

**COMMISSION ON TEACHER CREDENTIALING**

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OFFICE OF THE EXECUTIVE SECRETARY

92-9214

**Date:** June 16, 1992

**To:** All Individuals and Organizations Interested in the  
Activities of the Commission on Teacher Credentialing

**From:**  Philip A. Fitch, Executive Secretary

**Subject:** New Assessments to Verify Subject Matter Competence  
for the Multiple Subjects Credential and for  
Five Single Subject Credentials

The Commission on Teacher Credentialing is responsible for the development and use of subject matter examinations and assessments for those candidates who seek to qualify for teaching credentials by passing exams or assessments that have been adopted by the Commission. Since the enactment of Senate Bill 148 (Bergeson) in 1988, the Commission has made a major effort to ensure that the adopted exams and assessments are valid, comprehensive, and as aligned as possible with the scope and content of subject matter preparation programs in California colleges and universities. The principal focus of this effort has been the development of authentic assessments of each candidate's ability to perform competently in the subject(s) that she/he intends to teach. To achieve this goal, the Commission has consulted with expert advisory panels and test developers, who have created performance assessments for prospective secondary teachers in ten single subjects, as well as a comprehensive assessment of subject matter competence for prospective elementary teachers.

We have provided information about these efforts in prior communications. This correspondence includes new information about new exam requirements for the Multiple Subject Teaching Credential, and about new exam requirements for five of the Single Subject Credentials. The following information pertains only to those candidates who seek to earn credentials by passing subject matter exams; it does not apply to candidates who qualify by completing subject matter programs.

## Commission Adoption of New Examination Requirements for the Multiple Subject Teaching Credential

On June 5, 1992, the Commission adopted the Multiple Subjects Assessment for Teachers (MSAT) for evaluating the subject matter competence of applicants for the Multiple Subject Teaching Credential. Beginning with the October 1992 administration of the NTE, these applicants must pass the MSAT, which replaces the General Knowledge Test of the NTE Core Battery.

The General Knowledge Test is two hours long and consists entirely of multiple-choice questions. The MSAT has a two-hour multiple-choice section on content knowledge. However, it also has two sections of content area exercises in which candidates must construct their own answers to questions. Content Area Exercises 1 and 2 are two hours and one hour, respectively. A detailed description of the MSAT is included with this memorandum.

The new MSAT was developed by Educational Testing Service under the terms of a contract with the Commission, and with the advice of the Commission's Elementary Subject Matter Assessment Advisory Panel. This panel consists of California teachers, professors, and curriculum specialists. The panel developed extensive specifications for the MSAT which were widely distributed for professional review and comment in the Spring of 1991. Following the completion of the specifications by the panel, the Commission adopted them one year ago. ETS then conducted pilot studies and field tests of the new MSAT. The Advisory Panel and the Commission reviewed the results of these studies before making final decisions regarding the scope and design of the MSAT.

### Procedures for MSAT Registration and Credential Application

Individuals must register separately for the Content Knowledge and the Content Area Exercises 1 and 2 sections of the MSAT. For administrative purposes, the Content Area Exercises 1 and 2 sections are being offered separately. *However, please note that candidates must take both Content Area Exercises 1 and 2 of the MSAT on the same day in order to receive a score.* It is not necessary to take the Content Knowledge and Content Area Exercises 1 and 2 of the MSAT on the same day. To take the MSAT outside of California, the candidate will need to request a supplementary test center. See page 18 of the 1992-93 NTE Programs Bulletin of Information for more information.

When applying for a credential based on passing scores in these two examinations (Content Knowledge and Content Area Exercises) of the MSAT, the candidate must submit to the Commission the official examination score reports for both examinations and one thirty-dollar (\$30) test development and administration fee (formerly called a "filing fee").

### MSAT Passing Standards

On August 20-21, 1992, the Commission will set passing scores for the MSAT. Information about these passing standards will be disseminated at the end of August.

**Adoption of New Examination Requirements for Five Single Subject Credentials by the Commission**

On May 8, 1992, the Commission adopted five new assessments for evaluating the subject matter competence of applicants for Single Subject Teaching Credentials in Art, Music, Physical Education, Foreign Language: French, and Foreign Language: Spanish. Beginning with the November 1992 administration of the NTE, these applicants must pass the NTE Specialty Area Examination, which was required previously, plus the new Content Area Performance Assessment (CAPA) in the appropriate subject.

Unlike the Specialty Area Examination which consists of multiple-choice questions, the Content Area Performance Assessment consists of longer questions, exercises, and problems, that require candidates to write extended responses or respond verbally. Each question, exercise, and problem in the CAPAs is designed to measure the candidate's ability to *perform* competently in the discipline. In each discipline, the CAPA complements the NTE Specialty Area Examination, which measures knowledge of basic information in the subject. The Commission's 1987 study of the validity of the NTE Exams showed, among other conclusions, that subject matter assessments should include a content-based *performance* assessment, which is why the Commission planned, designed, and adopted the CAPAs.

The new CAPAs were developed by Educational Testing Service under the terms of a contract with the Commission, and with the advice of the Commission's Teacher Preparation and Assessment Advisory Panels in Art, Foreign Language, Music, and Physical Education. The panels consisted of California teachers, professors, and curriculum specialists in the five subjects. (The Foreign Language Panel included French and Spanish specialists). The panel developed extensive specifications for the CAPAs. These specifications were widely disseminated for field review in the Spring of 1992. ETS conducted pilot studies and field tests of the new CAPAs, and the Advisory Panel considered the results of the field review, pilot and field study before completing their work on the CAPAs.

**Procedures for NTE Specialty Area Test and CAPA Registration and Credential Application**

Individuals must register separately for the NTE Specialty Area Examination and the CAPA. It is not necessary to take the two tests on the same day. To take the CAPA outside of California, the candidate will need to request a supplementary test center. See page 18 of the 1992-93 NTE Programs Bulletin of Information for more information.

When applying for a credential based on passing scores in these two examinations (Specialty Area and CAPA), the candidate must submit to the Commission the official examination score reports for both examinations and one thirty-dollar (\$30) test development and administration fee (formerly called a "filing fee"). If the applicant is applying for two or more subject areas on the basis of passing NTE scores, there is a \$30 test development and administration fee for each subject area.

The CAPAs in the areas of Art, French, Spanish, Music, and Physical Education were field tested at California NTE test administration sites in September 1991, March 1992, and July 1992. Any individual who participated in one of these field tests and failed to pass the NTE Specialty Area Examination needs to retake only the Specialty Area Exam and does not need to retake the CAPA; participation in the CAPA field study waives the requirement to submit a passing score. An applicant in this category must submit the original examination score report showing the failing score with his or her credential application to verify that the examination was taken in California on one of the field study test dates.

