

Missouri Content Assessment Advanced Programs Superintendent

Alignment

Alignment to National Standards

The Superintendents' assessment 059 is aligned to the Missouri Leader Development System Standards (MLDS) and the National Educational Leadership Preparation (NELP) Standards. The alignment table is included below.

How Alignment is Assured

The exam is developed directly from the MLDS standards which are directly aligned to the NELP standards. Alignment is assured through a third party, Pearson Education, Inc.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

The purpose of the assessment is to measure educator candidates' content knowledge, pedagogical knowledge, and dispositions and work styles. Superintendents must pass the exam to earn certification.

The test was developed by Pearson Education, Inc. During development, key state and national documents were consulted. Committees of Missouri educators reviewed the test competencies to ensure that these were accurate, free of bias, job related, and important for the position. Content validation was conducted using sampled practicing Missouri educators and educator preparation program faculty to ensure that the test competencies reflect the knowledge and skills considered to be important for performing the job in Missouri.

Details of Assessment Administration

Students seeking to become certified superintendents complete the exam at the end of their program of study. The test is administered at computer-based testing centers, located throughout Missouri and nationwide. There is a \$73 fee to take the exam.

How the Evaluation is used to Measure Candidate Progress

This evaluation is used as a summative assessment to measure whether candidates have achieved the entry-level knowledge to be certified as a building-level administrator in Missouri. This data is a final evaluation of the candidate's ability to be employed. Advanced programs monitor data to ensure coursework adequately prepares students for these entry-level competencies.

Evidence and Analysis

Directions Delivered to Candidates

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Extensive instructions are provided online for candidates to review prior to reporting to a testing center through “The Day of the Test” instructions included below.

Evaluation Instrument

The measurement tool is proprietary and not available. Test Frameworks are available online. Test Frameworks are attached MOCA Evidence Test Design Framework 059.

Presentation of Data

Pass rates for years 2022, 2021, 2020

| 2022 | 2021 | 2020 | Three Years Combined |
|--|---|---|---|
| N = 2 Pass rate = 1/2 = 50% | N = 5 Pass rate = 3/5 = 60.00% | N = 2 Pass rate = 2/2 = 100% | N = 9 Pass rate = 6/9 = 67.70% |
| Females n = 1 - 1/1 = 100% Males n = 1 - 0/1 = 0% | Females n = 3 - 2/3 = 66.66% Males n = 2 - 1/2 = 50% | Females n = 1 - 1/1 = 100% Males n = 1 - 1/1 = 100% | Females n = 5 - 4/5 = 80% Males n = 4 - 2/4 = 50.00% |
| African Americans n = 0 Caucasian n = 2 - 1/2 = 50% | African Americans n = 0 Caucasian n = 5 - 3/5 = 60.00% | African Americans n = 0 Caucasian n = 2 - 2/2 = 100% | African Americans n = 0 Caucasian n = 9 - 6/9 = 67.77% |

Analysis and Interpretation

The data from N = 15 students for the years 2020, 2021, AND 2022 was collected and analyzed for this summative assessment. The data were disaggregated by gender and race/ethnicity for the same three years. Over the three-year period, the pass rate was 53.33% with 2022 as the lowest (33.33%) and 2020 as the highest (100%).

The disaggregated data by gender revealed more males than females took the assessment. Females, n = 7 and males, n = 8. Overall females had higher pass rates than males at 57.14% and 50% respectively. There is no race/ethnicity analysis since all participants were Caucasian.

Continuous Improvement

Focus Area(s)

Results from this summative assessment will be reviewed by education administration and career and technical education administration faculty. From these annual reviews, areas needing improvement will be identified and a plan to include goals and strategies for improvement will be implemented. Mid-year department meetings to review progress towards the goals will take place. The low number of diverse students in our programs is a concern across all departments. Recruitment efforts will be focused on this issue.

