



TEXAS EDUCATOR CERTIFICATION

TEExES | TEExMaT | TASC/TASC-ASL

Summary Statistics for Total Scores 2014–15

The table below gives the Number of Test takers, Average Reported Score, Standard Deviation, 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	Reliability	Standard Error of Measurement	Standard Error of Scoring
068	Principal	5693	247.73	15.72	0.8	7.82	n/a
072 ^a	Texas Assessment of Sign Communication (TASC)	49	3.27	0.8	n/a	n/a	n/a
073 ^a	Texas Assessment of Sign Communication (TASC-ASL)	77	3.08	1.29	n/a	n/a	n/a
085	Master Reading Teacher	67	256.07	17.62	0.79	n/a	3.88
086	Master Technology Teacher	13	256.92	21.05	n/a	n/a	n/a
087	Master Mathematics Teacher EC-4	2	242	20	0.86	n/a	n/a
088	Master Mathematics Teacher 4-8	8	223.38	24.44	0.88	n/a	n/a
089	Master Mathematics Teacher 8-12	1	281	0	0.86	n/a	n/a
091	Master Science Teacher 4-8	2	241.5	9.5	0.76	n/a	n/a
111	Generalist 4-8	5352	254.06	20.74	0.91	6.13	n/a
113	English Language Arts and Reading/Social Studies 4-8	392	255.26	20.14	0.86	6.64	n/a
114	Mathematics/Science 4-8	342	250.89	22.3	0.87	7.3	n/a
115	Mathematics 4-8	1795	246.45	27.79	0.89	9.17	n/a
116	Science 4-8	1070	244.51	23.62	0.85	8.7	n/a
117	English Language Arts and Reading 4-8	1610	256.6	21.17	0.88	8.16	n/a
118	Social Studies 4-8	852	248.2	25.46	0.89	8.71	n/a
119	Bilingual Generalist 4-8	75	224.47	23.74	0.93	6.28	n/a
120	English as a Second Language (ESL)/Generalist 4-8	226	242.6	22.95	0.92	6.41	n/a
129	Speech 7-12	616	247.15	23.33	0.87	8.05	n/a

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Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Reliability	Standard Error of Measurement	Standard Error of Scoring
139	Technology Applications 8-12	108	240.88	22.3	0.86	7.32	n/a
141	Computer Science 8-12	145	250.69	22.92	0.93	6.69	n/a
142	Technology Applications EC-12	524	256.8	19.71	0.85	7.72	n/a
143	Physics/Mathematics 8-12	40	248.13	33.23	0.93	7.94	n/a
150	School Librarian	329	251.43	16.71	0.7	8.87	n/a
151	Reading Specialist	243	272.23	11.64	0.78	5.92	n/a
152	School Counselor	1575	259.83	14.2	0.76	8	n/a
153	Educational Diagnostician	576	254.2	15.81	0.8	8.57	n/a
154	English as a Second Language Supplemental (ESL)	14720	253.21	18.49	0.71	10.52	n/a
156	Journalism 8-12	89	247.15	19.79	0.79	7.96	n/a
157	Health EC-12	781	260.88	15.95	0.79	7.58	n/a
158	Physical Education EC-12	3179	254.5	19.04	0.81	9.5	n/a
160	Pedagogy and Professional Responsibilities EC-12	28584	264.23	16.44	0.86	8.51	n/a
161	Special Education EC-12	6788	253.44	18.35	0.89	6.83	n/a
162	Gifted and Talented Supplemental	449	256.69	13.19	0.72	7.37	n/a
163	Special Education Supplemental	722	252.32	14.22	0.8	6.86	n/a
164	Bilingual Education Supplemental	2308	247.95	17.8	0.76	9.63	n/a
170	Pedagogy and Professional Responsibilities for Trade and Industrial Education 8-12	206	255.92	20.23	0.89	7.82	n/a
171	Technology Education 6-12	438	266.93	16.02	0.9	5	n/a
172	Agricultural Science and Technology 6-12	348	259.52	15.47	0.83	6.19	n/a
173	Health Science Technology Education 8-12	207	276.84	10.37	0.8	4.88	n/a
174	Mathematics/Physical Science/Engineering 8-12	39	241.92	31.58	0.93	7.47	n/a
175	Marketing Education 8-12	88	246.49	14.14	0.82	7.11	n/a
176	Business Education 6-12	999	246.6	16.61	0.83	6.84	n/a
177	Music EC-12	1207	252.21	16.73	0.85	7.2	n/a
178	Art EC-12	1054	263.7	14.95	0.83	6.27	n/a
179	Dance 8-12	269	249.08	19.83	0.78	8.28	n/a
180	Theatre EC-12	451	252.38	18.18	0.85	7.2	n/a
181	Deaf and Hard of Hearing	106	252.54	19.15	0.76	8.39	n/a

