrauch in Deutschland insgesamt abgenommen hat, findet das Sauerkraut andererseits viele neue Anhänger, die auf die verschönernde Wirkung des eingemachten Krautes schwören. So soll der Konsum von rohem Sauerkraut oder Sauerkrautsaft jugendliches Aussehen und strahlende Haut versprechen. Hoffen wir jedenfalls, dass das gute alte Sauerkraut auch weiterhin auf deutschen Tellern zu finden sein wird.

7. Woher kommt das Sauerkraut vermutlich ursprünglich?
- (A) Aus Deutschland
 - (B) Aus Osteuropa
 - (C) Aus Südeuropa
 - (D) Aus China
8. Was ist bei der Herstellung von Sauerkraut besonders wichtig?
- (A) Man muss das Kraut sorgfältig zusammenpressen.
 - (B) Man muss das Kraut regelmäßig umrühren.
 - (C) Man muss das Kraut vorher in Essig einlegen.
 - (D) Man muss das Kraut vor der Lagerung einkochen.
9. Wieso war das Sauerkraut in der Vergangenheit unter den Gemüsegerichten wohl so beliebt?
- (A) Wegen seiner relativen Seltenheit
 - (B) Wegen seiner guten Haltbarkeit
 - (C) Wegen seines Kalorienreichtums
 - (D) Wegen seiner schnellen Herstellung
10. Was sagt der Text über den heutigen Sauerkrautverbrauch in Deutschland?
- (A) Sauerkraut wird hauptsächlich von älteren Leuten gegessen.
 - (B) Sauerkraut findet Eingang in die Kosmetikindustrie.
 - (C) Die gesunden Eigenschaften von Sauerkraut werden angezweifelt.
 - (D) Sauerkraut wird merkbar weniger gegessen als früher.
11. Auf Ihre Kulturkenntnisse bezogen, bei welchem Gericht ist Sauerkraut gewöhnlich eine Beilage?
- (A) Bei Rinderbraten
 - (B) Bei gegrilltem Hähnchen
 - (C) Bei Wiener Schnitzel
 - (D) Bei Bratwurst
12. Im dritten Absatz lesen Sie den Satz „Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar.“ In welchem Fall steht das Präpositionalgefüge „in kälteren Regionen“?
- (A) Nominativ
 - (B) Genitiv
 - (C) Dativ
 - (D) Akkusativ



13) Was für ein Geschäft würde man unter diesem Ladenzeichen finden?

- (A) Einen Juwelier
- (B) Eine Bäckerei
- (C) Einen Metzger
- (D) Eine Brauerei

Interpersonal Writing: Response to an E-mail, Memo, or Letter

(Suggested time—15 minutes)

Directions: For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 60 words**.

Stellen Sie sich vor, Sie haben seit längerer Zeit die Organisation Medizin für alle mit jährlichen Spenden unterstützt. Dieses Jahr war Ihnen dies allerdings nicht möglich und sie haben der Organisation keinen Scheck geschickt. Heute haben Sie die folgende E-Mail erhalten. Beantworten Sie die E-Mail und erklären Sie Ihre Situation.

Von: Medizin@fuer-alle.de
Gesendet: 18. September, 10:40
An: Spender@usa.net
Betreff: Ihre Spende für dieses Jahr

Lieber Spender,

wir schreiben Ihnen diese Mail, um Ihnen mitzuteilen, dass wir Sie bei unserem letzten Spendenaufruf sehr vermisst haben. Sie haben uns bisher jedes Jahr großzügig unterstützt und dafür danken wir Ihnen herzlich. Wir hoffen sehr, dass Sie der Organisation „Medizin für alle“ in ihrer so notwendigen Arbeit auch weiterhin helfen wollen. Jede noch so kleine Spende kann einen großen Unterschied im Leben anderer Menschen machen! Um Ihnen Zeit zu sparen, haben Sie jetzt übrigens auch die Möglichkeit ganz einfach online bei www.medizin-fuer-alle.de zu spenden.

Sollten Sie irgendwelche Fragen haben, oder wenn Sie einfach mit uns sprechen wollen, so können Sie uns jederzeit telefonisch unter der Rufnummer +49 (0)30 2222-774 erreichen.

Wir danken Ihnen schon im Voraus für Ihre Unterstützung.

Mit freundlichen Grüßen,

Walter Fritsche
Vorsitzender
Medizin für alle e.V.
Am Kölnischen Park 1
10179 Berlin
Germany

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: For this question, you will be asked to write an essay on a specific topic. Write your response to question in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

„Die nächste Rechnung geht aufs Dach! Solaranlagen sind die Zukunft!“

In Deutschland setzen viele Leute immer mehr auf Solarenergie, wobei es auch einige kritische Stimmen gibt. Wie stehen Sie zu dem Thema? Würden Sie eine Solaranlage auf Ihrem Dach installieren?

- Äußern Sie Ihre Meinung und begründen Sie sie.
- Nennen Sie mindestens ein Beispiel, das Ihre Meinung unterstützt.

Presentational Writing: Integrated Skills

(Suggested time—20 minutes
Reading: 5 minutes
Writing: 15 minutes)

Directions: For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a **minimum of 120 words**.

Folgender Text ist ein Interview zwischen ZDFonline und David Garrett.

**Zwischen Mozart und Metallica
Stargeiger und Fotomodell David Garrett über seine neue Musik**

ZDFonline: Ist es eigentlich ein Nachteil, so gut und gleichzeitig so locker auszusehen, wenn man die klassische Geige spielt?

Garrett: Lange habe ich gedacht, das ist ein echter Nachteil. Mich nimmt doch niemand ernst. Mittlerweile bin ich mir aber sicher, dass mein Aussehen ein echter Vorteil ist. Denn über mein Outfit erreiche ich eine Generation, die nicht unbedingt auf klassische Musik steht. Dadurch öffne ich Türen, die sonst sicher verschlossen blieben.

ZDFonline: Zur Geige passt doch wohl besser Frack und Anzug als eine olle Jeans und ein T-Shirt, wie Sie es tragen. Werden Sie von ihren Musiker-Kollegen dafür nicht schief angeschaut?

Garrett: Nein, komischerweise überhaupt nicht. Von denen hätte ich es ja am ehesten erwartet. Die Musikerkollegen sind aber wirklich froh, wenn mal ein richtig frischer Wind in ihre Szene kommt und sich andere, jüngere Menschen für die klassische Musik begeistern.

ZDFonline: Sie spielen auf einer über 300 Jahre alten Stradivari, die rund vier Millionen Euro Wert ist. Gehört das Instrument nicht eher in den Safe oder in ein Museum als in die wilden Hände eines David Garrett?

Garrett: Ich bin sehr, sehr vorsichtig und passe ganz besonders auf. Das können Sie mir glauben. Ich habe vor meinem Instrument einen riesengroßen Respekt. Mir ist ja schon eine wertvolle Geige durch ein blödes Missgeschick kaputt gegangen. Aber meine Geige ist zum Spielen da. Andere Instrumente sind sicher besser im Museum aufgehoben.

ZDFonline: Sie entstammen der "MTV-Generation" und verbinden auch den Hardrock von "Metallica" mit der Klassik. Passt das zusammen?

Garrett: Ja, da bin ich mir ziemlich sicher. Man muss natürlich ein gutes Gespür dafür haben, was funktioniert und was nicht. Denn der geniale Sound aus den letzten 20, 30 Jahren lässt sich wunderbar auf die Geige bringen, wenn man das beherrscht. Auf der Geige funktioniert fast alles, Mozart genauso wie "Metallica".

ZDFonline: Welche Musik hören Sie privat?

Garrett: Also, hier habe ich Justin Timberlake, Mozart, Michael Jackson, Johnny Cash, Queen und Guns and Roses drauf. Ein echter Mix also. Sechs Stunden Klassik am Tag kann ich nämlich auch nicht hören. Man muss mal Abstand haben von der Musik, die man selber spielt.

ZDFonline: Was halten Sie von Begriffen wie "Wunderkind" oder "Wundergeiger"?

Garrett: Nicht viel. Vor allem das Wort Wunderkind stört mich gewaltig. Was dabei nämlich vergessen wird, ist die harte Arbeit, die dahinter steckt. Es sieht zwar wunderbar aus, wenn kleine Kinder auf der Geige oder dem Klavier Beethoven spielen. Dass sie dafür aber mindestens fünf Stunden täglich hart üben müssen, das sieht doch keiner.

ZDFonline: Sie gelten als Frauenschwarm. Eine für Ihre unzähligen weiblichen Fans sehr wichtige Frage: Sind Sie eigentlich noch zu haben?

Garrett: Leider ja. Und ich weiß eigentlich selbst nicht warum. Ich bin wohl zu viel unterwegs.

WRITING TASK

Heutzutage ist klassische Musik nicht mehr so populär unter Jugendlichen. Nachdem Sie dieses Interview gelesen haben, erklären Sie, warum auch klassische Musik nicht veraltet und langweilig wirken müsste.

Approximate time—5 minutes
Presentational Speaking: Integrated Skills

Directions: For this question, you will have 1 minute to read the same article or passage you have already read in Question 78 of the writing section. This article or passage is reprinted on the following page. Then you will hear a scenario related to the article or passage. After that you will have 2 minutes to prepare your response and 2 minutes to record your response.

Now begin reading the article or passage.