MISSOURI EDUCATOR GATEWAY ASSESSMENTS

Field 059 Superintendent

Content Alignment Study

The Content Alignment Study below provides information about the alignment of knowledge and skills described in the competencies that make up the test framework for this licensure test with the state and national standards designated by the Department of Elementary and Secondary Education for this field. The table indicates those portions of the relevant state and/or national standards that are addressed -- in whole or in part -- by each competency.

| Test Competency | National Policy Board for Educational Administration (NPBEA). <i>Professional Standards for Educational Leaders.</i> | National Policy Board for Educational Administration (NPBEA). <i>National Educational Leadership Preparation (NELP) Program Recognition Standards District Level.</i> |
|---|---|---|
| Visionary Leadership, Culture of Learning, and the Instructional Program | | |
| 0001 Understand how to facilitate the development, articulation, implementation, and stewardship of a district vision of success for all students that is shared and supported by the school community. | 1.A–F; 10.A; 10.B; 10.D; 10.H | 1.1; 1.2; 7.1 |
| 0002 Understand how to create and sustain a positive culture of learning and learning environments that promote excellence and equity for all students. | 1.C; 1.F; 2.B; 2.C; 3A–E; 4.A–D; 5.A; 5.B; 5.E; 6.D; 6.F; 7.A–H; 9.K; 10.A–E | 3.1; 3.2; 3.3 |
| 0003 Understand how to promote effective instructional programs that apply research-supported best practices in instruction and assessment to foster academic success for all students. | 3.B; 3.C; 3.E; 4.A–G; 5.C; 7.D; 9.B; 9.E; 10.B; 10.C; 10.F; 10.G | 4.1; 4.3; 4.4 |
| 0004 Understand how to ensure the creation of professional development opportunities and comprehensive professional growth plans that are aligned to the district's comprehensive school improvement plan, support school improvement, and promote learning for all students. | 4.G; 6.C–G; 6.I; 7.A; 7.C; 7.E–H; 9.B; 9.C; 9.G; 10.B; 10.D; 10.F; 10.J | 2.1; 4.2; 4.3; 6.3 |

MISSOURI EDUCATOR GATEWAY ASSESSMENTS

Field 059 Superintendent

Content Alignment Study

| Test Competency | National Policy Board for Educational Administration (NPBEA). <i>Professional Standards for Educational Leaders.</i> | National Policy Board for Educational Administration (NPBEA). <i>National Educational Leadership Preparation (NELP) Program Recognition Standards District Level.</i> |
|--|---|---|
| Organizational Management, Collaboration with Stakeholders, and Educational Contexts | | |
| 0005 Understand organizational and operational management, including relevant structures, policies, and procedures, and their use in ensuring safe, efficient, and effective learning environments and supporting the district's vision and goals. | 1.F; 3.H; 5.A; 6.G; 7.E; 9.A; 9.E–H; 9.K;10.A–C; 10.G; 10.I | 1.2; 3.2; 6.1; 6.2 |
| 0006 Understand human, fiscal, and material resource management that is effective, legal, equitable, and aligned and supports attainment of the district's vision and goals. | 6.A; 6.B; 6.E; 6.G; 9.B–D; 9.H; 10.J | 2.1; 6.1; 6.2; 6.3 |
| 0007 Understand how to communicate and collaborate with parents/guardians and other district stakeholders, respond to diverse community interests and needs, and mobilize community resources to support and positively affect learning. | 2.E; 3.G; 3.H; 5.D; 5.F; 8.A–J; 9.J–L | 5.1; 5.2; 5.3; 7.1; 7.2; 7.3 |
| 0008 Understand the personal and professional responsibilities of superintendents, including legal and ethical principles and practices. | 1.G; 2.A–F; 3.H; 7.D; 9.H | 2.1; 2.2; 2.3; 3.2; 6.1; 7.3 |
| 0009 Understand the larger political, social, economic, legal, and cultural contexts of education and how to respond to and influence these contexts to achieve the district's vision and goals and promote learning for all students. | 8.C; 8.H–J; 9.L; 10.C, 10.F; 10.I | 5.2; 5.3; 7.1; 7.2; 7.3; 7.4 |

MISSOURI EDUCATOR GATEWAY ASSESSMENTS

Field 059 Superintendent

Content Alignment Study

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|---|---|--|
| Planning for Improved Student Success | | |
| 0010 Prepare a response in which you discuss steps you would take in developing a plan to address a specified district issue related to student learning. | 3; 4; 5; 6; 8; 10 | 1; 3; 4; 5 |
| School District Data Assignment | | |
| 0011 Prepare a response in which you analyze student achievement data for a particular school district and describe how you would address an issue shown in the data. | 3; 4; 10 | 1; 3; 4 |