**CAPA Passing Standards**

On August 20-21, 1992, the Commission will set passing scores for the five new CAPAs. These passing standards will be disseminated at the end of August.

**Other Single Subject Areas**

As of November 1991, individuals wishing to verify subject-matter competence by examination in English, Life Science, Mathematics, Physical Science, or Social Science have been required to pass both the NTE Specialty Area Tests and the Content Area Performance Assessment (CAPA) in the appropriate subject. Enclosed is information regarding passing scores for these tests.

Individuals wishing to verify subject-matter competence by examination in Agriculture, Business, German, Home Economics, and Industrial & Technology Education will continue to take just the NTE Specialty Area Test in their subject. There are no approved examinations for the subjects of Government, Health Science, or History, or for any foreign language except Spanish, German, and French. As a consequence, completion of a subject matter program is the only way to qualify for a Single Subject Credential in one of these subjects.

**A Final Note**

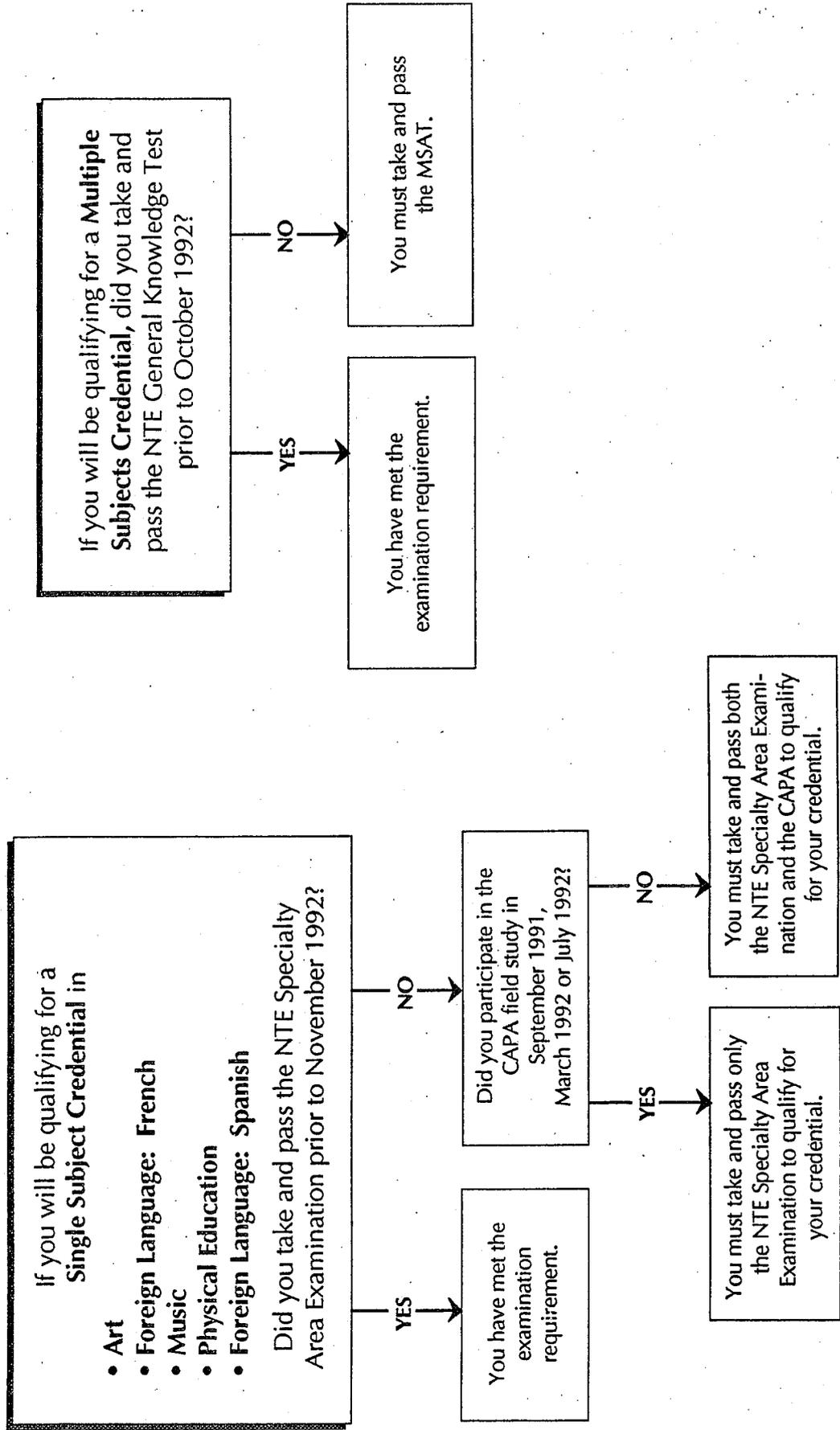
Neither the five new CAPAs nor the MSAT affect teachers who took and passed the appropriate NTE prior to October 1992, as long as the test scores are used to verify subject matter competence for the credential within five years of the test date. Neither do the new requirements affect candidates who are completing Commission-approved subject matter preparation programs at California colleges or universities. Teachers who wish to add a subject to an existing credential by examination must meet the new requirements beginning October 1992.

The following page provides a chart that summarizes the information explained above. The chart may help applicants determine which examinations they need to take. Please feel free to duplicate it or any of the other enclosed materials.