Folgender Text ist ein Interview zwischen ZDFonline und David Garrett.

Zwischen Mozart und Metallica
Stargeiger und Fotomodell David Garrett über seine neue Musik

ZDFonline: Ist es eigentlich ein Nachteil, so gut und gleichzeitig so locker auszusehen, wenn man die klassische Geige spielt?

Garrett: Lange habe ich gedacht, das ist ein echter Nachteil. Mich nimmt doch niemand ernst. Mittlerweile bin ich mir aber sicher, dass mein Aussehen ein echter Vorteil ist. Denn über mein Outfit erreiche ich eine Generation, die nicht unbedingt auf klassische Musik steht. Dadurch öffne ich Türen, die sonst sicher verschlossen blieben.

ZDFonline: Zur Geige passt doch wohl besser Frack und Anzug als eine olle Jeans und ein T-Shirt, wie Sie es tragen. Werden Sie von ihren Musiker-Kollegen dafür nicht schief angeschaut?

Garrett: Nein, komischerweise überhaupt nicht. Von denen hätte ich es ja am ehesten erwartet. Die Musikerkollegen sind aber wirklich froh, wenn mal ein richtig frischer Wind in ihre Szene kommt und sich andere, jüngere Menschen für die klassische Musik begeistern.

ZDFonline: Sie spielen auf einer über 300 Jahre alten Stradivari, die rund vier Millionen Euro Wert ist. Gehört das Instrument nicht eher in den Safe oder in ein Museum als in die wilden Hände eines David Garrett?

Garrett: Ich bin sehr, sehr vorsichtig und passe ganz besonders auf. Das können Sie mir glauben. Ich habe vor meinem Instrument einen riesengroßen Respekt. Mir ist ja schon eine wertvolle Geige durch ein blödes Missgeschick kaputt gegangen. Aber meine Geige ist zum Spielen da. Andere Instrumente sind sicher besser im Museum aufgehoben.

ZDFonline: Sie entstammen der "MTV-Generation" und verbinden auch den Hardrock von "Metallica" mit der Klassik. Passt das zusammen?

Garrett: Ja, da bin ich mir ziemlich sicher. Man muss natürlich ein gutes Gespür dafür haben, was funktioniert und was nicht. Denn der geniale Sound aus den letzten 20, 30 Jahren lässt sich wunderbar auf die Geige bringen, wenn man das beherrscht. Auf der Geige funktioniert fast alles, Mozart genauso wie "Metallica".

ZDFonline: Welche Musik hören Sie privat?

Garrett: Also, hier habe ich Justin Timberlake, Mozart, Michael Jackson, Johnny Cash, Queen und Guns and Roses drauf. Ein echter Mix also. Sechs Stunden Klassik am Tag kann ich nämlich auch nicht hören. Man muss mal Abstand haben von der Musik, die man selber spielt.

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Garrett: Nicht viel. Vor allem das Wort Wunderkind stört mich gewaltig. Was dabei nämlich vergessen wird, ist die harte Arbeit, die dahinter steckt. Es sieht zwar wunderbar aus, wenn kleine Kinder auf der Geige oder dem Klavier Beethoven spielen. Dass sie dafür aber mindestens fünf Stunden täglich hart üben müssen, das sieht doch keiner.

ZDFonline: Sie gelten als Frauenschwarm. Eine für Ihre unzähligen weiblichen Fans sehr wichtige Frage: Sind Sie eigentlich noch zu haben?

Garrett: Leider ja. Und ich weiß eigentlich selbst nicht warum. Ich bin wohl zu viel unterwegs.

SPEAKING TASK

Stellen Sie sich vor, Sie unterhalten sich mit einem Schüler über Musikstile. Dieser behauptet, dass nur moderne Musik heute noch aktuell ist. Durch das Interview haben Sie selbst neue Einsichten erhalten. Versuchen Sie ihm in diesem Gespräch andere Perspektiven zu eröffnen.

Presentational Speaking

Approximate time—5 minutes

Directions: For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Now listen to the following topic, which is also printed below.

Der Besitz eines Handys ist heute die Norm. Manche Leute sind der Meinung, dass kleine Kinder noch kein Handy brauchen. Ab welchem Alter macht es Sinn, ein Handy zu besitzen?

Äußern Sie Ihre Meinung und begründen Sie sie.

Beschreiben Sie konkrete Situationen, die Ihre Meinung unterstützen.

Interpersonal Speaking: Simulated Conversation

Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

Interpersonal Speaking

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

1. Frau Maier: Begrüßt Sie und stellt eine Frage.

- **Sie:** Grüßen Sie und machen Sie einen Vorschlag.

2. Frau Maier: Stellt Ihnen eine weitere Frage.

- **Sie:** Verneinen Sie und begründen Sie Ihre Wahl.

3. Frau Maier: Antwortet Ihnen und macht einen Vorschlag.

- **Sie:** Machen Sie einen anderen Vorschlag.

4. Frau Maier: Gibt Ihnen einen Rat.

- **Sie:** Stimmen Sie zu.

5. Frau Maier: Verabschiedet sich.

- **Sie:** Danken Sie und verabschieden Sie sich.

SCRIPT TEXT

(NARR) Interpersonal Speaking: Simulated Conversation
Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to end speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

(30 seconds)

Listen to the context and questions of the simulated conversation.

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

Now press “Record” to start your recorder.

1. Frau Maier: Guten Morgen. Sie möchten also eine Reise buchen. Wissen sie schon, wo es hingehen soll?

TONE (25 seconds) TONE

2. Frau Maier: Waren Sie dort schon mal?

TONE (25 seconds) TONE

3. Frau Maier: Hier sind einige Broschüren darüber. Beschäftigen Sie sich ein wenig damit . . . wenn Sie eine bessere Vorstellung haben, was Sie machen wollen, kommen Sie wieder und wir können weiter planen—vielleicht nächsten Freitag?

TONE (25 seconds) TONE

4. Frau Maier: Das klingt gut! Vielleicht haben Sie ja dann schon eine genauere Vorstellung, wo es hingehen soll und wann Sie reisen könnten. Es wäre hilfreich, wenn Sie sich ein paar Notizen machen würden.

TONE (25 seconds) TONE

5. Frau Maier: Also bis zum nächsten Mal und viel Spaß bei der Lektüre.

TONE (25 seconds) TONE

This is the end of the question.

Now stop your recorder. (5 seconds) Listen to verify that your response has been recorded and then stop the recorder. Raise your hand if there is a problem with your recording. (30 seconds)

End of recording.

Answers

Section I

- 1) Option (D) is the correct answer because listeners are informed about, and asked to participate in, a particular project. There is no mention of a photography competition (A), nor is the topic of the report the presentation of the results of a study (B). (C) is not correct, because the audio does not address nature lovers in particular, in fact is a call to all people with time on their hands. The main focus of the listening passage is not to give tips on how to best watch birds, ie which spots to pick, how to behave, where to hide etc.
- 2) Option (B) is the correct answer because birds twittering is conceived by most as pleasant (wohltuend). In the audio the moderator says that the sounds of the birds are not perceived as bothersome(A) and that birds are loud, not quiet (D), and it is not stated that people find the birds' twittering interesting (C).
- 3) The correct answer is (A) because the text says the goal of the count is to learn how the count of a particular bird species changed over the last year. (B) is not correct, because Herr Pille says that it is impossible to know the absolute count. The main goal of the count is not (C) to inform Germans about birds, nor is it (D) to engage citizens in nature protection, so (C) and (D) are not correct.
- 4) Answer (C) is the correct answer because Herr Pille says that if some birds cannot be identified by sound or sight, then pictures can be submitted for clarification. Drawing a picture (A) or filling out a form (B) are not mentioned in the talk. Option (D) is not possible, because Herr Pille clearly says that all birds that are seen should be reported. If one cannot identify them, then they should go on the website for support, or take a photo and send that in.
- 5) Option (B) is the correct answer. (A) says that the group organizes demonstrations. Option (C) states that the group works closely with schools. (D) states that it is a club for bird owners. However, there is no evidence of (C) or (D) in the discussion.
- 6) Option (A) is the correct answer because am frühen Abend fills the adverbial function of answering the question "when." Although am frühen Abend is a prepositional phrase, that does not explain its function in the sentence; therefore (B) is not correct. (C) is not correct, because the phrase clearly has a temporal, not a causal, function. (D) is also not correct, because am frühen Abend does not function as a noun in the sentence.

