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ABSTRACT

This report is a summary of the Basic Skills Task Force activities covering the period from August 1982 to June 30, 1983. The Task Force was created by the West Virginia Board of Education in 1982. The report provides information on the historical background of the Task Force, a summary of how it functioned, and recommendations of the Task Force to the Board of Education. Descriptions are given of the test review process and the instruments tested, as well as criteria considered in test selection. Reviews are presented of standardized tests in the skill areas of reading, listening, speaking, writing, and mathematics. Technical considerations related to preprofessional skills testing are discussed and recommendations are made for assessment instruments in each of the skill areas under consideration. Recommendations are also made relating to research, institutional considerations and funding of the preprofessional skills component. (JD)

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Report of the Basic Skills Task Force June 30, 1983

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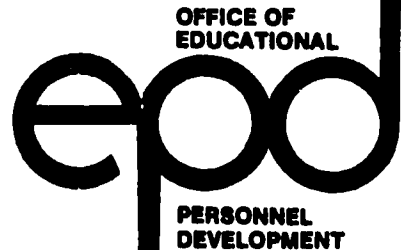
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TABLE OF CONTENTS

	<u>PAGE</u>
INTRODUCTION	1
Background	1
Charge	2
Membership	2
Purpose	3
Operation of the Task Force	4
DEFINITION, SKILL AREAS, AND COMPETENCIES	5
PREPROFESSIONAL SKILLS COMPONENT	6
Rationale	6
Definition of Preprofessional Skills	6
TEST REVIEW PROCESS	7
DESCRIPTION OF INSTRUMENTS	9
CRITERIA TO BE CONSIDERED IN TEST SELECTION	13
REVIEW OF TESTS BY SKILL AREA	14
READING	14
National Teacher Examinations Pre-Professional Skills Tests	15
National Teacher Examinations/Core Battery	16
Comprehensive Tests of Basic Skills, Form U, Level K	17
Stanford Achievement Test of Academic Skills/Level II	18
American College Test	19
The College Outcome Measures Project of the American College Testing Program	20
Communication Competency Assessment Instrument	20
LISTENING	20
National Teacher Examinations/Core Battery	21
The College Outcome Measures Project of the American College Testing Program	22
Communication Competency Assessment Instrument	24
SPEAKING	26
The College Outcome Measures Project of the American College Testing Program	27
Communication Competency Assessment Instrument	29
WRITING	31
National Teacher Examinations/Core Battery	31
National Teacher Examinations Pre-Professional Skills Tests	31
Comprehensive Tests of Basic Skills, Form U, Level K	32
Stanford Achievement Test of Academic Skills/Level II	33
American College Test	33
The College Outcome Measures Project of the American College Testing Program	34

TABLE OF CONTENTS
(Continued)

MATHEMATICS	34
National Teacher Examinations Pre-Professional Skills Tests	35
National Teacher Examinations/Core Battery	35
Comprehensive Tests of Basic Skills, Form U, Level K	36
Stanford Achievement Test of Academic Skills/Level II	36
American College Test Assessment	37
The College Outcome Measures Project of the American College Testing Program	37
Communication Competency Assessment Instrument	37
TECHNICAL CONSIDERATIONS RELATED TO PREPROFESSIONAL SKILLS TESTING.	37
RECOMMENDATIONS FOR ASSESSMENT INSTRUMENTS	40
Reading	41
Listening	41
Speaking	41
Writing	42
Mathematics	42
SUBSTITUTION OF APPROVED ASSESSMENT INSTRUMENTS	43
RECOMMENDATIONS RELATING TO: RESEARCH, INSTITUTIONAL CONSIDERATION AND FUNDING OF THE PREPROFESSIONAL SKILLS COMPONENT	43
Recommendations Related to Research	44
Correlation of ACT Scores with PPST Scores	44
Relationship Between Skills Assessed on Adopted Instruments and Those Demonstrated by Effective Educators	44
Predictive Validity Studies	44
Recommendations for Institutional Consideration	45
Recommendations Regarding Funding	45
APPENDIX A - Policy 5100	46
APPENDIX B - Copy of State Superintendent Truby's Letter Outlining Charge	55
APPENDIX C - Information on Individual Members	58
APPENDIX D - Summary of Work Sessions	64
APPENDIX E - Competencies for Five Skill Areas	82
APPENDIX F - Modified Technical and Content Review Forms	92

REPORT OF THE BASIC SKILLS TASK FORCE

INTRODUCTION

The report is a summary of the Basic Skills Task Force activities covering the period from August 1982 to June 30, 1983. This report provides: 1) a historical background, 2) a summary of how the task force functioned, and 3) recommendations of the task force in relation to its charge.

Background

The Basic Skills Task Force was created as a result of the adoption of Policy 5100, Plan for Professional Development of Educational Personnel, (Appendix A), by the West Virginia Board of Education on April 2, 1982. This policy contains a conceptual framework for the redesign of the professional development of education personnel during the initial preparation phase. The policy provides that:

Basic Skills shall be defined in cooperation with public school administrators and classroom teachers, representatives from public and private institutions of higher education, personnel from the West Virginia Department of Education and West Virginia Board of Regents and approved by the West Virginia Board of Education.

In August 1982, the West Virginia Board of Education appointed a task force with appropriate representation to develop the basic skills component of Policy 5100.

Charge

The direct charge as outlined by Dr. Roy Truby, State Superintendent of Schools, in his August 16, 1982, letter to the task force chair was to:

- 1) define basic skills by December 31, 1982, and
- 2) identify by June 30, 1983, appropriate standardized measurement instruments and to recommend statewide performance levels to the West Virginia Board of Education.

A copy of Dr. Truby's letter outlining the charge is found in Appendix B.

Membership

The West Virginia Board of Education appointed various educational personnel from West Virginia to the task force in August 1982. The composition of the membership was consistent with the description outlined in Policy 5100 (public school teachers and administrators, representatives from public and private higher education, representatives from the West Virginia Department of Education and West Virginia Board of Regents).

The original appointees to the task force were:

Florena Colvin - public school classroom teacher
Mark Tankersley - public school classroom teacher
Alfreda Rose - public school classroom teacher
John Hughes - public school administrator
Marsha Carey - public school administrator
Susanne Newbrough - public school administrator
Margaret Byrer - public higher education
Mildred Jones - public higher education
Marilyn Fairbanks - public higher education
Jack Maynard - public higher education
Donald Hagen - public higher education

Jerry Long - private higher education
Tom Montebell - West Virginia Department of Education
Ronald Childress - West Virginia Board of Regents
Debra Sullivan - West Virginia Department of Education
Noreita Shamblin - West Virginia Department of Education
Robert Griffis (Ex-officio) - West Virginia Advisory Council on
Professional Development of Educational Personnel

Because of resignations and other factors, adjustments were made to the list of original appointments. Ms. Alfreda Rose resigned from the task force in September and Ms. Sylvia Ridgeway, a classroom teacher, was appointed in her place. In February, Dr. Jerry Long resigned from the task force and Dr. Susan Thomas-Ferrell, University of Charleston, was appointed as his replacement. Additionally, Dr. Marsha Carey resigned during the middle of the year and no one was appointed to replace her. It is also noted that Mr. John Hughes did not participate in any of the activities of the task force.

During the year, the task force members felt that additional expertise was needed in specific skill areas and invited the following persons to work as technical consultants:

- 1) Dr. Dorothy Johnson - speaking and listening - President of the West Virginia Speech Communication Association
- 2) Ms. Ernestine Capehart - mathematics - West Virginia Department of Education
- 3) Dr. Raymond Brinzer - English/language arts - West Virginia Department of Education

Information related to individual members is located in Appendix C.

Purpose

The task force saw its purpose to be fairly well defined; specifically, to make recommendations to the West Virginia Board

of Education relative to implementing the basic skills component of Policy 5100. In carrying out its purpose the task force attempted to:

- 1) define basic skills,
- 2) identify competencies for the skill areas included in the definition,
- 3) review standardized tests in terms of the appropriateness of instruments to evaluate specific skill areas,
- 4) recommend standardized tests to evaluate basic skills in West Virginia, and
- 5) recommend procedures for developing cut scores, and make general recommendations for a statewide testing system.

Operation of the Task Force

In order to facilitate the actual operation of the task force, the group decided it would meet each month for a two-day work session. These work sessions were scheduled at locations that would permit the group to work effectively.

The first session was held on October 14-15, 1982 at Camp Virgil Tate in Kanawha County. The task force has met every month since then except January in order to complete Dr. Truby's charge. Summaries of the work sessions are contained in Appendix D.

The following objectives served as the framework for addressing the charge of the task force and for developing the agenda for the meetings:

- 1) Create an awareness of the status of professional development of educational personnel in West Virginia.

- 2) Inform the task force about the "state of the art" in terms of the activities of other states and educational organizations.
- 3) Build a conceptual framework and develop a consensus of opinion relative to a definition of basic skills.
- 4) Determine the specific competencies for each defined skill area.
- 5) Inform the task force about the process of testing for certification.
- 6) Review potentially appropriate standardized tests.
- 7) Recommend test(s) for adoption.
- 8) Recommend a procedure for: a) developing cut scores, and b) administration of the testing component for preprofessional skills.

The task force functioned as a "committee of the whole" on all matters. All issues were discussed thoroughly by the task force prior to a decision, action, or recommendation. At all times the majority determined the direction of the task force. By consensus of the members, the task force operated on an informal basis and did not follow any specific set of rules of order in conducting business.

DEFINITION, SKILL AREAS, AND COMPETENCIES

During the first six months, the task force devoted a great portion of its time and energy on developing the definition of basic skills, identifying the skill areas to be included within the scope of the definition, and developing the list of competencies for each skill area.

- Reading - Mark Tankersley, Susanne Newbrough, Marilyn Fairbanks, Debra Sullivan, Susan Thomas-Ferrell.
- Writing - Margaret Byrer, Florena Colvin, Sylvia Ridgeway, Mildred Jones.
- Mathematics - Ernestine Capehart, Donald Hagen, Thomas Montebell, Jack Maynard.
- Speaking and Listening - Noreita Shamblin, Dorothy Johnson, Ray Brinzer

Competencies for the five skill areas were submitted to the task force for approval as a working document. The working document, it was understood, would serve as the basis for reviewing assessment instruments and would remain tentative until such time as the task force concluded its deliberations. The subcommittees were responsible for reviewing standardized tests in terms of the stated competencies. At the conclusion of the review of each assessment instrument, the subcommittee reported its findings on the instrument to the task force. At that time all task force members were free to question specific subcommittee members and/or the testing company representatives.

Each of the five skill areas identified the comprehensive skills and under each comprehensive skill, subskills or indicators of the comprehensive skill were listed. At all times, the primary concern of the subcommittees was with the comprehensive skill rather than with the indicator skills. During the item analysis of each assessment instrument, each subcommittee used the indicator skill as the criterion. Appendix E contains the specific competencies for the five skill area competencies.

TEST REVIEW PROCESS

After completing the initial charge of developing a definition and the identification of the skill areas, the task force began the task of

From its inception, the task force was concerned with the term "basic skills" as it is used in Policy 5100. After much discussion, the task force recommended the term "preprofessional skills" be used in lieu of the term "basic skills." The members felt the term "preprofessional skills" was more indicative of the intent of the component as it appears in Policy 5100.

The following statement was adopted by the task force as the rationale for the change in terminology and the accompanying definition of preprofessional skills.

PREPROFESSIONAL SKILLS COMPONENT

Rationale: The Basic Skills Task Force, cognizant of the connotation of the term basic skills used in Policy 5100, understood its first charge to be a definition of the skills essential for prospective educators. Consequently, the task force asserted that the fundamental skills essential to the prospective educator include the ability to perform mathematical computations, and the ability to read, write, listen, and speak at an acceptable level. Therefore, the task force hereafter referred to those necessary skills as preprofessional skills.

Definition of Preprofessional Skills: For prospective educators, preprofessional skills are those skills upon which future performance and effectiveness depend. Competence in these skills underlies the prospective educator's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Preprofessional skills common to educational personnel are: reading, writing, mathematics, speaking, and listening.

The task force's definition of preprofessional skills identified the five skills as: reading, writing, mathematics, speaking, and listening.

The task force then organized into subcommittees in order to: a) identify competencies for each skill, and b) review each assessment instrument by specific skill areas expected of the beginning professional educator. The four subcommittees and their membership were as follows:

reviewing standardized tests. The committee relied upon the expertise of Mr. Thomas Montebell, West Virginia Department of Education Director of Student Testing, and criteria outlined by Madaus, Airasian, Hambleton, Consalvo, and Orlandi, in "Development and Application of Criteria for Screening Commercial, Standardized Tests" (Educational Evaluation and Policy Analysis, Fall, Vol. 4, No. 3, 1982, pp. 401-415).

The task force modified the content and the technical review forms that appeared in the article so that they could be utilized to review the standardized tests (Appendix F).

The task force reached the decision that the subcommittees that developed the competencies for each preprofessional skill area would have the responsibility of reviewing the appropriate section(s) of each standardized test considered. The total committee would then discuss the strengths and weaknesses of each test for preprofessional skills evaluation.

