I'm human

Annual reports for the Massachusetts Tests for Educator Licensure (MTEL) program are produced on a yearly basis. These reports provide data on candidate performance and test statistics. The reports include: * Candidate Performance Reports: * Annual Pass Rate Report: This report provides information on pass rates and average scores for each test field. * Annual Test Results by Category: This report includes pass rates for each test field, broken down by gender, ethnicity, and primary language. * Total Scaled Score Distribution by Test Field (All Forms): This report shows the distribution of candidates' scores above and below the minimum passing score. The reports are designed to provide insights into testing outcomes, including overall candidate pass rates, average scores, and results by candidate reporting group. However, it's essential to exercise caution when interpreting data for small numbers of candidates, as the candidates represented in annual reports may not reflect the same proportion of all types and capabilities of candidates who will take the tests in the future. Additionally, regular test updating activities can lead to changes in passing scores, resulting in variations in percent passing for a test. The MTEL testing system provides a total scaled score ranging from 100 to 300, with a score of 240 serving as the minimum passing threshold for each test. This report is available for fields that have made 10 or more attempts during the program year. The September 2023–August 2024 report can be found in the MTEL Total Scaled Score Distribution by Test Field (All Forms) document. Two annual test statistics reports are generated: the Test Form Statistics Report and the Open Response Statistics Report, which provide insights into the statistical properties of MTEL tests, including their reliability and precision. The Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014) emphasize the importance of providing evidence on the reliability/precision of MTEL scores for their intended use. This includes making pass/fail classifications for educator credentialing purposes. The standards define "reliability/precision" as the consistency of scores across testing instances. Standard 11.14 specifically highlights the consistency of decisions in certification as a priority. The MTEL uses various statistical measures to assess test score reliability, focusing primarily on the total test score due to pass/fail decision-making. However, supplementing information is provided for multiple-choice and open-response sections. Key statistics include: - Total test decision consistency: This measure describes the consistency of pass/fail decisions and ranges from 0.00 to 1.00, with higher values indicating more consistent results. - Error of measurement: This statistic provides insight into the test's ability to accurately reflect true scores. Regardless of the order of the items, total test Standard Error of Measurement (SEM) provides a "confidence band" around a candidate's score. The SEM is a statistical measure reported as a number that indicates the range within which a candidate's score would likely fall upon repeated testing. A smaller SEM means a candidate's score is more likely to be close to the reported score. Additional statistics for MTEL tests include Stratified alpha, Multiple-choice section Standard Error of Measurement (SEM), KR20, G coefficient, and Pearson Correlation. These metrics provide insight into test reliability, internal consistency, and dependability, as well as the correlation between multiple-choice and open-response section scores. For each test form with at least 100 attempts, supplemental statistics are reported, including scorer agreement regarding individual raw scores assigned to each candidate's response to an open-response item. The report provides information on inter-rater reliability, which measures how similar raters are in scoring open-response items. It also discusses factors that can affect reliability measures for MTEL tests, including the number of candidates, variability of the group tested, self-selection of candidates by test administration date, and number of test items. Additionally, it explains that longer tests tend to have higher reliability estimates, while tests covering broad ranges of content may have lower estimates. The report highlights the importance of considering these factors when interpreting MTEL test statistics. #### Reliability Measures Inter-rater reliability measures how similar different raters are in scoring open-response items on a test form. Factors that can affect reliability measures include: * Number of candidates: Reliable estimates require a sufficient number of candidate scores, representing a range of knowledge and skill levels. * Variability of the group tested: The more diverse the candidates' skills and knowledge, the higher the reliability coefficient. * Self-selection of candidates by test administration date: Candidates may select when to take or retake tests, affecting the composition, ability level, and variability of the candidate group. * Number of test items: Longer tests tend to have higher reliability estimates. #### Factors Affecting Reliability Test content also plays a role in reliability estimates. Tests covering narrow, homogeneous content tend to have higher reliability estimates than those testing broad ranges of knowledge and skills. #### Interpreting MTEL Statistics To interpret MTEL test statistics reports, keep the following in mind: * MTEL scores are reported as scaled scores with a lower limit of 100, a passing score of 240, and an upper limit of 300. * Consider factors that can affect reliability measures when interpreting test statistics. Data on certain fields are not readily available for reporting due to lack of statistics. When analyzing MTEL test results, keep in mind that the tests comprise a mix of multiple-choice and open-response items, which can impact the test's psychometric properties. For some tests, scores from short-answer questions are included with the multiple-choice section. Statistics derived from fewer than 100 candidate attempts may not accurately represent the performance of larger groups of candidates. The Test Form Statistics Report offers insights into MTEL test form statistics for those with at least 10 attempts during the program year. For more details, refer to the 2023-2024 report for the September 2023-August 2024 period. Additionally, the Open Response Statistics Report provides selected open-response item statistics for fields with at least 100 attempts. See the annotated sample reports and archived statistics for further reference.

Sei mtel open response example. Mtel passing rate. Mtel senior paket. Sei mtel passing score.