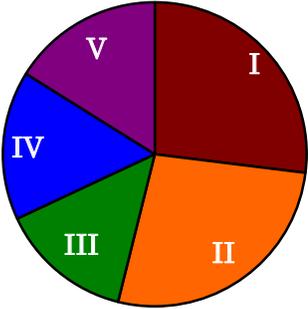
Section II

- 7) Option (D) is the correct answer. Since there is a quote from a poem suggesting that sauerkraut was first made in Germany, and eastern and western Europe are also mentioned, this question requires the reader to read carefully ; however, the text goes on to say that sauerkraut probably originally came to Europe from China.
- 8) The correct answer is (A). The most important aspect in the process of making sauerkraut is to take the small pieces of raw cabbage and firmly stamp them into a stone pot with salt. There should be no air between the layers. The text does not refer to stirring the pot (B) or to adding vinegar (C), since only salt is added; only raw white cabbage should be used, not cooked cabbage (D).
- 9) The correct answer is (B), because sauerkraut keeps well. The text says that sauerkraut used to play an important role as a vegetable in the winter, so (A) is not correct. The text does not say that sauerkraut is rich in calories (C), and it clearly states that it takes four to six weeks to make sauerkraut, so (D) is not correct.
- 10) The correct answer is (D). The text states at the end that less sauerkraut is eaten today. The text does not say that sauerkraut is eaten primarily by older people (A) or that the cosmetic industry makes use of sauerkraut (B). (C) is wrong, because many new followers of sauerkraut believe that eating sauerkraut has beautifying effects on the body.
- 11) Option (D) is the correct answer, because Bratwurst (D) is typically served with sauerkraut. (A) Rinderbraten (roast beef) usually comes with Rotkohl (cooked sweet and sour red cabbage); gegrilltes Hähnchen (B) and Wiener Schnitzel (C) are usually served with french fries and a mixed salad.
- 12) Option (C) is correct. Even though in is a preposition that can be used with the dative or the accusative, the words following in here are clearly in the dative. Here it answers the question "where", answering "where to" would be accusative (D).
- 13) The correct answer is (B). The sign resembles a pretzel and is used for a bakery. Although there is a crown above it, it has nothing to do with a jewelry store (A). Even though pretzels can be sold at a butcher (C), or a brewery (D), it is not their main merchandise. They would traditionally display different signs.

Appendix D
Test at a Glance – Praxis World Languages – French

French: World Language (0174)

Test at a Glance

Test Name and Code	French: World Language (0174)		
Time	2 hours 45 minutes		
Number of Questions	6 constructed responses and 75 multiple-choice questions		
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)		
	Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
	I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
	II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
	III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
	IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
	V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching French in grades K–12. Because programs in teaching French are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in French. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written French, and in the fourth section, in spoken French.

This test may contain some questions that do not count toward your score.

French: World Language (0174)

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—
Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning French teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the

message

9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning French teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning French teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

**Category III
Cultures, Literatures, Cross-disciplinary
Concepts (14%)**

- A. Demonstrating Cultural Understandings -
Connections among the perspectives of the target
culture and its practices and products

The beginning French teacher

1. Knows the three Ps:
 - Perspectives (such as attitudes, ideas, and values)
 - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
 - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The selections in Section I (Interpretive Listening) are recorded on a CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in French. Each selection is accompanied by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in French. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in French and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in French as clearly and neatly as possible on the lined pages provided in your response book. Your written French should be acceptable to a wide range of educated native speakers.

You may use the area marked “NOTES” to plan and take notes on each question. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak French. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak French. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner

French: World Language (0174)

- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

Les élèves doivent aller en classe du lundi au vendredi, sauf les jours de congé. Cette année, tous les élèves sortiront tôt de l'école le 20 et le 27 janvier à cause des réunions auxquelles assisteront les professeurs du lycée.

Now press "record" to start the recorder, and then read the following statement aloud so that your voice will be recorded.

Les élèves doivent aller en classe du lundi au vendredi, sauf les jours de congé. Cette année, tous les élèves sortiront tôt de l'école le 20 et le 27 janvier à cause des réunions auxquelles assisteront les professeurs du lycée.

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the "pause" button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Questions

Section I is designed to measure how well you understand spoken French and French-speaking cultures.

Directions: In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in French. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Now we will begin with Selection 1.

Les questions suivantes se rapportent au reportage audio *Arbres et forêts* de Régis Picart.

I. Script : Arbres et forêts : Régis Picart

Il y a une dizaine d'années, Philippe Bourseiller a entrepris un long travail d'inventaire de ce qui reste beau sur la planète. Il a photographié les volcans, les déserts et maintenant les arbres et les forêts.

L'arbre . . . on n'imagine pas la complexité et la richesse de cet être vivant, le plus ancien de la planète. Dans un somptueux ouvrage paru chez La Martinière, Philippe Bourseiller nous emmène à travers le monde à la découverte des habitants des forêts boréales ou tropicales, des êtres qui se contentent d'un peu d'eau, de quelques sels minéraux, d'un peu de terre et de lumière. Avec si peu, ils sont capables de durer près de cinq mille ans ou de dépasser les cents mètres de haut en Californie. Un houx royal de Tasmanie se reproduit, comme un clone, depuis quarante trois mille ans.

Lors d'une balade en forêt, Philippe Bourseiller a mis cinq heures pour parcourir deux kilomètres avec son guide qui s'arrêtait à chaque plante, chaque feuille, chaque liane pour lui expliquer leur utilité dans la pharmacopée, la nourriture ou la fabrication des huttes.

Car chaque arbre est source de vie pour un monde parfois minuscule mais aussi pour les peuples de la forêt comme les pygmées d'Afrique ou les indiens Waoranis d'Amérique du sud.

En Sibérie, Philippe Bourseiller a été frappé par la symbiose des Evenks, des éleveurs de rennes, avec la forêt . . .

« Au début de l'hiver, ils rentrent dans les forêts pour se mettre à l'abri ; ils doivent vivre avec leurs troupeaux par des températures de -60° -65°. On a rejoint ces populations et, moi, ce qui m'a frappé c'est l'adaptation de ces populations au froid et à la forêt. C'est une forêt morte. On a l'impression qu'elle a été brûlée. Il ne reste plus que ces arbres alors que simplement elle s'est mise en veille pendant tout l'hiver et au printemps, elle va repartir. Ils utilisent l'hiver pour se protéger. Ça leur permet de mettre leur troupeau à l'abri au milieu des arbres, du vent, du froid parce qu'il fait quand-même moins froid que dans la toundra. Ça leur permet aussi de se construire des cabanes, d'utiliser le bois pour le feu, de pouvoir s'en servir pour la pêche. »

Voilà une utilisation naturelle et maîtrisée de la forêt. Mais Philippe Bourseiller termine son livre avec cinq photos qui en disent long sur notre prise de conscience écologique. Il y en a une notamment qui est frappante, sur une piste africaine, un cortège interminable de camions transportant des énormes troncs d'arbres destinés à un riche pays industrialisé.

1. Qui est Philippe Bourseiller ?
 - (A) Un biologiste qui étudie les arbres et les forêts
 - (B) Un photographe qui se spécialise dans la nature
 - (C) Un anthropologue qui étudie des populations en voie de disparition
 - (D) Un guide qui travaille principalement dans les forêts
2. Qui sont ces habitants des forêts boréales ou tropicales qui intéressent Philippe Bourseiller ?
 - (A) Des arbres variés
 - (B) Des insectes utiles
 - (C) Des troupeaux de bêtes
 - (D) Des groupes de personnes
3. Pourquoi Philippe Bourseiller a-t-il avancé si lentement quand il marchait dans la forêt ?
 - (A) Il s'est trouvé dans une forêt où il y avait peu de lumière.
 - (B) Il s'est trouvé dans une forêt qui était difficile de pénétrer.
 - (C) Il essayait d'éviter tous les dangers de la forêt.
 - (D) Il voulait tout savoir sur les plantes de la forêt.
4. Qu'est-ce qui frappe Philippe Bourseiller chez les Evenks ?
 - (A) Leur pratique de brûler la forêt
 - (B) Leur union étroite avec la forêt
 - (C) Leur façon de faire la pêche
 - (D) Leur manière de vivre avec leurs troupeaux
- 5) Les mots «paru chez La Martinière» vers le début de l'extrait indiquent que La Martinière est une maison d'édition. Quel nom est associé avec une autre maison d'édition traditionnelle en France ?
 - (A) Gilbert Joseph
 - (B) Le Louvre
 - (C) Hachette
 - (D) Bon Marché
6. Vers la fin de l'extrait, que représente le mot «en» dans l'expression «il y en a une notamment» ?
 - (A) Des forêts du monde
 - (B) Des photos
 - (C) Des camions
 - (D) Des troncs d'arbres

Section II is designed to measure how well you understand written French and French-speaking cultures.

Directions: In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in French. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Now we will begin with Question 1.

Les questions suivantes se rapportent à cet article au sujet de L'École Marocaine.

En octobre 1999, un groupe de parents marocains, soucieux de l'identité culturelle de leurs enfants, a décidé de créer une école du samedi pour l'enseignement de la langue arabe et de la culture marocaine. Leur but était de créer un milieu qui permet à leurs enfants de préserver leur patrimoine culturel marocain dans leur pays d'accueil, le Canada, et de maintenir des liens étroits avec leur pays d'origine, le Maroc.

Pour ce faire, ce groupe de parents a créé une association à but non lucratif nommée Amicale des ressortissants Marocains en Montérégie dont l'école devint une des activités éducatives. Sans aucune publicité, l'école a ouvert ses portes le 9 octobre 1999 à l'école secondaire André-Laurendeau à Saint-Hubert avec un effectif étudiant de 14 élèves âgés de 6 à 11 ans inscrits aux 3 niveaux primaires offerts. Grâce à l'intervention d'un membre de notre association auprès du directeur de la dite école, l'école y a été hébergée gratuitement.

