

PART 1: General Information About the MTTC Program and Test Preparation

OVERVIEW OF THE TESTING PROGRAM

Michigan is committed to maintaining a teaching force capable of enhancing student achievement and meeting the demands and expectations of the dynamic and diverse society of the state. Section 1531 of Public Act 451 (1976), as amended by Public Act 267 (1986), Public Act 282 (1992), and Public Act 289 (1995), mandates a testing program as part of Michigan's teacher certification requirements. The purpose of the Michigan Test for Teacher Certification (MTTC) program is to help the state meet its goal of ensuring that all teacher candidates seeking certification in Michigan have the necessary basic skills and subject-area knowledge to serve in Michigan schools.

Under the provisions of this act, all candidates for teacher certification in Michigan must pass a basic skills test and one or more subject-area tests. There are several components to the teacher certification process in the state of Michigan. In addition to passing the Basic Skills test and the appropriate subject-area test(s)—including the Elementary Education test, if appropriate—a candidate for certification must complete required coursework in an approved teacher preparation program as well as any field and clinical experience required by his or her teacher preparation program.

Contact Information

For current information on requirements and program policies for the MTTC, see the most recent version of the MTTC Registration Bulletin, which is available on the MTTC Web site at **www.mttc.nesinc.com**. You are encouraged to read these requirements and policies carefully and to contact your academic advisor to discuss which tests you must take and when it would be best for you to take them.

The Evaluation Systems group of Pearson and the Michigan Department of Education are also available to answer any questions you might have.

If you have questions regarding:

- Test registration
- Administration procedures
- Admission tickets
- Score reports

Contact:

Michigan Test for Teacher Certification
Evaluation Systems
Pearson
P.O. Box 660
Amherst, MA 01004-9001

Web site: **www.mttc.nesinc.com**

Telephone: (800) 823-9225 or (413) 256-2876
9:00 a.m.–5:00 p.m. eastern time,
Monday–Friday, excluding holidays

Teletypewriter (TTY): (413) 256-8032

If you have questions regarding:

- Program policies
- Out-of-state credential evaluation

Contact:

Michigan Department of Education
Office of Professional Preparation Services
P.O. Box 30008
Lansing, MI 48909

Web site: **www.michigan.gov/mde**

Telephone: (517) 373-3310

If you have questions regarding:

- Which tests you must take
- Endorsement information

Contact:

Your advisor or the certification officer at your institution

Test Development Process

Creating tests for the MTTC program is a complex, ongoing process. The major steps in the process are outlined below.

Task	Description
Develop the Test Objectives	<p>The content of each test is developed and documented in the test objectives. Test objectives are organized into groups known as "subareas" that define the major content areas of the test. Each subarea consists of objectives that are accompanied by descriptive statements that further elaborate the content of the test objective.</p> <p>During preparation of the test objectives, key state and national documents and Michigan educators are consulted. Committees of Michigan educators review the test objectives and make revisions, as necessary, to ensure that the test objectives are accurate, free of bias, job related, representative of the diversity of the state, and consistent with the purposes of the program.</p>
Validate Test Content	<p>A content validation survey is conducted, using randomly sampled practicing Michigan K-12 educators and teacher preparation program faculty to ensure that the test objectives reflect the knowledge and skills considered to be important for performing the job of an educator in Michigan.</p>
Develop Test Questions	<p>Test questions are developed to assess the content defined by the test objectives. Committees of Michigan educators are convened to review and approve the test questions. Test questions are field-tested in Michigan.</p>
Set Passing Scores	<p>A committee of Michigan educators is convened following the first test administration of each field undergoing development to recommend the passing score.</p>

Characteristics of the Tests

The MTTC program is designed to assess the basic skills and subject-area knowledge required of entry-level educators in Michigan. The level of subject-area knowledge required to pass the test(s) is targeted at the minimum level of expertise that can be expected of entry-level teachers.

All tests in the MTTC program are criterion referenced; that is, they are designed to measure a candidate's knowledge in relation to an established standard of competence (criterion) rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify those candidates who have demonstrated the level of basic skills and subject-area knowledge necessary to perform satisfactorily in their fields of specialization.

