

ASHLAND UNIVERSITY
Schar College of Education

OAE Assessments for the *Advanced Programs*

<i>Assessment for Advanced Programs</i>	<i>CAEP</i>	<i>Validity</i>	<i>Reliability</i>	<i>Notes:</i>
TESOL	RA1.2	Proprietary Assessment: The Ohio Assessments for Educators are normed assessments created by Pearson. Validity and reliability have been established by Pearson Education, with technical reports (available here).		Link to Data Spreadsheets (demographic data included at bottom)
Gifted	RA1.1.3 RA1.1.6 RA1.2			
Computer/Technology Subtest I & II				
Reading Subtest I & II	RA1.1.3 RA1.2			
Educational Leadership	RA1.1.6 RA1.2			

COE Key to CAEP Revised Advanced Standards RA1.1

1. Applications of data literacy;
2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
3. Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;
4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
5. Supporting appropriate applications of technology for their field of specialization; and
6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

RA1.1 Ohio Assessments for Educators (OAEs)
English to Speakers of Other Languages (TESOL)

Content

Domain		Range of Competencies	Approximate Percentage of Assessment Score
I	Foundations of Language and Language Acquisition	0001–0002	20%
II	Foundations of ESOL Instruction	0003–0006	40%
III	Instruction and Assessment of English Language Learners	0007–0010	40%

Domain I—Foundations of Language and Language Acquisition

0001 Understand linguistic and sociolinguistic concepts as applied to ESOL instruction.

0002 Understand theories and processes of language acquisition and literacy development as applied to L1, L2, and ESOL instruction.

Domain II—Foundations of ESOL Instruction

0003 Understand the role of culture in language learning and academic achievement and how to apply this knowledge to ESOL instruction.

0004 Understand principles of standards-based ESOL instruction, including appropriate application of ESOL instructional approaches and resources.

0005 Understand concepts and issues related to assessment of English Language Learners.

0006 Understand how ESOL instruction is impacted by national laws and policies, personal professional development, and school and community partnerships.

Domain III—Instruction and Assessment of English Language Learners

0007 Understand research-based best practices in ESOL instruction.

0008 Understand how to assess and promote English Language Learners' oral and aural language development in English.

0009 Understand how to assess and promote English Language Learners' literacy development in English.

0010 Understand how to assess English Language Learners' content-area learning and support their access to the core curriculum.

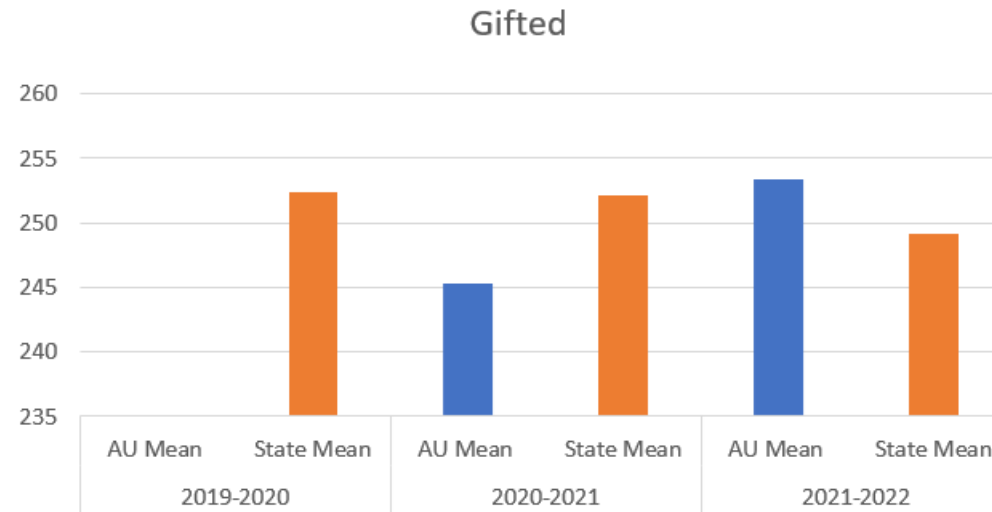
RA1.1 Ohio Assessments for Educators (OAEs)

TESOL (Pass Score = 220)