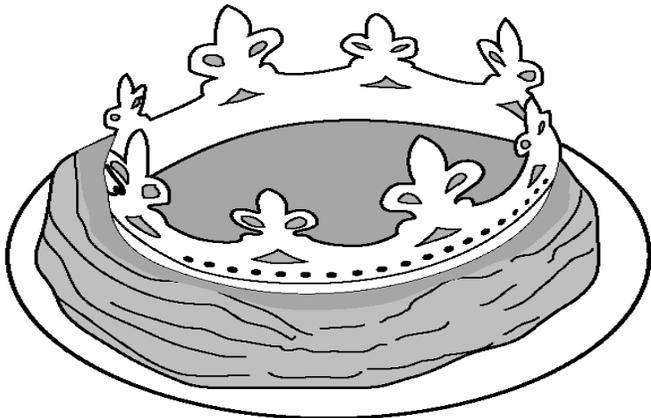
Pendant deux ans, la publicité de l'école a été faite de bouche à oreille. En 2002 notre association, confiante de son expertise, a pris la décision de sortir de l'ombre et d'informer la communauté marocaine de son existence et de son programme spécifiquement marocain. Suite à la publicité faite pour notre école sur la télévision marocaine Maroc Zine, un grand nombre de parents marocains résidant à Montréal nous ont appelés pour inscrire leurs enfants. Malheureusement, notre école n'a pas pu répondre positivement à ce besoin urgent de la communauté marocaine de Montréal, étant donné que la situation géographique de notre école, située à Saint-Hubert, pose des problèmes d'accessibilité et que la capacité des locaux est très limitée.

Vu le grand nombre d'appels que notre école a reçu de cette communauté, notre association a fait appel à la Fédération Marocaine du Canada, dont elle est membre affilié, en sollicitant son soutien moral, matériel et logistique. La FMC a promis de nous aider pour réaliser notre projet selon ses moyens, tout en lui accordant une priorité pour l'année 2002–2003. Dans ce cadre de coopération, la FMC s'est engagée à trouver un local pour héberger le campus centre-ville de notre école et aussi à payer le loyer s'il y a eu lieu.

En 2003 L'École Marocaine, dotée de deux campus (Montréal et Rive-Sud), a pu accueillir une cinquantaine d'élèves et recruter quatre professeurs supplémentaires. Depuis ce temps là, le nombre d'élèves et celui des professeurs n'ont cessé d'augmenter pour atteindre 140 élèves et 8 enseignants en 2005.

7. Pourquoi a-t-on créé L'École Marocaine ?
- (A) Pour permettre aux parents, immigrés du Maroc, de savoir ce que font leurs enfants le samedi.
 - (B) Pour offrir à des professeurs, immigrés du Maroc, la possibilité de pouvoir enseigner en arabe.
 - (C) Pour aider les enfants des immigrés marocains à apprendre les langues de leur pays d'accueil.
 - (D) Pour assurer que les enfants des immigrés marocains connaissent la langue et les traditions de leur pays d'origine.
8. Comment est-ce qu'on a trouvé des salles de classe pour L'École Marocaine au début ?
- (A) On a acheté un bâtiment à Montérégie.
 - (B) On a loué des salles auprès d'un membre du groupe.
 - (C) On a pu utiliser des salles sans payer.
 - (D) On a pu trouver des salles dans un hôtel.
9. Quelle décision a été prise par l'Amicale des ressortissants Marocains en 2002?
- (A) D'installer beaucoup de lampes dans l'école
 - (B) D'inscrire un grand nombre d'enfants de Montréal
 - (C) De créer un programme spécifiquement marocain
 - (D) De faire de la publicité dans la communauté marocaine
10. Quel était un des problèmes avec les salles originelles de l'école marocaine ?
- (A) Elles se trouvaient loin du centre-ville.
 - (B) Elles coûtaient beaucoup trop cher.
 - (C) Elles n'étaient pas bien maintenues.
 - (D) Elles n'étaient pas accessibles aux personnes handicapées.
11. À laquelle des régions géographiques suivantes le Maroc appartient-il ?
- (A) Les Balkans
 - (B) Le Maghreb
 - (C) Le Proche-Orient
 - (D) Le Hindu Kush
12. Dans la phrase «La FMC a promis de nous aider pour réaliser notre projet, selon ses moyens, tout en lui accordant une priorité pour l'année 2002–2003.» à quoi se réfère le pronom lui ?
- (A) La FMC
 - (B) Notre projet
 - (C) Ses moyens
 - (D) Ne priorité

La question suivante se rapporte à l'image ci-dessous.



Elle est délicieuse cette galette!

13. D'après vos connaissances culturelles, à quelle occasion les Français mangent-ils ce plat contenant une fève ?
- (A) Lors de la remise des diplômes du secondaire
 - (B) Lors d'une cérémonie de mariage
 - (C) Le quatorze juillet, pour la fête nationale
 - (D) Le six janvier, pour la fête de l'Épiphanie

Interpersonal Writing: Response to an E-mail, Memo, or Letter

(Suggested time—15 minutes)

Directions: For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a **minimum of 60 words**.

Imaginez qu'il ya un mois vous avez créé une association dont la mission est de combattre l'implantation d'un futur supermarché dans votre quartier. Suite à la grande manifestation que vous avez organisée contre la création de ce supermarché, vous recevez un e-mail du maire de votre ville. Répondez à cet e-mail.

De : Axel De la Rochefoucault
À : praxiscandidate@testcenter.org
Envoyé : 25 juin 2009
Objet :

Madame/Monsieur,

En tant que maire de votre ville, je vous écris pour vous assurer que l'implantation de ce supermarché sera bénéfique à tous nos concitoyens, premièrement sur le plan des emplois et deuxièmement sur le plan de la proximité pour les personnes qui n'ont pas de véhicules. Ce supermarché n'offrira que des produits biologiques et bons pour la santé de tous! Nous regrettons de vous informer que votre association porte préjudice à l'image de notre ville et de ses projets. Mon équipe municipale et moi-même avons du mal à comprendre votre opposition.

Veillez agréer l'expression de mes sentiments distingués.

Axel De la Rochefoucault
Marie de Rueil-Malmaison

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: For this question, you will be asked to write an essay on a specific topic. Write your response to question in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

Pensez-vous que, pour maîtriser vraiment bien une langue, il soit nécessaire de passer du temps dans un pays où l'on parle cette langue ?

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis en mentionnant les avantages et les inconvénients d'un tel séjour pour soutenir vos idées.

Presentational Writing: Integrated Skills

**(Suggested time—20 minutes
Reading: 5 minutes
Writing: 15 minutes)**

Directions: For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a **minimum of 120 words**.

L'article suivant intitulé «Les atouts des enfants bilingues» a été écrit par Hervine De Kersauson pour le site www.lepetitjournal.com.

Être vraiment bilingue, c'est pouvoir s'exprimer et penser dans deux langues avec un niveau de précision identique dans chacune d'entre elles, c'est aussi se mouvoir dans deux cultures. Une chance que bon nombre d'enfants, parmi ceux de nos lecteurs, ont en naissant dans un foyer franco-chilien, ou simplement en grandissant au Chili entre des parents francophones. De plus, ce don très envié donne d'autres atouts. Mais attention, il ne va pas toujours de soi, nous explique la psychologue française installée à Santiago : Hervine de Kersauson.

Les enfants bilingues seraient plus créatifs, plus ouverts et plus flexibles que les autres! À condition bien sûr, qu'ils soient élevés dans un environnement affectif stable et culturellement riche. N'oublions pas que ce sont le sentiment de sécurité et les interactions avec les adultes qui comptent avant tout dans le développement d'un enfant. Moyennant quoi élevé par des parents «suffisamment bons», les enfants bilingues acquièrent très tôt une conscience métalinguistique (au delà du langage): Ils comprennent alors mieux que les autres que chaque langue est un monde en soi avec ses codes propres. Passer d'un code à l'autre, implique d'avoir synthétisé les spécificités verbales et communicatives de chaque

langue, et de les exprimer de manière contrôlée, adaptée. Ainsi, cette conscience leur permet d'acquérir un comportement linguistique, social, affectif, lié à chaque langue. Ils développent par là leur capacité d'adaptation, leur intelligence. De plus, certaines recherches montrent que quand on parle bien une deuxième langue, on parle mieux sa langue maternelle. D'autres auteurs suggèrent que les enfants bilingues obtiendraient aussi de meilleurs résultats en mathématiques.

Attention : garder deux langues à un même niveau demande des efforts. Une étude menée en Suède sur des enfants issus de couples mixtes binationaux a montré qu'il est très difficile, voire impossible, d'accéder à un bilinguisme équilibré si l'exposition à la langue 2 est limitée au seul contact avec les parents. C'est pourquoi il est important que les deux langues jouissent du même prestige et du même intérêt. Pensez à proposer à vos enfants un environnement riche et stimulant dans chaque langue (livres, histoires, cassettes, amis). En âge scolaire, les enfants n'aiment pas être différents de leurs camarades qui ne parlent qu'une langue. S'ils ne perçoivent pas l'autre langue comme valorisée dans la famille, ils auront vite fait de l'oublier.

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WRITING TASK

Résumez dans vos propres mots l'article que vous venez de lire en expliquant la/les perspective(s) d'Hervine de Kersauson sur le bilinguisme chez les enfants.

Approximate time—5 minutes
Presentational Speaking: Integrated Skills

Directions: For this question, you will have 1 minute to read the same article or passage you have already read in Question 78 of the writing section. This article or passage is reprinted on the following page. Then you will hear a scenario related to the article or passage. After that you will have 2 minutes to prepare your response and 2 minutes to record your response.