The MTTC program includes subject-area tests (including Elementary Education) and a Basic Skills test. Candidates for certification must pass both the Basic Skills test (Reading, Mathematics, and Writing) and the subject-area test(s)—including the Elementary Education test, if applicable—that match the type of certification and/or endorsement(s) being sought.

All MTTC tests include multiple-choice questions. The tests are "paper-and-pencil" tests in which examinees fill in answer bubbles on an electronically scored answer sheet. An examinee's score is based on the total number of test questions answered correctly.

The Basic Skills test includes both multiple-choice questions and a written performance assignment. For more information about the Basic Skills test, see the Basic Skills Study Guide.

For more information about the types of questions and/or performance assignments on a specific test, see the study guide for that test.

Test Administration

Test administrations for all the tests offered in the MTTC program consist of two sessions: a morning session and an afternoon session. Each test session includes four and one-half hours of actual testing time. For current information about the scheduling of the test sessions, see the most recent version of the MTTC Registration Bulletin, which is available on the MTTC Web site at www.mttc.nesinc.com.

Candidates will receive information on their admission tickets about the test sessions to which they have been assigned and the test(s) that have been scheduled in each session. Candidates will be permitted to work at their own pace on the tests. Each test session has been designed to allow sufficient time to complete the test(s) assigned to the test session. Candidates are free to leave at any time during the test session, once their materials have been collected and they have been released by their test administrators. However, do not make any other commitments for the test session to which you are assigned. You should plan to commit the entire test session to the MTTC test administration.

The MTTC is administered several times a year at selected sites in Michigan and once a year at out-of-state locations. See the most recent version of the MTTC Registration Bulletin, available on the MTTC Web site at www.mttc.nesinc.com, for information about test dates, sites, fees, and registration procedures and policies.

Score Reporting

Unofficial scores will be available on the Internet by 5:00 p.m. eastern time on the score report date for each test administration. To access your unofficial scores, go to the MTTC Web site at www.mttc.nesinc.com and follow the score retrieval instructions provided.

Official examinee score reports will be mailed to examinees on the score report date published in the MTTC Registration Bulletin. Refer to the current MTTC Registration Bulletin, available on the MTTC Web site at www.mttc.nesinc.com, for score report dates.

Your score report will indicate whether you passed the test. Passing status is determined on the basis of your total test performance. All test results are reported as scaled scores. The scaled score is a conversion of the number of scorable test questions you answer correctly to a score from 100 to 300, with a score of 220 representing the passing score. Numeric total test scores will be reported only for examinees who do not pass the tests. Your score report will also include information about your performance in the subareas of the test and will provide information to help you interpret your scores. In the event that you need to retake the test, the information on your score report will help you identify your areas of strength and weakness and, in turn, will help you focus your preparation on those areas in which you may need further study.

HOW TO PREPARE FOR THE TESTS

This section of the study guide provides information to help you prepare to take the MTTC tests.

Plan Your Course of Study

Follow the steps outlined below to prepare to take the MTTC tests.

Assess your content knowledge

Read the test objectives.

The set of test objectives for each test is the only source identifying the information covered by the test(s) you are taking.

1. Read through the entire set of objectives to get a general picture of the material the test covers.
2. The test objectives form the foundation and focus for the test questions. The descriptive statement(s) that follow each objective are included to provide examples of possible content covered by the objective. **Read each objective and its descriptive statement(s) carefully to get a more specific idea of the knowledge and skills you will be required to demonstrate on the test.**
3. Once you have become familiar with the test objectives, **make a list of those objectives about which you feel you know the least.**

Practice your test-taking skills

Answer the sample test questions.

After you have become familiar with the test objectives, review the sample test directions and try to answer the sample test questions for the test(s) you are taking. Set aside several hours for this exercise. If possible, take the sample test questions in a quiet room that simulates the testing environment. As you answer the sample test questions, time yourself to get an estimation of how long it may take you to complete the actual test.

THE DAY OF THE TEST: HELPFUL HINTS

The following are suggestions for preparing for the experience of the test administration as well as strategies you may wish to employ while taking the test.

Preparing for the Test Administration

The following are tips to help you prepare for the day of the test.

- Start early**
 - Make sure you leave plenty of time to have a good breakfast or lunch and to get to the test center on time.
 - Arrive on time so that you are relaxed and ready to begin the test when instructed to do so.

