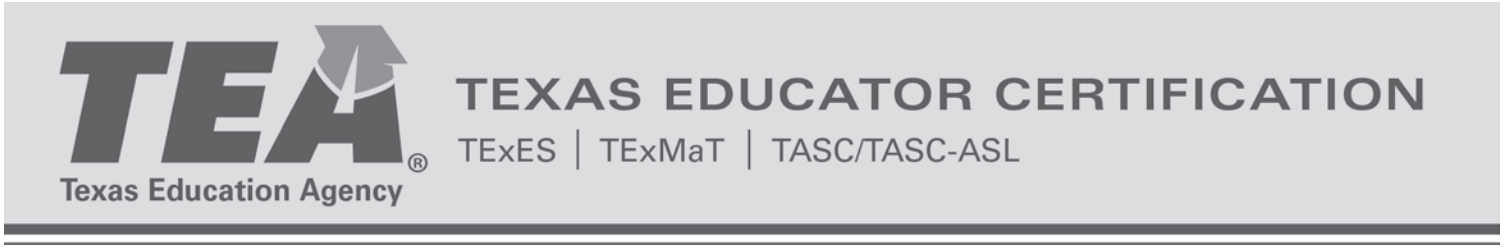

Summary Statistics for Total Scores 2015–16

The table below gives the Number of Test Takers, Average Reported Score, Standard Deviation, Pass Rate, Reliability, Standard Error of Measurement, and Standard Error of Scoring for many of the Texas tests. A glossary providing information about these statistics is provided at the end of this document.

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate	Reliability	Standard Error of Measurement	Standard Error of Scoring
068	Principal	4329	248	14.93	72	0.78	7.79	n/a
072[a]	Texas Assessment of Sign Communication (TASC)	33	3.36	0.88	88	n/a	n/a	n/a
073[a]	Texas Assessment of Sign Communication (TASC–ASL)	52	3	1.29	60	n/a	n/a	n/a
085	Master Reading Teacher	55	260.42	14.72	91	0.79	n/a	3.88
086	Master Technology Teacher	4	250.25	13.59	75	n/a	n/a	n/a
087	Master Mathematics Teacher EC–4	9	256.78	22.54	78	0.86	n/a	n/a
113	English Language Arts and Reading/Social Studies 4–8	433	254.2	20.65	79	0.88	6.65	n/a
114	Mathematics/Science 4–8	329	252.21	22.93	75	0.89	7.15	n/a
115	Mathematics 4–8	1920	246.59	29.4	64	0.89	9.17	n/a
116	Science 4–8	1149	243.28	24.98	59	0.85	8.7	n/a
117	English Language Arts and Reading 4–8	1939	255.16	21.53	78	0.88	8.16	n/a
118	Social Studies 4–8	1050	244.92	27.35	64	0.88	8.81	n/a
129	Speech 7–12	527	249.54	23.11	68	0.87	8.05	n/a
139	Technology Applications 8–12	96	239.98	21.61	60	0.86	7.32	n/a
141	Computer Science 8–12	368	245.48	21.56	67	0.92	6.13	n/a
142	Technology Applications EC–12	567	257.12	19.49	83	0.87	7.33	n/a
150	School Librarian	294	253	16.77	78	0.7	8.87	n/a
151	Reading Specialist	214	272.74	11.51	99	n/a	n/a	n/a