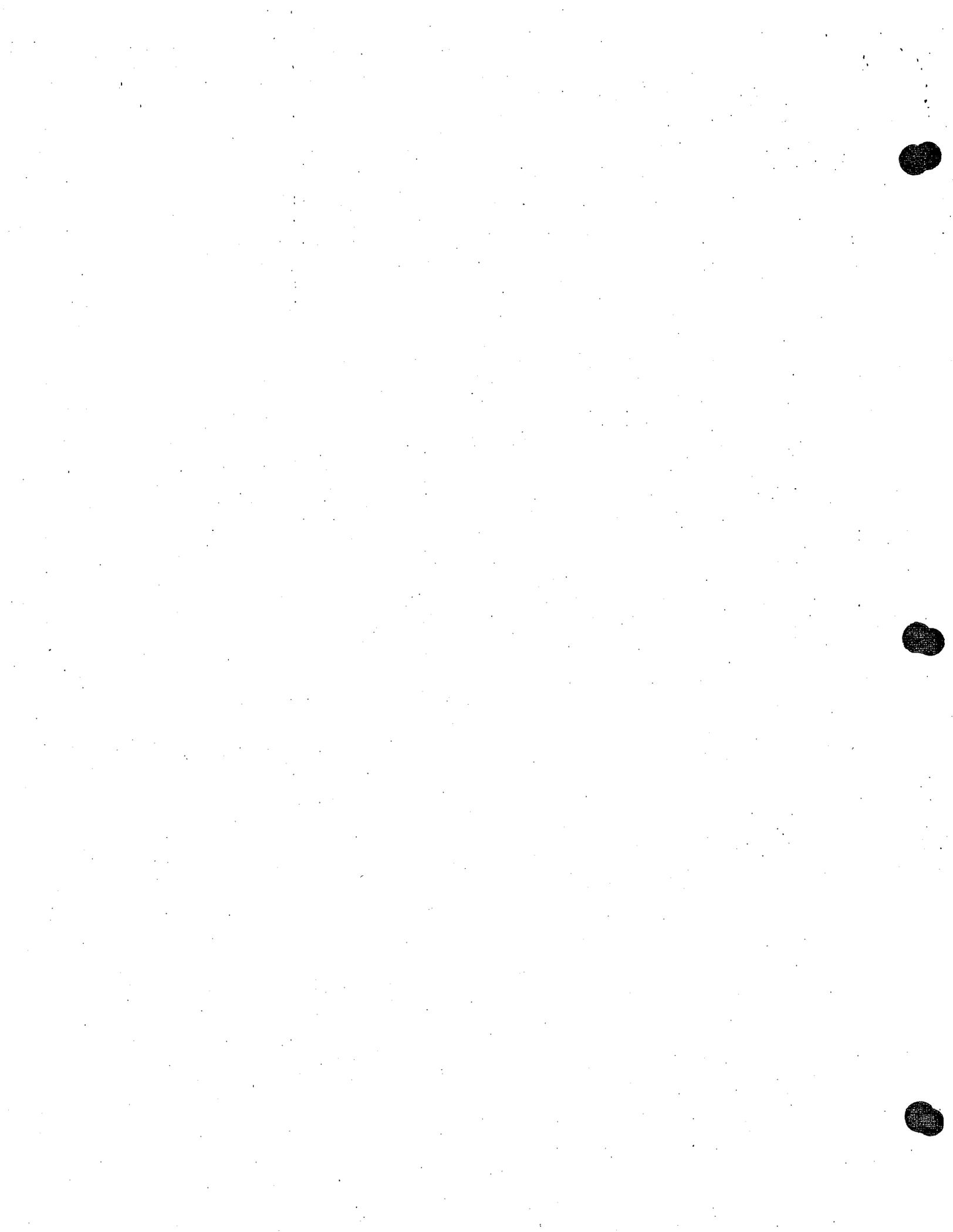
If you have questions, you may call our Information Services Office between 12:30 and 4:30 weekday afternoons at (916) 445-7254 and select the menu choice that provides information about examinations.

## EXAMINATION REQUIREMENTS FOR CANDIDATES APPLYING FOR MULTIPLE OR SELECTED\* SINGLE SUBJECT TEACHING CREDENTIALS

Since you have chosen to qualify for a Multiple or Selected\* Single Subject Teaching Credential on the basis of passing the National Teachers Examination (NTE), the following chart should help you to determine which examinations you will need to take and pass.



\* In the subjects of Art, Music, Physical Education, Foreign Language: French, or Foreign Language: Spanish.



# IMPORTANT INFORMATION FOR CALIFORNIA PROSPECTIVE ELEMENTARY CERTIFICATION CANDIDATES

## THE MULTIPLE SUBJECTS ASSESSMENT FOR TEACHERS

The Multiple Subjects Assessment for Teachers will become a requirement for a California Multiple Subjects Teaching Credential beginning in November 1992.

Please see the NTE Programs Bulletin of Information to learn more about the NTE tests, test dates, registration materials, and procedures.

The Multiple Subjects Assessment for Teachers focuses on seven subject areas that are considered central to elementary education. Each area is covered by blocks of questions about a particular subject. The test measures knowledge of Literature and Language Studies; Mathematics; Visual and Performing Arts; Physical Education; Human Development; History-Social Science; and Science. During the five hours of testing time, each subject is covered by two types of assessment.

The first two-hour block, Multiple Subjects Content Knowledge, contains 150 multiple-choice questions. This component is a standard multiple-choice test with each question having four options. Each of the seven subject areas is represented in the following number of questions:

Literature and Language Studies	(30)
Mathematics	(30)
Visual and Performing Arts	(16)
Physical Education	(10)
Human Development	(10)
History-Social Science	(27)
Science	(27)