Missouri Educator Gateway Assessments

FIELD 059: SUPERINTENDENT TEST FRAMEWORK

June 2014

| Content Domain | Range of Competencies | Approximate Percentage of Test Score |
|--|------------------------------|---|
| I. Visionary Leadership, Culture of Learning, and the Instructional Program | 0001–0004 | 38% |
| II. Organizational Management, Collaboration with Stakeholders, and Educational Contexts | 0005–0009 | 32% |
| III. Planning for Improved Student Success | 0010 | 15% |
| IV. School District Data Assignment | 0011 | 15% |

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Missouri Educator Gateway Assessments
TEST FRAMEWORK
FIELD 059: SUPERINTENDENT

VISIONARY LEADERSHIP, CULTURE OF LEARNING, AND THE INSTRUCTIONAL PROGRAM

0001 Understand how to facilitate the development, articulation, implementation, and stewardship of a district vision of success for all students that is shared and supported by the school community.

For example:

- 1.1 Analyze the purposes of a district vision and procedures for collaboratively developing and implementing a shared vision based on relevant knowledge and theories and reflecting high levels of student learning and effective instructional practice.
- 1.2 Apply knowledge of how to engage stakeholder groups, including the school board, in developing and implementing a district vision; incorporate diverse perspectives into the vision; and build a shared sense of commitment to and ownership of the vision.
- 1.3 Analyze the role of the superintendent in developing, articulating, and implementing a district vision, including allocating necessary time and resources, and in motivating district leaders, other staff, students, parents/guardians, and the community to achieve the vision.
- 1.4 Apply knowledge of how a district vision drives planning and informs decision making about goals, programs, practices, initiatives, and resource utilization.
- 1.5 Demonstrate knowledge of skills and strategies for collecting and using relevant data to identify goals aligned with the district vision, assess effectiveness in achieving the vision, and promote organizational learning.
- 1.6 Demonstrate knowledge of skills and strategies for collaboratively creating and implementing plans and initiatives to achieve defined district goals and promote continuous and sustainable improvement.
- 1.7 Apply knowledge of how to collaboratively monitor and evaluate the progress and effectiveness of plans and initiatives and modify them as needed to achieve goals.

**FIELD 059: SUPERINTENDENT
TEST FRAMEWORK**

0002 Understand how to create and sustain a positive culture of learning and learning environments that promote excellence and equity for all students.

For example:

- 2.1 Demonstrate knowledge of the importance of culture and context-appropriate strategies for nurturing and sustaining a districtwide culture of collaboration and achievement in which all stakeholders share a commitment to high expectations for all students, closing achievement gaps, and pursuing academic and behavioral excellence.
- 2.2 Demonstrate knowledge of context-appropriate strategies for establishing rigorous academic goals and priorities, ensuring that school and district staff set high academic and behavior expectations for every student, and ensuring that students are consistently engaged in learning.
- 2.3 Apply knowledge of how to promote personalized, motivating, safe, supportive, and equitable learning environments throughout the district that are responsive to and respectful of student diversity and that support achievement for every student.
- 2.4 Identify procedures for evaluating aspects of school culture and learning environment and for using results to guide continuous improvement throughout the district.
- 2.5 Demonstrate knowledge of how to promote and evaluate effective and equitable behavior management strategies; student codes of conduct; and practices and procedures for preventing forms of conflict such as bullying, harassment, and intimidation.
- 2.6 Apply knowledge of how to establish a strong professional culture that encourages continuous staff learning and collaboration and shared commitment to the district's vision, values, and goals.

**FIELD 059: SUPERINTENDENT
TEST FRAMEWORK**

0003 Understand how to promote effective instructional programs that apply research-supported best practices in instruction and assessment to foster academic success for all students.

