Appeal to Clinical Teach With Late Content Exam Scores

It is extremely rare for an appeal to be granted for a candidate to begin clinical teaching without a passing score on file for the certification content exam. This is to protect the candidate, as all candidates who do not pass the content exam prior to completing the clinical teaching semester are dropped from clinical teaching, forfeiting the time invested prior to being dropped, and placing the candidate in jeopardy of being removed from the university should the scores come in past the set date to register for any other classes that semester. In no circumstances are test scores accepted AFTER the registration deadline for the next upcoming clinical teaching semester. This is to protect the candidate from missing a second opportunity at clinical teaching.

Appeals are granted with the following conditions:

- Candidates must immediately register for the test and inform the testing office of the date it will be taken.
- Candidates must continue to pursue clinical teaching as if the test has been passed, including attending the mandatory student teaching orientation.
- If candidates must miss a day of clinical teaching to take the test, an absence is recorded for that day.
- If the test is not passed, the candidate will need to immediately drop clinical teaching and submit another application for the upcoming semester's clinical teaching through mySFA before the deadline.
- The exam must have been attempted at least once prior to the appeal and the deficient score can be no lower than one standard error of measurement for that exam (see page 3-6).
- The passing score must be received no later than the 4th class day of the semester.
- The form must be signed by the content area program coordinator. The program coordinator can choose to require additional remediation which may result in denial of the appeal.
- Candidates must sign the appeal form agreeing to these conditions.

Submit the appeal by emailing to the Educator Preparation Manager, at the following: Email: edcertfield@sfasu.edu   or   Fax: 936-468-2012

Appeal to Clinical Teach With Late Content Exam Scores

Candidate Name:_____ CID:_____

Certification Program/Area: _____

List previous test attempts and scores:

_____
_____
_____
_____

Reason you are appealing:

_____
_____
_____
_____
_____
_____

When is the next available testing date for your certification area?

_____

If this appeal is granted, your signature indicates you understand and agree to the following:
- You must immediately register for the test and inform the testing office of the date it will be taken.
- You must continue to pursue clinical teaching as if the test has been passed, including attending the mandatory clinical teaching orientation.
- If you must miss a day of clinical teaching to take the test, an absence is recorded for that day.
- If the test is not passed, the candidate will need to immediately drop clinical teaching and submit another application for the upcoming semester's clinical teaching through mySFA before the deadline.
- The passing score must be received no later than the 4th class day.
- Filing an appeal does not guarantee the appeal will be granted.