The task force reviewed the following tests:

- 1) National Teacher Examinations Pre-Professional Skills Tests (PPST)
- 2) National Teacher Examinations/Core Battery (NTE/C)
- 3) Comprehensive Tests of Basic Skills, Form U, Level K (CTBS)
- 4) Stanford Achievement Test of Academic Skills/Level II (TASK)
- 5) American College Testing Assessment (ACT)
- 6) The College Outcome Measures Project of the American College Testing Program (ACT COMP)
- 7) Communication Competency Assessment Instrument (CCAI)

DESCRIPTION OF THE INSTRUMENTS

This section provides a description of each of the seven instruments reviewed by the Basic Skills Task Force. Included in the description of each test are the name; publisher; purpose for which the test was designed; content; format; scoring and administration information. The descriptions are provided in the order in which the tests were reviewed. The results of the review process are provided in a later section.

1. National Teacher Examinations Pre-Professional Skills Tests (PPST)

Publisher: Educational Testing Service (ETS).

Purpose: To identify the levels of performance of students in teacher preparation programs relative to other students in the program in the areas assessed by the test.

Content: Reading, Language, Writing Sample, Mathematics.

Format: Multiple choice with a writing sample completed during the test administration.

Scores: Composite score with scores provided for each area; language and writing sample combined into one score; program norm-referenced rather than national norm-referenced scores provided; no scores by objectives; scored by ETS.

Administration: Time - 3-1/2 to 4 hours.

Characteristics: Partially secure instrument provided directly to institutions for local administration and use; public does not have access to the tests, but institutions do and monitor their programs and testing; flexible, institution determined administration dates; equated forms to be developed.

2. National Teacher Examinations/Core Battery (NTE/C)

Publisher: Educational Testing Service (ETS).

Purpose: To identify levels of performance of students preparing to exit teacher education training programs in the areas assessed by the test.

Content: Reading, Language, Mathematics, Listening.

Format: Multiple choice.

Scores: Composite and content area scale scores and national percentiles; no scores by objective; scored by ETS.

Administration: Time - 3 to 3-1/2 hours.

Characteristics: Secure instrument used only by NTE participants; copies unavailable to the public; all tests distributed and collected at test site; tests administered on specific dates throughout the country; test remains property of ETS; equated forms to be developed.

3. Comprehensive Tests of Basic Skills, Form U, Level K (CTBS/U,K)

Publisher: California Test Bureau/McGraw Hill (CTB/McGraw Hill)

Purpose: To measure the achievement of students enrolled in upper-level academic subjects at the 11th and 12th grades; may also serve as a competency test according to publisher's literature.

Content: Reading, Language, Mathematics.

Format: Multiple choice.

Scores: Raw scores, scaled scores, percentile scores, stanine scores for subtest areas; also reported by objective within subtest areas; scored by CTBS or by independent contractors.

Administration: Time - 4 to 4-1/2 hours.

Characteristics: Standardized, commercially developed and available to public throughout the country; normative data not applicable to college student population; no equated forms; not a secure instrument.

4. Stanford Achievement Test of Academic Skills/Level II (TASK)

Publisher: Psychological Corporation (Psych Corp.).

Purpose: To measure achievement of students enrolled in upper track courses in grades 9-12.

Content: Reading, Language, Writing Program, Mathematics.

Format: Multiple choice with a locally developed and scored writing sample.

Scores: Raw scores, scaled scores, percentile scores, stanine scores; results also available by objective; scored by Psychological Corporation or independent contractors.

Administration: Time - 4 to 4-1/2 hours.

Characteristics: Standardized, commercially developed, available to the public; normative data not available for the population to be tested; no equated forms; not a secure instrument.

5. American College Test (ACT)

Publisher: American College Testing Program (ACTP).

Purpose: To measure student achievement in courses offered in secondary schools; to predict performance of students during freshman year of college.

Content: English, Mathematics, Natural Science, Social Science.

Format: Multiple choice.

Scores: 1-36 scaled score by subject area; composite score arithmetic average of area scores; no scores by objective; scored by ACTP.

Administration: Time 3-1/2 to 4 hours.

Characteristics: Central test sites, standardized procedures and national test dates selected by ACTP; secure instruments unavailable to

the public; generally an admissions test for college; equated forms available; normative data not available for the population under consideration.

6. The College Outcome Measures Project of the American College Testing Program (ACT COMP)

Publisher: American College Testing Program (ACTP).

Purpose: To identify competence in a variety of areas in order to supplement information derived from the ACT; to assist colleges in evaluating general education programs.

Content: Communicating, Solving Problems, Clarifying Values, Functioning within Social Institutions, Using Science and Technology, and Using the Arts.

Format: Multiple-choice, short answer, essay, and oral response.

Scores: Scaled scores, norm-referenced scores by area; no scores by objective; scored by ACTP.

Administration: Time - 3-1/2 to 4 hours.

Characteristics: Central test sites, standardized conditions and dates of administration determined by the American College Testing Program; relatively new instrument and method of group assessment; a secure instrument undergoing continuous development; norms still being developed.

7. Communication Competency Assessment Instrument (CCAI)

Publisher: Speech Communication Association (SCA).

Purpose: To identify levels of performance of students enrolled in college classes.

Content: Speaking, Listening.

Format: Preparation and presentation of a speech; viewing videotape and responding to evaluator's questions.

Scores: 1-5 point scale based upon a rating sheet for nineteen separate competencies; scored by trained evaluators.

Administration: Time - 30 to 45 minutes per person.

Characteristics: Individually administered and scored instrument; essentially a new instrument with no history of use and little research conducted outside of the test developer's work; primarily a diagnostic tool for speech departments and for student placement and referral; still in its infancy as far as a reliable, valid instrument; not a secure instrument.

CRITERIA TO BE CONSIDERED IN TEST SELECTION

The task force was in general agreement that the following criteria would be considered in the review and selection of assessment instruments:

- 1) The test(s) selected must be secure instrument(s).
- 2) The test(s) selected must have 3-5 equated forms.
- 3) Other than editorial changes, the competencies should not be modified as a result of the review of the instruments. That is, competencies should not be deleted because they are not being tested.
- 4) The score for each of the five skill areas will stand alone and will determine whether the student has satisfied the stated competencies.
- 5) A student will be required to meet maximum proficiency levels in each skill area tested, not 4 of 5.

- 6) It would be desirable for the scores reported to have a diagnostic value.
- 7) The ideal percentage for content validity comparison is 100 percent. This probably is not possible without a customized test; therefore, there is no minimum percentage of content validity that is considered acceptable/not acceptable.

REVIEW OF TESTS BY SKILL AREA

I. READING

The comprehension aspects of reading considered important in the assessment of preprofessional skills are: literal, interpretive, and critical. Indicators within each area were identified, but these are not intended to be considered separate skills. Rather, these indicators were to serve as a guide in determining representative coverage within each comprehensive area.

In considering recommendations for reading proficiency assessment for prospective educators, the following criteria were considered essential:

- 1) Test security.
- 2) Coverage of all three reading areas.
- 3) Multiple forms for retesting purposes.
- 4) Freedom from offensive and stereotyped items.

Other considerations given high priority were:

- 1) Suitability of test content and level for prospective educators.
- 2) Balance of items among the three areas; representative inclusion of indicators for each area.
- 3) Clarity of type and format.
- 4) Design of test items so that: a) only one response is correct, and b) questions cannot be answered correctly without reading the passages.

PPST

The reading comprehension section of this test includes 40 test items following several varied reading selections.

Strengths

1. The test is secure.
2. All three identified comprehension skills areas (literal, interpretive, critical) were covered, with approximately the same number of items for each.
3. Coverage of indicators within each area (50 percent for the literal level and 80 percent for both interpretive and critical levels) was considered adequate and representative. Overemphasis was not given to any one indicator within any of the three areas.
4. The level was suitable for testing prospective educators.
5. The test items were free from offensive sexual, cultural, racial and ethnic basis, and stereotyping.
6. The questions were constructed so that it was necessary for the students to read the passages to answer the questions.

7. The passages were relevant to teachers and educators, interesting and varied in content, and suitable in length.
8. The type was distinct and clear.
9. The format was not difficult to follow.
10. The test was prepared for use with prospective educators.
11. Multiple forms are in the process of development.

Weaknesses

1. No weaknesses were noted.

NTE/C

The reading comprehension section of this test was part of the language arts battery; there were 30 comprehension items.

Strengths

1. All three identified comprehension areas were addressed.
2. The test was designed with prospective educators in mind.
3. The level was suitable for testing prospective educators.
4. The test items were free from offensive sexual, cultural, racial and ethnic bias, and stereotyping.
5. The questions were constructed so that it was necessary for the students to read the passages to answer the questions.
6. The passages were relevant to educators, interesting and varied in content, and suitable in length.
7. The type was distinct and clear.
8. The format was not difficult to follow.
9. The test is secure.

Weaknesses

1. Coverage of indicators within the three areas was not considered adequate. Thirty-three percent of the literal indicators, 60 percent of the interpretive indicators, and 80 percent of critical indicators were addressed.
2. The number of comprehension items was too small to be reliable as a separate reading comprehension assessment.

CTBS

The reading comprehension section of the CTBS test had 45 items and 10 reading selections. Three of the 45 items were not passage dependent.

Strengths

1. All three levels were addressed by at least one item.
2. The test items were free from offensive sexual, cultural, racial and ethnic bias, and stereotyping.
3. The publisher representatives indicated that a customized test could be developed.

Weaknesses

1. The test is not secure.
2. Questions were not well balanced among the three skills levels; 90 percent of the questions were interpretive.
3. Balance within the interpretive area itself was poor with heavy emphasis on interpretive detail.
4. Students could answer some items without reading the selections.

5. Some selections and test items lacked interest and seemed unnecessarily difficult.
6. Some items appeared to have more than one correct answer.
7. The selections seemed too long and not directly relevant to prospective educators.
8. The format was difficult to follow; the brown print was difficult to read.

TASK

The reading comprehension portion of this test consisted of reading passages with a total of 50 items.

Strengths

1. All three skills comprehension levels were addressed by at least one item.
2. The test items were free from offensive sexual, cultural, racial and ethnic bias and stereotyping.
3. Passages were moderately interesting to read.
4. Answers to questions were dependent on reading the passages.
5. Format was easy to follow.
6. The test had multiple forms.
7. The publisher representatives indicated a test could be developed to assess specified skills.

Weaknesses

1. This test is not secure.

2. There was not a desirable balance of items among the three skills levels. Literal detail items were overemphasized; critical level items underemphasized.
3. The test was not developed for the population to be assessed.
4. Content of reading selections was limited.

ACT

The ACT Natural Sciences Test and the ACT Social Sciences Test are considered the reading portion of this instrument. Each of these subtests has 52 items.

Strengths

1. The test is secure.
2. The level of items is suitable for most college students.
3. The test items were free from offensive sexual, cultural, racial and ethnic bias, and stereotyping.
4. The format was easy to follow.

Weaknesses

1. The test was not designed specifically to assess reading comprehension.
2. The publishers identified 30 percent of the items as being based on formal previous learning rather than on passage comprehension. The reading subcommittee felt that additional items were subject-specific and involved technical definitions and concepts not completely explained in the reading passages.

3. Items were not representative across the three areas. One literal item and nine critical items were identified. Heavy emphasis was placed on interpretive detail and drawing conclusions.
4. Content was not specifically appropriate for prospective educators.
5. Multiple forms are not necessarily considered equivalent forms; this would be a problem relative to retesting.
6. Content of material is limited to factual material in the social sciences and natural science areas; therefore, content variety of passages is limited.

ACT COMP

This test is not suitable. No separate reading score is available.

CCAI

This test is not suitable. Reading is not assessed.

II. LISTENING

The comprehension aspects of listening considered important in the assessment of preprofessional skills are literal, interpretive, and critical. Indicators in each comprehension area were identified, but these were not intended to be considered separate skills. Rather, these indicators were to serve as a guide in determining representative coverage within each comprehension area.

The following tests do not include a component on listening:

PPST

CTBS

TASK

ACT

NTE/C

Strengths

1. Part C of the test was well designed to measure many of the skills among the criteria approved by the task force. Items were of sufficient length and complexity to constitute valid measures of listening proficiency.
2. The subcommittee was impressed that empathic listening (considered difficult to measure) was evaluated by three separate items.
3. The difficulty level of the items was deemed suitable for most of the population for which the test is intended.
4. The test was free of offensive sexual, cultural, racial and ethnic bias, and stereotyping.
5. The test included some items read by an individual with non-standard dialect.

Weaknesses

1. Of the 17 skills (or subskills) listed among the criteria approved by the task force, only 11 or 65 percent were assessed by one or more items on the test.
2. Distinguishing between information and persuasion was assessed by only one test item.
3. Six (6) of the criteria were not assessed by any item on the test.
4. Thirty-two (32) of the 36 test items were designed to assess a single criterion, drawing conclusions.

5. Almost all items in Part A of the test were designed to tap only one skill, drawing conclusions.
6. Items in Parts A and B were too brief to adequately assess most of the criteria.

ACT COMP

The test is comprised of fifteen activities, each designed to assess at least one - and usually more than one - of the four communication skills: listening, speaking, reading, and writing. Since the stimulus tasks draw on general knowledge, they constitute an assessment of previous educational experience as well as communication skills.

Activities 1, 2, and 3 each consist of viewing two television documentaries and one excerpt from a film. The student then responds to three brief multiple-choice items based on the viewing. Activities 10 and 11 require listening to 3-4 minute audiotapes. The student is asked to respond to the stimuli by writing a memorandum and a business letter. The student is evaluated in terms of writing skills and general knowledge, rather than listening.