For example:

- 3.1 Apply knowledge of how to work collaboratively with district leadership to plan, organize, drive, supervise, monitor, evaluate, and support rigorous, standards-based, coherent, and data-driven instructional programs based on research-supported best practices for curriculum, instruction, and assessment.
- 3.2 Demonstrate knowledge of factors to consider in developing instructional programs (e.g., academic standards; student performance, characteristics, and needs) and procedures for supervising and allocating resources to sustain district instructional programs.
- 3.3 Apply knowledge of effective instructional practices, including data-driven differentiation and intervention, and curricular materials to meet student needs, close achievement gaps, and promote success for all students at all levels in the district.
- 3.4 Analyze implications of student diversity for teaching and learning, and identify research-supported practices for promoting achievement for students with diverse characteristics and needs (e.g., English language learners; students with exceptionalities; students with diverse cultural, language, and socioeconomic backgrounds).
- 3.5 Demonstrate knowledge of effective assessment, including standardized and classroom-based assessment, and assessment practices.
- 3.6 Apply knowledge of how to promote and facilitate collaborative efforts at the district and school level to analyze assessment results, formulate plans for improved learning and achievement, and conduct relevant research.
- 3.7 Apply knowledge of how to use relevant quantitative and qualitative data to identify instructional strengths and needs, define gaps between current outcomes and goals, formulate new action steps, and design school and district programs to improve learning for every student.
- 3.8 Demonstrate knowledge of educational accountability, the importance and implications of accountability for schools and districts, the role of assessment in accountability, and collaborative procedures for establishing and monitoring school and district accountability systems.
- 3.9 Demonstrate knowledge of how to use technology and information systems to enhance curriculum, instruction, and student learning and to monitor instructional effectiveness across the district.
- 3.10 Analyze the impact of structural factors (e.g., staffing patterns, schedules, student grouping practices) on student achievement and ways to adjust these factors to achieve district goals for learning.

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**FIELD 059: SUPERINTENDENT
TEST FRAMEWORK**

0004 Understand how to ensure the creation of professional development opportunities and comprehensive professional growth plans that are aligned to the district's comprehensive school improvement plan, support school improvement, and promote learning for all students.

For example:

- 4.1 Demonstrate knowledge of skills and strategies for collaboratively planning, implementing, and evaluating aligned, standards-based professional development opportunities, including the need to allocate adequate time and other resources to support staff learning and collaboration.
- 4.2 Apply knowledge of how to promote the creation of professional learning communities in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to school and district goals and priorities.
- 4.3 Demonstrate knowledge of how to guide staff use of achievement data to evaluate student performance, analyze differences between individuals and groups of students, and inform planning for improved teaching and learning.
- 4.4 Demonstrate knowledge of the importance of classroom observations and the use of observation results and student data to evaluate the quality of instruction and provide building-level staff with feedback aimed at improving student learning and maximizing the effective use of instructional time.
- 4.5 Apply knowledge of how to provide professional support and development focused on authentic problems and student outcomes, integrate opportunities for continuous learning and professional growth into the school and district environments, and engage staff in ongoing self-assessment.
- 4.6 Demonstrate knowledge of various supervisory models and techniques (e.g., clinical supervision, coaching, mentoring, conferencing) and their use in improving performance and outcomes for school and district staff.
- 4.7 Demonstrate knowledge of how to work collaboratively with staff to create comprehensive professional growth plans that are aligned to school and district improvement plans, address individual needs, and promote professional excellence.
- 4.8 Identify strategies for encouraging leadership, initiative, innovation, self-reflection, and action research among teachers and other staff.
- 4.9 Apply knowledge of resources and activities for promoting one's own ongoing professional development and learning and for remaining current on knowledge, skills, and best practices in educational leadership that positively impact staff development and student learning.

FIELD 059: SUPERINTENDENT TEST FRAMEWORK

ORGANIZATIONAL MANAGEMENT, COLLABORATION WITH STAKEHOLDERS, AND EDUCATIONAL CONTEXTS

0005 Understand organizational and operational management, including relevant structures, policies, and procedures, and their use in ensuring safe, efficient, and effective learning environments and supporting the district's vision and goals.