- Dress comfortably**
 - Wear layers of clothing that you can easily remove or add on (e.g., a sweater or sweatshirt). This will allow you to make personal adjustments for fluctuations in room or body temperature.
 - Wear soft-soled shoes so that you will not disturb other examinees when you leave your seat.

Test-Taking Tips

The following tips for taking standardized tests are offered as suggestions that may contribute to your success and confidence during the test session.

- Follow directions**
 - At the beginning of the session and throughout the test, follow all directions carefully. This includes oral directions read by the test administrators and any written directions in the test booklet.
 - The test booklet contains directions for the multiple-choice questions and the performance assignments (if the test you are taking includes performance assignments). If you do not understand something about the directions, raise your hand and ask a test administrator.

- Pace your work**
 - Each test session is four and one-half hours long. The test schedule is designed to allow sufficient time for most examinees to complete the test(s) assigned to a session.
 - Before starting the test, flip through the booklet to review the number of multiple-choice questions and performance assignments, if included, and to set a pace for answering them.
 - You may find that you need less time than the four and one-half hours in a test session, but be prepared to stay for the entire time.
 - Do not make any other commitments for this time period that may cause you to work more quickly than you should.
 - Do not spend a lot of time on a multiple-choice question that you cannot answer promptly; skip that question and move on.
 - If you skip a multiple-choice question, mark it in your test booklet so that you can return to it later.
 - If you skip a multiple-choice question, be sure to skip the corresponding row of answer choices on your answer sheet.

- Read carefully**
- Read the directions and the test questions carefully.
 - Read all response options.
 - Remember that the test questions call for the "best answer." Do not choose the first response option that seems reasonable; read and evaluate all choices to find the best answer.
 - Read the test questions closely so that you understand what they ask.
 - Do not skim the test questions in an effort to save time; you may misread key words and select the wrong answer or spend more time than needed on a test question. For example, if a test question calls for an approximate answer and you skip over that detail, you could waste time performing a long computation.
- Mark your answers carefully**
- Your answers to the multiple-choice questions will be scored by a machine; therefore, the answer you select must be clearly marked and the only answer marked.
 - If you change your mind about an answer, erase the old answer completely.
 - Do not make any stray marks on the answer sheet.
 - You may use any available space in the test booklet for notes, but your answers must be clearly marked on your answer sheet.
 - **If you skip a multiple-choice question, be sure to skip the corresponding row of answer choices on your answer sheet.**
 - If the test you are taking includes a written performance assignment, your answer must be recorded in the appropriate answer document. **If you write your response to a written performance assignment in the test booklet, it will not be scored.**
- Guess wisely**
- As you read through the response options, try to find the best answer. If you cannot quickly determine the best answer, try to eliminate as many of the options as possible. Then, guess among the remaining answer choices.
 - Your score on each test will be based on the number of test questions you have answered correctly.
 - There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.
- Check your accuracy**
- Use any remaining time at the end of the test session to check your work.
 - Go back to the test questions that gave you difficulty and verify your work on them.
 - Check the answer sheet to be sure that you have marked your answers accurately and have completely erased changed answers.
- Follow the rules**
- Review the Rules of Test Participation contained in the registration bulletin.
 - Be aware that actions such as using a cell phone during the test session, attempting to remove notes written in your test booklet, removing test materials from the site, or other such violations may result in your score(s) being invalidated.

Test Directions

Below is a sample directions page for an MTTC subject-area test. These are general directions. If a test uses directions other than these, the directions will be found in the field-specific section of the study guide.

You should have in front of you:

- (1) a test booklet for the teaching field for which you registered (check the field name on the front cover);
- (2) an answer sheet (be sure you have filled in the required information); and
- (3) a pencil.

IF YOU DO NOT HAVE ALL OF THESE MATERIALS, PLEASE INFORM THE TEST ADMINISTRATOR.

DIRECTIONS

Each question in this booklet is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of Michigan?
 - A. Grand Rapids
 - B. Marquette
 - C. Lansing
 - D. Detroit

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. Ⓐ Ⓑ ● Ⓓ

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing.

Once the test has begun, you should continue from page to page, in sequence, throughout the test booklet. You may write in the margins of the test booklet if necessary. The words "End of Test" indicate that you have completed the test. You may go back and review your answers, but be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four and one-half hours. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.