Now begin reading the article or passage.

L'article suivant intitulé «Les atouts des enfants bilingues» a été écrit par Hervine De Kersauson pour le site www.lepetitjournal.com.

Être vraiment bilingue, c'est pouvoir s'exprimer et penser dans deux langues avec un niveau de précision identique dans chacune d'entre elles, c'est aussi se mouvoir dans deux cultures. Une chance que bon nombre d'enfants, parmi ceux de nos lecteurs, ont en naissant dans un foyer franco-chilien, ou simplement en grandissant au Chili entre des parents francophones. De plus, ce don très envié donne d'autres atouts. Mais attention, il ne va pas toujours de soi, nous explique la psychologue française installée à Santiago : Hervine de Kersauson.

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leur permet d'acquérir un comportement linguistique, social, affectif, lié à chaque langue. Ils développent par là leur capacité d'adaptation, leur intelligence. De plus, certaines recherches montrent que quand on parle bien une deuxième langue, on parle mieux sa langue maternelle. D'autres auteurs suggèrent que les enfants bilingues obtiendraient aussi de meilleurs résultats en mathématiques.

Attention : garder deux langues à un même niveau demande des efforts. Une étude menée en Suède sur des enfants issus de couples mixtes binationaux a montré qu'il est très difficile, voire impossible, d'accéder à un bilinguisme équilibré si l'exposition à la langue 2 est limitée au seul contact avec les parents. C'est pourquoi il est important que les deux langues jouissent du même prestige et du même intérêt. Pensez à proposer à vos enfants un environnement riche et stimulant dans chaque langue (livres, histoires, cassettes, amis). En âge scolaire, les enfants n'aiment pas être différents de leurs camarades qui ne parlent qu'une langue. S'ils ne perçoivent pas l'autre langue comme valorisée dans la famille, ils auront vite fait de l'oublier.

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SPEAKING TASK

Imaginez que certains de vos amis élèvent leurs enfants dans une atmosphère bilingue. Pourtant, leurs parents croient que c'est une mauvaise idée. Maintenant que vous avez lu cet article, parlez aux parents de vos amis pour leur expliquer pourquoi et comment le bilinguisme sera un bénéfice pour leur petits-enfants.

Presentational Speaking

Approximate time—5 minutes

Directions: For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Now listen to the following topic, which is also printed below.

Pensez-vous qu'il faut avoir de l'argent pour être heureux dans la vie?

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis pour soutenir vos idées.

Interpersonal Speaking: Simulated Conversation

Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

Interpersonal Speaking

Imaginez que vous trouvez sur votre répondeur un message téléphonique de la directrice des ressources humaines d'une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous êtes parmi les candidats principaux pour un poste d'interprète. Vous lui rappelez pour avoir plus de renseignements.

1. Directrice : Vous salue et vous pose une question.

- **Vous :** Saluez la directrice et précisez la raison de votre appel.

2. Directrice : Vous répond et vous pose une question.

- **Vous :** Répondez-lui et donnez des détails.

3. Directrice : Vous répond et vous pose une question.

- **Vous :** Dites « non » et demandez plus de renseignements.

4. Directrice : Vous répond et vous pose une question.

- **Vous :** Dites « oui » et donnez une réponse détaillée.

5. Directrice : Vous répond et vous demande de contacter sa secrétaire.

- **Vous :** Remerciez la directrice et dites au revoir.

(NARR) Interpersonal Speaking: Simulated Conversation
Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to end speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

(30 seconds)

Listen to the context and questions of the simulated conversation:

Imaginez que vous trouvez sur votre répondeur un message téléphonique de la directrice des ressources humaines d'une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous vous êtes parmi les candidats principaux pour un poste d'interprète. Vous rappelez pour avoir plus de renseignements.

Now press Record to start your recorder.

1. Directrice des ressources humaines : Bonjour! Carol Van der Bruck, directrice des ressources humaines de Pharma de la Rochelle, que puis-je faire pour vous?

TONE (25 seconds) TONE

2. Directrice des ressources humaines : Ah, oui bien sûr, j'ai votre candidature sous mes yeux et j'ai été très impressionnée par vos qualifications. Dites-moi, alors, pourquoi vous intéressez-vous particulièrement à notre entreprise?

TONE (25 seconds) TONE

3. Directrice des ressources humaines : Oui, je vois bien ! Cependant je tiens à vous dire que vous allez devoir quitter votre pays pour venir vous installer à Bruxelles pour une durée minimum de trois ans . . . En plus, ce travail exige beaucoup de voyage—est-ce que cela vous dérange?

TONE (25 seconds) TONE

4. Directrice des ressources humaines : Eh bien, disons que nous vendons nos produits cosmétiques exclusivement en Afrique et en Amérique Latine. Vous voyagerez aux côtés du vice-président en tant que son interprète lors des signatures de contrats de marchés, à raison de trois fois par mois. Êtes vous déjà allé(e) en Afrique ou en Amérique Latine ?

TONE (25 seconds) TONE

5. Directrice des ressources humaines : Ah ça alors, c'est vraiment un avantage . Veuillez contacter ma secrétaire ; elle vous donnera rendez-vous pour un entretien personnel, et vous donnera aussi tous les détails pour le voyage. Je suis ravie de vous avoir parlé ! Je vous verrai donc ici à Bruxelles, quand nous pourrons continuer notre conversation.

TONE (25 seconds) TONE

This is the end of the question.

French: World Language (0174)

Now stop your recorder. (5 seconds) Listen to verify that your response has been recorded and then stop the recorder.
Raise your hand if there is a problem with your recording. (30 seconds)

End of recording.

Answers

Section I

- 1) This question asks for a basic understanding of what Philippe Bourseiller does. It is stated in the beginning of the report that he has taken photos of volcanoes, deserts, and now, trees. Option (B) is correct.
- 2) The answer to this question is based on understanding that the first sentence of this paragraph (*L'arbre . . . on n'imagine pas la complexité et la richesse de cet être vivant, le plus ancien de la planète.*) provides the referent for *ces habitants*, and the correct answer is therefore (A). Insects (B), herds of animals (C), and groups of people (D) are not mentioned in the context of these *habitants*.
- 3) The text does explain that Bourseiller moved through the forest slowly because he was paying attention to the guide's information about the plants, from which we can infer the correct answer (D)—he wanted to learn everything about the plants in the forest.
- 4) This question requires the candidate to understand the word *symbiose* and the paragraph that follows it and to understand that this shows a close integration between the Evenk and the forests, so the correct answer is (B).
- 5) Options (A), (B) and (D) are respectively the names of a bookstore chain, a museum, and a department store. Hachette is one of the largest world-wide French publishing houses, so the correct answer is (C).
- 6) The expression is referring to one of the photos. The correct answer is B.

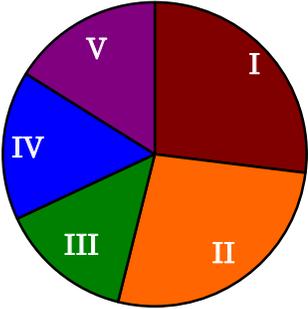
Section II

- 7) The main purpose of the school is to help students preserve their Moroccan heritage, (*préserver leur patrimoine culturel marocain*), so the correct answer is (D).
- 8) The text states that through the influence of a group member, the École Marocaine was *hébergée gratuitement*; so the correct answer is (C), the school could use rooms without paying.
- 9) Since the school decided in 2002 to begin advertising *sur la télévision marocaine*, the correct answer is (D).
- 10) The correct answer is (A), the school where the rooms were located was out-of-the-way and difficult for students to reach.
- 11) This question asks the candidate to identify the part of the world where Morocco is located. The correct answer is (B), le Maghreb, which comprises Morocco, Algeria, and Tunisia.
- 12) *Lui* is an indirect object pronoun, which in this sentence stands for *notre projet*. Therefore, the correct answer is (B).
- 13) The question asks when the French typically eat a dish containing *une fève*. This refers to the custom of making a cake with a bean, or a small token baked into it to celebrate the *Épiphanie*, or *Jour des Rois*. The person who gets the piece of cake with the bean is “king for the day”. The answer is therefore (D).

Appendix E
Test at a Glance – Praxis World Languages - Spanish

Spanish: World Language (0195)

Test at a Glance

Test Name and Code	Spanish: World Language (0195)		
Time	2 hours 45 minutes		
Number of Questions	6 constructed responses and 75 multiple-choice questions		
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)		
	Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
	I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
	II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
	III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
	IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
	V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K–12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in Spanish. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written Spanish, and in the fourth section, in spoken Spanish.

This test may contain some questions that do not count toward your score.

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Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—
Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Spanish teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal

interpretation of the message

9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning Spanish teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning Spanish teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

**Category III
Cultures, Literatures, Cross-disciplinary
Concepts (14%)**

- A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products
The beginning Spanish teacher
1. Knows the three Ps:
 - Perspectives (such as attitudes, ideas, and values)
 - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
 - Products (such as tools, foods, law, and music)
 2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The questions in Section I (Interpretive Listening) are recorded on CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in Spanish. Each selection is followed by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Spanish. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in Spanish and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in Spanish as clearly and neatly as possible on the lined pages provided in your response book. Your written Spanish should be acceptable to a wide range of educated native speakers.

You may use the area marked “NOTES” to plan and take notes on each question. These notes will not be used in evaluating your response.