For example:

- 5.1 Apply knowledge of skills and strategies for managing the district organization in ways that promote collaborative processes and relationships, foster collective commitment to the vision and goals, and ensure equity and continuous improvement.
- 5.2 Apply knowledge of how to monitor and evaluate school and district management systems and ensure that organizational time is focused on supporting effective instruction and student learning.
- 5.3 Demonstrate knowledge of how to collect and use relevant data to make decisions about organizational needs and priorities and how to strategically address organizational barriers to achieving district goals.
- 5.4 Apply knowledge of management skills and practices (e.g., group process, trust building, team building, consensus building, conflict resolution, distributed leadership) and their use in solving problems, making decisions, and achieving success for every student.
- 5.5 Apply knowledge of change processes and how to initiate, manage, and evaluate organizational change.
- 5.6 Demonstrate knowledge of how to use technological tools and systems to support effective management of the organization (e.g., managing information, facilitating communication and collaboration).
- 5.7 Apply knowledge of procedures, practices, and legal requirements for ensuring the safe, efficient, and effective operation of district facilities and equipment.
- 5.8 Demonstrate knowledge of how to develop and implement plans and procedures for ensuring student and staff safety and building security.
- 5.9 Demonstrate knowledge of crisis planning and emergency management in schools and districts.
- 5.10 Apply knowledge of how to allocate and use facility space effectively and efficiently to meet program needs and achieve district goals.

**FIELD 059: SUPERINTENDENT
TEST FRAMEWORK**

0006 Understand human, fiscal, and material resource management that is effective, legal, equitable, and aligned and supports attainment of the district's vision and goals.

For example:

- 6.1 Demonstrate knowledge of effective, legal, and equitable procedures for collaboratively recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff to support district goals and maximize achievement for all students.
- 6.2 Apply knowledge of how to work collaboratively with district leaders and staff to develop, implement, monitor, and evaluate effective induction and mentoring plans for new teachers.
- 6.3 Analyze issues related to equity, diversity, and fairness in human resource management.
- 6.4 Apply knowledge of staff evaluation procedures and the use of staff evaluation systems that differentiate the performance of staff functioning at different levels.
- 6.5 Demonstrate knowledge of how to work collaboratively with district leaders and staff to allocate, align, and efficiently utilize human resources and develop the capacity for distributed leadership.
- 6.6 Demonstrate knowledge of policies, procedures, and contractual obligations related to human resource administration, including relevant state and federal laws and regulations (e.g., ADA, FERPA, FMLA).
- 6.7 Apply knowledge of how to plan, manage, and monitor district budgets effectively, legally, and equitably according to student needs and how to allocate, align, and efficiently utilize fiscal and material resources.
- 6.8 Demonstrate knowledge of how to manage fiscal and material resources and obtain new resources (e.g., grants, partnerships) to support district programs and improve student achievement.
- 6.9 Demonstrate knowledge of procedures for financial record keeping and reporting, including legal requirements, and for ensuring effective internal controls to safeguard district financial operations.
- 6.10 Demonstrate knowledge of public school financing in Missouri, including related equity issues, sources of funding, and restrictions on the use of funds.

**FIELD 059: SUPERINTENDENT
TEST FRAMEWORK**

0007 Understand how to communicate and collaborate with parents/guardians and other district stakeholders, respond to diverse community interests and needs, and mobilize community resources to support and positively affect learning.

For example:

- 7.1 Analyze the role of high visibility and active involvement throughout the district and the community in accommodating diverse conditions and needs and supporting achievement of the district vision and goals.
- 7.2 Apply knowledge of community and media relations, public information strategies for communicating different types of information to various audiences (e.g., parents/guardians, community partners), and technological tools and interpersonal communication skills appropriate in various educational contexts.
- 7.3 Apply knowledge of how to build and sustain collaborative, productive relationships with school board members, school and district staff, advisory councils, parents/guardians, local businesses and other organizations, and community partners.
- 7.4 Demonstrate knowledge of how to promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources and how to mobilize community resources, including leading tax initiatives, to support student achievement, solve district problems, and achieve district goals.
- 7.5 Demonstrate knowledge of the benefits of parent/guardian participation in the schools and strategies for increasing the involvement of parents/guardians in their children's education.
- 7.6 Demonstrate knowledge of how to guide staff to build productive relationships with parents/guardians and engage them in their children's learning.
- 7.7 Apply knowledge of skills and strategies for consensus building, collaboration, and negotiation in various contexts involving parents/guardians and other district stakeholders.
- 7.8 Apply knowledge of how to respond to diverse community interests and needs and work effectively with stakeholders who have competing or conflicting perspectives.