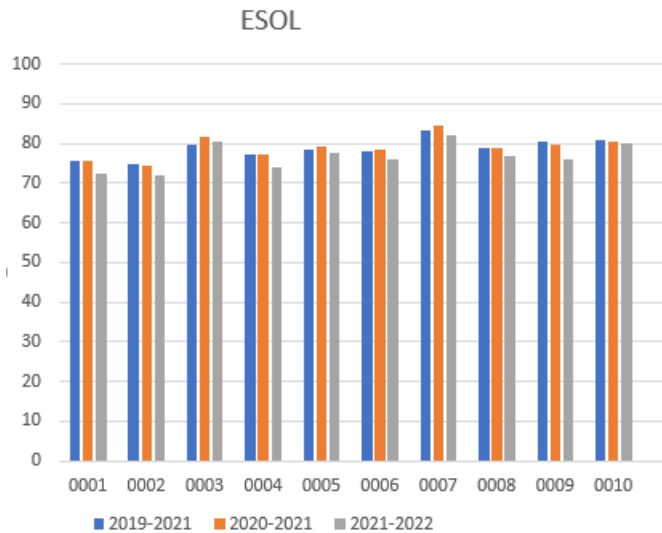
Data

Test Title	2019-2020					2022-2021					2021-2022				
	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean
ESOL	5	<10	<10	<10	252.4	12	11	92%	245.3	252.2	12	10	83%	253.4	249.2

Overall Mean Pass Score



Percentage Correct: Ashland Test takers across Domains



RA1.1 Ohio Assessments for Educators (OAEs)

Gifted

Content

Domain		Range of Competencies	Approximate Percentage of Assessment Score
I	Foundations of Gifted Education	0001–0003	30%
II	Assessment and Program Design	0004–0006	30%
III	Curriculum and Instruction	0007–0010	40%

Domain I—Foundations of Gifted Education

- 0001 Understand the historical, legal, and philosophical foundations of the field of gifted education.
- 0002 Understand the development and characteristics of students who are gifted.
- 0003 Understand the professional roles and responsibilities of a gifted education intervention specialist.

Domain II—Assessment and Program Design

- 0004 Understand procedures for selecting, designing, and using various types of formal and informal assessments.
- 0005 Understand procedures for using assessment information to develop differentiated instructional plans for students who are gifted.
- 0006 Understand the components of comprehensive gifted education programming and how to collaborate with others to develop, implement, and assess such programming.

Domain III—Curriculum and Instruction

- 0007 Understand how to plan and manage the learning environment for students who are gifted.
- 0008 Understand strategies for fostering personal, emotional, and social competence and advanced language and communication skills.
- 0009 Understand how to select, adapt, and design differentiated curricula for students who are gifted.
- 0010 Understand how to select, adapt, and use evidence-based instructional strategies for students who are gifted.

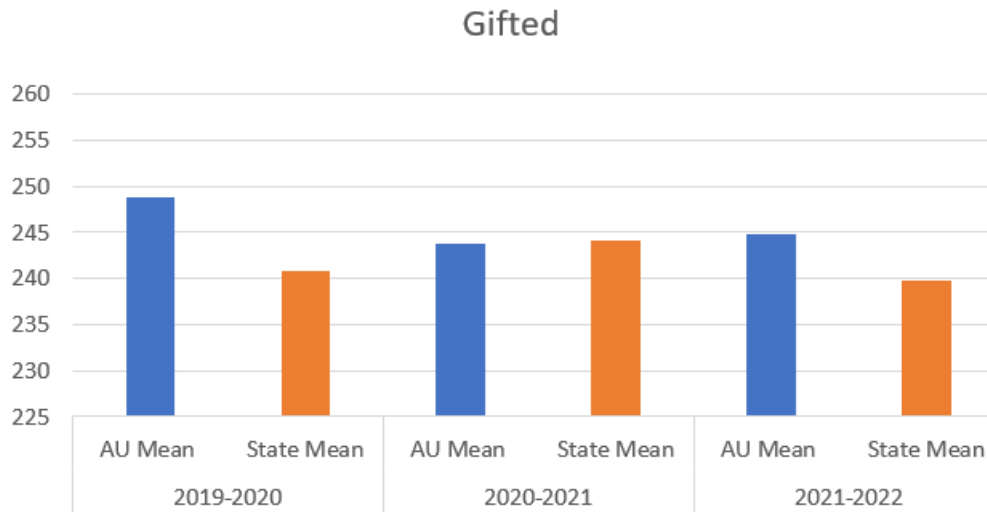
RA1.1 Ohio Assessments for Educators (OAEs)