The remaining activities are designed to assess skills other than listening.

Strengths

1. The level and subject matter of test items are especially appropriate for the population being tested.
2. Without hearing/viewing the tapes, it is impossible to assess potential bias with assurance, but the items appear to be free of offensive sexual, cultural, racial and ethnic bias, or stereotyping.

3. Integration of the four communication skills (listening, speaking, reading, writing) in the stimulus tasks is both a strength and a weakness. The skills are, in fact, interactive and frequently utilized in concert. Integration of the tasks therefore enhances the realism of the stimuli.
4. The willingness of ACT to develop additional items to augment Activities 1, 2, and 3 or to serve as consultants for local development of items would materially enhance the value of the instrument and would permit assessment of several criteria not evaluated by Form IV. Moreover, ACT's willingness to break out a separate score for such augmented items could produce a subscore for listening (albeit without national norms).
5. The test can be scored either locally or relatively inexpensively by ACT. Avoidance of local responsibility for the scoring process is a substantial advantage, since it obviates any expense attaching to local evaluation and eliminates potential conflict of interest.

Weaknesses

1. The current form does not include a subscore for listening.
2. While integration of the four skills enhances the realism of the test situation, the four are not evaluated as discrete skills. Research indicates that oral communication skills do not correlate highly with written skills and listening does not correlate reliably with any of the other three. Hence, a satisfactory composite score could mask weakness in one or more skills and has the potential to conceal a deficiency in listening.
3. The current form of the instrument assesses only six of the 17 criteria approved by the task force or 37 percent. Supplemental

- items in Activities 1, 2, and 3 could tap as many as 14 or 82 percent of the criteria.
4. The test was developed to assess general knowledge as well as information provided in the test items. Since communication cannot be content free, this factor constitutes an asset in assessing speaking and writing, but a liability in assessing listening. In Activities 1, 2, and 3, it is possible to answer all items without reference to the stimulus tapes. Additional or modified items could substantially minimize this weakness.
 5. Activities 10 and 11, while based on a listening stimulus, are essentially assessments of writing skills rather than listening proficiency. Expressive skills are not synonymous with perceptive skills.
 6. Activities 1, 2, and 3 are the only activities that deal directly with listening and these evaluate literal comprehension almost exclusively. Additional items could be developed in order to evaluate most of the critical comprehension subskills and some of the interpretive subskills.

CCAI

The test consists of three tasks: a three minute talk on a subject of the student's choosing, viewing of a 6½-minute videotape followed by questions about the tape, and a dialogue with the evaluator based on typical student experiences. All stimuli and responses are oral. Of the 19 items, four are direct assessments of listening. Except for viewing of the tape, the test is administered individually and requires approximately one-half hour per subject.

Strengths

- 1. Inasmuch as all stimuli and responses are oral, the test constitutes a comparatively "pure" assessment of oral communication skills without a potential influence on the listening score from reading or writing skills.**
- 2. Excellent standardized evaluation criteria have been developed that facilitate a high degree of inter-judge reliability (as high as .92 after a four hour training program).**
- 3. Well-delineated scoring standards would facilitate the training of local evaluators and periodic retraining, as well as provide a continuing check on inter-evaluator reliability.**
- 4. Face validity is very high. Twelve (12) of the 17 criteria or 70 percent are assessed.**
- 5. Because the content of the communication tasks is almost entirely produced by the subject to whom the test is administered, the test is totally free of offensive sexual, cultural, racial and ethnic bias, and stereotyping.**
- 6. Preliminary analysis indicates that the scoring process is free of bias. Comparisons of scores based on sex or minority status yielded no statistically significant differences.**
- 7. In its current form, stimulus items are highly appropriate for college freshmen or sophomores. Modification of stimulus items to enhance their appropriateness for a different population would in no way alter evaluation criteria or the stability of test scores.**
- 8. This instrument has the most potential for assessment of the listening area.**

Weaknesses

1. The test utilization to date has been primarily for diagnostic purposes. The test was not developed for the purpose or the population which is the focus of this task force.
2. While slight modification of some stimulus items would make the content appropriate for any population, no pilot testing of such modifications has been conducted.
3. Insufficient data have been collected in order to develop norms specific to a population of professional or preprofessional educators.
4. The test publisher has neither the staff nor resources to pursue the exhaustive research required to validate the test. Dependence upon sporadic research by volunteers is likely to require some period of time before the full potential of the test can be established.
5. The test would require local scoring at a time expenditure of one-half hour per subject. Local scoring would further require recruitment, training, quality control (periodic assessment of reliability) and establishment of local norms without national standards.
6. No technical manual or alternate forms of the test have been developed to date.

III. SPEAKING

The aspects of speaking that are considered important in the assessment of speaking are: psychomotor (physiological skills), message construction skills, and processing of feedback. Descriptors for each area were identified, but these were not intended to be separate skills.

Rather, these indicators were to serve as a guide in determining representative coverage within each area.

The following tests do not include a component on speaking:

NTE/C

PPST

CTBS

TASK

ACT

ACT COMP

The test is comprised of 15 activities, each designed to assess at least one of the four communication skills: listening, speaking, reading, and writing. Each stimulus task draws on general knowledge and is therefore designed to assess general educational background as well as communication skills.

Activities 13-15 each require the subject to present a 3-minute extemporaneous oral message to be audiotaped for later evaluation.

Strengths

1. Very realistic speaking tasks are designed to assess skills in dyadic communication, group communication, and public communication simulated situations.
2. Content of the simulated speaking tasks appears to be free of offensive sexual, cultural, racial and ethnic bias, and stereotyping.
3. Content and simulated situations for the speaking tasks are highly appropriate for adults of any age. While its current form is not specific to professional or preprofessional educators, there does not appear to be any reason to suppose that modification of a stimulus

(to enhance population appropriateness) would influence the evaluation process or score.

4. ACT can provide scoring of the test relatively inexpensively, or will provide consultants to train local evaluators and provide random rescoring as a measure of evaluator reliability. Avoidance of local responsibility for scoring is a substantial advantage.
5. Despite integration of the four communication skills in the test and the simulated tasks, the test yields a subscore for speaking.
6. The composite communication score correlates highly with effective performance of various adult professional and civic responsibilities. Correlations could therefore be established with professional educators.

Weaknesses

1. Although the simulated speaking situations are highly realistic, the situations do not provide opportunities for communication interaction or processing of feedback. Since five of the 22 criteria can be assessed only by means of interaction, consideration should be devoted to some modification of Activities 13-15 to provide a balance of interaction.
2. National norms have not been developed for the purpose or population which is the focus of this task force.
3. No data were presented to indicate whether the scoring process is free of sexual, racial, or cultural bias.
4. Activities 13-15 are dependent upon general education as well as speaking skills and were designed to assess both.
5. No information was presented on scoring criteria or the specific skills evaluated. It is therefore impossible to determine the

proportion of approved criteria evaluated by the test. At best, it appears to be possible for the test to assess 13 of the 22 criteria or 59 percent.

CCAI

The test consists of three tasks: a three minute talk on a subject of the student's choosing, viewing of a 6½ minute videotape followed by questions, and a dialogue with the evaluator based on typical student experiences. All stimuli and responses are oral. Of the 19 items, 15 constitute direct assessment of speaking. The test requires approximately one-half hour per subject.

Strengths

1. Face validity is very high. Sixteen of 22 criteria or 73 percent are evaluated.
2. Because subject matter is essentially controlled by the student, the test is entirely free from offensive sexual, cultural, racial and ethnic bias, and stereotyping.
3. Preliminary data indicate that the scoring process is free of bias. Comparisons of scores based on sex or minority status yielded no statistically significant differences.
4. In its current form, content of the test is especially appropriate for freshmen and sophomores in college. Stimulus items could be modified for another population without influence on scores.
5. The test is designed to assess dyadic communication skills as well as public communication skills.
6. Because both stimulus items and responses are entirely oral, the test constitutes a relatively "pure" assessment of oral communication

skills. Scores are not subject to influence from reading or writing skills or from extraneous general information.

7. Excellent standardized evaluation criteria have been developed, that facilitate high inter-evaluator reliability (.92 following a four hour training period).
8. A training program has been developed to facilitate recruitment, orientation, and reliability control of local evaluatcrs.

Weaknesses

1. The test was developed for diagnostic purposes. No data have been generated or analyzed for other purposes or populations.
2. The test publisher has neither the staff nor other resources required to develop national norms or norms for professional or preprofessional educators.
3. The test requires administration or scoring by local evaluators (approximately one-half hour per subject). The necessity for training and quality control, plus data analysis to develop statewide norms, would be time-consuming and expensive.
4. While stimulus items could be modified to make test content more appropriate for professional or preprofessional educators, no field testing of such items has been conducted or evaluated.
5. Video or audiotape records of each subject's responses would be required as a legal record of test performance and to serve as quality control on the evaluation process, thus necessitating a storage, retrieval, and indexing system.
6. No alternative forms of the test have been developed to date.
7. No technical manual has been developed to date.

IV. WRITING

The writing subcommittee in its examination of the writing component of all sample tests used the following procedure. Each review involved two readings: the first, for clarity; the second, for consistency with the preprofessional competencies adopted by the subcommittee and approved by the Basic Skills Task Force.

All samples were free of sexual, cultural, racial and ethnic bias, and stereotyping. The report of the review of each instrument follows.

NTE/C

Strengths

The test has no strengths.

Weaknesses

1. Approximately 60 percent of the skills are addressed.
2. Several sentences are ambiguous.
3. The sample expository model requires some professional training or experience. Presupposing such training, the assignment for the preprofessional could result in an essay of conjecture.

PPST

The subcommittee reviewed the PPST, Form EPS, submitted by the Educational Testing Service. After its examination, the subcommittee concluded that the sample test is appropriate for the following reasons:

Strengths

1. The test is a satisfactory holistic assessment instrument.

2. The test is secure.
3. The content is appropriate for the level of the student to be assessed.
4. Administration procedures are flexible.

Weaknesses

1. Only 58 percent of the prescribed skills are addressed.
2. Paragraphing is not addressed.

CTBS

On this form, approximately 90 percent of the prescribed skills are addressed.

Strengths

1. Questions include such items as punctuation, agreement of subject and verb, agreement of pronoun and antecedent, and recognition of parts of speech.
2. Some questions test the student's ability to combine sentences and to recognize proper subordination.
3. Several questions test the student's understanding of a topic sentence, recognition of supporting details, and recognition of a suitable conclusion.
4. Directions, questions, and choice of answers appear to be free of ambiguity.
5. The analytical vocabulary section is appropriate for college students.

Weaknesses

1. The test has no writing sample. In response to this omission, the company representative asserted that a writing topic might be more effectively addressed locally (e.g., within the state). He further suggested a training session for readers who could suggest suitable topics.
2. The test is not a secure instrument.
3. The test is normed on high school juniors and seniors.
4. The test has no equated forms.

TASK

Strengths

1. The test covered approximately 84 percent of the stated competencies.

Weaknesses

1. The section on use of Standard English seems to encourage "educated guessing," for the student chooses the best of four groups of words which express the same idea.
2. The section does not adequately measure agreement of subject and verb.
3. The test does not adequately measure proper use of pronouns.
4. The test did not include a writing sample.

ACT

Strengths

1. The format (letters, paragraphs) effectively measures recognition of mechanical errors.

2. The test effectively measures a student's sensitivity to elements of style.

Weaknesses

1. The test does not have an assessment of writing sample.

ACT COMP

Strengths

1. The test requires the student to develop several short writing samples on topics relative to one's general education program.
2. The test is secure.

Weaknesses

1. The writing assignment is dependent upon knowledge of a tape, which the committee did not hear. Familiarity with the tape might aid in understanding the writing assignment; however, without that familiarity, the subcommittee reserves its opinion about the assigned writing topics.
2. The test does not adequately measure a student's ability to recognize or develop a thesis.

V. MATHEMATICS

The aspects of mathematics that are considered important in the assessment of mathematics are: computation, problem solving, relations, measurement, and computer skills. Descriptors for each area were identified, but these were not intended to be separate skills. Rather,

these indicators were to serve as a guide in determining representative coverage within each area.

PPST

Strengths

1. The test is secure.
2. The test was developed for a population similar to that which Policy 5100 addresses.
3. The test measures approximately 49 percent of the competencies.
4. The test is directed toward the use of mathematics in general problem solving application.

Weaknesses

1. The test did not measure specific computational skills to a great degree.
2. Approximately 50 percent of the required competencies were not tested by any items.

NTE/C

Strengths

1. The test is secure.
2. The test is a measure of logical problem solving.

Weaknesses

1. The test measured 42.5 percent of the stated competencies.
2. The test has 25 items.

3. The test is part of the NTE - Core Battery test and the number of items are not sufficient for a valid independent score in mathematics.

CTBS

Strengths

1. The test measures 51.6 percent of the required competencies.

Weaknesses

1. The test is not secure.
2. Computation problems were too complex.
3. Problem solving questions were too complex.
4. The test was not developed for the population addressed in Policy 5100.

TASK

Strengths

1. The test measures 54 percent of the required items.
2. The test is a good measure of computational skills.

Weaknesses

1. The test is not secure.
2. The test is weak in mathematics application.
3. The test is part of a battery and is not designed to stand alone.
4. The test was not developed for the population addressed in Policy 5100.

ACT Assessment

Strengths

1. The test is secure.
2. The ACT is required of all West Virginia college freshmen; therefore, the score may be correlated to a minimum skill level on an adopted instrument at a later date.