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Reliability	Standard Error of Measurement	Standard Error of Scoring
182	Visually Impaired	59	256.59	11.51	0.75	7.65	n/a
183	Braille	70	259.36	17.75	0.77	9.54	n/a
184	American Sign Language (ASL)	53	260.25	24.86	0.89	8.19	n/a
190	Bilingual Target Language Proficiency Test – Spanish	3544	243.12	26.88	0.88	8.48	5.18
191	Generalist EC-6	21954	242.64	20.44	0.87	7.21	n/a
192	Bilingual Generalist EC-6	2194	233.44	19.51	0.89	5.55	n/a
193	English as a Second Language/Generalist EC-6	1489	243.33	18.15	0.9	5.71	n/a
195	Superintendent	494	255.41	12.52	0.66	7.77	n/a
231	English Language Arts and Reading 7-12	3147	242.21	25.12	0.84	10.04	4.37
232	Social Studies 7-12	3431	236.18	25.46	0.89	7.51	n/a
233	History 7-12	1057	242.88	24.18	0.85	8.8	n/a
235	Mathematics 7-12	2526	239.05	31.89	0.93	8.6	n/a
236	Science 7-12	1890	241.04	26.43	0.92	7.42	n/a
237	Physical Science 6-12	94	231.45	34.36	n/a	n/a	n/a
238	Life Science 7-12	1081	237.11	26.91	0.87	9.3	n/a
240	Chemistry 7-12	149	243.09	29.85	n/a	n/a	n/a
243 ^b	Physics/Mathematics 7-12	57	245.3	26.25	n/a	n/a	n/a
256 ^b	Journalism 7-12	106	251.85	17.97	n/a	n/a	n/a
270 ^b	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6-12	67	255.64	21.89	n/a	n/a	n/a
274 ^b	Mathematics/Physical Science/Engineering 6-12	41	246.73	29.54	n/a	n/a	n/a
610	Languages Other Than English – French EC-12	151	235.46	28.09	0.9	7.76	2.87
611	Languages Other Than English – German EC-12	36	248.08	27.99	0.94	7.1	2.77
612	Languages Other Than English – Latin EC-12	19	270.05	20.13	n/a	n/a	n/a
613	Languages Other Than English – Spanish EC-12	1503	234.7	24.12	0.88	8.17	2.95
801	Core Subjects EC-6 ELAR and STR	5082	227.94	40.46	0.82	10.46	n/a
802	Core Subjects EC-6 Mathematics	5082	224.65	40.31	0.8	13.29	n/a
803	Core Subjects EC-6 Social Studies	5081	217.88	34.43	0.76	14.64	n/a
804	Core Subjects EC-6 Science	5082	219.42	33.3	0.74	13.08	n/a
805	Core Subjects EC-6 Fine Arts, Health, and Physical Education	5081	227.97	38.95	0.73	12.97	n/a

Test Code	Test Name	Number of Test Takers	Average Reported Score	Standard Deviation	Reliability	Standard Error of Measurement	Standard Error of Scoring
806	Core Subjects 4–8 English Language Arts and Reading	1596	224.37	30.35	0.83	10.98	n/a
807	Core Subjects 4–8 Mathematics	1596	214.63	39.93	0.85	14.37	n/a
808	Core Subjects 4–8 Social Studies	1596	215.96	33.61	0.79	14.78	n/a
809	Core Subjects 4–8 Science	1596	217.28	35.64	0.82	14.19	n/a

^a For test codes 072 and 073, the summary statistics are 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 2014–15 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 2014–15 testing year. If a test taker took a test more than once within this period, that person is only counted once.

Average Reported Score — Mean reported score of test takers who tested during the 2014–15 testing year. If a test taker took a test more than once within this period, only the most recent score was used in this calculation.

Standard Deviation — Standard deviation of the reported score of test takers who tested during the 2014–15 testing year. If a test taker took a test more than once within this period, only the most recent score 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.