Candidate Signature:_____ Date:_____

Program Coordinator Signature:_____ Date:_____

Educator Preparation Manager Signature:_____ Date: _____

Appeal Granted ____   Appeal Denied ____

If granted, date of final attempt: _____

If denied, reason for denial: _____

Summary Statistics for Total Scores 2016−17

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	4107	248.03	14.59	73	0.75	7.74	n/a
072[a]	Texas Assessment of Sign Communication (TASC)	51	3.29	0.82	84	n/a	n/a	n/a
073[a]	Texas Assessment of Sign Communication (TASC–ASL)	64	2.98	1.26	61	n/a	n/a	n/a
085	Master Reading Teacher	59	259.14	16.23	85	0.79	n/a	3.88
086	Master Technology Teacher	2	243.5	6.5	50	n/a	n/a	n/a
087	Master Mathematics Teacher EC–4	2	252.5	2.5	100	0.86	n/a	n/a
088	Master Mathematics Teacher 4–8	4	272	9.82	100	0.88	n/a	n/a
113	English Language Arts and Reading/Social Studies 4–8	419	252.83	21.08	78	0.88	6.65	n/a
114	Mathematics/Science 4–8	289	249.4	23.14	71	0.9	7.12	n/a
115	Mathematics 4–8	1906	245.49	30.91	62	0.9	9.16	n/a
116	Science 4–8	1225	243.34	24.35	61	0.87	8.35	n/a
117	English Language Arts and Reading 4–8	1981	254.33	22.15	78	0.88	8.01	n/a
118	Social Studies 4–8	1102	244.24	26.61	64	0.88	8.81	n/a
129	Speech 7–12	424	248.5	24.32	65	0.87	7.92	n/a
139	Technology Applications 8–12	68	238.82	21.68	56	0.86	7.32	n/a
141	Computer Science 8–12	352	239.78	20.61	58	0.92	6.13	n/a
142	Technology Applications EC–12	368	253.25	20.61	77	0.87	7.33	n/a
150	School Librarian	388	252.74	16.69	78	0.71	8.81	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
151	Reading Specialist	248	274.31	10.06	100	0.77	5.01	n/a
152	School Counselor	1517	260.82	13.74	93	0.74	7.95	n/a
153	Educational Diagnostician	468	256.84	15.73	86	0.78	7.46	n/a
154	English as a Second Language Supplemental (ESL)	14742	252.97	18.69	78	0.73	9.81	n/a
157	Health EC–12	802	260.65	16.57	89	0.8	7.42	n/a
158	Physical Education EC–12	2994	253.32	18.19	80	0.74	9.59	n/a
160	Pedagogy and Professional Responsibilities EC–12	28303	265.52	15.74	94	0.81	7.5	n/a
161	Special Education EC–12	6647	253.71	18.22	81	0.89	6.43	n/a
162	Gifted and Talented Supplemental	477	258.02	12.8	93	0.74	7	n/a
163	Special Education Supplemental	706	250.76	14.02	83	0.81	6.46	n/a
164	Bilingual Education Supplemental	2524	246.89	18.26	66	0.73	8.71	n/a
171	Technology Education 6–12	453	266.11	15.79	94	0.91	4.96	n/a
177	Music EC–12	1152	251.94	16.13	83	0.84	7.08	n/a
178	Art EC–12	1079	264.04	14.88	95	0.84	6.69	n/a
179	Dance 8–12	133	250.3	16.74	78	0.78	8.28	n/a
180	Theatre EC–12	421	251.72	19.41	73	0.84	6.97	n/a
181	Deaf and Hard of Hearing	120	252.99	15.55	82	0.78	8.3	n/a
182	Visually Impaired	56	254.04	12.49	88	n/a	n/a	n/a
183	Braille	49	259.92	17.95	82	0.77	9.54	n/a
184	American Sign Language (ASL)	59	262.25	20.55	83	n/a	n/a	n/a
190	Bilingual Target Language–Proficiency Test–Spanish	2558	245.89	28.64	63	0.89	8.56	5.29
195	Superintendent	512	255.24	10.63	93	0.69	6.51	n/a
231	English Language Arts and Reading 7–12	3319	242.99	25.55	65	0.84	10.07	4.26
232	Social Studies 7–12	3083	233.84	27.29	45	0.9	7.4	n/a
233	History 7–12	1054	242.06	25	60	0.86	8.44	n/a
235	Mathematics 7–12	2211	242.23	32.28	61	0.93	8.67	n/a
236	Science 7–12	1708	240.49	27.7	58	0.92	7.22	n/a
237	Physical Science 6–12	73	229.07	31.35	44	0.92	9.22	n/a
238	Life Science 7–12	891	238.76	28.83	51	0.88	9	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
240	Chemistry 7–12	144	240.78	30.68	58	0.92	8.52	n/a
241	Computer Science 8–12	233	223.86	34.43	36	0.93	9.18	n/a
242[b]	Technology Applications EC–12	134	239.72	24.91	54	n/a	n/a	n/a
243	Physics/Mathematics 7–12	85	245.88	30.38	65	0.91	7.91	n/a
256	Journalism 7–12	155	251.12	16.32	83	0.79	7.9	n/a
270	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12	267	255.03	18.15	84	n/a	n/a	n/a
272	Agriculture, Food, and Natural Resources 6–12	400	257.84	15.56	92	0.81	7.06	n/a
273	Health Science 6–12	296	253.08	16.63	82	0.78	8.16	n/a
274	Mathematics/Physical Science/Engineering 6–12	55	255.56	23.61	76	0.94	6.82	n/a
275	Marketing 6–12	88	252.66	14.68	86	n/a	n/a	n/a
276	Business and Finance 6–12	825	233.44	20.78	44	0.8	9.15	n/a
279[b]	Dance 6–12	127	251.66	19.32	76	n/a	n/a	n/a
283[b]	Braille	12	239.67	18.96	58	n/a	n/a	n/a
610	Languages Other Than English – French EC–12	116	232.28	31.52	48	0.91	8.58	1.5
611	Languages Other Than English – German EC–12	40	257.8	26.96	83	0.92	7.49	2.22
612	Languages Other Than English – Latin EC–12	15	244.93	38.19	53	n/a	n/a	n/a
613	Languages Other Than English – Spanish EC–12	1124	237.33	25.62	51	0.88	7.85	2.78
801	Core Subjects EC–6 ELAR and STR	17685	256.87	20.11	86	0.82	8.98	n/a
802	Core Subjects EC–6 Mathematics	17685	256.03	24.97	80	0.79	11.96	n/a
803	Core Subjects EC–6 Social Studies	17685	249.27	25.62	73	0.75	13.07	n/a
804	Core Subjects EC–6 Science	17685	251.23	22.25	77	0.77	10.83	n/a
805	Core Subjects EC–6 Fine Arts, Health, and Physical Education	17685	258.78	17.64	92	0.72	10.05	n/a
806	Core Subjects 4–8 English Language Arts and Reading	3492	247.72	23.96	70	0.83	10.6	n/a
807	Core Subjects 4–8 Mathematics	3492	248.94	27.73	74	0.82	12.62	n/a
808	Core Subjects 4–8 Social Studies	3492	248.61	25.43	75	0.73	14.02	n/a
809	Core Subjects 4-8 Science	3492	248.13	26.46	70	0.8	12.94	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 2016–17 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 2016–17 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 2016–17 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 2016–17 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 2016–17 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.