Weaknesses

1. The test measured 26.8 percent of the required items.
2. The test is part of a comprehensive battery; all parts of the battery must be taken.
3. The test measures a much higher level of mathematics concepts than what the competencies specified.

ACT COMP

The instrument does not measure mathematics skills.

CCAI

The instrument does not measure mathematics skills.

TECHNICAL CONSIDERATIONS RELATED TO PREPROFESSIONAL SKILLS TESTING

The Basic Skills Task Force has defined basic skills for prospective teachers as charged by the West Virginia Board of Education. Because of the inexact nature of testing and measurement of these skills, careful consideration is warranted in implementing testing to assure that fair and meaningful decisions about preprofessional competence can be made. The

technical considerations related to theory and technique of measurement that are minimally acceptable to fair, meaningful, and useful testing are delineated in the 12 items that follow shortly.

The task force recommends that conditions which reflect the best theory and practice currently accepted in the field of testing and measurement (psychometrics) be incorporated into the testing program. These conditions are:

- 1) The selected test(s) should specifically measure those competencies identified in Appendix E.
- 2) All students, regardless of the training institution, should take the same test(s). If an institution elects to substitute other measures, those measures must be shown to be equivalent to the recommended test(s). Strict equating studies must be conducted to assure equivalence and comparability of the substitute measure(s) with the test(s) recommended by the task force.
- 3) The test(s) must be secure instruments. No person may have access to the forms other than during the actual test administration. A system of controlled administration must be developed and adopted to assure the security of the test(s).
- 4) Equivalent forms of the same test(s) must be available or developed to enhance security. Without equivalent forms, no assurance of equal opportunity to all students can be established or maintained, nor longitudinal data compiled.
- 5) Students should be tested at specific test sites at predetermined times by proctors trained to administer the tests. No student should enter the test site after testing

- begins, or exit before the completion of the test or tests. Only one test should be distributed to and worked on by the students at any one time at each test site.
- 6) Cut scores should be based upon the results of testing under formal test conditions.
 - 7) Decisions about student competence should be based upon the total score for each administered test. However, subscores within the particular domains of a skill area test should be provided to students but subscores are not adequate to certify or deny competence for the skill area.
 - 8) Students who fail any or all parts of the test(s) should be provided the opportunity to retake any or all parts failed. An equivalent form of the failed test(s) must be administered during the retesting process.
 - 9) Scores and item analysis reports for students should be provided to institutions of higher education.
 - 10) If no test is found that measures all of the identified competencies, the test or tests that measure the greatest proportion of competencies should be selected if other approved criteria are equal. It is, however, necessary that any test be of adequate length and content coverage to be considered a valid and reliable measure of the assessed skill.
 - 11) The test(s) should be administered under the same conditions at all institutions.
 - 12) Students and staff at all institutions should be informed of the test content, cut scores, and consequences of the testing prior to taking the test.

Compliance with the above stated conditions does not assure perfect testing practices and procedures; however, the task force considers these essential to any quality testing program. All conditions are subject to alteration upon the collection and analysis of data related to the testing program. Furthermore, other conditions designed to improve the testing program may be added in response to unforeseen circumstances.

RECOMMENDATIONS FOR ASSESSMENT INSTRUMENTS

None of the tests reviewed measured 100 percent of the identified competencies and related indicators. Subsequently, it would be preferable to fund the development of a battery of instruments which would assess all competencies and meet all criteria essential for tests selection. In view of the fact that the Basic Skills Task Force was informed that funds were not available for test development, the task force recommends the utilization of those assessment instruments which satisfied the most criteria. Four skill area assessment instruments are recommended for pilot testing with the provision that monitoring of existing instruments and new instruments be ongoing during the initial phase of the preprofessional skills testing program. This initial phase is intended to:

- a) Evaluate the competencies identified for preprofessional skills,
- b) Conduct research in the areas noted,
- c) Monitor the procedures closely, and
- d) Collect data over a 3-5 year period for the purpose of establishing cut scores.

Reading

The Basic Skills Task Force recommends the NTE Pre-Professional Skills Tests as the appropriate instrument to assess the reading competence of prospective educators. This decision is based on the following test characteristics: 1) the secure nature of the instrument; 2) the appropriateness and variety of the passages; 3) adequate assessment of literal, interpretive, and critical comprehension; 4) comparative maximal coverage of indicators within each area; and 5) multiple-forms for retesting purposes.

Listening

None of the instruments reviewed was acceptable and thus no instrument is recommended for adoption. The ACT COMP has potential as a base on which to build a listening test and the American College Testing Program representatives have indicated a willingness to develop an expanded ACT COMP instrument for approximately \$20,000-\$50,000. The Basic Skills Task Force recommends that funds be allocated to develop a listening instrument and that appropriate members of the task force be asked to serve in a consultant role during the development, adoption, and monitoring phases.

Speaking

Speaking should be assessed by the ACT COMP activities 13, 14, 15 with the following recommendation:

Consultation with ACT should be undertaken to investigate the feasibility of including oral communication interaction in the test in order to assess interpersonal as well as public communication skills.

Writing

The Basic Skills Task Force recommends the NTE Pre-Professional Skills Tests as an appropriate instrument to assess the writing skills of prospective educators. After careful review of all assessment instruments, it was felt that the PPST was the best choice because 1) it is a secure test, 2) it includes a writing sample, and 3) it was designed specifically for the population that West Virginia plans to assess. The task force was concerned with the portion of assessment related to mechanics. It is recommended that the test be reviewed over a three year period to determine the strengths of the PPST to assess preprofessional writing skills.

Mathematics

Mathematics should be assessed by the NTE Pre-Professional Skills Tests.

In reviewing the several assessment instruments, no evaluation of computer skills was found. In conversations with representatives of several testing companies, it was indicated that the area of "computer skills" is not clearly defined and that the area is changing so rapidly that standardized assessment cannot be done at this time. Decisions regarding the standardization of computer languages, keyboard configuration, etc. will have to be made before general assessment of computer skills can be attempted.

SUBSTITUTION OF APPROVED ASSESSMENT INSTRUMENTS

If an institution elects to substitute measures other than those recommended by the West Virginia Board of Education, it must show that the substitute instrument is comparable to the adopted test(s). In addition, the substitute measure must also be reviewed in terms of the criteria to be considered in test(s) selection outlined on pages 13 and 14. Strict equating studies must be conducted by the institution to assure equivalence and comparability of the substitute measure with the approved measure. Methodologies used and findings of the equating studies must be presented to the West Virginia Board of Education for approval of the alternate measure as well as a recommendation for local institutional adoption by the West Virginia Department of Education and/or the committee recommended to oversee the testing component.

RECOMMENDATIONS RELATING TO: RESEARCH, INSTITUTIONAL CONSIDERATION AND FUNDING OF THE PREPROFESSIONAL SKILLS COMPONENT

The Basic Skills Task Force suggests that the West Virginia Board of Education give special attention to the implementation of the following recommendations in order to:

1. Evaluate the preprofessional skills testing component,
2. Assess the merits of the testing component continuing in its present or in a new form,
3. Determine if the identified skills are essential to being an effective educator, and
4. Establish acceptable proficiency levels based on recommended scores.

Recommendations Related to Research

The task force recommends that research be undertaken in the following:

Correlation of ACT Scores with PPST Scores

Test data should be accumulated over a 3-5 year period to indicate the degree of correlation between the ACT scores in mathematics and the mathematics component of the Pre-Professional Skills Tests. Also, studies should be conducted in relation to ACT scores in English, social studies, and the reading component on the Pre-Professional Skills Tests. If data accumulated over a period of several years indicate that students scoring above a certain point on the ACT also perform at an acceptable level on the appropriate component(s) of the PPST, a recommendation to exempt those scoring at a designated level on the ACT could be justified.

Relationship Between Skills Assessed on Adopted Instruments and Those Demonstrated by Effective Educators

Research should be undertaken to examine the relationship between the skills assessed by the test(s) and those demonstrated by effective beginning professional educators. The research must be longitudinal in nature and in accordance with accepted principles of educational research.

Predictive Validity Studies

Predictive validity studies should be conducted as data become available for analysis. This research should be

designed and conducted prior to the establishment of cut scores.

Recommendations for Institutional Consideration

The Basic Skills Task Force recommends:

1. The assessment of the preprofessional skills component occur at a point in the student's program that permits diagnostic assessment and remedial intervention, if necessary.
2. All decisions related to retesting of students in failed test(s) are within the prerogative of the institution. Each institution is encouraged to develop and adopt a set of guidelines related to implementation of the testing component.
3. Efforts should be made to assure that the test(s) are administered under similar conditions at all institutions.

Recommendations Regarding Funding

The Basic Skills Task Force recommends that funds be allocated to:

1. Develop a customized listening test.
2. Conduct research as recommended.
3. Establish an ongoing committee charged with monitoring and providing direction to the testing program.

Appendix A
Policy 5100



State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

M E M O R A N D U M

TO: County Superintendents, Chief Instructional Leaders, Continuing Education Coordinators, Certification Officers, College Presidents, College Deans and Education Department Chairpersons, Teacher Education Center Directors, RESA Directors, West Virginia Department of Education Staff, West Virginia Board of Regents Staff, West Virginia Advisory Council on the Professional Development of Educational Personnel, Professional Organizations, and Other Interested Individuals and Groups

FROM: Roy Truby, State Superintendent of Schools

RE: Teacher Education Policy Number 5100

DATE: April 8, 1982

The West Virginia Board of Education at its April 2, 1982 session adopted Policy 5100 as a means to assure the Quality of Learning in West Virginia public schools. This policy was derived from the Plan for Professional Development of Educational Personnel in West Virginia (Initial Preparation Phase) and presented it to the Board at its regular session in January 1982. The purpose of the policy is to continue to improve educational personnel preparation programs and to ensure that those who are licensed for employment in the public schools have achieved the skills and knowledge necessary to function as entry-level members of the profession.

The attached policy reflects input from visits to college campuses, meetings with Board of Regents staff, professional associations, and the West Virginia Advisory Council on Professional Development of Educational Personnel.

The West Virginia Board of Education is most appreciative of the input provided during the comment period and solicits your cooperation and continued participation in the development, implementation, and, if necessary, amendment of Policy 5100 through the collaborative efforts of the groups mentioned above.

RT:ajs:M/6hk

Attachment

ASSURING THE QUALITY OF LEARNING IN
WEST VIRGINIA SCHOOLS:
PLAN FOR PROFESSIONAL DEVELOPMENT OF
EDUCATIONAL PERSONNEL
(Initial Preparation Phase)

PREFACE

The purpose of this policy is to continue to improve educational personnel preparation programs and potential educational personnel and to ensure that those who are licensed for employment in the public schools have achieved the skills and knowledge necessary to function as entry-level members of the profession. The policy requires that before an individual can be certified he/she must complete a state approved preparation program consisting of a) a basic skills component with a statewide acceptable level of proficiency; b) a general studies component which defines a well educated person exiting from the program; c) a content specialization component with a standardized test(s) correlated with public school roles and learning outcomes and attainment of an empirically derived proficiency level in each endorsement area for which certification is requested; and d) a professional education component with a standardized performance measurement. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supercede any other certification requirements mandated by State code and West Virginia Board of Education regulations.

This policy commits the West Virginia Board of Education to develop the program objectives, assessment instruments, and proficiency levels for the professional preparation of educational personnel through a collaborative effort involving the West Virginia Department of Education, the West Virginia Board of Regents, public school administrators, and classroom teachers. In each specific endorsement area, such as superintendent, principal, counselor, teacher, individuals from that field in institutions of higher education, and individuals practicing in the schools shall be involved in the development of the endorsement area program objectives.

The policy is based on the following assumptions: current programs have reached a point of high quality and need flexibility for continued growth; there is no one best way to train a teacher; a portion of teaching is measurable; no one test should determine certification; a paper and pencil test alone is not sufficient to discriminate between effective and less effective teachers; teacher education should occur within a state approved program; this policy is directed toward entry level proficiency; test scores and proficiency levels should not be arbitrarily determined; tests should not be unfairly discriminatory for minority students.

PROGRAM COMPONENTS, DESCRIPTIONS, AND ASSESSMENT

All educational personnel development programs at both undergraduate and graduate levels, shall consist of four components: basic skills, general studies, content specialization, and professional education. Successful completion of the four components represents exit criteria from a state approved preparation program, not entry level requirements for admission to teacher education.

1. Basic Skills

- a. Description. Basic skills shall be defined in cooperation with public school administrators and classroom teachers, representatives from public and private institutions of higher education, personnel from the West Virginia Department of Education and West Virginia Board of Regents and approved by the West Virginia Board of Education. This definition shall be submitted to the West Virginia Board of Education by December 31, 1982. This component does not necessarily include a formal body of knowledge for instruction at the collegiate level.
- b. Assessment. Basic skills shall be assessed by the institution using a validated instrument. The institution may use college admission criteria, e.g. ACT, SAT, NTE, etc., or college basic skills requirements in making the partial or total basic skills mastery judgment.
- c. Proficiency Levels. The acceptable level of performance in the basic skills shall be determined in cooperation with public school administrators and classroom teachers, representatives from public and private institutions of higher education, personnel from the West Virginia Department of Education and West Virginia Board of Regents and approved by the West Virginia Board of Education. Previous completion of a state approved educational personnel preparation program may be accepted as evidence of the basic skills component.