Gifted (Pass Score = 220)

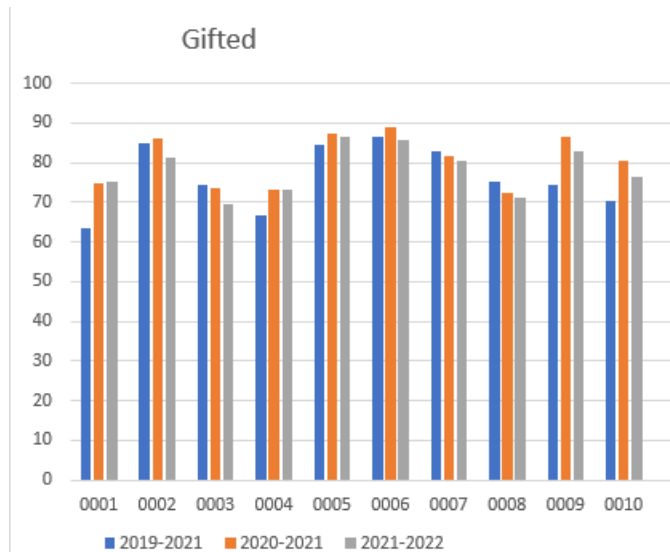
Data

Test Title	2019-2020					2022-2021					2021-2022				
	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean
Gifted Education	13	13	100%	248.8	240.9	33	32	97%	243.7	244.2	39	36	92%	244.9	239.8

Overall Mean Pass Score



Percentage Correct: Ashland Test takers across Domains



Computer/Technology Subtest I and II

Content

Computer/Technology Subtest I

Domain		Range of Competencies	Approximate Percentage of Subtest Score
I	Basic Operations, Concepts, and Issues of Digital Technology	0001–0004	57%
II	Productivity Applications of Digital Technology	0005–0008	43%

Domain I–Basic Operations, Concepts, and Issues of Digital Technology

0001 Understand basic principles of computer hardware and software operation and care.

0002 Understand basic troubleshooting for computers and related peripheral devices.

0003 Understand acceptable use policies and legal and ethical issues.

0004 Understand privacy, security, and safety issues.

Domain II–Productivity Applications of Digital Technology

0005 Understand managing records and information.

0006 Understand communicating through multiple forms of media.

0007 Understand communicating using digital collaborative tools.

0008 Understand using electronic research tools and applying information literacy skills.

Computer/Technology Subtest II

Domain		Range of Competencies	Approximate Percentage of Subtest Score
I	Teaching and Learning Applications of Digital Technology	0001–0002	100%

Domain I–Teaching and Learning Applications of Digital Technology

0001 Understand using current best practices and research findings on the effective use of technology to improve teaching and learning.

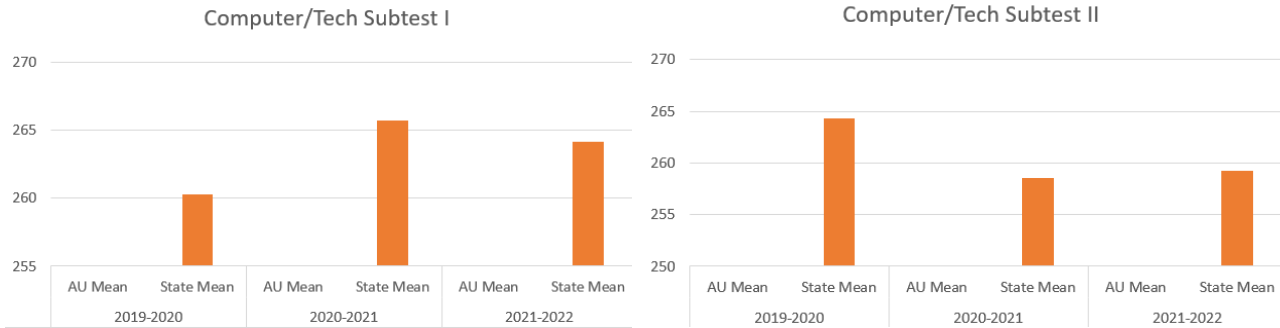
0002 Understand criteria for evaluating and selecting software and electronic learning media.