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Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is

related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak Spanish. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation

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- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

Los alumnos tienen clases de lunes a viernes, excepto los días feriados. Este año, todos los alumnos saldrán temprano de la escuela el 20 y 27 de enero debido a que habrá conferencias para los profesores del colegio.

Now press “record” to start the recorder, and then read the following statement aloud so that your voice will be recorded.

Los alumnos tienen clases de lunes a viernes, excepto los días feriados. Este año, todos los alumnos saldrán temprano de la escuela el 20 y 27 de enero debido a que habrá conferencias para los profesores del colegio.

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the “pause” button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. Answers with explanations follow the questions. The conversation in the Listening section is a transcription of a real interview. It is authentic spoken language and, therefore, contains hesitations, repetitions, and spontaneous responses.

Section 1. Listening with Cultural Knowledge

Transcript:

(Interviewer) Buenos días. Nació en la Gran Manzana. Criado en Puerto Rico. De vuelta con nosotros está: ¡Lefty Pérez!
Hola, ¿qué tal amigo?

(Lefty Pérez) -El gusto..., ¡Guuuusto!

(Interviewer) -El gusto es mío.

(Lefty Pérez) -Hola, ¿qué tal? ¿Cómo estás papi? ¿Bien? Contento de estar aquí una vez más trayéndote mucha salsa.

(Interviewer) -Oye, mucho tiempo sin verte desde “Calle 8”. Te veo más delgado... pero... estás por todos lados: en canales de TV, promocionando tu nuevo disco, “Salseros unidos” y en muchas presentaciones por Nueva York, Puerto Rico, San Francisco... ¡Cuéntanos, cuéntanos!

(Lefty Pérez) -Exactamente, el Carnaval de San Francisco fue un exitazo grandísimo: como 4.000 personas a quienes les encanta la salsa.

(Interviewer) -De cierta forma estás como retomando tu carrera.

(Lefty Pérez) -Sí, sí... pero yo siempre he estado ocupado, activo, trabajando en otros países. Y, pues, este nuevo proyecto que he comenzado es titulado “Salseros unidos”.

(Interviewer) -Háblanos de este disco porque no hemos tenido mucho tiempo de hablar de la producción completa.

(Lefty Pérez) -Sí, bueno, esta producción es muy especial para mí. Este... “Salseros unidos” sale de la muerte de un compañero nuestro. Llamo a unificar a los salseros del mundo y vengo y les escribo junto con Pedro Jesús. Colaboraron conmigo varios artistas en el video y menciono la mayoría de ellos en la canción.

(Interviewer) -Hagamos un pequeño flashback del comienzo de tu carrera. ¿Qué recuerdas?

(Lefty Pérez) -Bueno, yo comencé a los 13 años oyendo los temas de Héctor Lavoe, y los cantaba en el baño, escuchando a Cheche Colé, “Abuelita tu refrán me hace reír”.

(Interviewer) -¿Pero, pero lo cantabas igualito?

(Lefty Pérez) -Yo canto bastante bien. Como Héctor, porque para llenar esos zapatos se necesita...

(Interviewer) -¿Todavía te acuerdas?

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--Song plays--

(Interviewer) -A propósito de Héctor: ¿ya viste la película “El cantante”?

(Lefty Pérez) -¡Excelente! Y exhorto al público que la vaya a ver. Lo que hicieron Marc Anthony y su esposa Jennifer es traer a esta leyenda a la pantalla gigante para que el mundo, el mundo, el mundo entero conozca quien fue este señor.

(Interviewer) - ¿Lo que más te ha gustado de la película?

(Lefty Pérez) -Son los chistes que decía Héctor Lavoe. Como era él.

(Interviewer) -Gracias, Lefty Pérez. Bendiciones. Éxitos.

(Lefty Pérez) -Te quiero. Salúdame a Panamá

(Interviewer) -¿Cómo no? Con gusto.

(Lefty Pérez) -Chévere. Un abrazo.

(Interviewer) -Un abrazo y gracias.

(NARR) Now you will have 60 seconds to preview the questions you will need to answer.

(60 seconds)

(NARRATOR) Now listen again.

[REPEAT ENTIRE INTERVIEW]

(NARRATOR) Now answer questions 1-6.

[2 minutes]

1. ¿Qué es “Salseros unidos”?
 - (A) Una película sobre la música puertorriqueña
 - (B) Una agrupación de cocineros
 - (C) Un carnaval en San Francisco
 - (D) Un proyecto de Lefty Pérez

2. Según la entrevista, ¿cuándo empezó a cantar Lefty Pérez?
 - (A) Cuando apenas tenía 3 años
 - (B) A los 13 años, cantando en el baño
 - (C) A los 8 años en la radio de Puerto Rico
 - (D) Siendo ya adulto en San Francisco

3. ¿Por qué se menciona a Marc Anthony y su esposa Jennifer en la entrevista?
 - (A) Porque son los mejores amigos de Lefty Pérez
 - (B) Porque van a hacer una gira con Lefty Pérez
 - (C) Porque han hecho una película sobre Héctor Lavoe
 - (D) Porque compusieron una canción sobre Héctor Lavoe

4. ¿Cómo se dirige Lefty Pérez al entrevistador?
 - (A) Con ironía
 - (B) Con amabilidad
 - (C) Con formalidad
 - (D) Con timidez

5. Al final de la entrevista, el entrevistador dice: “¿Cómo no? Con gusto”. ¿Cuál de las siguientes expresiones sería equivalente?
 - (A) Claro que sí
 - (B) Permítame
 - (C) Pase usted
 - (D) ¡Qué se va a hacer!

6. La palabra “exitazo” en el contexto de la frase “Exactamente, el Carnaval de San Francisco fue un exitazo” es sinónimo de
 - (A) éxito muy corto
 - (B) éxito enorme
 - (C) decepción general
 - (D) decepción pequeña

Section 2. Reading with Cultural Knowledge

Las preguntas siguientes están basadas en la siguiente adaptación de texto:

Hallan restos de un mítico café tanguero y túneles de una usina

Debajo de unos 50 centímetros de tierra continúa oculto el piso de uno de los reductos¹ más célebres de la ciudad. En el cruce de las avenidas Figueroa Alcorta y Sarmiento, frente al Planetario, un grupo de arqueólogos descubrió restos del Café de Hansen, inaugurado en 1877 y considerado como una de las cunas del tango, que se terminó de masificar en 1890. Allí, según describen algunas crónicas de la época, en las noches de milonga se podía ver a «la rubia Mireya», la que popularizaron Manuel Romero y Francisco Canaro en el tango «Tiempos viejos». Es el mismo café en el que se prohibió tocar y bailar la milonga «El esquinazo», porque los parroquianos seguían el ritmo golpeando las copas con los cubiertos: «Nada me importa de tu amor, golpeá nomás, el corazón me dijo. Que tu amor fue una farsa, aunque juraste y juraste que eras mía».

Pese a su popularidad el café no se salvó de la picota y fue demolido por orden del intendente Joaquín S. de Anchorena en 1912. Así, buscando ampliar los accesos hacia el velódromo, el intendente terminó por derribar un café tan pródigo en leyendas y mitos como en contradicciones.

Es que historiadores, arqueólogos, cronistas y aún testigos de la época no logran ponerse de acuerdo sobre quiénes frecuentaban el café y qué cosas sucedieron en la casona. Enrique Cadícamo lo describió como «un salón de baile, concurrido por gente calavera² de diferentes rangos. Era un ambiente bravo, pero muy divertido». El compositor, uno de los preferidos de Carlos Gardel, delineó un perfil del lugar casi como si lo hubiera conocido. Pero Cadícamo nació en 1900. ¿Habrá ido antes de su demolición, con menos de doce años de edad, o transmitió lo que alguien le contó?

Otros aseguran que el lugar era frecuentado por la clase alta de Buenos Aires y que incluso no se bailaba tango porque estaba prohibido, como en todos los sitios públicos por aquellas épocas.

A metros del Café de Hansen, el mismo equipo de arqueólogos halló una red de túneles y sótanos que aún están en recuperación. Los túneles son de 1883 y eran parte de la infraestructura de la que sería la primer usina eléctrica de la Ciudad. «Por entonces no había un sistema centralizado de electricidad. Esta usina sirvió para iluminar el parque, inaugurado dos años después, y muestra la envergadura de la creación del paisajista francés Carlos Thays», describe Néstor Zakim, de la Dirección General de Patrimonio.

Clarín Contenidos. Used by permission.

¹reducto: refugio

²calavera: persona amante de las juergas o que no sienta cabeza

7. Según el artículo, ¿por qué es importante el hallazgo de los restos del Café de Hansen?
- (A) Por haber sido construido por un famoso arquitecto
 - (B) Porque allí comenzó su carrera Carlos Gardel
 - (C) Porque allí se desarrolló la afición por el tango
 - (D) Por su ubicación estratégica en la ciudad
8. ¿Qué suerte corrió el Café de Hansen?
- (A) Fue derribado por su polémica popularidad.
 - (B) Fue derribado para ensanchar una avenida.
 - (C) Se convirtió en un museo.
 - (D) Se estableció allí el Planetario.
9. Según los cronistas, no está claro si en el Café se permitía
- (A) tomar vino
 - (B) cantar milongas
 - (C) organizar tertulias
 - (D) bailar tango
10. ¿Qué función tenían los sótanos cerca del Café?
- (A) Eran parte de un gran depósito.
 - (B) Eran parte de una biblioteca.
 - (C) Eran parte del sistema de energía.
 - (D) Eran parte del sistema de transporte.
11. Según se infiere del pasaje y sus conocimientos culturales, ¿en qué época se popularizó el tango en Buenos Aires?
- (A) A comienzos del siglo XVIII
 - (B) A comienzos del siglo XIX
 - (C) A fines del siglo XIX
 - (D) A fines del siglo XX
12. El adverbio “aún” en la frase del último párrafo, “sótanos que aún están en recuperación”, se puede sustituir sin cambiar su sentido por
- (A) todavía
 - (B) ya
 - (C) también
 - (D) incluso

La pregunta 13 está basada en el cuadro pintado por la artista mexicana Frida Kahlo en 1932.