2. General Studies

- a. Description. General studies shall be based upon an institution's definition of its concept of an educated person.
- b. Assessment. General studies shall be assessed by the established institutional assessment techniques.
- c. Proficiency Levels. The general studies proficiency level shall be determined by the individual public and private institutions of higher education.

3. Content Specialization

- a. Description. Content specialization pertains to the endorsement areas and grade levels listed on a professional certificate in accordance with School Laws for West Virginia §18A-3-1. Content specialization shall include, but not be

limited to, specific public school learning outcomes approved by the West Virginia Board of Education. It is also recognized that institutions of higher education have a role in curriculum development and the training of teachers that goes beyond any prescribed public school curriculum. The distribution of credit hours in this component shall be determined by the institution. Endorsements in other than teaching areas, such as principals, counselors, shall be validated against a task analysis of their roles and functions in the public schools.

- b. Assessment. Content specialization shall be assessed by a state approved standardized test administered across all institutions for each certification endorsement area. Low incidence endorsement areas will be studied to determine the feasibility of state developed instruments to assess proficiency levels.

The assessment of a content specialization area shall be administered to allow institutions to use the results when advising students of their knowledge and skill mastery levels.

- c. Proficiency Levels. The content specialization proficiency level shall be determined by using assessment instruments developed and adopted by the West Virginia Board of Education. All such proficiency levels will be empirically derived in cooperation with test designers, public school administrators and classroom teachers, representatives from public and private institutions of higher education, the West Virginia Board of Regents, and personnel from the West Virginia Department of Education and approved by the West Virginia Board of Education.
- d. Interim Period Prior to Adoption of Standards and Assessment Instruments. The institution of higher education shall continue to implement its currently approved content specialization component and to administer its currently approved program evaluation system e.g., National Teacher Examinations, Undergraduate Record Examination, or institutionally validated tests with proficiency levels determined by the institution.

4. Professional Education

- a. Description. Professional education shall be designed to develop professional program objectives related to teaching, administration, and service roles as well as those that relate to learner styles and human growth and development characteristics. Professional education shall include, but not be limited to, theory, skills, strategies, and methods of designing, implementing, and evaluating educational programs for early childhood, middle childhood, adolescent, and adult levels. Institutions shall have the latitude to go beyond the collaboratively determined professional education program objectives in accordance with their missions and philosophies. Field experiences shall be implemented cooperatively with the county school districts in accordance with §18-2-6.

- b. Assessment. Professional education shall be assessed by the administration of a statewide standardized performance instrument for the culminating field based experience. Institutions of higher education shall use the instrument to assess performance of the field experience in each endorsement area for which certification is requested. The assessment instrument shall relate to the professional education program objectives and the criteria used by county school districts in evaluating educational personnel performance. The standardized performance instrument shall be administered by a local team composed of the higher education supervisor and public school cooperating teacher(s).

This standardized performance instrument will include, but not be limited to, requiring the prospective educator to: 1) integrate knowledge, attitudes, and teaching skills in the act of teaching knowingly and deliberately; 2) explain why particular curricular and instructional strategies were used with learners; and 3) assess the success of curricular and instructional strategies and identify alternatives when success is not met.

- c. Proficiency Levels. The standardized performance instrument and the acceptable proficiency level on the standardized performance instrument for the culminating field based experience shall be developed by instrument designers in collaboration with public school administrators and classroom teachers, teacher education faculty from public and private institutions of higher education and personnel from the West Virginia Department of Education and the West Virginia Board of Regents and approved by the West Virginia Board of Education. Verification of the demonstration of the proficiency level shall be by both college supervisor and cooperating teacher(s). Irresolvable conflicting judgments may be appealed to the institution's Educational Personnel Preparation Advisory Committee.
- d. Interim Period Prior to Adoption of Standards and Assessment Instruments. The institution of higher education shall continue to implement its currently approved professional education component and to administer its currently approved program evaluation system.

PROGRAM IMPLEMENTATION

1. Proficiency Levels

All test activities adopted by the West Virginia Board of Education for licensure purposes including development, selection, validation, and establishment of cut-off scores and non-discriminatory practices in testing minority students shall be addressed in collaboration with test designers when appropriate, public school administrators and classroom teachers, representatives from institutions of higher education, and personnel from the West Virginia Department of Education and the West Virginia Board of Regents and approved by the West Virginia Board of Education.

2. Admission to Teacher Education

The criteria for admission to educational personnel preparation programs will be determined by the institution of higher education using written policies adopted by the institution. The state adopted assessment instruments are not program admission requirements.

3. The Educational Personnel Preparation Advisory Committee (EPPAC)

Each institution of higher education which offers an educational preparation program shall have an Educational Personnel Preparation Advisory Committee which consists of at least representatives from college and university educators, public school administrators and classroom teachers, and the liaison to the institution from the West Virginia Department of Education Office of Educational Personnel Development. The function of this group is to serve as the primary advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all programs and policies for the preparation of educational personnel within the institution. This Committee shall also establish a due process procedure related to appeals concerning the program components.

4. Development of Standards and Implementation Dates

The following timeline is based on a projected completion of the program objectives for basic skills by December 31, 1982 and for professional education by June 30, 1983.

- a. Students who enroll in an educational personnel preparation program in the fall of 1985 and thereafter in order to be eligible for certification shall complete an approved program including the demonstration of State Board adopted proficiency levels in 1) basic skills 2) general studies, 3) content specialization(s), and professional education.
- b. Institutions of higher education must develop and submit to the West Virginia Board of Education for its approval the basic skills, general studies, and professional education components by December 31, 1984.
- c. The implementation of each content specialization component shall be in effect one school year following the adoption of content specialization assessment instruments by the West Virginia Board of Education. The content specialization tests are projected for completion at the rate of ten areas per year beginning in FY 83 based upon available funds. The institutions of higher education shall have one year after State Board adoption to begin implementation of the program objectives, assessment instruments, and proficiency levels.
- d. Institutions of higher education must implement the concept of an educational personnel preparation advisory structure for program development and review during the 1982-83 school year. The institutions with the Educational Personnel Preparation Advisory Committee shall design in FY 82 a

management plan to meet the requirements of this policy. The plan shall be filed with the West Virginia Department of Education prior to June 30, 1983.

- e. Institutions of higher education that wish to implement a component(s) prior to the mandated date may do so provided the component has been approved by the West Virginia Board of Education.

5. Relationship to Current Standards

The West Virginia Board of Education will continue to maintain the current program approval model for new and experimental programs.

Current standards and approved programs based upon existing standards will remain in effect until September 1985 unless the institution opts to receive West Virginia Board of Education approval for the new component(s) prior to this date. However, on-site evaluations will be replaced by technical assistance activities associated with meeting the timelines for development of each of the components.

- a. Annual Reports. Each institution of higher education will submit an annual program report to the West Virginia Department of Education. The first annual report will be the institution's management plan for implementation. Thereafter, each report will describe the institution's progress toward the implementation of the management plan and update the objectives of the plan based upon evaluation data on the currently approved evaluation instrument and procedures identified in Standard VIII.
- b. New Programs. New educational personnel preparation programs developed by West Virginia institutions of higher education shall continue to be evaluated by an external reviewer(s) who shall conduct an on-site assessment in accordance with West Virginia Board of Education procedures for program approval. New programs and their components must be developed in accordance with this policy.
- c. Professional Certification for Out of State Applicants. Out of state applicants for certification in West Virginia after June 30, 1985 shall meet state required proficiency levels. A statewide task force shall be established to recommend by June 30, 1984, procedures and criteria for out of state applicants to receive a West Virginia professional certificate consistent with this policy.
- d. Use of Assessment Data. Assessment data are to be used diagnostically within approved programs for both program modification and counseling for individual students.

6. Review Process and Follow-up of Graduates

This program approval process shall be reviewed by the West Virginia Board of Education in 5 year cycles in accordance with Interstate Certification Compact requirements.

The West Virginia Department of Education shall be responsible for conducting follow-up studies of graduates of West Virginia institutions of higher education employed in the public schools of West Virginia and providing information to the institutions of higher education for program development. These studies shall be planned and conducted in cooperation with the West Virginia Board of Regents.

NS: U/4

Appendix B

Copy of State Superintendent Truby's Letter Outlining Charge



State of West Virginia
Department of Education
Charleston

25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

August 16, 1982

Dr. Jack Maynard
Assistant Dean
College of Education
Marshall University
Huntington, WV 25701

Dear Dr. Maynard:

On behalf of the West Virginia Board of Education, I am pleased to appoint you as chairperson of the Basic Skills Task Force.

The task force formation is a result of the adoption of Policy 5100 by the West Virginia Board of Education on April 2, 1982. This policy contains the basic plan for the professional development of educational personnel during their initial preparation phase and provides that program components will 1) be defined in terms of program objectives related to public school personnel roles and functions, 2) have statewide adopted performance levels, and 3) use assessment instruments which are criterion-referenced.

The charge to this task force, which is comprised of representatives from public schools and institutions of higher education, the West Virginia Board of Regents, and the West Virginia Board of Education, is twofold: 1) to define basic skills by December 31, 1982, and 2) to identify, by June 30, 1983, appropriate standardized measurement instruments and recommend statewide performance levels to the State Board of Education. Please note that the charge is to develop the component and not to discuss or offer a recommendation regarding the appropriateness of a basic skills component. Additionally, standardized measurement instruments will be used by the institutions of higher education in the assessment of basic skills competencies of individuals expecting to serve in the public schools of West Virginia. The product and recommendations of the task force should be submitted to me in order to be placed within the approved process for the revision of teacher education standards.

Noreita Shamblin, West Virginia Department of Education, will serve as vice chairperson. Her responsibility is to serve as resource person from the Department, providing technical assistance and securing resources necessary for the conduct of task force work. You, however, are the formal leader of the task force.

60

Dr. Jack Maynard
Page Two
August 16, 1982

The work of the task force is essential to the implementation of Policy 5100; therefore, it is important that task force members attend all sessions. Expenses for travel, food and lodging will be reimbursed by the West Virginia Department of Education in accordance with state regulations.

Attached is a list of the task force members including addresses, telephone numbers and biographical sketches, appointed by the West Virginia Board of Education at its meeting on August 13, 1982. This information will be helpful in calling the task force to an early initial meeting.

Best wishes for a productive professional experience as a chairperson of the task force and thank you for your willingness to participate in this critical and timely personnel development activity.

Sincerely,



Roy Truby
State Superintendent of Schools

RT:jj:Z/BKTS

Attachment

Appendix C
Information on Individual Members

BASIC SKILLS TASK FORCE

Florena Colvin is an English and literature teacher at Logan High School where she also serves as yearbook sponsor. She has been at Logan High School since 1954. In 1978, she was selected West Virginia's "Teacher of the Year." Mrs. Colvin serves as president of the West Virginia Professional Education Association and will be a representative of the public school classroom teacher category on the Basic Skills Task Force.

- B.A. - University of Kentucky
- Additional graduate work at the University of Kentucky, Marshall University and West Virginia University.

Mark Tankersley is currently a reading specialist in Marion County and has served in the same capacity in Fayette County. Mr. Tankersley, who is active at the local and state levels in the West Virginia Education Association will represent the public school classroom teacher category on the Basic Skills Task Force.

- B.A. - Marshall University
- M.A. - Marshall University

John Hughes is the superintendent of Mercer County Schools, a position which he has held since 1979. Prior to coming to Mercer County, he served in several administrative and instructional capacities with Kanawha County Schools. Mr. Hughes is a member of the Adolescent Teacher Education Committee which is involved in the revision of the state educational personnel preparation standards. He represents the public school administrator category on the Basic Skills Task Force.

- B.S. - Morris Harvey
- M.A. - Marshall University

Susanne Newbrough is the elementary principal for curriculum and instruction, a position which she has held since 1975, at the North Elementary School in Monongalia County. Prior to 1975, she held several principal and teaching assignments in the county. She was Monongalia County's "Teacher of the Year" in 1972. Ms. Newbrough represents the public school administrator category on the Basic Skills Task Force.

- B.S. - West Virginia University
- M.A. - West Virginia University

Marsha Carey has recently been appointed principal of the McKinley Junior High School in Kanawha County. She has also been a science teacher in Kanawha County and held principalship at Dunbar High School and Roosevelt Junior High School. Dr. Carey has served on several

North Central and state teacher education accreditation teams. She will represent the public school administrator category on the Basic Skills Task Force.

- B.A. - Marshall University
- M.A. - West Virginia University
- Ed.D. - Virginia Polytechnic Institute

Margaret Byrer is a professor of English at Shepherd College. She also taught at Mt. Hope High School. Ms. Byrer has served as the college representative to the Advisory Council of the West Virginia Board of Regents. She will represent the public higher education institutions on the Basic Skills Task Force.

- B.A. - West Virginia University
- M.A. - West Virginia University

Mildred Jones is associate professor of education at Bluefield State College. She has served on several county, regional, and state committees and task forces, among them the State-Regional Committee on Revision of the Classification System. Ms. Jones will represent the public higher education institutions on the Basic Skills Task Force.

- B.S. - Bluefield State College
- M.A. - West Virginia University
- Postgraduate - West Virginia University and West Virginia College of Graduate Studies

Marilyn Fairbanks, is professor of reading at West Virginia University. She has been on the West Virginia University faculty since 1971 where she served as director of the reading lab for 10 years. She has also taught at the University High School, University of Nebraska, and Cheng Kung University, Tainan, Taiwan. Dr. Fairbanks is a member of the West Virginia Reading Council. She will represent the public higher education institutions on the Basic Skills Task Force.