FIELD 059: SUPERINTENDENT TEST FRAMEWORK

0008 Understand the personal and professional responsibilities of superintendents, including legal and ethical principles and practices.

For example:

- 8.1 Apply knowledge of student, staff, and parent/guardian rights, protections, and responsibilities (e.g., due process, confidentiality, free speech, sexual harassment).
- 8.2 Apply knowledge of laws and regulations related to school and district administration in Missouri (e.g., reporting requirements, student supervision, liability, security of digital information).
- 8.3 Apply knowledge of legal principles and practices for promoting equity in Missouri schools.
- 8.4 Apply knowledge of legal requirements for educating students with disabilities (e.g., IDEA, Section 504) and students who are English language learners.
- 8.5 Apply knowledge of personal and professional ethics, including principles and guidelines for acting fairly, ethically, and with integrity in various district leadership contexts.
- 8.6 Apply knowledge of personal priorities and behaviors expected of superintendents in Missouri (e.g., demonstrating respect for others; ensuring accountability for the success of every student; modeling principles of reflective practice, transparency, and ethical behavior; safeguarding the values of democracy, equity, and diversity; considering potential moral and legal consequences of decision making; ensuring that individual student needs inform all aspects of schooling).

**FIELD 059: SUPERINTENDENT
TEST FRAMEWORK**

0009 Understand the larger political, social, economic, legal, and cultural contexts of education and how to respond to and influence these contexts to achieve the district's vision and goals and promote learning for all students.

For example:

- 9.1 Demonstrate knowledge of how political, social, economic, legal, and cultural issues at the local, state, and federal level affect Missouri public schools and how to conduct and use related research to positively impact schools and districts.
- 9.2 Analyze the influence of political, social, economic, legal, and cultural factors on parents/guardians, communities, students, and learning.
- 9.3 Demonstrate knowledge of how current and emerging issues, trends, initiatives, and forces influence teaching and learning and how to adapt district leadership strategies in response to these forces.
- 9.4 Apply knowledge of how to respond to and influence the political, social, economic, legal, and cultural contexts of education to achieve district goals.
- 9.5 Apply knowledge of how to communicate effectively with members of the school board and the community concerning potential trends, issues, and changes that could affect school and district learning environments and opportunities and how to evaluate and modify communications as needed.
- 9.6 Apply knowledge of how to serve as an effective advocate at the local, state, and federal level for policies, laws, programs, practices, and resources that promote student learning and ensure educational equity for all students.
- 9.7 Demonstrate knowledge of how to work effectively with decision makers at the local and state level to increase their understanding of issues affecting student learning and how to adapt leadership strategies in response to emerging trends and initiatives.

PLANNING FOR IMPROVED STUDENT SUCCESS

0010 Prepare a response in which you discuss steps you would take in developing a plan to address a specified district issue related to student learning.

SCHOOL DISTRICT DATA ASSIGNMENT

0011 Prepare a response in which you analyze student achievement data for a particular school district and describe how you would address an issue shown in the data.

Home (<http://www.mo.nesinc.com/Home.aspx>)
/ Tests (http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html)
/ Building-Level Administrator
(http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO080_TestPage.html)
/ The Day of the Test

The Day of the Test

Reporting to the Test Site

Your testing confirmation information, sent to you after you schedule your test, lists your test selection, test date, testing time, and test center. Please report to the test center **15 minutes before** your scheduled testing time. On the day of the test, you may wish to dress comfortably in layers. This will allow you to adjust for the temperature at the test center, which may vary and may not be under the control of the test administrators. Please wear soft-soled shoes to help maintain a quiet testing environment.

Pearson Professional Centers Tour

(<http://www.pearsonvue.com/ppc/>) 

Preview a visit to a Pearson Professional Center, including a view of the typical test room and other test center areas.

Testing Tutorials and Demonstrations

(http://www.mo.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_CBTTutorials.html)

–These tutorials can give you a sense of what you will experience during your assessment.

Required identification. You must bring proper identification with you to the test site. Your identification must be a current, government-issued identification printed in English, in the name in which you registered, bearing your photograph and signature. Copies will not be accepted.

