

**Unit Assessment Report: State Content Test 2012-2013**

**Instrument: Illinois Certification Testing System Content Exams**

**Description and Use of the Assessment:** The State of Illinois develops and administers this assessment of content to all licensure candidates. Tests are divided into various subareas depending on the content. Cut scores are set by the State and currently a score of 240 is required for passing on all tests. The test is a multiple choice format of 60 to 100 questions. Candidates’ results are sent directly to them and also to the Unit. A passing score is required to engage in clinical practice through student teaching, internship or practicum for all programs. Candidates are allotted five attempts to pass the State Content Tests. The subareas for each content exam are listed in the charts below:

**Content Test Subareas**

|  |  |  |
| --- | --- | --- |
| **Elementary Education** | **Special Education** | **Secondary: Biology** |
| Language Arts and Literacy | Foundations and Characteristics | Science and Technology |
| Mathematics | Assessment of Students and development of programs | Life Science |
| Science | Planning & Delivery of Instruction | Physical Science |
| Social Sciences | Manage the Learning Environment | Earth Systems and the Universe |
| The Arts, Health & Physical Education | Work in a Learning Community | Cell Biology |
|  | Professional Conduct | Organismal Biology & Ecology |

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| --- | --- | --- |
| **Secondary: Chemistry** | **Secondary: English/Language Arts** | **Secondary: History** |
| Science and Technology | Reading | Social Science Foundation |
| Life Science | Writing and Research | History Common Core |
| Physical Science | Speaking and Listening | Historical Concepts and World History |
| Earth Systems and the Universe | Literature | U.S. and Illinois History |
| Matter, Structure and Practical Knowledge |  |  |
| Stoichiometry |  |  |

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| --- | --- | --- |
| **Secondary: Mathematics** | **Secondary: Physics** | **School Counseling** |
| Processes and Applications | Science and Technology | Student Development across Domains |
| Number Sense & Measurement | Life Science | Assessment, Instruction & Services |
| Algebraic Pattern | Physical Science | The School Environment |
| Geometric Methods | Earth Systems and the Universe | The School Counseling Profession |
| Probability & Statistics | Physics Skills, Motion, Forces & Waves |  |
|  | Heat, Electricity, Magnetism & Modern Physics |  |

|  |  |
| --- | --- |
| **Reading & Literacy** | **Educational Leadership** |
| Language, Reading & Literature | Understanding the Learning Environment |
| Reading Instruction & Assessment | Communication, Collaboration & School Culture |
| Reading, Research and Curriculum Design | Human Development, Curriculum Planning & Assessment |
| Professional Responsibilities & Resource Management | Resource Management and School Governance |

**RESULTS:**

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| --- | --- | --- | --- |
| **State Content Test****by Program and** **Degree** | **Undergraduate** | **Graduate** | **State Average** |
| **Pass Rate** | **Average Score** | **Pass Rate** | **Average Score** | **Average Score** |
| **Elementary** **Education** | 81% | 252 | 100% | 262 | 261 |
| **Special** **Education** | 100%  | 268 | 98%,  | 272 | 266 |
| **Secondary:****Biology** |  100% | 254 |  |  | 261 |
| **Secondary:****Chemistry** | 0% | 222 |  |  | 249 |
| **Secondary: English/Language** **Arts** |  100% | 290 |  |  | 267 |
| **Secondary:****History** | 100% | 259 |  100% | 270 | 258 |
| **Secondary:****Math** |  67% | 236 |  |  | 253 |
| **Secondary:****Physics** | NA | NA |  |  |  |
| **School** **Counseling** |  |  |  95% | 261 | 264 |
| **Reading &****Literacy** |  |  | 100% | 278 | 267 |
| **Educational****Leadership** |  |  |  97%,  | 264 | 265 |
| **Totals** | **78.2%** | **254.4** | **98.3%** | **268** | **261.1** |

**Interpretation and Findings:** Performance of Lewis University College of Education candidates on State Licensure exam related to discipline content indicate fairly strong pass rates among programs in initial and advanced licensure programs. Pulling down the pass rate for initial programs is the one secondary chemistry undergraduate who performed poorly on the content test for the following reasons: 1)the candidate did not adhere to the guidance of their advisor on when is the optimal point in one’s program to engage in the content exam due to exposure to adequate content preparation in the form of chemistry major coursework, and 2)the candidates did not heed the advice of their advisor on the need for preparation prior to the exam. Consequently, the candidate has failed the content exam.

A look at Elementary and Special Education undergraduate program candidates indicates a stronger performance with 81% and 100% pass rates respectively. Graduate candidates in both Special Education and Elementary Education performed at a commensurate rate with prior years with 98% and 100% pass rates respectively. Although secondary mathematics completers over the past few years have performed well, secondary mathematics candidates who are not nearing the end of their program have struggled with the content exam. Several interventions including more deliberate advising on the sequence of coursework and timing of the exam are in place as well as a higher standard for performance in the college mathematics classroom i.e. grades. Secondary mathematics candidates are now required to take a pre-requisite course that provides a thorough overview of secondary math content from pre-algebra to introductory calculus. Many of the math education majors have noted that content in the College Mathematics program does not necessarily reinforce the content learned in high school. Candidates report that they are often many years removed from the content and see the need for an overview course that will “freshen” up their secondary mathematics skills. Math candidates will be required to earn a B or better in this class and may be waived out of this course with an ACT (or comparable test) of 27 or better. The next few years will determine the efficacy of these new requirements as 2013 will be the first year that those candidates who are subject to them will be sitting for the content exam. Programs will continue to monitor performance of candidates on state content exams and to provide advising that optimizes the candidates chance of success through exposure to coursework and work in the field.

A high rate of performance is noted in the advanced licensure programs with pass rates of >95% across Educational Leadership, Reading and Literacy and School Counseling. Overall, average pass scores across all initial and advanced programs are comparable with state averages.

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