- B.A. - University of Nebraska
- M.A. - University of Nebraska
- Ed.D. - West Virginia University

Jack Maynard is assistant dean of the College of Education at Marshall University. Prior to coming to Marshall, he was a high school mathematics teacher at Barboursville High School in Cabell County. Dr. Maynard was a member of the West Virginia Executive Committee of the Council of Teachers of Mathematics. He has served as vice president and president of the West Virginia Association of Colleges for Teacher Education. He will represent public higher education institutions on the Basic Skills Task Force.

- B.A. - Marshall University
- M.A. - Marshall University
- Ed.D. - West Virginia University

Donald Hagen is the dean of the Community and Technical College at West Virginia Institute of Technology, a position he has held since 1975. He assumed his current position with an extensive record of instructional and administrative assignments held in Wisconsin, Missouri, and Pennsylvania, primarily in the area of vocational and technical education. He has also been involved with a number of civic and educational task forces. Dr. Hagen will represent the public higher education institutions on the Basic Skills Task Force.

- B.S. - Stout State University (Wisconsin)
- M.A. - Stout State University
- Ed.D. - University of Illinois

Jerry Long is director of teacher education and chairperson of the education department at Davis & Elkins College. Dr. Long is currently serving on the West Virginia Textbook Adoption Advisory Committee of the West Virginia Board of Education. Prior to assuming chairmanship at Davis & Elkins College, Dr. Long was director of social studies education at Arkansas State University, serving on numerous statewide committees during his eight year tenure. He has been a public school teacher in both Arkansas and Kansas. Dr. Long will represent the private institutions of higher education on the Basic Skills Task Force.

- B.A. - Northeastern (Oklahoma) State University
- M.S. - Oklahoma State University
- Ed.D. - Oklahoma State University

Thomas Montebell is coordinator of assessment and testing, West Virginia Department of Education. He is recommended for membership on the Basic Skills Task Force since it is anticipated that his expertise and experience with the state-county testing program will be valuable to the deliberations of the task force, particularly on technical matters related to the assessment of basic skills proficiency levels. Mr. Montebell will represent the West Virginia Department of Education on the Basic Skills Task Force.

- B.A. - Princeton University
- M.Ed. - Indiana University of Pennsylvania

Ronald B. Childress is special assistant to the chancellor of the West Virginia Board of Regents and associate professor of education at West Virginia College of Graduate Studies. Dr. Childress has been a faculty member at COGS since 1975. Prior to that he held teaching positions at both the higher education and secondary levels in Tennessee. Dr. Childress will represent the West Virginia Board of Regents on the Basic Skills Task Force.

- B.S. - East Tennessee State University
- M.A. - East Tennessee State University
- Ed.D. - University of Tennessee

Debra Sullivan is coordinator of reading, West Virginia Department of Education. She also works with educational personnel to improve instructional effectiveness through consideration of teacher effectiveness research findings. Mrs. Sullivan has experience as an elementary and middle school English/Language Arts teacher in Virginia, New York, and Pennsylvania in addition to experience as a reading specialist in Fayette County. Mrs. Sullivan will represent the West Virginia Department of Education on the Basic Skills Task Force.

- B.S. - University of Virginia
- M.A. - University of Pittsburgh

Sylvia Ridgeway is an English teacher at Huntington High School School in Cabell County since December 1976. She has also held secretarial positions with the College of Education at Marshall University and with Xerox Corporation. She will represent the public school classroom teacher category on the Basic Skills Task Force.

- B.A. - Marshall University
- Graduate Credit at Marshall University

Susan Thomas Ferrell is an assistant professor of education at the University of Charleston. Dr. Ferrell has served as a language arts teacher at the secondary level in Ohio and also served four years as a resource language arts teacher in Lexington, Kentucky. In addition, she has taught part time for the University of Kentucky and Marshall University. She will represent private higher education institutions on the Basic Skills Task Force.

- B.A. - Marshall University
- M.A. - Marshall University
- Ed.D. - University of Kentucky

TECHNICAL CONSULTANTS

Raymond Brinzer is Curriculum Coordinator for English-Language Arts at the West Virginia Department of Education. Prior to accepting that position in 1977 he saw service in a number of teaching roles. Those roles included: 4-6 grade social studies and English teacher; 4-5th age-level nongraded reading teacher; and university tests and measurements teacher. Additionally, he has taught in a number of other areas and has administrative experience as a reading supervisor and tests and measurements team leader. He is a member of the American Reading Forum, American Educational Research Association, and National Council of Teachers of English.

- B.S. - Slippery Rock State College
- M.Ed.; M.A.T. - University of Pittsburgh
- Ph.D. - Pennsylvania State University

Ernestine Capehart is coordinator of mathematics for the West Virginia Department of Education. Prior to this, she was a mathematics teacher in Cabell and Kanawha counties and has taught classes for West Virginia Institute of Technology, West Virginia College of Graduate Studies, and Marshall University. She presently serves as Southeast Regional Representative for the National Council of Teachers of Mathematics.

- B.A. - Marshall University
- M.A. - West Virginia College of Graduate Studies

Dorothy Johnson is a professor at Marshall University where she has been chairman of the Department of Speech since 1974. Formerly she served on the faculty of West Virginia University and Wattana Wittaya Academy in Bangkok, Thailand. She has served on several state teacher education accreditation teams. She is a member of the Speech Communication Association and the International Communication Association in addition to other professional associations, and currently serves as president of the West Virginia Speech Communication Association.

- A.B. - Wheaton College
- M.A. - University of Pennsylvania
- M.A. - Northwestern University
- Ph.D. - Ohio State University

Officers and Ex Officio Members of the Basic Skills Task Force

Chairman

Jack Maynard, Assistant Dean, College of Education, Marshall University

Vice Chairman

Noreita Shamblin, Teacher Education Coordinator, Office of Educational Personnel Development

Ex Officio Member

Robert Griffis, President, West Virginia Advisory Council on the Professional Development of Educational Personnel

A/BKTF2 - 8/24/83

Appendix D
Summary of Work Sessions

68

**SUMMARY OF FIRST WORK SESSION
OF THE
BASIC SKILLS TASK FORCE**

October 14-15, 1982
Camp Virgil Tate - Kanawha County

Members Present: Ms. Margaret Byrer, Dr. Ronald Childress, Ms. Florence Colvin, Dr. Marilyn Fairbanks, Mr. Robert Griffis, Dr. Donald Hagen, Ms. Mildred Jones, Dr. Jerry Long, Dr. Jack Maynard, Ms. Susanne Newbrough, Ms. Sylvia Ridgeway, Ms. Noreita Shamblin, Mr. Mark Tankersley

Members Absent: Ms. Marsha Carey, Mr. Tom Montebell, Ms. Debra Sullivan

Guests Present: Dr. Nick Hobar, Dr. Al Leonard

The session began with a discussion of the plan for professional development in West Virginia and a summary of Policy 5100. Dr. Nick Hobar summarized the history of professional development of educational personnel for the group. Dr. Al Leonard summarized several key points contained in the draft titled "Instituting a Basic Skills Mastery Program for Prospective Teachers." A discussion related to definition and concept of basic skills continued for the remainder of the first day.

On the second day, the task force described their perceptions of basic skills of a beginning teacher as related to reading, writing, and mathematics. The group submitted the following as a point to begin discussion.

1. Reading

- a. comprehension (literal, interpretive, and critical evaluation)
- b. general vocabulary
- c. oral reading

2. Writing

- a. writing a correct sentence
- b. organization of a paragraph and other selections
- c. legibility
- d. mechanics

3. Mathematics

- a. to be able to compute
- b. problem solving
- c. non-problem solving
- d. measurement

The group then proceeded to work on a definition of the basic skills component. After much discussion, the following was accepted by the

group as a general statement for further discussion. This statement is not intended to reflect a final point of consensus.

Basic skills shall be defined in relation to an individual's ability to demonstrate competence in mathematics, reading, and writing. The skills are common to professional educational personnel regardless of area of specialization or level of preparation. The function of the basic skills component is the assurance that professional educational personnel prior to their initial certification have acquired the identified basic skills.

The group then agreed that the next two meetings will be:

1. November 10-11, 1982 at Camp Virgil Tate. The meeting will begin at 11:00 a.m. on November 10. Meals beginning with lunch on the 10th through lunch on the 11th will be planned.
2. December 9-10, 1982 at Camp Virgil Tate. The meeting will begin at 11:00 a.m. also.

Please contact Ms. Shamblin if you are unable to attend. We need to plan accordingly.

In preparation for the November 10-11 meeting, the following was agreed upon.

1. That we should invite a member of the West Virginia Speech Communications Association to discuss with the task force its recommendations related to speech and listening as skill areas for consideration.
2. That we should invite a representative of Educational Testing Services to discuss the new test on pre-professional skills.
3. The subgroups of the task force should work on the three skill areas to prepare a list of skill competencies that would be expected of all beginning teacher. The subgroups are:

A. Reading

Marilyn Fairbanks
Mark Tankersley
Susanne Newbury

B. Writing

Sylvia Ridgeway
Florence Colvin

C. Mathematics

Jack Maynard

The subgroups were asked to prepare the competencies and to mail them to the task force members prior to the next meeting (if possible).

4. The task force will attempt to prepare a draft of the definition, a list of skill areas to be included, and a list of the skill competencies that characterize the skill area. If the draft can be prepared it will be distributed to various groups and individuals for comment prior to the meeting.

B/BKTF/1-3
6/28/83

SUMMARY OF SECOND WORK SESSION OF THE BASIC SKILLS
TASK FORCE
November 10-11, 1982
Camp Virgil Tate, Kanawha County

Members Present:

Dr. Ronald Childress, Ms. Florena Colvin, Dr. Marilyn Fairbanks,
Dr. Donald Hagen, Ms. Mildred Jones, Dr. Jerry Long, Dr. Jack
Maynard, Ms. Suzanne Newbrough, Ms. Sylvia Ridgeway, Ms. Noreita
Shamblin, Ms. Debra Sullivan, and Mr. Mark Tankersley

Members Absent:

Dr. Marsha Carey, Ms. Betti Byrer, Mr. Tom Montebell, Mr. Robert
Griffis, Mr. John Hughes

Guest Present:

Dr. Dorothy Johnson

The meeting was called to order at 11:00 a.m. Task Force members
were given several handouts related to NTE, Listening and Speaking and various
letters. Time was then allowed to review all of the material.

Dr. Dorothy Johnson, President of the West Virginia Speech Communication
Association met with the Task Force in the afternoon. She provided preliminary
remarks in relation to the distinction between hearing and listening and
speaking and communications. Hearing and speaking are physiological terms.
The appropriate terms for skill areas are communications and listening. The
West Virginia Speech Communications Association recommends screening all
students for speaking and hearing. She noted that only two institutions have
programs in the area, however, both are committed to assist all other instituti
in this procedure. A handout was distributed which identified twenty-one tests
which are currently available in the area to assess listening and speaking
skills. Dr. Johnson noted that several more are in the developmental stages.

Dr. Johnson indicated that the skill of communication involves the students' ability to speak correctly with correct grammar, punctuation, vocabulary, organization, persuasion and clarity, all essential to the communication skills. Many of these tests are administered at two levels: 1) gross screening which involves two persons being asked to evaluate students in the class; and 2) individual screening. Several questions were asked of Dr. Johnson. Dr. Maynard thanked Dr. Johnson for her assistance.

Dr. Maynard indicated that he did not believe that the committee had any major differences in philosophy on the need to include communications and listening; however, he did feel there is a problem with the language. Discussion followed relative to listening and speaking. Each individual was asked to review the reports for clarification purposes.

The reading report was presented with the notation that the reading comprehension section appears to be compatible with the NTE communications component. Minor changes were suggested as well as the need to provide definitions for literal interpretative, and critical comprehension plus the competencies for the sub-items. The Task Force also reviewed the mathematics and writing report.

Ms. Florena Colvin moved that the committee vote on including listening and speaking as components in the basic skills. Motion was seconded by Mr. Tankersley. Motion passed.

Thursday, November 11, 1982

Dr. Maynard read a statement and asked the Task Force to react in an effort to secure consensus among the group relative to the listening and speaking component. The suggestion of Dr. Maynard involved moving listening and speaking to the Professional Education Component. After a lengthy discussion the Task Force agreed that speaking and listening are appropriate components of the Professional Education Component.

The remainder of the session was involved in discussing the competencies that may be considered in each of the skill areas. In preparation for the next meeting:

1. The chairperson agreed to mail each committee member a draft of the resolution and possible skill areas to be considered. This was to be mailed within the week.
2. Each member was asked to review the document carefully and to circulate the draft among appropriate groups for reactions.

Our next meeting will be held on December 9-10 at Camp Virgil Tate. The meeting will be reduced to one day if it is apparent that our task could be completed.