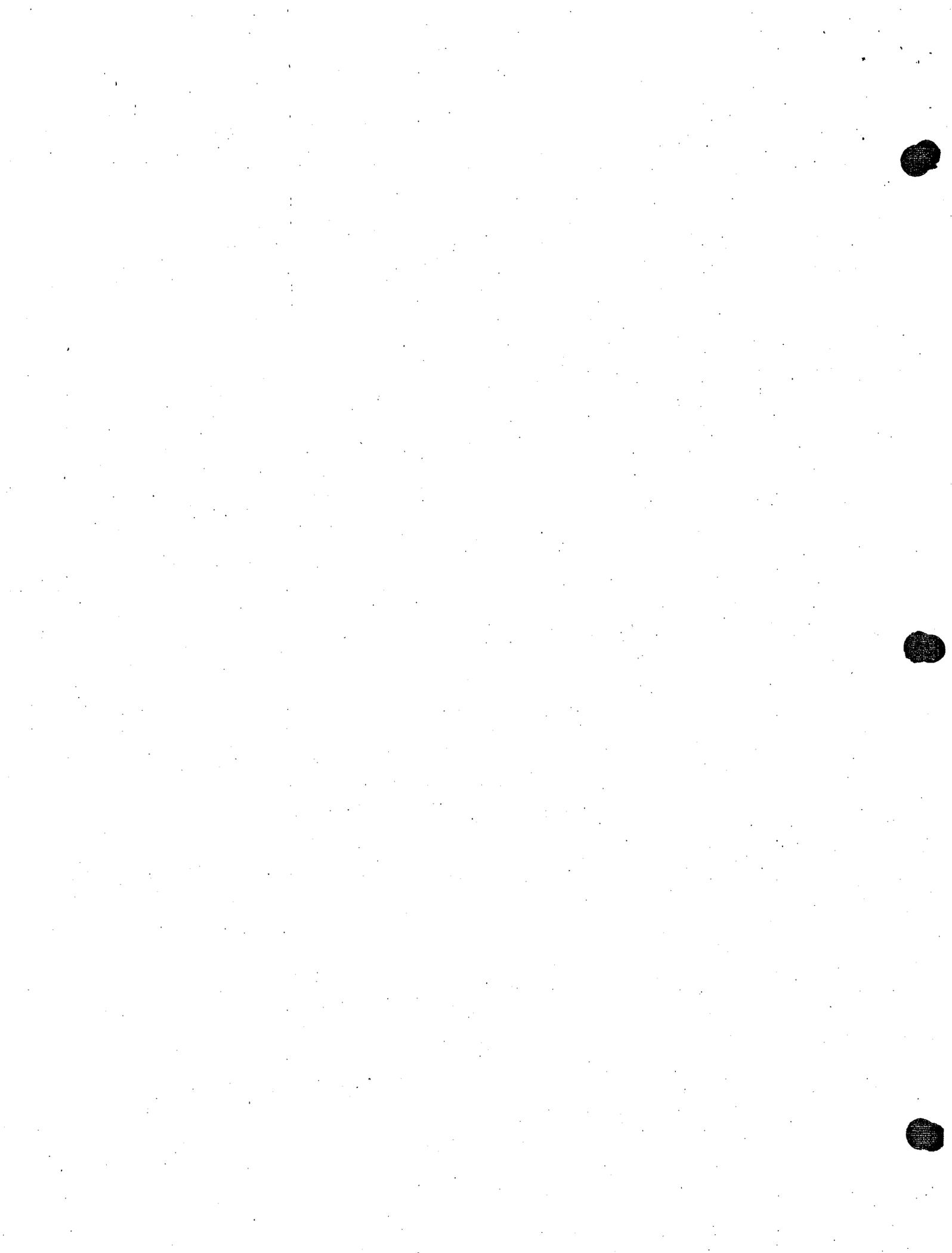
The second block, Multiple Subjects Content Area Exercises, contains 22 short constructed-response (essay) questions that are administered in a two-hour block (14 questions) followed by a one-hour block (eight questions). This component requires examinees to write short responses (seven to eight minutes each) to questions in the test book. Each of the seven subject areas is represented in the following number of questions:

Literature and Language Studies	( 4)
Mathematics	( 4)
Visual and Performing Arts	( 2)
Physical Education	( 2)
Human Development	( 2)
History-Social Science	( 4)
Science	( 4)

A description of each of the subjects covered by the test as well as a breakdown of the topics in each area are available in the Multiple Subjects Assessment for Teachers descriptive leaflet. The leaflet can be obtained from the California Commission on Teacher Credentialing (916-445-7254) or from Educational Testing Service (609-771-7395).

### TEST FEES:

- \$60 - Multiple Subjects Content Knowledge Test (Two-Hour Multiple Choice)
- \$60 - Multiple Subjects Content Area Exercises Test (Two-Hour Short Constructed-Response)
- \$30 - Multiple Subjects Content Area Exercises Test (One-Hour Short Constructed-Response)



**Single Subject Teaching Credential in Art**  
**Two Examinations Required for Subject Matter Competence**  
**Effective November 1, 1992**

**Commission on Teacher Credentialing**  
**Educational Testing Service**  
**1992**

**Examination I: Specialty Area Test in Art Education (Multiple Choice) - Two Hours**

The questions in the test fall into three categories. The first focuses on a survey of world art and on the analysis of art; the second focuses on the materials, tools, techniques, and processes of art; and the third focuses on professional practices (with emphasis on understanding concepts rather than on knowing the names of theorists or theories). Questions in the first two categories of the test are drawn from the following art forms: drawing; painting; sculpture; printmaking; ceramics; crafts; architecture and environmental design; commercial design; and photography, film, video art, and computer art.

**Examination II: Content Area Performance Assessment (CAPA) in Art (Essay) - Two Hours**

Each test form will contain seven questions, including three twenty-minute essays with one question to assess each of the following content areas:

1. The Content of Artworks. Analyze and discuss how the treatment of the content of an artwork is related to the content and the purpose of that artwork or analyze and describe the purpose or intent of artwork (i.e., personal expression, perceptual studies, social or political commentary, religious, utilitarian, etc.).
2. Global Traditions in Art, Architecture, and Design. Recognize the historical context of artwork and be able to discuss them with reference to: the role of the artist in society; the stylistic and thematic influences of artists, architects, and movements on one another; the stylistic and thematic relationship between art and culture within one or more periods (i.e., colonialism and other forms of domination, gender discrimination, technology, and ecology); or, the transmission of cultural values through two- and three-dimensional images and forms.
3. The Nature of Art/Aesthetics. Recognize, discuss, interpret, and analyze the artworks of major styles and cultures with reference to the following topics: definitions of art; the nature of aesthetic experience; meaning in art; or, aesthetics. OR

The Criticism of Art. Demonstrate knowledge of the basic principles of art criticism and apply that knowledge in order to: describe, analyze, interpret, evaluate, judge, and critique artworks; describe the role and function of the art critic; or read, interpret, and evaluate art criticism as part of the process of applying that criticism to artwork.

The test will also contain two twenty-five minute essays in which the candidate will be expected to write about his or her own artwork.

4 & 5. Documentation of Personal Art Making. Demonstrate the ability to create artworks and respond to questions that stimulate thinking about the artwork, the artistic concepts underlying the artwork, and the creative process involved in producing the artwork.

In addition, the examination will include two five-minute exercises. Both of these will be based on:

6 & 7. The Making of Art. Demonstrate the ability to (a) apply or transfer knowledge of the basic art concepts, skills, and techniques to an art form, and (b) recognize the general steps, stages, or techniques associated with an art form.

**Single Subject Teaching Credential in Foreign Language: French**  
**Two Examinations Required for Subject Matter Competence**  
**Effective November 1, 1992**

**Commission on Teacher Credentialing**  
**Educational Testing Service**  
**1992**

**Examination I: Specialty Area Test in French (Multiple Choice) - Two Hours**

The test consists of five sections. The first three sections assess competence in the specific language skills of listening comprehension, reading comprehension, grammar, and stylistic appropriateness. (In these three sections, all stimulus and response material are presented in French. In the listening comprehension section, the questions are based on taped stimulus material.) The fourth section assesses knowledge of methodology and various aspects of applied linguistics (including French phonetics, morphology, and syntax), as well as knowledge of the profession. The fifth section assesses knowledge of the culture of French-speaking countries, with emphasis on continental France. (The fourth and fifth sections are in English.) The test contains 160 questions.