RA1.1 Ohio Assessments for Educators (OAEs)
Computer/Technology Subtest I and II (Pass Score = 220)

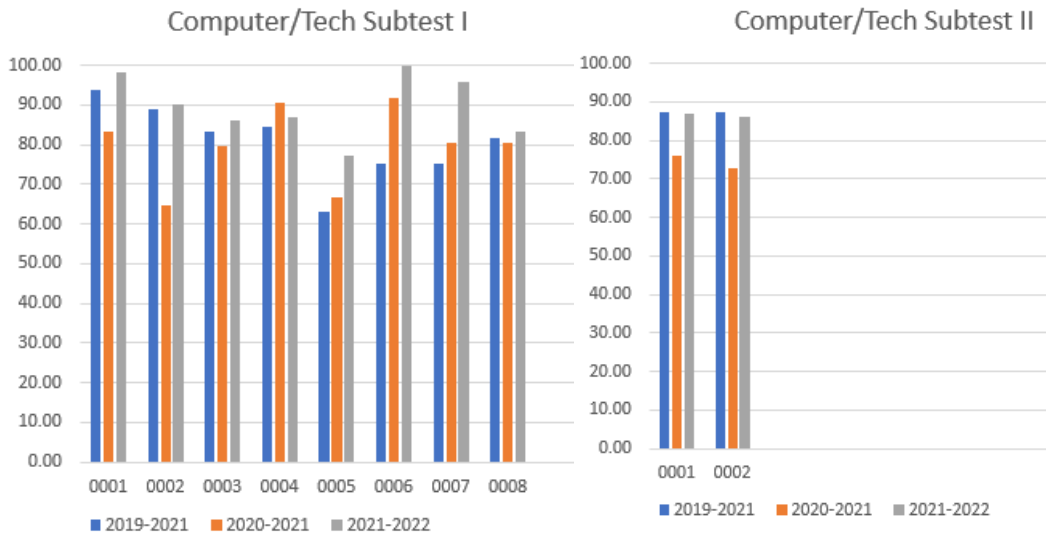
Data

Test Title	2019-2020					2022-2021					2021-2022				
	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean
Comp/ Tech Sub I	3	<10	<10	<10	260.3	7	<10	<10	<10	265.7	9	<10	<10	<10	264.2
Comp/ Tech Sub II	1	<10	<10	<10	264.3	7	<10	<10	<10	258.5	9	<10	<10	<10	259.2

Overall Mean Pass Score



Percentage Correct: Ashland Test takers across Domains



RA1.1 Ohio Assessments for Educators (OAEs)

Reading (Subtests I & II)

Content

Reading Subtest I

Domain		Range of Competencies	Approximate Percentage of Subtest Score
I	Reading Assessment	0001–0003	34%
II	Foundations of Reading Development	0004–0007	32%
III	Reading Development	0008–0010	34%

Domain I–Reading Assessment

0001 Understand formal and informal techniques for assessing reading.

0002 Understand how to interpret and communicate the results of reading assessments.

0003 Understand the use of assessment data to plan and guide instruction for readers at all skill levels.

Domain II–Foundations of Reading Development

0004 Understand language acquisition, reading processes, and theories of reading development.

0005 Understand the role of phonological awareness in reading development and strategies for promoting phonological awareness skills.

0006 Understand the role of phonemic awareness in reading development and strategies for promoting phonemic awareness skills.

0007 Understand methods for promoting literacy as a lifelong skill.

Domain III–Reading Development

0008 Understand how to promote students' understanding of concepts about print and the alphabetic principle.

0009 Understand the role of phonics and other word-analysis skills in promoting reading development.

0010 Understand strategies for promoting fluency at the word level and text level.

RA1.1 Ohio Assessments for Educators (OAEs)

Reading Subtest II

Domain		Range of Competencies	Approximate Percentage of Subtest Score
I	Comprehension	0011–0013	34%
II	Reading and Literature	0014–0016	24%
III	Reading Across the Curriculum	0017–0020	42%

Domain I–Comprehension

0011 Understand factors that affect reading comprehension.

0012 Understand methods, activities, and techniques for applying comprehension strategies throughout the reading process.