13. ¿Cuál de las siguientes perspectivas culturales de México está representada en la pintura?

- (A) La importancia de los murales mexicanos
- (B) La relevancia de la música de mariachis en México
- (C) Las semejanzas entre las costumbres de México y España
- (D) La mezcla del pasado indígena con la sociedad moderna

Section 3. Writing section

Interpersonal Writing: Response to an E-mail, Memo, or Letter

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

Asunto: Nuevo profesor de español
De: Gabriela Marinero
Fecha: 15 de septiembre de 2010
Para: Profesores de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero,
Directora
Departamento de Lenguas Modernas

Presentational Writing

En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres? Explique y defienda su opinión.

Integrated Skills

Vargas Llosa: «La literatura ayuda a vivir y es la expresión de la libertad humana»

IRENE G. VARA.

«Contar una historia bien contada» ha sido la ambición que Mario Vargas Llosa ha perseguido a lo largo de su carrera literaria. Así lo defendió el escritor hispano-peruano ayer en el encuentro «Lecciones y maestros», que se celebra en Santillana del Mar. En su opinión, una historia bien contada es un relato que anula la distancia entre lo escrito y el lector, y que elimina esa actitud crítica con la que nos acercamos a un texto. Según Vargas Llosa, ése ha sido un objetivo que puede apreciarse detrás de todo lo que ha escrito.

Víctor García de la Concha, director de la Real Academia Española, fue el encargado de pronunciar el discurso de presentación del escritor, en el que aseguró que Vargas Llosa «tiene un oído afinado para plasmar la realidad oral», gracias a su sensibilidad poética. Se refirió a él como novelista, académico, crítico literario, profesor, lector y autor teatral.

En su turno de respuesta, Mario Vargas Llosa confirmó la influencia que ha tenido la poesía en su formación como escritor y admitió que gracias a Flaubert aprendió que «la literatura es una manera de vivir». El escritor y académico aseguró que cuando empieza un proyecto literario paulatinamente el relato va «invadiendo» todo su tiempo. «Poco a poco me contamina de los personajes, de la historia, y acabo mimetizándome -explicó-. Camuflé mi propia vida para escribir mejor, y así conseguir contar una historia bien contada».

Vargas Llosa definió a la literatura como «la gran acusación» y «la gran requisitoria» de que las sociedades «nunca fueron capaces de aplacar de manera definitiva los anhelos de los seres humanos». «La literatura ayuda a vivir», opina Vargas Llosa, ya que llena los vacíos e insuficiencias de la vida con invención y fantasía, y aseguró que la escritura es una «expresión de la libertad humana» que pocos ámbitos expresan tan bien. El autor de *La fiesta del Chivo* se mostró en desacuerdo frente a la teoría que asegura que la literatura es sólo diversión y entretenimiento, y señaló la responsabilidad de la literatura como social, moral y política, además de estética. «La obra maestra deja un sedimento en el lector, que sin darse cuenta, actúa sobre sus actos», opinó.

Writing

Basándose en la información del artículo que ha leído, explique las ideas sobre la literatura del novelista Mario Vargas Llosa.

Section 4. Speaking section

Integrated Skills

The previous passage will be read again.

Speaking

Imagine que está invitado o invitada a participar en un panel que discutirá la obra del novelista Mario Vargas Llosa. Explique su opinión personal con respecto a las ideas de este autor.

Presentational Speaking

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico. ¿Qué opina usted sobre este tema?

Interpersonal Speaking

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico. ¿Qué opina usted sobre este tema?

Interpersonal Speaking

Imagínese Ud. que recibe una llamada telefónica de un amigo de España. El amigo tiene una noticia que contarle.

Simulated Conversation:

Man: Hola, ¿A que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?

(25 seconds to respond)

Man: ¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?

(25 seconds to respond)

Man: Uuuuuy... ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?

(25 seconds to respond)

Spanish: World Language (0195)

Man: Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?

(25 seconds to respond)

Man: Bueno, y por último, ¿qué te gustaría que te llevara de regalo desde España?

(25 seconds to respond)

The following outline of the conversation will be provided in the test book before the actual conversation starts:

Amigo • Le saluda y le dice por qué le está llamando.

Usted • Reaccione a la noticia y responda a la pregunta.

Amigo • Continúa la conversación y le hace una pregunta.

Usted • Haga varias recomendaciones.

Amigo • Continúa la conversación y le hace otra pregunta.

Usted • Ofrezca detalles.

Amigo • Continúa la conversación y le hace otra pregunta.

Usted • Responda dando detalles.

Answers

Section I

1. Choice A is not the correct answer, because the movie mentioned in the interview is “El cantante”, not “Salseros unidos”. Choice B is not the correct answer, because no cooks are mentioned in the interview. Choice C is not the correct answer; the carnival in San Francisco is only mentioned in the interview. The correct answer is D, because the interviewer says that Lefty is traveling all over the place promoting his latest album “Salseros Unidos”. This question provides evidence in category I and A4.

2. Choices A, C, and D are not correct answers, because Lefty says he started singing in the bathroom when he was 13 years old. Therefore, choice B is the correct answer. This question provides evidence in category I and A4.

3. Choice A is not the correct answer, because Lefty does not say Marc Anthony and his wife are his best friends. Choice B is not the correct answer because Lefty does not mention with whom he is going on tour. Choice D is not the correct answer, because Marc Anthony and his wife Jennifer did not compose a song about Héctor Lavoe. However, choice C is the correct answer because Marc Anthony and his wife Jennifer acted in a movie about Héctor Lavoe’s life. This question provides evidence in category I and A4.

4. Choices A, C, and D are not the correct answers, because Lefty does not address the interviewer ironically, formally, or timidly. The correct answer is choice B; Lefty addresses the interviewer kindly. The word choice and the affectionate exchanges between interviewee and interviewer translate into a kind and friendly interview. This question provides evidence in category I and A7.

5. Choices B, C, and D are not the correct answers, because none of them are equivalent to the expression “¿Cómo no? Con gusto”. However, choice A is the correct answer; both terms can be used interchangeably in the same sentence. This question provides evidence in category III and A1-Practices.

6. Choice A is not the correct answer; the ending *-azo* added to a noun has connotations of something big in size. Therefore, choice B is the correct answer because it says that it is an enormous success. Choices C and D are not the correct answer; both of them have the word *decepción* (“disappointment”), and that is the opposite of *éxito*. This question provides evidence in the categories I and B4.

Section II

7. Choice A is not the correct answer; the café’s architect is not mentioned in the article. Choice B is not the correct answer, because Carlos Gardel did not start his career there. Choice D is not the correct answer, because its location is irrelevant to answer the question. Choice C is the correct answer; the article mentions that the café is the birthplace of the tango. This question provides evidence in category II and A5.

8. Choice A is not the correct answer, because the café was not demolished because of its dubious popularity. Choice C is not the correct answer; the café was not turned into a museum. Choice D is not the correct answer, because the Planetarium was not established at that location. The café was demolished to widen the access into the city, therefore choice B is the correct answer. This question provides evidence in category II and A5.

9. Choice A is not the correct answer, because wine is not even mentioned in the article. Choice B is not the correct answer; the article does not say that it was not allowed to sing *milongas* in the café. Choice C is not the correct answer, because *tertulias*, or literary gatherings, are not mentioned at all in the article. However, dancing tango is mentioned in the article as an example of things that were not allowed in the café. It was prohibited to play and dance *milongas* in the café. Choice D is correct. This question provides evidence in category II and A5.

10. Choice A is not the correct answer, because the article does not say that the basement was a warehouse. Choice B is not the correct answer; the basement was not used as a library. Choice D is not the correct answer, because the article does not mention any transportation system. However, the article does mention the basement was part of the infrastructure of the first electric plant in the city. Therefore, choice C is the correct answer. This question provides evidence in category II and A5.

11. Choices A, B, and D are not the correct answer, because the year 1890 is cited as the date when the tango started to reach its peak in popularity. That is the end of the nineteenth century, which is choice C. Therefore, choice C is the correct answer. This question provides evidence in category II and A8. It also provides evidence in category III, and A1c.

12. Choices B, C, and D are not the correct answer, because all have different meanings that would either not make sense, not be grammatically correct, or change the meaning of the sentence. Choice A is the right answer because it is the only of the four choices that can be used in the sentence provided without changing the meaning of the sentence. This question provides evidence in category II and B2.

