



Illinois Licensure Testing System

SCORE REPORT EXPLANATION

World Language Content-Area Tests

Arabic (262), Chinese (Mandarin) (251), French (252), German (253),
Hebrew (254), Italian (255), Japanese (256), Korean (257),
Latin (258), Russian (259), and Spanish (260)

Overview

Your score report provides information regarding the world language content-area test you took at the recent administration of the Illinois Licensure Testing System (ILTS). The report includes information regarding your Pass/Did Not Pass status for that test, your performance for the test as a whole, and your performance on the major subareas of the test. Your scores are reported to you, to the Illinois State Board of Education, and to the educator preparation program(s) you indicated during the registration process, and approved Illinois educator preparation programs will be able to access any of your test results (pass or did not pass) posted to the Educator Licensure Information System (ELIS).

The tests each contain 65 multiple-choice test questions as well as 2 constructed-response assignments.

Total Test Scores

Scores for the world language content-area tests are reported on a scale from 100 to 300. A total test scaled score of 240 or above is required to pass these tests. Candidates with a total test score below 240 do not pass the test. Your scaled total score for the Arabic, Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian, and Spanish content-area tests is based on your performance on the entire test, including the number of multiple-choice questions you answered correctly and the scores you received on the two constructed-response assignments. For all of the above tests, the multiple-choice section represents 60 percent of your total test score and the constructed-response assignments combined represent 40 percent of your total test score.

Subarea Scores

The scores listed in the "Subarea" section are also reported on a scale from 100 to 300 and are intended to provide you with feedback on your performance in the major subareas of the world language content-area tests. This information is descriptive only and will help you assess your areas of strength and weakness. You do not have to "pass" each subarea or section of the test—there are no "passing" scores associated with individual subareas.

Subareas with more objectives receive more coverage on the test and thus contribute more to your total test score. It is therefore not possible to average your performance across subareas to arrive at the total test score. Your total test score is **not** the average of your subarea scores.

Multiple-Choice Scores

Your performance on the multiple-choice test section is based on the number of test questions answered correctly; you do not "lose" any points for wrong answers. Each multiple-choice test question counts the same toward the total score.

Constructed-Response Scores

Each of the responses to the two constructed-response assignments for the world language content-area tests is scored by at least two qualified educators. Scorers are unaware of the identity of the individuals whose responses they score. Scorers receive extensive orientation in standardized scoring procedures and take a qualifying assessment to ensure that they are ready to score. A score is assigned to each response based on a four-point scale that describes various levels of performance. Scorers judge the overall effectiveness of each response while focusing on a set of performance characteristics that have been defined by Illinois educators as important. An examinee's response should demonstrate adequacy across all of the performance characteristics. A high level of performance in only one or two of the performance characteristics will likely not result in a high score. Scorers are oriented to provide an overall judgment, not to indicate specific errors.

If the number of examinees for a world language content-area test is large for a given testing window, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two scores is the examinee's total score on that response.

If the number of examinees for a world language content-area test is small for a given testing window, each scorer is given a copy of each examinee's response. The score for each assignment is reached through group discussion in reference to the performance characteristics and scoring scale. The group arrives at a consensus decision on the examinee's score for each response.

See the Illinois Licensure Testing System world language content-area test study guides for an explanation of the performance characteristics and for further information on how the responses are scored. Study guides are available on the ILTS website at www.il.nesinc.com.

Passing Scores

The passing scores for the ILTS were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators.

If you have questions regarding **PROGRAM POLICIES** or **WHICH TEST(S)** you must take, contact your preparation program advisor, licensure officer, or a regional office of education or visit the Illinois State Board of Education website at www.isbe.net/educatorlicensure.