**Examination II: Content Area Performance Assessment (CAPA) in French - Two Hours**

The French CAPA consists of two one-hour modules. Module one requires candidates to demonstrate their ability to speak and write French communicatively within the context of various proficiency-based exercises. In the second module, candidates are asked to demonstrate their skills in error analysis, skills in literary and cultural analysis, and knowledge of cultural functions and attitudes.

**Module One: Productive Language Skills (One Hour)**

**I. Speaking**

The oral assessment is approximately 30 minutes and consists of nine parts representing various aspects of speaking skill.

(Unscored) Practice Questions - As a warm-up exercise, the candidate responds to three questions that are both recorded on audiotape and printed in the test book in French.

1. Oral Reading - The candidate reads out loud a 100-150 word passage printed in the Test Book in French. The candidate is asked to demonstrate the ability to read aloud with the intonation, inflection, and fluency necessary to communicate written material effectively.
2. Picture Description - The candidate gives a detailed description in French of a picture printed in the Test Book.
3. Picture Narration - The candidate is asked to tell a cohesive story in French based on the sequence of pictures presented in the Test Book.

4. Role Playing Situation - The candidate is asked to respond in French to a complicated situation which is printed in English in the Test Book.
5. Giving Instructions - The candidate gives directions in French for a step-by-step process based on a series of pictures printed in the Test Book.
6. Abstract Description/Narration - The candidate gives an open-ended talk in French based on a given topic, incorporating a description of some abstract qualities and narration with a personal focus. The topic is presented in English in the Test Book.
7. Defending an Opinion - The candidate states and defends his/her opinion on a given topic that is printed in English in the Test Book.
8. Brief Talk - The candidate is asked to give a brief talk in French in response to a situation that is printed in the Test Book. The candidate is asked to use the appropriate degree of formality.
9. Oral Paraphrase - The candidate gives an oral paraphrase of a text that is recorded in French on audiotape. The text is not printed in the Test Book.

## II. Writing

The writing assessment takes 30 minutes. It contains three exercises, representing various aspects of writing skill.

1. Writing Questions - The candidate is asked to write questions in French that would be appropriate to ask in an interview.
2. Picture Narration - The candidate is asked to write a short composition in French based on a series of pictures.
3. Letter Writing- Given a specific situation, the candidate is asked to write a brief letter in French using the appropriate degree of formality.

### Module Two: Linguistic, Literary, and Cultural Analysis (One Hour)

#### Section I: Error Analysis (Suggested Time - 10 minutes)

The questions in this section are based on two samples of writing that reflect errors commonly made by non-native learners of French. Candidates are asked to demonstrate their ability to detect and correct errors that interfere with communication. The questions in this section will focus on a total of 10 written errors.

Domains to be tested:

1. Grammar and mechanics - Errors in morphology and syntax, and serious problems in spelling (including diacriticals) and punctuation.
2. Word Choice - Inappropriate language, including false cognates, use of slang, and unacceptable Anglicisms.

3. Register - Language that is inappropriate to the social context (may overlap with 1 and 2 above).

**Section II: Literary and Cultural Analysis** (Suggested Time - 35 minutes)

In this section of the test module, candidates are asked to read critically and interpret works of literature in their specific cultural and historical context by discussing in French how the author:

- reflects cultural characteristics and references in the work, and
- uses literary devices in communicating the main theme of the work. (Examples of these devices may be the use of figurative language, the syntax, and the word selection in the work.)

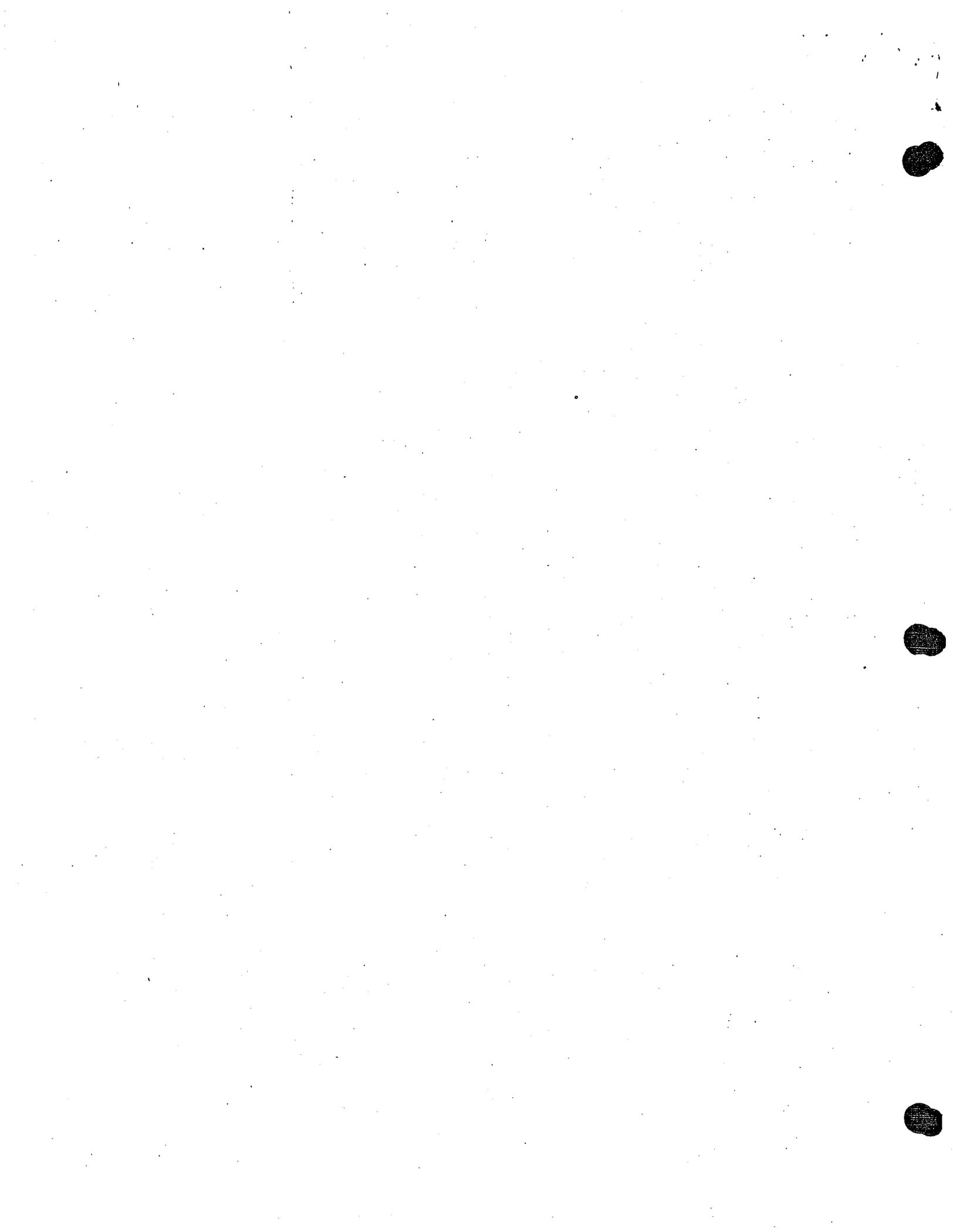
The emphasis will be on major authors, works, genres, and periods (movements) of French/Francophone literature. The questions will be based on representative texts (either excerpts from longer texts or short texts reprinted in their entirety) from a novel, short story, essay, theatrical work, or poetry.