0013 Understand the selection and use of reading materials for different purposes, including materials for introducing or reviewing various comprehension skills and strategies.

Domain II–Reading and Literature

0014 Understand the characteristics of a variety of genres and types of literature and informational texts.

0015 Understand literary texts from various genres, cultures, and time periods and how to use evidence and main ideas as the basis for interpretation.

0016 Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to literary texts.

Domain III–Reading Across the Curriculum

0017 Understand strategies for developing and reinforcing students' reading comprehension skills as they relate to informational texts.

0018 Understand strategies for promoting content-area knowledge through reading and for improving research habits and study skills.

0019 Understand various methods for promoting and expanding vocabulary development.

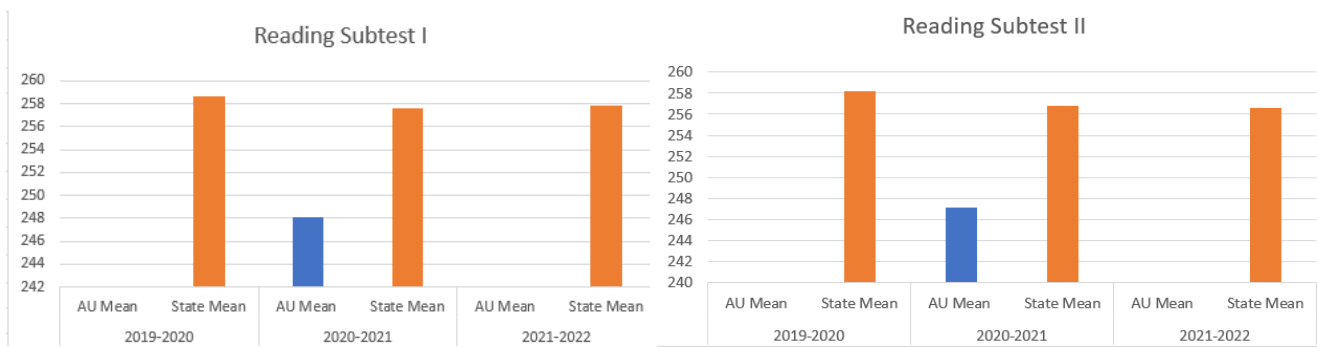
0020 Understand how to vary reading strategies for different texts and purposes for reading and how to facilitate students' use of various reading materials.

RA1.1 Ohio Assessments for Educators (OAEs)
Reading Subtest I & II (Pass Score = 220)