13. Choice A is not the correct answer; the significance of Mexican murals cannot be inferred from the painting. Choice B is not the correct answer, because there is no mariachi music depicted in the painting. Choice C is not the correct answer; neither Mexican nor Spanish customs are depicted in the painting. However, choice D is the correct answer. In the painting, one can see the indigenous past in the pyramids and the agriculture and modern life in the factories, machinery, and pollution. This question provides evidence in category III and A1c.

Board of Education Agenda Item

Item: G.

Date: June 24, 2010

Topic: Final Review of a Proposal to Allow Advanced Placement (AP) Calculus BC to Verify Two Mathematics Credits

Presenter: Mrs. Shelley L. Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement

Telephone Number: 804-225-2102 **E-Mail Address:** Shelley.Loving-Ryder@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other:

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date: May 27, 2010
action: First Review of a Proposal to Allow Advanced Placement (AP) Calculus BC to Verify Two Mathematics Credits

Background Information:

According to Standards of Accreditation at 8 VAC 20-131-110. Standard and verified units of credit.

C. The Board of Education may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge based;
3. The test must be administered on a multistate or international

basis, or administered as part of another state's accountability assessment program; and

4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

The Board of Education will set the score that must be achieved to earn a verified unit of credit on the additional test options.

In 2000 the Virginia Board of Education approved AP calculus as a substitute test for the end-of-course mathematics tests (Algebra I, Geometry, and Algebra II). Based on the cut scores adopted by the Board, students earning a score of 2 on AP calculus are considered to be proficient and those earning 3 or higher are considered to be advanced. Under the current policy, a score of 2 or higher on AP calculus can be used to verify one credit in mathematics.

Summary of Major Elements:

Virginia Department of Education staff have been contacted by a parent of a transfer student asking that the Board reconsider its policy of allowing AP calculus to verify only one credit in mathematics. The rationale for the change is that students who score well on the AP Calculus test have demonstrated proficiency in lower level mathematics classes as a prerequisite to Calculus. Allowing an acceptable score on AP Calculus to verify two credits will benefit transfer students who often have taken Algebra I, Geometry, and Algebra II before entering the Virginia Public Schools but who may need as many as two verified credits to be eligible for an advanced studies diploma. Fairfax County Public Schools has also indicated support for the proposal to allow AP Calculus to verify two mathematics credits as long as this policy is restricted to AP Calculus BC.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposal to allow Advanced Placement (AP) Calculus BC to verify two mathematics credits.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The Department of Education will notify local school divisions.

Board of Education Agenda Item

Item: _____ H. _____

Date: _____ June 24, 2010 _____

Topic: Final Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001*

Presenter: Dr. Deborah Jonas, Executive Director for Research and Strategic Planning

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action
Date: November 17, 2009
Action: First review of proposed amendments submitted to USED
Date: January 14, 2010
Action: Final review of proposed amendments submitted to USED. USED informed VDOE that these proposed amendments would not be accepted
Date: May 27, 2010
Action: First review of revised proposed amendments

Background Information:

In October 2008, the United States Department of Education (USED) issued final regulations governing programs administered under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The new regulations require Virginia to submit to the Secretary of Education, for approval, revisions to its accountability workbook to comply with accountability requirements for the federally prescribed graduation rate. Requirements under the new regulations include reporting a four-year cohort graduation rate for all schools, school divisions, and the state for all student subgroups. The regulations also require that Virginia establish a statewide graduation goal that all high schools are expected to meet and establish targets for continuous and substantial improvement based on graduation rates.

In January 2010, the Virginia Board of Education submitted to USED proposed changes to its federal accountability workbook to meet the graduation rate requirements of the October 2008 regulations. Specifically, Virginia requested to report a four-, five-, and six-year federal graduation indicator calculated in a manner that is consistent with the federally prescribed methodology. The Virginia Department of Education (VDOE) has received verbal feedback that the request would be approved if the calculation included only regular diplomas. Virginia further requested a waiver from certain provisions of the federal regulation and requested that Virginia be permitted to use its state regulatory calculation, the Graduation and Completion Index, for purposes of federal accountability. VDOE received recent verbal feedback that this request would not be approved.

The federally prescribed calculation differs from the Virginia On-Time Graduation Rate adopted by the Board of Education in 2006, which is Virginia's official high school graduation rate. The results of the federally prescribed calculation will be referred to as the federal graduation indicator.

Summary of Major Elements

Based on verbal feedback from USED that Virginia's previous request to apply the Graduation and Completion Index to Virginia's adequate yearly progress (AYP) calculations would not be approved, revisions are being proposed to elements in the Consolidated State Application Accountability Plan to comply with federal regulations pertaining to graduation rates issued in October 2008.

The regulations require that Virginia report a four-year federal graduation indicator and extended year indicators if they are used in making AYP determinations; establish a statewide goal that all high schools are expected to meet; and establish targets for continuous and substantial improvement in the federal graduation indicator. The proposed revisions will apply to schools' and school divisions' with graduating classes and the state's AYP determinations.

Under the proposed amendments, Virginia would report four-, five-, and six-year federal graduation indicators as they become available. Upon Board of Education and U.S. Department of Education approval, there will be four ways that schools, school divisions, and the state can meet or exceed the other academic indicator (OAI) for graduation rates for purposes of making AYP determinations:

- If the four-year federal graduation indicator is ≥ 80 percent; or
- If the five-year federal graduation indicator is ≥ 80 percent; or
- If the six-year federal graduation indicator is ≥ 80 percent (note that this indicator will not be available for calculations made in 2010; it will be available beginning in 2011); or
- If there is at least a 10 percent reduction in the percent of students who did not graduate in four years compared to the prior year's four-year federal graduation indicator.

Attachment A describes the proposed amendment and the rationale for the proposed request.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed amendments to the Virginia Consolidated State Application Accountability Plan and authorize the Department to submit the request to USED for approval so that the methodology may be used to make AYP determinations in the summer of 2010.

Impact on Resources:

The provisions of the ESEA require the Department of Education to collect and analyze data related to determining AYP for all schools and school divisions in the state. These requirements will continue to have an impact on the agency's resources.

Attachment A

Annual Measurable Objectives for Graduation Rate (Critical Element 3.2b) and Targets for Continuous and Substantial Improvement (§200.19 (b)(3)(i).)

Revised Proposal, June 24, 2010

Request: Virginia will report and use for federal reporting and accountability a federal graduation indicator using the prescribed calculation that does not permit cohorts to be adjusted to account for students' English language learner or disability status, and only includes Virginia's standard and advanced studies diplomas in the numerator. Consistent with the regulations, Virginia's federal graduation indicator is an adjusted cohort graduation rate based on cohorts of students who enter ninth grade for the first time; it is adjusted for students who transfer in, transfer out, or are deceased. Because the complete data on student graduation and completion, including summer graduates, are not available until after adequate yearly progress (AYP) determinations are made each year, Virginia will calculate AYP based on the previous year's data. This will permit the calculations to be available in time to make AYP determinations before the beginning of the school year.

Virginia will report four-, five-, and six-year federal graduation indicators for the state, schools, and school divisions as they become available. Six-year adjusted graduation indicators will be available in the fall of 2010, and first applied to AYP determinations made in the summer of 2011. Virginia will report the federal graduation indicator beginning with the ninth-grade cohort of 2004-2005; four-year graduates from this cohort would have earned diplomas by the end of the 2008 school year.

Virginia will use the federal graduation indicator for purposes of making AYP determinations beginning in the summer of 2010. Virginia requests that the following be approved for making AYP determinations:

- Statewide goal: 80 percent of students graduate with a regular diploma in four, or five, or six years.
- Targets for continuous and substantial improvement: 10 percent reduction in the percent of non-graduating students from the previous year applied only to the adjusted four-year federal graduation rate.

Virginia will average graduation data over three years to minimize annual variations in data impacting AYP determinations, as is permitted in Section 1111(b)(2)(J) of the ESEA. Averaging will be applied to the four-year, five-year, and six-year rates when more than one year of graduation data is available.

For purposes of calculating AYP for the Limited English Proficient (LEP) subgroup, Virginia will apply a definition of LEP students that is consistent with the longitudinal nature of the accountability measure. English language learners who meet the federal definition of LEP at any time since first entering the adjusted cohort will be included in the LEP student subgroup for purposes of accountability. This would include all students identified as LEP for calculating the pass rates for federal accountability *and* students who were identified as LEP at any time since first entering ninth grade or otherwise transferring into the adjusted cohort. Students who were identified as LEP in the early years of high school but are no longer part of the LEP subgroup when they graduate have benefitted from the instruction that our schools provide; our accountability system should reflect their commitment and successes.

Rationale:

VDOE has been notified that USED will not approve Virginia's request to waive certain provisions of CFR §200.19 as requested previously. Conversations with staff at USED and a review of approved goals and targets from other states indicates that the approach described herein complies with the federal regulations and accompanying nonregulatory guidance provided by USED. Virginia's overall approach is similar to Michigan's approved model. Michigan, like Virginia, included extended-year graduation rates and their targets for

continuous and substantial improvement are similar to those proposed.¹ Virginia's approach establishes a statewide graduation rate goal that is consistent with state accountability requirements. The targets for continuous and substantial improvement are challenging and recognize school and school division efforts to improve high school graduation rates.

¹ Approval status available from U.S. Department of Education's Working Document as of May 25, 2010. Retrieved June 7, 2010 from: <http://www2.ed.gov/admins/lead/account/stateplans03/gradratechart51810.pdf>.