Acceptable forms of government-issued identification include photo-bearing driver's licenses and passports.

Review the complete Identification Policy.

For Nursing Mothers

Nursing mothers who need to make arrangements for bringing specialized equipment or storage materials should follow the Alternative Testing Arrangements process to ensure prior approval

and the ability of a test center to meet your specific needs. Please note that children will not be allowed in the testing center or into the secure testing room.

Prohibited Materials

The following materials are prohibited at the test site:


- Smoking and the use of all tobacco products
- Visitors, including relatives, children, and friends
- Weapons of any kind

Additionally, any personal items that you bring to the test site must be stored in a locker outside of the testing room during the test. This includes jewelry, watches, wallets, and purses in addition to the following items, which are considered to be prohibited aids:

- Cell phones
- Electronic communication devices, visual or audio recording or listening devices, or any device with an on/off option, including, but not limited to, MP3 players, PDAs, tablets, computers, CD players, removable storage devices, calculator watches, clocks or watches with alarms, spellcheckers, etc.
- Eyeglasses with communication and recording devices; note that during the check-in process you may be asked to remove any pair of eyeglasses for a visual inspection, but the test center proctor will not touch or otherwise handle your glasses
- Calculators and calculator manuals (on-screen calculators are automatically provided for tests that allow them)
- Handwritten or printed materials, such as dictionaries, notebooks, scratch paper, textbooks, etc.
- Packages and bags of any kind, such as backpacks, briefcases, etc.
- Hats or headwear, including barrettes and hair clips larger than ¼-inch wide and hairbands larger than ½-inch wide, except for those being worn for religious or medical purposes
- Food and drink, including chewing gum
- Unauthorized aids, such as slide rules, rulers, translation aids, highlighters, etc.
- Unauthorized medical devices, defined as any device not noted on Pearson VUE's Approved Comfort Aids list [🔗](https://home.pearsonvue.com/Test-takers/Accommodations.aspx) (<https://home.pearsonvue.com/Test-takers/Accommodations.aspx>), unless prior approval has been obtained (refer to Requesting Alternative Testing Arrangements for more information)

Violation of test site rules, including the possession or use of prohibited materials during a test administration, may result in the voiding of your scores.

The Test Session

The test session is designed to allow sufficient time for sign-in, review of the Test Center Rules  (http://docs.nesinc.com/COMMON/CandidateRulesAgreementforEvaluationSystemsPrograms1_0_102015Version), and communication of directions before testing begins and for completion of the test by examinees.

Before testing, you will be presented with a nondisclosure agreement, which will ask you to indicate your agreement to the conditions set forth on this website and the rules communicated to you orally or in writing at the test administration. You will have five minutes to review and accept the terms of this agreement. If you do not respond within five minutes, or if you indicate that you do not accept the terms of the agreement, your test session will terminate, you will not be permitted to test, and you will receive no refund or credit of any kind.

You will be monitored at all times by video and audio recording. If you leave the testing room at any time during the test (e.g., to take a restroom break), your identification will be checked and/or your palm scan will be taken when you leave and when you re-enter the testing room.

During testing, you may take restroom breaks. Any time that you take for restroom breaks (other than the breaks at the prescribed times, for examinees taking assessments with subtests) is considered part of the available testing time. You may not leave the testing facility or room in which you have been seated for any purpose (other than to use the restroom, as permitted) until you have been officially dismissed by a test administrator. During the test administration, you may not communicate with other examinees or any unauthorized persons in any way, either in person or by using any communication device.

The test center at which you take your test(s) may administer a variety of tests, including those for other professional licenses. Please be aware that other individuals at the test center may be taking tests that have rules, policies, and other terms and conditions that may be different from those that apply to the test that you will be taking.

Dismissal from the test. When you have completed testing or when the test session ends, whichever occurs first, your test materials will be collected or secured and you will be dismissed. Once you have been officially dismissed from the test, you must leave the testing facility.

Your feedback. If you have comments about the test site or the conditions under which you took a test, please submit your comments to Evaluation Systems (Contacts.aspx) no later than

seven days after your test date.

[↑ Top of Page](#)

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