**Section III: Cultural Functions and Attitudes** (Suggested Time - 15 minutes)

In this section of the test module, candidates are asked to demonstrate an understanding of cultural institutions and patterns of behavior that are representative of French/Francophone culture.

Candidates are asked to comment on a situation that reflects one or more aspects of the French/Francophone culture by:

- identifying characteristics of the French/Francophone culture that are depicted in the statement, and
- comparing these characteristics with corresponding aspects of U.S. culture.



**Single Subject Teaching Credential in Foreign Language: Spanish  
Two Examinations Required for Subject Matter Competence  
Effective November 1, 1992**

**Commission on Teacher Credentialing  
Educational Testing Service  
1992**

**Examination I: Specialty Area Test in Spanish (Multiple Choice) - Two Hours**

The test consists of five sections. The first three sections assess competence in the specific language skills of listening comprehension, reading comprehension, grammar, and stylistic appropriateness. (In these three sections, all stimulus and response material are presented in Spanish. In the listening comprehension section, the questions are based on taped stimulus material.) The fourth section assesses knowledge of methodology and various aspects of applied linguistics (including Spanish phonetics, morphology, and syntax), as well as knowledge of the profession. The fifth section assesses knowledge of the culture of Spanish-speaking countries, with emphasis on Latin America and Spain. (The fourth and fifth sections are in English.) The test contains 160 questions.

**Examination II: Content Area Performance Assessment (CAPA) in Spanish - Two Hours**

The Spanish CAPA consists of two one-hour modules. Module one requires candidates to demonstrate their ability to speak and write Spanish communicatively within the context of various proficiency-based exercises. In the second module, candidates are asked to demonstrate their skills in error analysis, skills in literary and cultural analysis, and knowledge of cultural functions and attitudes.

**Module One: Productive Language Skills (One Hour)**

**I. Speaking**

The oral assessment takes approximately 30 minutes and consists of nine parts representing various aspects of speaking skill.

(Unscored) Practice Questions - As a warm-up exercise, the candidate responds to three questions that are both recorded on audiotape and printed in the Test Book in Spanish.

1. Oral Reading - The candidate reads out loud a 100-150 word passage printed in the Test Book in Spanish. The candidate is asked to demonstrate the ability to read aloud with the intonation, inflection, and fluency necessary to communicate written material effectively.
2. Picture Description - The candidate gives a detailed description in Spanish of a picture printed in the Test Book.
3. Picture Narration - The candidate is asked to tell a cohesive story in Spanish based on a sequence of pictures presented in the Test Book.

4. Role Playing Situation - The candidate is asked to respond in Spanish to a complicated situation which is printed in English in the Test Book.
5. Giving Instructions - The candidate gives directions in Spanish for a step-by-step process based on a series of pictures printed in the Test Book.
6. Abstract Description/Narration - The candidate gives an open-ended talk in Spanish based on a given topic, incorporating a description of some abstract qualities and narration with a personal focus. The topic is presented in English in the Test Book.
7. Defending an Opinion - The candidate states and defends his/her opinion in Spanish on a given topic that is printed in English in the Test Book.
8. Brief Talk - The candidate is asked to give a brief talk in Spanish in response to a situation that is printed in the Test Book. The candidate is asked to use the appropriate degree of formality.
9. Oral Paraphrase - The candidate gives an oral paraphrase of a text that is recorded in Spanish on audiotape. The text is not printed in the Test Book.

## II. Writing

The writing assessment takes 30 minutes. It contains three exercises, representing various aspects of writing skill.

1. Writing Questions - The candidate is asked to write questions in Spanish that would be appropriate to ask in an interview.
2. Picture Narration - The candidate is asked to write a short composition in Spanish based on a series of pictures.
3. Letter Writing - Given a specific situation, the candidate is asked to write a brief letter in Spanish using the appropriate degree of formality.

### Module Two: Linguistic, Literary, and Cultural Analysis (One Hour)

#### Section I: Error Analysis (Suggested Time - 10 minutes)

The questions in this section are based on two samples of writing that reflect errors commonly made by non-native learners of Spanish. Candidates are asked to demonstrate their ability to detect and correct errors that interfere with communication. The questions in this section will focus on a total of 10 written errors.

Domains to be tested:

1. Grammar and mechanics - Errors in morphology and syntax, and serious problems in spelling (including diacriticals) and punctuation.
2. Word Choice - Inappropriate language, including false cognates, use of slang, and unacceptable Anglicisms.

3. Register - Language that is inappropriate to the social context (may overlap with 1 and 2 above).

**Section II: Literary and Cultural Analysis** (Suggested Time - 35 minutes)

In this section of the test module, candidates are asked to read critically and interpret works of literature in their specific cultural and historical context by discussing in Spanish how the author:

- reflects cultural characteristics and references in the work, and
- uses literary devices in communicating the main theme of the work. (Examples of these devices may be the use of figurative language, the syntax, and the word selection in the work.)