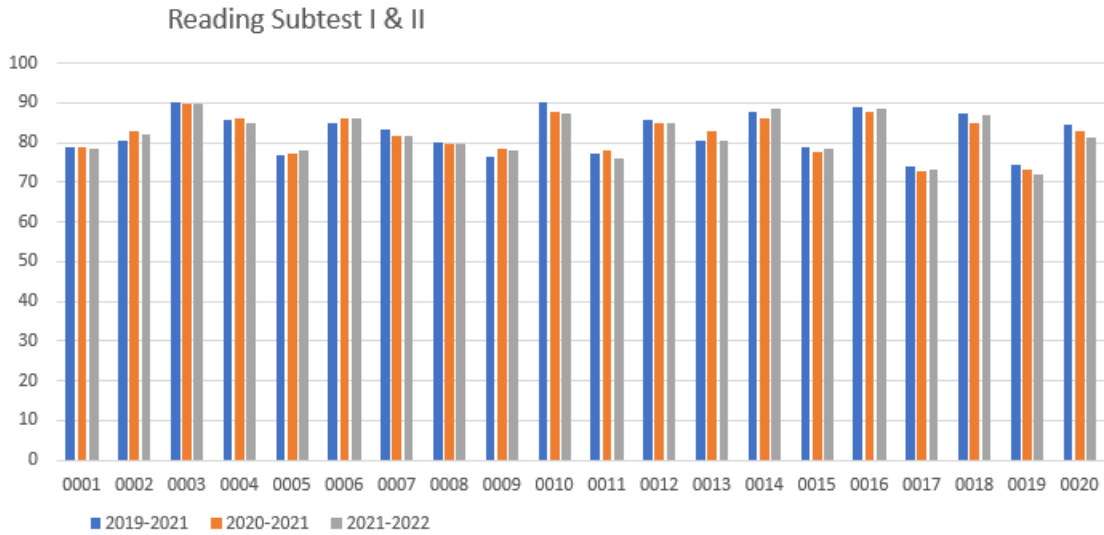
Data

Test Title	2019-2020					2022-2021					2021-2022				
	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean
Reading Subtest I	4	<10	<10	<10	258.6	18	17	94%	248.1	257.6	6	<10	<10	<10	257.8
Reading Subtest II	4	<10	<10	<10	258.2	18	17	94%	247.1	256.8	6	<10	<10	<10	256.6

Overall Mean Pass Score



Percentage Correct: Ashland Test takers across Domains



RA1.1 Ohio Assessments for Educators (OAEs)

Educational Leadership

Content

Domain		Range of Competencies	Approximate Percentage of Assessment Score
I	Visionary and Inclusive Leadership	0001–0002	20%
II	Student Learning	0003–0004	30%
III	Systems for Capacity Building	0005–0006	30%
IV	Resource Management and Educational Law	0007–0010	20%

Domain I–Visionary and Inclusive Leadership

0001 Understand how to provide leadership in facilitating the development, articulation, implementation, and stewardship of a shared vision of learning; collaborating with diverse stakeholders; and mobilizing school and community resources to achieve the vision and promote the success of all student groups.

0002 Understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education in promoting the success of all student groups.

Domain II–Student Learning

0003 Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.

0004 Understand effective teaching and learning and the use of instructional leadership to promote the success of all student groups.

Domain III–Systems for Capacity Building

0005 Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.

0006 Understand organizational management and its use in creating positive and productive learning systems that promote the success of all student groups.

Domain IV–Resource Management and Educational Law

0007 Understand human resource management and its use in creating a positive and productive learning system that promotes the success of all student groups.

0008 Understand operational management and its use in creating a safe, efficient, and effective learning environment that promotes the success of all student groups.

0009 Understand fiscal and material resource management and its use in creating efficient and effective learning systems that promote the success of all student groups.

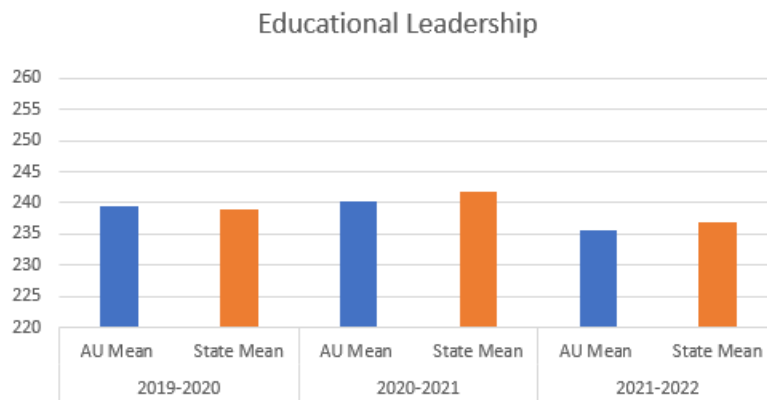
0010 Understand the legal dimensions of educational leadership.

RA1.1 Ohio Assessments for Educators (OAEs)
Educational Leadership (Pass Score = 220)

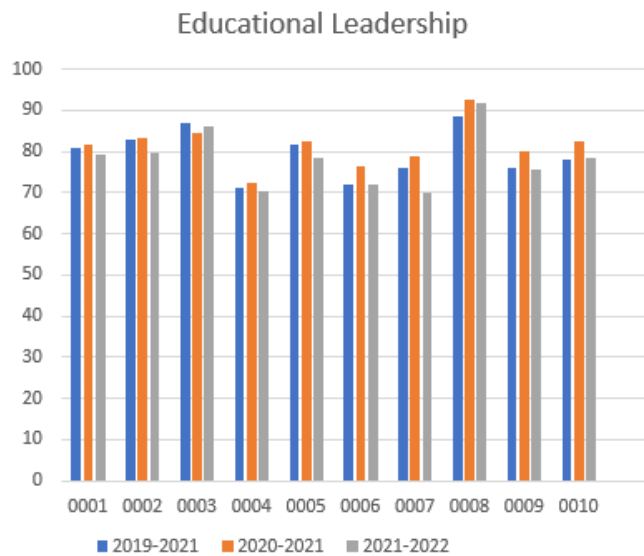
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	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean	N Takers	N Pass	% Pass	AU Mean	State Mean
Educational Leadership	67	60	90%	239.4	239	96	89	93%	240.2	241.9	95	83	87%	235.7	236.8