SUMMARY OF THIRD WORK SESSION
OF THE
BASIC SKILLS TASK FORCE
December 9-10, 1982
Camp Virgil Tate, Kanawha County

MEMBERS PRESENT: Ms. Betty Byrer, Dr. Ronald Childress, Ms. Florena G. Colvin, Dr. Marilyn Fairbanks, Dr. Donald Hagan, Ms. Mildred Jones, Dr. Jerry Long, Dr. Jack Maynard, Mr. Tom Montebell, Ms. Susanne Newbrough, Ms. Sylvia Ridgeway, Ms. Noreita Shamblin, Ms. Debra Sullivan, Mr. Mark Tankersley

MEMBERS ABSENT: Mr. Robert Griffis, Mr. John Hughes, Ms. Marsha Carey (resigned)

* * * * *

The meeting was called to order at 1:30 p.m. Our main goal for this session was to prepare the definition of Basic Skills to submit to the State Superintendent of Schools.

At least four task force members prepared rough drafts of definitions that were submitted to the group for reactions. The Task Force spent the remainder of the first day and a half of the second day developing a final definition.

The definition, indicating the rationale and recommendations, were approved by all but one of the task force members present. Ms. Debra Sullivan requested that the record note: "I do not support the implementation recommendation of the Basic Skills Task Force. I state this because I feel that the decision was based on management implementation concerns rather than policy concerns." The approved document and a copy to the letter transmitting this to Roy Truby are attached.

The committee then discussed the January meeting. It was decided that this meeting would be devoted to further development of the competencies for each of the skills. We will request that appropriate testing firms be invited to meet with the group at later dates.

The committee also discussed tentative dates for the meeting in the spring and the following were agreed upon:

January 20-21, 1982	April 25-26
February 24-25	May 17-18
March 24-25	June 15-16

Locations for the meeting will be checked on and the committee informed as these decisions are made.



December 17, 1982

Dr. Roy Truby
State Superintendent of Schools
West Virginia Department
of Education
Capitol Complex B
Charleston, WV 25305

Dear Dr. Truby:

On behalf of the Basic Skills Task Force, I am pleased to submit a document reflecting the task force's response to the first charge identified in your letter of August 16, 1982.

That charge was "to define basic skills by December 31, 1982." The attached document reflects the task force's definition of basic skills. This definition is the product of over three months of deliberation. This definition was approved by all but one of the task force members in attendance at the December 10, 1982 work session. This member approved of the definition but did not approve of the recommendations for implementation.

The definition and the accompanying rationale and recommendations are brief, but we feel that they provide the conceptual framework for further development of the basic skills component. We feel that the report should be submitted to the appropriate committees for review at this time.

On behalf of the Task Force, one special request is made. Recommendations 1 and 2 request that those committees developing the professional education component be directed to consider the inclusion of speaking and listening as appropriate objectives of that component, and further that these skills be assessed by the component. The Basic Skills Task Force requests that you respond to them by April 1, 1983 as to whether or not the professional education committees accept that charge. If they do not accept the charge, the task force requests the opportunity to include these fundamental skills in the developing basic skills component.

The task force is currently developing a plan to address the second charge assigned to them. We will begin the process of further defining the competencies for each skill area, reviewing and recommending assessment instruments, and recommending appropriate proficiency levels for these instruments.

76

Page 2
Dr. Roy Truby
December 17, 1982

I or any member of the task force would be happy to respond to any questions that you or your staff may have regarding our activity. Please feel free to call on us.

Sincerely yours,



Jack Maynard
Chairperson
Basic Skills Task Force

Attachment

cc: Basic Skills Task Force

JM/jj

BASIC SKILLS COMPONENT

Definition of Basic Skills: For professional educators the basic skills are those skills upon which future performance and effectiveness depend. Competence in these fundamental skills underlies the prospective educator's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Fundamental competencies common to educational personnel are: reading, writing, mathematics, speaking, and listening.

Rationale: the Basic Skills Task Force asserts that:

1. These five identified skills are integral to effective teaching.
2. Teaching is an interactive process often dependent upon speaking and listening.

Recommendations: the Basic Skills Task Force recommends that:

1. Competencies in speaking and listening should be objectives of the professional education component.
2. Speaking and listening should be assessed in the professional education component.
3. Reading, writing, and mathematics should be assessed in the basic skills component.

Submitted - Basic Skills Task Force, December 15, 1982

D/BSTF2

78

SUMMARY OF FOURTH WORK SESSION
OF THE
BASIC SKILLS TASK FORCE

February 28-March 1, 1983
Camp Virgil Tate

MEMBERS PRESENT: Marilyn Fairbank, Betty Byrers, Florena Colvin, Don Hagen, Jerry Long, Jack Maynard, Tom Montebell, Susanne Newbrough, Sylvia Ridgeway, Noreita Shamblin, Debra Sullivan, Mark Tankersley

MEMBERS ABSENT: Ron Childress, Mildred Jones, John Hughes

GUEST: Dorothy Johnson, Ray Brinzer, Ernestine Capehart

The committee spent the first session discussing correspondence between Roy Truby and Jack Maynard. As a result of these discussions the task force is recommending that the title of the Basic Skills Component, as it appears in Policy 5100, be changed to Preprofessional Skills. In light of this the committee also revised the definition that had been submitted (copies of these documents are attached).

The committee then broke into sub-groups for each skill area - reading, writing, mathematics, speaking, and listening. Each sub-group worked on the specific competencies for a specific skill area. These lists of competencies were not approved as a final list, but as a list to review test for purposes of evaluation. Rough copies of these competencies are attached.

The committee then discussed a process to consider for test selection. Tom Montebell shared with the committee an article related to test selection and also his recommendations concerning this process. The committee decided to invite ETS (NTE) to the next BSTF meeting (March 21-22 at Camp Virgil Tate).

B/BKTF2/4
6/28/83

SUMMARY OF FIFTH WORK SESSION

OF THE

BASIC SKILLS TASK FORCE

March 21-22, 1983

Camp Virgil Tate

MEMBERS PRESENT: Marilyn Fairbanks, Betty Byrers, Florena Colvin, Don Jgen, Jack Maynard, Tom Montebell, Susanne Newbrough, Sylvia Ridgeway, Noreita Shamblin, Debra Sullivan, Mark Tankersley, Mildred Jones, Susan Thomas-Ferrell

MEMBERS ABSENT: Ron Childress, John Hughes

GUEST: Dorothy Johnson, Ray Brinzer, Ernestine Capehart

* * * * *

The task force spent the first day reviewing the NTE-Preprofessional Skills Test and Communication and Mathematics component of the NTE CORE. The instruments were reviewed in terms of the content review criteria adopted by the Basic Skills Task Force. Copies of the content review summaries are attached.

On the second day representatives from ETS-NTE met with the task force to discuss their test and to generally discuss evaluation of skills, test adoption, validation, ect.

The committee stated that the next meeting will be on April 21-22 at Camp Virgil Tate. Tom Montebell has been in contact with CTB-McGraw Hill and Psy. Corp regarding their representatives meeting with the task force.

100-113

SUMMARY OF SIXTH WORK SESSION

OF THE

BASIC SKILLS TASK FORCE

April 21-22, 1983

Camp Virgil Tate

ATTENDANCE: Marilyn Fairbanks, Margaret Byrer, Florena Colvin, Jack Maynard
Tom Montebell, Susanne Newbrough, Noreita Shamblin, Debra
Sullivan, Mark Tankersley, Mildred Jones, Susan Thomas Ferrell.

ABSENT: Sylvia Ridgeway, Don Hagen

GUEST: Dorothy Johnson, Ernestine Capehart

* * * * *

The task force spent the first afternoon reviewing the comprehensive test of Basic Skills (CTBS) form U-Level K as published by CTB/McGraw-Hill. Copies of the content review forms for the areas of writing, reading and mathematics are attached. After the content review was completed Dr. Nick Maruhnick, Evaluation Consultant for CTB/McGraw-Hill, met with the task force to discuss their test and other general points to consider in such a testing program.

The next morning the task force discussed the agenda for the next meeting, initial preparation of the report to the West Virginia State Board of Education, and some general comments, considerations, issues relative to test selection that we were in agreement on. Some of these considerations are:

1. The test(s) selected must be secure instruments.
2. The test selected must have 3-5 equated forms.
3. Questions related to retaking the test are an institutional decision. However students must retake a different form and he/she is required to take only that skill area he/she failed.
4. It was decided that our list of competencies should not be revised in light of our review of test. That is, we should not delete items because they are not being tested. We should edit of competencies to clarify errors/language/ect.,. that exist in the current list.
5. Total score for each skill area will be the determining factor. Competencies are indicators of the total skill area.
6. It would be desirable for the scores reported to have a diagnostic value.
7. A student will be required to pass the test in all areas that he/she is tested. (not 4 of 5 ect.,.).
8. The ideal percentage for content validity comparison is 100%. This probably is not possible. There is no minimum percentage of content validity that is considered acceptable/non-acceptable.

9. The task force should make recommendation relative to testing procedures, norming processes, research appropriate to the area.

The task force named a sub-committee to assist in writing a draft of the report to the WVSDE. The members of the sub-committee are Tom Montebell, Betty Byrer, Susanne Newbrough, Dorothy Johnson, Noreita Shamblin, and Jack Maynard. This group would attempt to write certain portions of the report and have them ready for the task force to discuss at the next meeting.

The next meeting will be at Tygart Lake State Park in Grafton on May 17-18. A tentative agenda is attached (all persons who plan on attending should make and confirm room reservations in advance).

SUMMARY OF SEVENTH WORK SESSION
OF THE
BASIC SKILLS TASK FORCE

May 17-18, 1983
Tygart Lake State Park

ATTENDANCE: Marilyn Fairbanks, Margaret Byer, Florena Colvin, Jack Maynard, Tom Montebell, Sylvia Ridgeway, Noreita Shamblin, Debra Sullivan, Mark Tankersley, Susan Thomas-Ferrell, Ernestine Capehart, Dorothy Johnson, Ray Brinzer, Howard Kardatzke

ABSENT: Ron Childress, Mildred Jones, Susanne Newbrough

The task force spent the first session going over the TASK-Stanford Test of Academic Skills-Level 2; the content review sheets are attached. Representatives of the Psychological Corporation, John Oswald, Nancy McKnight and Lon Ayres met with the task force to discuss their test and other concerns relative to testing.

The second session was devoted to reviewing the ACT-Assessment and ACT-COMP. The content review forms are attached. James Maxey and Aubrey Forest, representatives of ACT, met with the task force that evening to discuss the uses of ACT instruments as a certification requirement. They also discussed models that were currently in use in Mississippi and Missouri.

The next morning session was devoted to a presentation of speaking and listening assessments by Dr. Rebecca Rubin. Dr. Rubin discussed the state of the art in assessment for communication and also shared with us the Communication Competency Assessment Instrument. The CCAI was developed by Dr. Rubin and is published by Speech Communication Association.

The last session was spent on discussing the format of the final report. All members were given a draft of the reports and were asked to review and make recommendations. We additionally agreed that each of the sub-committees would write their section of the test review in a specific format. Tom Montebell will write up a general section discussing each test that has been reviewed. Each of the sub-committees will then prepare a section to discuss their review of the test. For each test they will follow this format:

Math or Reading or ect.,.

1. Brief introduction (remember Montebell will complete general introduction)

Test A

- Strengths
- Weaknesses
- Other Comments

Test B - follow same format

83

Each committee is to have their work to Ms. Shamblin by June 3. Also comments relative to the preliminary draft need to be to Ms. Shamblin by the same date.

The next meeting will be June 16-17, 1983 in Wheeling. More information will be provided at a later date.

SUMMARY OF EIGHTH WORK SESSION
OF THE
BASIC SKILLS TASK FORCE
June 23-24, 1983
Sandscrest Center
Wheeling, West Virginia

ATTENDANCE: Marilyn Fairbanks, Florena Colvin, Jack Maynard, Tom Montebell, Sylvia Ridgeway, Noreita Shamblin, Debra Sullivan, Mark Tankersley, Dorothy Johnson, Ray Brinzer

ABSENT: Ron Childress, Mildred Jones, Susanne Newbrough, Ernestine Capehart, Susan Thomas-Ferrell, Margaret Byrer, Don Hagen

* * * * *

The goal of this session was to review the working draft of the task force and make final recommendations regarding test adoption. The task force discussed all aspects and agreed upon the following:

1. to assess writing - PPST
2. to assess reading - PPST
3. to assess math - PPST
4. to assess speaking - ACT COMP, Activities 13-15
5. to assess listening - no current test available that is satisfactory. Task force recommended that funds be allocated from the West Virginia Department of Education to develop a customized test for West Virginia. The specific recommendation is to work with the ACT to modify portions of the ACT COMP to develop a specific listening test; estimated cost: \$20,000-\$50,000.

Additionally, the task force reviewed the technical consideration and made other general recommendations that should be included in the report.

B/BKTF2/7

Appendix E
Competencies for Five Skill Areas

86

PREPROFESSIONAL SKILLS: LISTENING

The prospective educator must demonstrate listening proficiency at three areas of comprehension: literal, interpretive, and critical. Descriptors for each area include:

- I. Literal Comprehension - to listen actively to achieve understanding of the message in an interpersonal, group, or public communication interaction.
 - A. Thesis - to recognize and paraphrase accurately the central idea in an oral message.
 - B. Main Ideas - to identify accurately the main points which make up the thesis of the oral message.
 - C. Supporting Materials - to recognize accurately the details or evidence supporting the main points of an oral message.
 - D. Directions - to restate accurately directions and instructions.
 - E. Diction - to accommodate non-standard articulation or dialectal patterns to achieve accuracy of intended meaning.
 - F. Suspending Judgment - to listen non-judgmentally in order to understand the intended message accurately.
- II. Interpretive Comprehension - to demonstrate listening and responding skills which clarify and enhance human relations in a public, group, or interpersonal interaction.
 - A. Paraphrasing - to restate the speaker's viewpoint accurately when it differs from that of the listener.
 - B. Feedback - to ask questions effectively and in a non-threatening manner for clarification of information.
 - C. Difference of Opinion - to identify and understand the reason for the perspective (perceptual framework) of the speaker.
 - D. Decoding Nonverbal Cues - to identify incongruities between verbal and nonverbal cues.
 - E. Empathic Listening - to identify the emotional content of the message from vocal and nonvocal cues.
- III. Critical Comprehension - to listen actively and to evaluate oral messages in a public, group, or interpersonal interaction.
 - A. Ideas - to evaluate the thesis, main point, and supporting material of the message.
 - B. Fact and Opinion - to distinguish between observation and inference.