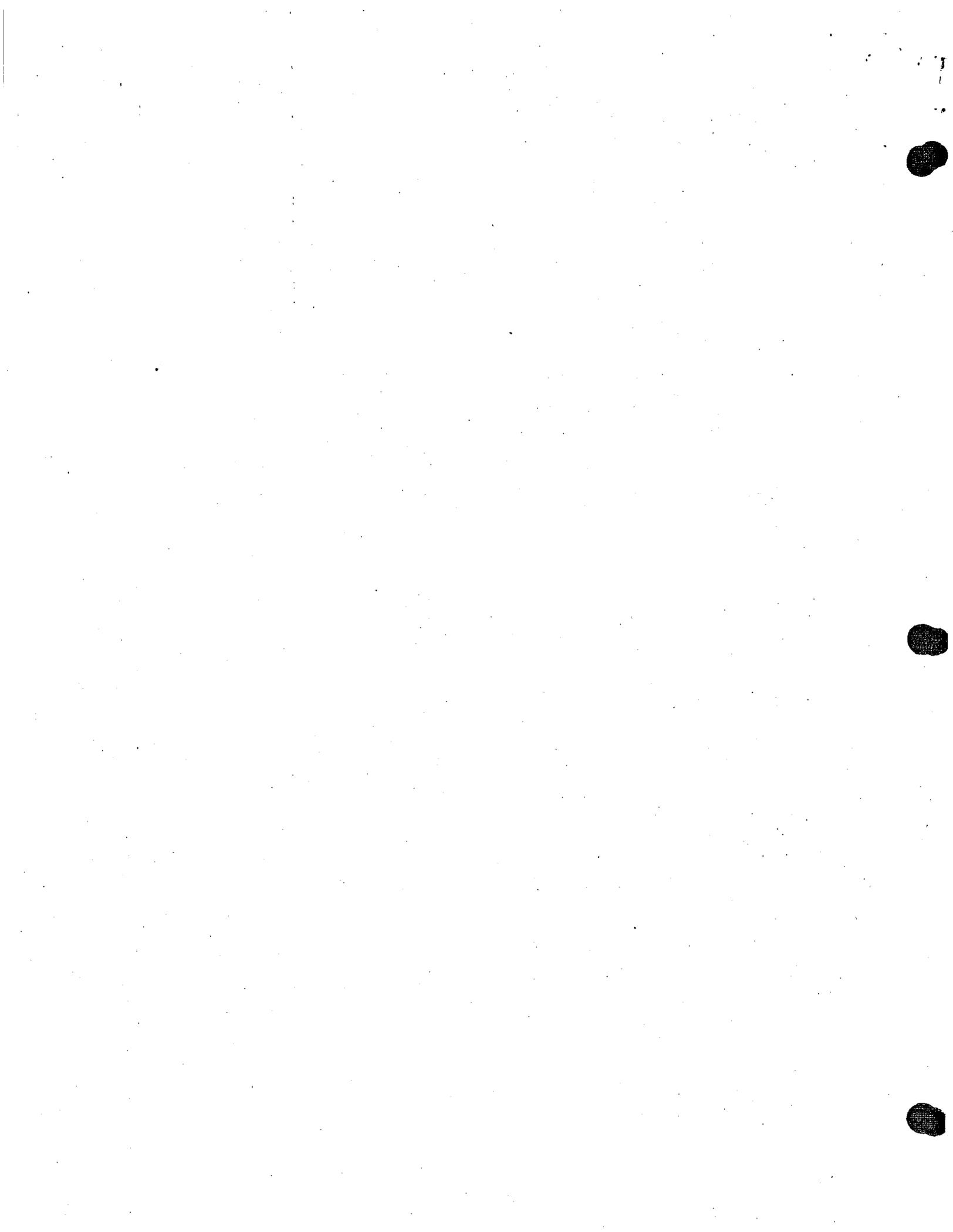
The emphasis will be on major authors, works, genres, and periods (movements) of Spanish/Latin American literature. The questions will be based on representative texts (either excerpts from longer texts or short texts reprinted in their entirety) from a novel, short story, essay, theatrical work, or poetry.

**Section III: Cultural Functions and Attitudes** (Suggested Time - 15 minutes)

In this section of the test module, candidates are asked to demonstrate an understanding of cultural institutions and patterns of behavior that are representative of Spanish/Latin American culture.

Candidates are asked to comment on a situation that reflects one or more aspects of the Spanish/Latin American culture by:

- identifying characteristics of the Spanish/Latin American culture that are depicted in the statement, and
- comparing these characteristics with corresponding aspects of U.S. culture.



**Single Subject Teaching Credential in Music**  
**Two Examinations Required for Subject Matter Competence**  
**Effective November 1, 1992**

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**Educational Testing Service**  
**1992**

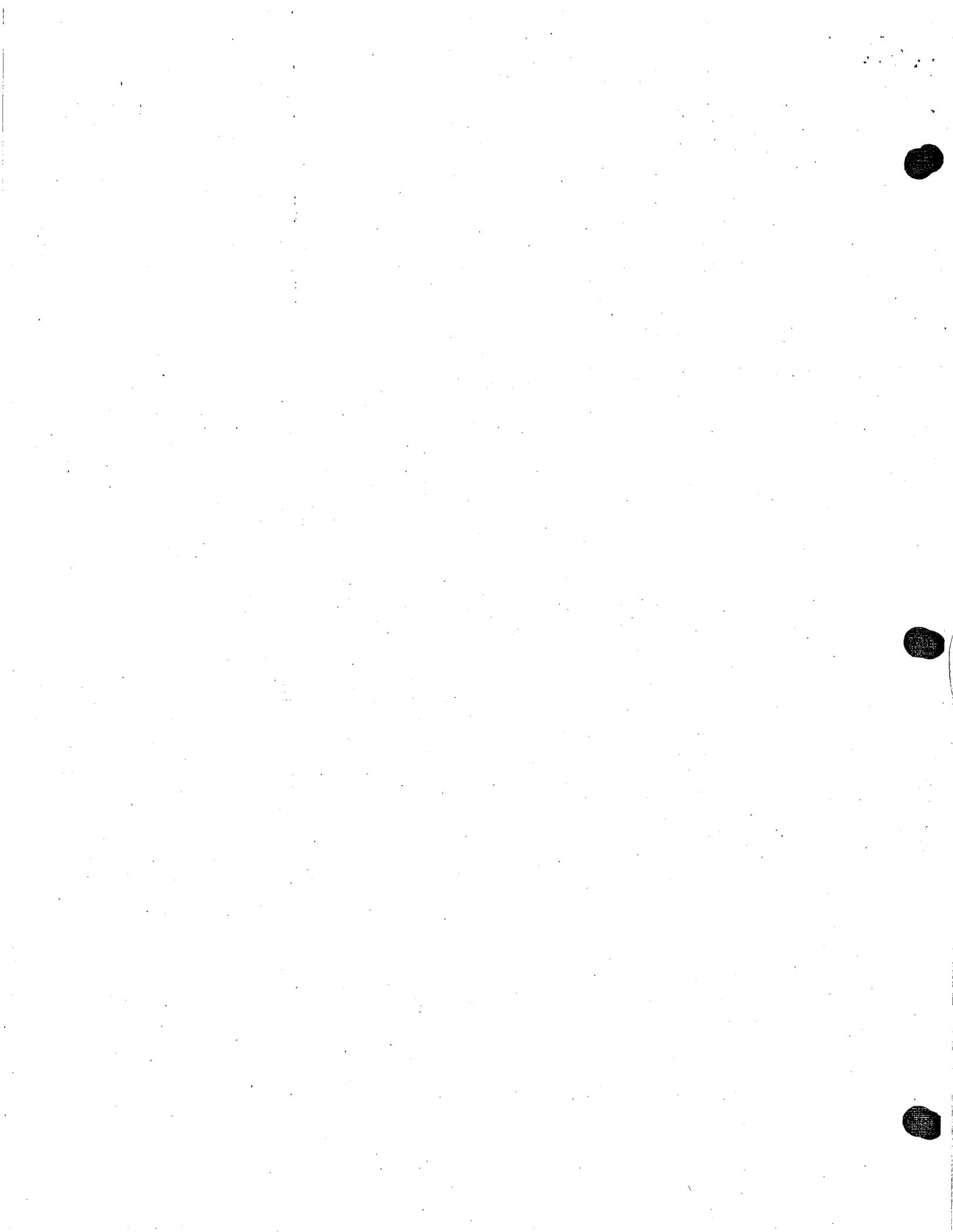
**Examination I: Specialty Area Test in Music Education (Multiple Choice) - Two Hours**