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate	Reliability	Standard Error of Measurement	Standard Error of Scoring
152	School Counselor	1504	261.16	13	94	0.75	7.63	n/a
153	Educational Diagnostician	493	256.47	16.14	86	0.8	7.96	n/a
154	English as a Second Language Supplemental (ESL)	15339	252.93	18.96	78	0.71	10.52	n/a
157	Health EC–12	849	260.29	16.25	89	0.8	7.42	n/a
158	Physical Education EC–12	3063	254.72	18.63	81	0.81	9.5	n/a
160	Pedagogy and Professional Responsibilities EC–12	26899	265.24	15.97	93	0.86	8.51	n/a
161	Special Education EC–12	6772	253.4	18.79	80	0.89	6.83	n/a
162	Gifted and Talented Supplemental	469	257.17	12.7	92	0.74	7	n/a
163	Special Education Supplemental	693	252.67	14.5	85	0.8	6.84	n/a
164	Bilingual Education Supplemental	2568	246.06	18.04	66	0.73	8.71	n/a
171	Technology Education 6–12	448	267.14	15.33	94	0.91	4.96	n/a
172	Agricultural Science and Technology 6–12	325	260.08	14.82	93	0.83	6.19	n/a
173	Health Science Technology Education 8–12	145	276.66	10	100	0.8	4.88	n/a
175	Marketing Education 8–12	32	248.94	10.99	84	0.82	7.11	n/a
176	Business Education 6–12	773	246.99	16.84	73	0.83	6.84	n/a
177	Music EC–12	1203	251.64	17.4	79	0.84	7.08	n/a
178	Art EC–12	1099	263.78	14.9	94	0.84	6.69	n/a
179	Dance 8–12	229	248.89	19.76	76	0.78	8.28	n/a
180	Theatre EC–12	424	251.96	18.71	75	0.84	6.97	n/a
181	Deaf and Hard of Hearing	93	256.19	17.65	83	0.77	8.34	n/a
182	Visually Impaired	50	258.46	12.36	90	0.76	7.02	n/a
183	Braille	55	265.27	14.89	96	0.77	9.54	n/a
184	American Sign Language (ASL)	67	266.9	19.18	88	0.89	8.8	n/a
190	Bilingual Target Language Proficiency Test (BTLPT) Spanish	2750	245.17	28.5	63	0.89	8.49	5.25
195	Superintendent	468	254.94	10.78	91	0.69	6.51	n/a
231	English Language Arts and Reading 7–12	3000	243.01	25.21	64	0.85	10	4.17
232	Social Studies 7–12	3413	234.27	27.08	46	0.9	7.4	n/a
233	History 7–12	1099	242.82	24.59	61	0.86	8.44	n/a
235	Mathematics 7–12	2446	239.89	32.82	58	0.93	8.67	n/a

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Pass Rate	Reliability	Standard Error of Measurement	Standard Error of Scoring
236	Science 7–12	1772	240.75	27.57	58	0.92	7.32	n/a
237	Physical Science 6–12	92	225.14	35.55	42	0.92	9.22	n/a
238	Life Science 7–12	987	234.48	29.33	45	0.88	9.12	n/a
240	Chemistry 7–12	127	241.11	34.25	60	0.9	9.1	n/a
243	Physics/Mathematics 7–12	105	244.83	28.4	61	0.91	7.96	n/a
256	Journalism 7–12	204	251.44	15.95	85	0.79	7.9	n/a
270	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12	273	255.27	17.47	84	0.86	8.03	n/a
272[b]	Agriculture, Food, and Natural Resources 6–12	56	258.11	16.26	89	n/a	n/a	n/a
273[b]	Health Science 6–12	94	254.99	18.79	83	n/a	n/a	n/a
274	Mathematics/Physical Science/Engineering 6–12	81	255.16	26.86	77	n/a	n/a	n/a
275[b]	Marketing 6–12	49	252.12	15.2	82	n/a	n/a	n/a
276[b]	Business and Finance 6–12	156	236.72	20.85	49	n/a	n/a	n/a
610	Languages Other Than English – French EC–12	100	229.07	26.84	44	0.9	7.96	2.67
611	Languages Other Than English – German EC–12	26	249.73	23.58	65	0.94	7.1	2.77
612	Languages Other Than English – Latin EC–12	31	258.9	22.43	81	n/a	n/a	n/a
613	Languages Other Than English – Spanish EC–12	1224	238.23	24.08	50	0.88	7.85	2.78
801	Core Subjects EC–6 ELAR and STR	17749	255.87	20.02	85	0.81	9.12	n/a
802	Core Subjects EC–6 Mathematics	17749	252.82	25.74	76	0.79	11.76	n/a
803	Core Subjects EC–6 Social Studies	17749	246.7	26.42	71	0.74	13.24	n/a
804	Core Subjects EC–6 Science	17749	248.09	22.77	73	0.76	11.1	n/a
805	Core Subjects EC–6 Fine Arts, Health & Physical Education	17749	257.17	18.23	90	0.72	9.92	n/a
806	Core Subjects 4–8 English Language Arts and Reading	3747	244.99	24.88	66	0.83	10.37	n/a
807	Core Subjects 4–8 Mathematics	3747	245.75	29.42	72	0.81	12.61	n/a
808	Core Subjects 4–8 Social Studies	3747	245.05	25.83	71	0.74	13.43	n/a
809	Core Subjects 4–8 Science	3747	247.56	29.06	71	0.8	13.39	n/a