- C. Information and Persuasion - to distinguish between informative and persuasive messages.
- D. Persuasive Techniques - to identify a variety of reasoning techniques and motive appeals used in oral messages.
- E. Drawing Conclusions - to analyze and synthesize multiple messages and draw defensible conclusions.
- F. Assessing Credibility - to distinguish between the subjective attitude toward the speaker and the content of the message.

PREPROFESSIONAL SKILLS: MATHEMATICS

The prospective educator must demonstrate mathematical competence in five areas: computation, problem solving, relations, measurement, and computer skills. Descriptors for each area include:

- I. Computational Skills - to perform the operations of addition, subtraction, multiplication and division.
 - A. Whole Numbers - to add, subtract, multiply and divide whole numbers.
 - B. Fractions and Mixed Numbers - to add, subtract, multiply and divide fractions and mixed numbers.
 - C. Decimals - to add, subtract, multiply and divide decimal numbers.
 - D. Integers - to add, subtract, multiply and divide integers.
- II. Problem Solving - to solve problems where computational skills are required.
 - A. Verbal Problems - to solve a problem requiring one or two operations.
 - B. Algebraic Problems - to solve algebraic equations with one unknown.
 - C. Formulae - to solve a problem involving the use of a given formula.
 - D. Percent - to solve problems involving the use of percent.
- III. Relations - to understand non-computational mathematical concepts.
 - A. Ordering - to order a set of:
 1. integers
 2. fractional numbers
 3. decimal numbers
 - B. Renaming - to rename numbers (fraction to decimal, decimal to percent, etc.)
 - C. Ratio - to translate verbal information into the mathematical representation of ratio.
 - D. Graphics - to interpret and represent data graphically.
 - E. Exponents - to recognize and use exponents.
 - F. Grids - to locate points on a grid (Cartesian plane).

- G. Central Tendency - to determine the mean, mode and median for a set of numerical values.
- H. Scores - to determine and understand percentile, as well as percentage, scores.
- I. Estimation - to estimate the solution to a problem situation.

Measurement - to use both the metric and customary systems of measurement.

A. Linear Measure:

- 1. to read a linear scale in metric units.
- 2. to read a linear scale in customary units.
- 3. to determine the perimeter of circle or polygon.

B. Area - to determine the area of a circle or a polygonal region.

C. Volume - to determine the volume of a rectangular solid.

D. Conversion - to convert from one unit to another within:

- 1. the metric system
- 2. the customary system.

Computer Skills - to use a microcomputer.

A. Operation - to access and use a "canned" program.

B. Terminology - to demonstrate knowledge of the terminology related to computers.

C. Programming - to write and run a simple program.

PREPROFESSIONAL SKILLS: READING

The prospective educator must demonstrate reading proficiency at three areas of comprehension: literal, interpretive, and critical. Descriptors for each area include.

- I. Literal Comprehension - to recognize and recall ideas, information and happenings that are explicitly stated in the materials read.
 - A. Main Idea - to recognize or recall the central theme of a selection explicitly stated in the material.
 - B. Sequence - to recognize or recall the order of events explicitly stated in the material.
 - C. Details - to recognize or recall specific information stated in the material.
 - D. Comparison/Contrast - to recognize or recall likenesses and differences stated in the material.
 - E. Cause and Effect - to recognize or recall the reasons for specific actions or events stated in the material.
 - F. Characterization - to recognize or recall the feelings, motives, and character traits stated in the material.

- II Interpretive Comprehension - to synthesize the literal content of a selection through personal knowledge, intuition, and emotions as a basis for forming hypotheses concerning the intended meaning of the selection.
 - A. Main Idea - to infer the central theme of the selection which is not stated in the material.
 - B. Sequence - to infer the order of events which are not explicitly stated in the material.
 - C. Details - to infer additional events which are not explicitly stated in the material.
 - D. Comparison/Contrast - to infer likenesses and differences not stated in the material.
 - E. Characterization - to infer the feelings, motives, and personality traits of characters not stated in the material.
 - F. Cause and Effect - to infer reasons for actions or events not stated in the material.
 - G. Prediction of Outcomes - to generate ideas about what will happen during or at the end of a reading selection.

- H. Sensory Images - to conjure mental pictures from material read.
 - I. Figurative Language - to interpret figures of speech (similes, metaphors, personification, etc.) which represent concepts, feelings, and/or moods.
 - J. Drawing Conclusions - to make reasoned judgments about situations occurring in materials read.
- III. Critical Comprehension - to make judgments about the content of a reading selection by the comparing it with external criteria, e.g., information provided on the subject or by accredited written sources; or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject.
- A. Fact vs. Opinion - to judge whether information presented is objective or subjective.
 - B. Relevance vs. Irrelevance - to judge whether information makes a contribution to the body of knowledge about the material.
 - C. Value of Material - to judge the quality and suitability of reading material on the basis of established criteria.
 - D. Propaganda - to recognize a systematic, deliberate indoctrination toward a subject or issue, i.e., glittering generalities, distortion of facts, band wagon techniques, testimonials.
 - E. Author's Purpose - to grasp the author's underlying reasons for writing a particular selection, i.e., a social message, a political intent.

PREPROFESSIONAL SKILLS: SPEAKING

The prospective educator must demonstrate speaking proficiency in three areas: psychomotor, (physiological) skills, message construction skills, and processing of feedback. Descriptors for each area include:

- I. Psychomotor Skills - to speak clearly and to demonstrate effective use of the vocal mechanism in a public, group, or interpersonal communication interaction.
 - A. Articulation - to produce speech sounds intelligible to the listener(s).
 - B. Diction - to utilize diction that is not distracting to listener(s).
 - C. Vocal flexibility - to utilize vocal inflection for emphasis and meaning.
 - D. Volume - to adapt to the communication situation with appropriate vocal energy.

- II. Message Construction Skills - to construct a clear and effective message adapted to the perceptual framework of the listener(s), including nonverbal elements to reinforce and enhance the verbal component of the message.
 - A. Purpose - to identify the purpose (desired response) for the message.
 - B. Thesis - to frame the central idea of the message clearly and concisely.
 - C. Organization - to develop coherent main and subordinate ideas.
 - D. Support - to select clarifying or persuasive supporting material appropriate to listener(s) and purpose.
 - E. Audience analysis - to recognize the perceptual framework of the listener(s).
 - F. Style - to utilize language appropriate to listener(s), to employ acceptable grammar, and to foster supportive (avoid defensive) communication climate.
 - G. Vocal flexibility - to modify pitch, rate, volume, and quality (paralanguage) consonant with intended meaning.
 - H. Appearance - to monitor and vary appearance consonant with communication situation and listener(s).
 - I. Kinesics - to utilize movement, gesture, and facial expression ("body language") as part of intended message.

- J. Proxemics - to understand and utilize spatial relationships as part of the intended message.
 - K. Oral reading - to analyze and interpret the writer's message by use of paralanguage and kinesics.
- III. Feedback Skills - to analyze, evaluate, and respond to feedback as a means for improving the effectiveness of the communication interaction.
- A. Active listening - to perceive and evaluate accurately verbal and nonverbal feedback.
 - B. Paraphrasing - to check accuracy of feedback evaluation.
 - C. Adaptation - to modify the message appropriately in response to feedback.
 - D. Questioning - to elicit feedback productively in order to improve the effectiveness of communication.

PREPROFESSIONAL SKILLS: WRITING

The prospective educator must demonstrate writing proficiency in three specific areas: sentences, paragraphs, and a writing sample. Descriptors for each area include:

- I. Sentences - to recognize sentence errors and to produce correct sentences.
 - A. Subject and Verb Agreement - to recognize lack of agreement between a subject and verb and between pronoun and antecedent.
 - B. Dangling and Misplaced Modifiers - to recognize dangling and misplaced modifiers.
 - C. Sentence Variety - to recognize improper subordination and coordination.
 - D. Mechanics - to recognize improper punctuation, misspelled words.
 - E. Incompleteness of Thought - to recognize sentence fragments and comma splices.
- II. Paragraphs - to recognize and to produce a well-constructed paragraph.
 - A. Topic Sentence - to recognize a topic sentence.
 - B. Details in the Topic Sentence - to recognize effective details supporting that topic sentence.
 - C. Unity, Coherence and Transition - to recognize the necessity for unity, coherence, and transition.
 - D. Punctuation - to recognize faulty punctuation, misspelled words, and misused words.
- III. Writing Sample - to compose a well-constructed exposition.
 - A. Grammar - to compose in standard American English, within a specified time, a grammatically correct exposition free of mechanical errors.
 - B. Thesis - to develop a thesis by use of an acceptable rhetorical principle.
 - C. Coherence and Unity - to demonstrate coherence and unity in the development of the central idea.

Appendix F
Modified Technical and Content Review Forms

CONTENT REVIEW FORM¹

1. Reviewer _____ 2. Date of Review _____
3. Test Name _____
4. Test Publisher _____
5. Publication Date _____
6. Form _____
7. Test being reviewed for _____
8. How many of the skills are measured by at least one item on the test? _____ No. of Skills
_____ % of Skills
9. Overall, is the level of the items reviewed suitable for most of the students covered by this test? YES NO
10. Overall, are the test items free of offensive sexual, cultural, racial, and/or ethnic content and/or stereotyping YES NO
11. If you answered "NO" to question 10, please explain the reasons for your answer, including the type(s) of bias and the item number of any items of concern.

12. Please list reasons for supporting or not supporting recommendation of this instrument.

¹This review form was prepared by Ron Hambleton, George Madaus and Peter Airasian. The form has been altered to meet West Virginia Basic Skills needs.

TECHNICAL CONSIDERATIONS

- | | | | |
|---|-----|----|---|
| 1. How many alternate forms of this test are available? | | | _____ No. of forms |
| 2. Is there a Technical Manual which includes information about the test regarding the following ten topics: | | | |
| a. Item Review Methods | YES | NO | |
| b. Item Analysis | YES | NO | |
| c. Average Item Difficulty | YES | NO | |
| d. Internal Consistency Reliability | YES | NO | |
| e. Test/Retest Reliability | YES | NO | |
| f. Parallel Form Reliability | YES | NO | |
| g. Standard Error of Measurement | YES | NO | |
| h. Content Validity | YES | NO | |
| i. Norms | YES | NO | |
| j. Procedures for screening items for offensive sexual, cultural, racial, and/or ethnic content and/or stereotyping | YES | NO | |
| 3. How many of the items reviewed meet the standard rules of item writing? | | | _____ No. of items reviewed
_____ No. of acceptable items
_____ % of acceptable items |
| 4. Were item analysis results used to identify "defective" test items? | YES | NO | INA* |
| 5. Are data bearing on the consistency of mastery decisions (for one or more performance standards or cut-off scores) reported in the Technical Manual? | YES | NO | INA |
| 6. Is the consistency of mastery decisions (for one or more cut-off scores) reported in the Technical Manual equal to or above 90%? | YES | NO | INA |
| 7. Do standard indices of internal consistency reliability reported on the total score reach or exceed .90? | YES | NO | INA |
| 8. Do standard indices of test-retest or parallel form reliability as reported on the total score reach or exceed .90? | YES | NO | INA |

*INA - Information not available

- | | | | | |
|-----|---|-----|----|-----|
| 9. | If parallel-forms of the test are available, do both forms (or multiple-forms, if available) measure equally well the content spanned by the skills included in the test? (In other words, do the multiple-forms of the test have equivalent content validity?) | YES | NO | INA |
| 10. | Are the test score norms based on data that is no more than five years old? | YES | NO | INA |
| 11. | Were the norm groups of sufficient size (i.e., at least 300 students)? | YES | NO | INA |
| 12. | Were the samples of students used in the norming study representative of students in the grades for which this test is intended? | YES | NO | INA |
| 13. | Were the samples of students used in the norming study representative of important strata within the society (i.e., rural pupils, minority group pupils, pupils in large city schools, etc.) | YES | NO | INA |
| 14. | Are the test administration directions suitable for students in the lowest grade covered by the test?
If "NO", please explain. _____
_____ | YES | NO | |
| 15. | Do the test administration directions address the matter of time limits?
If "NO", please explain. _____
_____ | YES | NO | |
| 16. | Do the test administration directions indicate to the student how to handle the problem of guessing?
If "NO", please explain. _____
_____ | YES | NO | |
| 17. | Is the layout or format of the test booklet convenient for students in the lowest grade covered by the test?
If "NO", please explain. _____
_____ | YES | NO | |
| 18. | Is the layout or format of the answer sheet convenient for students?
If "NO", please explain. _____
_____ | YES | NO | |
| 19. | Does the test include practice questions? | YES | NO | |

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