Overall Mean Pass Score



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RA1.1 Ohio Assessments for Educators (OAEs)
Computer/Technology Subtest I & II

Content

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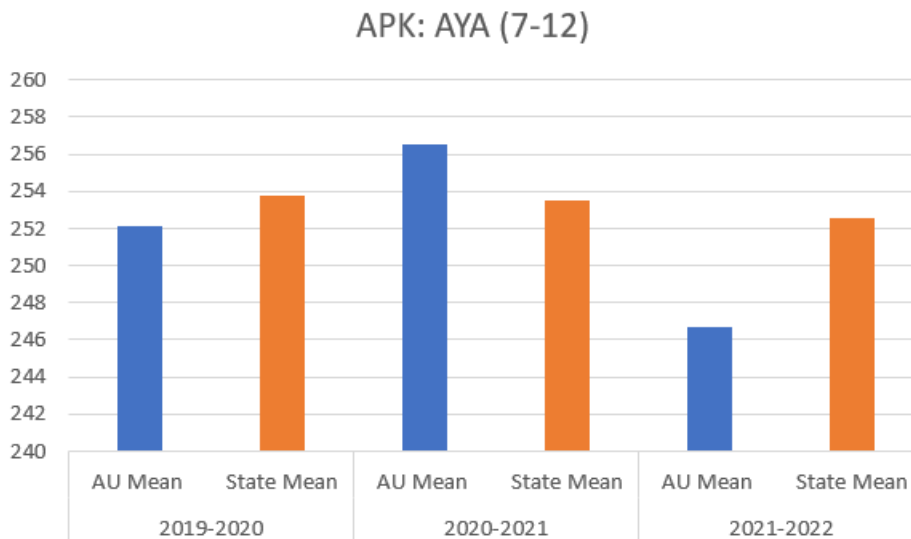
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TESOL (Pass Score = 220)

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APK: AYA (7-12)	18	17	94%	252.1	253.8	35	34	97%	256.5	253.5	23	22	96%	246.7	252.6

Overall Mean Pass Score



Percentage Correct: Ashland Test takers across Domains

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English to Speakers of Other Languages (TESOL)

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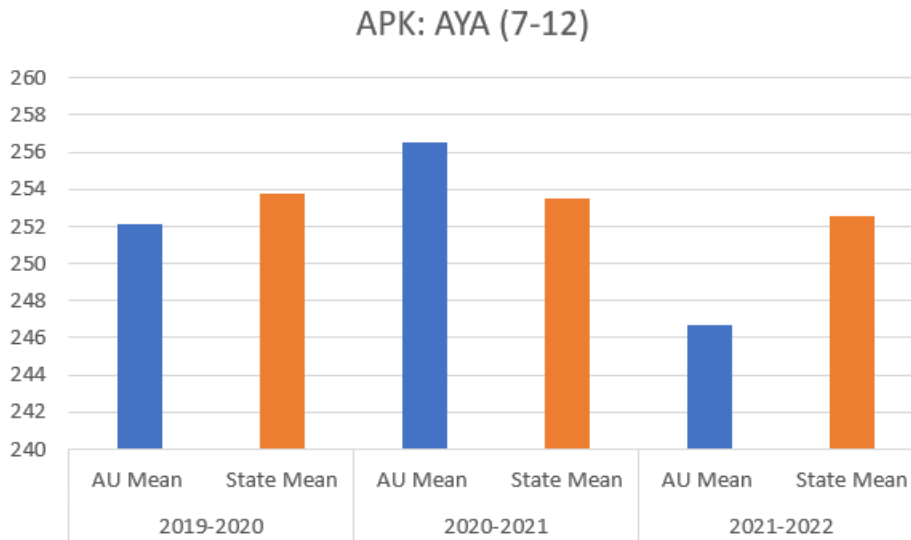
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