This test contains 150 questions. Five major content dimensions are covered: music history; music theory; performance skills; listening skills; and curriculum, instruction, and professional information. The first 45 questions are based on taped musical excerpts. The remainder of the test consists of written questions, some of which refer to printed musical excerpts or diagrams. In both sections, the questions emphasize comprehension, application of concepts, principles, and practices, rather than the recall of isolated facts.

**Examination II: Content Area Performance Assessment (CAPA) in Music - Two Hours**

This assessment has five parts:

- I. The candidate will select one of two topics: one relating to instrumental music and the other relating to choral music. This essay question is designed to assess the candidate's understanding of developmental learning processes in music and the candidate's ability to organize and describe clearly a learning sequence pertaining to one of these processes. (Suggested time = 30 minutes)
- II. This essay question on general music is intended to assess the candidate's ability to design and describe a step-by-step plan focusing on a music concept. (Suggested time = 30 minutes)
- III. This exercise is based on an instrumental performance heard on audiotape in the test center. The performance will contain no note errors but will be flawed in technical interpretation. The candidate, using the musical score for reference, is asked to locate the errors by measure number and to describe the errors. (Suggested time = 15 minutes)
- IV. This exercise is based on a choral performance heard on audiotape in the test center. The performance will contain no note errors but will be flawed in technical interpretation. The candidate, using the musical score for reference, is asked to locate the errors by measure number and to describe the errors. (Suggested time = 15 minutes)
- V. The candidate will choose one of three topics: one relating to instrumental music, one to choral music, or one to general music. The essay question is based on musical scores printed in the test book and designed to assess the candidate's ability to evaluate the appropriate age-group level or level of difficulty of each score and the candidate's ability to conceptualize the essential characteristics of the music and to draw conclusions about the pieces as a whole based on these observations. (Suggested time = 30 minutes)



**Single Subject Teaching Credential in Physical Education  
Two Examinations Required for Subject Matter Competence  
Effective November 1, 1992**

**Commission on Teacher Credentialing  
Educational Testing Service  
1992**

**Examination I: Specialty Area Test in Physical Education (Multiple Choice) - Two Hours**

The test contains 150 questions and covers the body of knowledge of physical education (human movement) including fundamental motor skills/movement elements, games and sports, outdoor leisure pursuits, dance, exercise and physical fitness, exercise physiology, human anatomy, the mechanics of human movement, and motor learning. The test also addresses physical education as a profession with questions covering the social, political, economic, and educational forces affecting physical education, the effects of physical education programs on individuals and society, the philosophies of well-known physical educators, the implications of philosophies on physical education programs, and the sociological/psychological dynamics of physical education programs. Finally, the test also contains questions about the teaching of physical education, including planning, implementing, and evaluating the teaching/learning process.

**Examination II: Content Area Performance Assessment (CAPA) in Physical Education - Two Hours**

The Physical Education examination consists of four questions. Each question will require demonstration of one or more of the following abilities:

- The ability to evaluate and/or interpret the physical characteristics and performances of children and young adults based on videotaped demonstrations and printed descriptions.
- The ability to select and/or design movement activities to meet specified goals and/or the needs of specified groups of children and young adults.
- The ability to explain and justify such evaluation, interpretations, selections, and designs using appropriate information from the physical, biological and social sciences.

Questions will focus chiefly on movement concepts and forms in the areas of:

Fitness activities  
Fundamental and creative movement skills  
Individual, dual, and team sports

Questions may also require knowledge of aquatics, dance, nontraditional activities and games, tumbling and gymnastics, combatives, and outdoor education activities.

The first two questions (one hour) will be based on short videotapes of school-age children demonstrating movements in the above categories. The taped stimulus for

each of these two questions will be not more than 2 minutes in length and will show 2-6 demonstrators performing the skills covered by the question. Candidates will be asked to describe important features of the performances shown on the tape and to describe ways in which they would communicate with the individual demonstrators about their performances with a view to helping them understand and improve their performances. Candidates will see tapes for both questions at the beginning of the first hour of the test and will see each tape four additional times during the hour.

Question 3 and 4 (one hour) are presented without any videotape stimuli. Questions in this second hour of the test will deal primarily with health-related fitness, the ability to analyze movement forms in terms of the progression from introductory to advanced levels of skill performance, and the selection and description of movement activities that will enable children to reach specified goals in physical education. Candidates will not be expected to demonstrate knowledge of teaching methods in physical education or of general principles and methods of planning and implementing instruction. Candidates are expected to demonstrate knowledge of the critical features of movement forms and how these features shape the design of activities intended to help children master these features.

Several documents published by the National Association for Sport and Physical Education (NASPE), including in particular those issued by the NASPE Outcomes Project on *The Physically Educated Person*, have been used extensively in preparing the questions for this test. Candidates are encouraged to contact NASPE at the following address to obtain copies of these publications for use in preparing for the test:

NASPE  
1900 Association Drive  
Reston, VA 22091

Phone: (703) 476-3410