[a] For test codes 072 and 073, the summary statistics were calculated by converting alphabetic scores reported to candidates to numeric scores (A = 5, B = 4, C = 3, D = 2, E = 1).

[b] These tests were new during the 2015–16 testing year and were taken by too few test takers to estimate Reliability and Standard Error of Measurement.

Glossary of Terms

Number of Test Takers — Represents the annual volume for the 2015–16 testing year. If a test taker took a test more than once within this period, that person is only counted at the first attempt.

Average Reported Score — Mean reported score of test takers who tested during the 2015–16 testing year. If a test taker took a test more than once within this period, only the first attempt was used in this calculation.

Standard Deviation — Standard deviation of the reported score of test takers who tested during the 2015–16 testing year. If a test taker took a test more than once within this period, only the first attempt was used in this calculation.

Pass Rate — Average passing rate of test takers who tested during the 2015–16 testing year. If a test taker took a test more than once within this period, only the first attempt was used in this calculation.

Reliability — The tendency of individual scores to be consistent from one version of the test to another. For mixed–format tests (i.e., multiple–choice and constructed–response) with fewer than two constructed–response questions, reliability is calculated for only the multiple–choice portion of the test. For tests with insufficient data, reliability is not calculated.

Standard Error of Measurement — A statistic that is often used to describe the expected variation in a test score if an individual is retested many times with parallel forms of a test. A test taker's score on a single version of a test will differ somewhat from the score the test taker would get on a different version of the test. The more consistent the scores from one version of the test to another, the smaller the standard error of measurement. If a large number of test takers take a test for which the standard error of measurement is 3 points, about two–thirds of the test takers will receive scores within 3 points of the scores that they would get by averaging over many versions of the test. On some tests, the standard error of measurement could not be estimated because there was no version of the test that had been taken by a sufficient number of test takers. On other tests, the standard error of measurement could not be adequately estimated because the test consists of a very small number of questions or tasks, each measuring a different type of knowledge or skill. Finally, for tests containing both multiple–choice and constructed–response questions where the number of constructed–response questions is less than two, the standard error of measurement for the reported score could not be estimated.

Standard Error of Scoring — For tests with constructed–response components, where the scoring involves human judgment, this statistic describes the reliability of the process of scoring the test takers' responses. It is an estimate of the correlation between the scores resulting from two independent replications of the scoring process. It includes as measurement error only the independent replications of the scoring process. (Because it does not take into account the adjudication of discrepancies between the first and second ratings, the standard error is a slight underestimate of the correlation of two complete scorings). If a large number of test takers take a test for which the standard error of scoring is 1 point, about two–thirds of the test takers will receive scores within 1 point of the scores that they would get if their responses were scored by all possible scorers. On some constructed–response tests, the standard error of scoring could not be estimated because there was no version of the test that had been taken by a sufficient number of test takers. On some constructed–response tests, the standard error of scoring could not be estimated because the responses were not all scored independently by two different scorers. The standard error of scoring for a multiple–choice test, or a domain or competency score consisting of only multiple–choice questions, is not applicable because multiple–choice scoring is a purely mechanical process with no possibility of disagreement between scorers.