



New York State Teacher Certification Examinations

Multi-Subject: Teachers of Early Childhood (Birth-Grade 2): Mathematics (246)

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1

This webinar is dedicated to the overview of Multi-Subject Teachers of Early Childhood Birth-Grade 2 Mathematics 246 assessment.

Contents

- Overview of the NYSTCE website
- Preparing for the Test
 - *Test Framework*
 - *Study Guide*
 - *Additional Preparation Resources*
- Registering for a NYSTCE test
- Day of the Test
- How to Read Your Score Report
- Q&A

This webinar is designed to focus candidate testing preparation using the resources found on the NYSTCE website—we will provide a QR code to that site on the first slide of the overview. The anticipated audience for this webinar are candidates preparing to take the assessment and faculty and instructors who support candidates through coursework. We will be keeping both perspectives in mind throughout the webinar. We will be covering an overview of the NYSTCE website

- Preparing for the Test
 - *Test Framework*
 - *Study Guide*
 - *Additional Preparation Resources*
- Registering for a NYSTCE test
- Day of the Test
- How to Read Your Score Report, and
- Q&A

OVERVIEW OF THE NYSTCE WEBSITE

{ 3 }

We will begin with an overview of the NYSTCE website.

NYSTCE Homepage

• [New York State Teacher Certification Examinations \(NYSTCE\) website](https://www.nystce.nesinc.com/)

• <https://www.nystce.nesinc.com/Home.aspx>



A screenshot of the NYSTCE homepage. The header includes the NYSTCE logo, navigation links (Home, Tests, Prepare, Register, Scores, Policies, Faculty, Find Info), and a search bar. A large banner image shows students looking at a tablet, with a text overlay: "Policies: Review the NYSTCE testing, registration, and score reporting policies." Below the banner is a "SIGN IN" button and a "Find Test Dates, Sites, and More:" section with a dropdown menu and a "Go" button. The main content area is divided into three columns: "Important Announcements" with two entries dated 2/23/23 and 1/31/23; "Prospective Candidates" with a list of links; and "Returning Visitors" with a list of links.

This QR code will take you to the NYSTCE homepage, as shown here. You can see a number of tabs across the top of the homepage. We will spend a bit of time familiarizing you with these and the assessment supports located here for the Multi-Subject: Teachers of Early Childhood: Mathematics (246) assessment, but the information in this webinar can be generalized to other assessments as well.

NYSTCE Homepage

Important Links:
Announcements
Preparation Materials

Important Announcements

- 2/20/23** Webinar on the Multi-Subject Teachers of Early Childhood (Birth–Grade 2), Part Two: Mathematics (246) Test
- 3/22/23** The framework and study guide for the Multi-Subject Teachers of Early Childhood (Birth–Grade 2) test with the redeveloped Part Two: Mathematics (246) are now available.
- 3/8/23** Study guide for 169 BEA—Spanish test is now available.
- 1/31/23** Scores released for 168 Business and Marketing CST 2/1/23 for tests taken 9/12/22–12/4/22. [Learn more.](#)
- 9/29/22** Final frameworks for the new 194 Computer Science and 193 School Counselor tests and revised 192 Physical Education test are now available.
- 7/19/22** Registration is now open for 084 BEA—Ukrainian.

Prospective Candidates

Quick links to program essentials to start you on your way:

- ▶ [What tests do I need to take?](#)
- ▶ [Test dates and sites](#)
- ▶ [Preparation materials](#)
- ▶ [Alternative testing arrangements](#)
- ▶ [Testing policies](#)

Preparation Materials



- ▶ [Review test content](#)
- ▶ [Find the study guide for your test](#)
- ▶ [Take a practice test](#)

Returning Visitors

Quick links for candidates who have already registered to test:

- ▶ [View/change registrations](#)
- ▶ [The day of the test](#)
- ▶ [View scores and testing history](#)
- ▶ [Get help finding information](#)

Quick Links

- ▶ [NYSTCE Program Updates](#)
- ▶ [Safety Nets for Certain NYSTCE Exams](#)
- ▶ [New York State Education Department](#)

The **Important Announcements** section can be found by scrolling to the bottom of the Homepage. You will want to check in here regularly for updates. There is a column in the middle for **Prospective Candidates** providing easy access to essential materials. From here, candidates can access test dates and test center sites, preparation materials, and policies, among other things. A direct link to **Preparation Materials** can be found here as well. All of these headings provide direct links to various locations on the website.

Tests Webpage

There are four Multi-Subject Assessments; all four use the same “Part Three”

Home Tests Prepare Register Scores Policies

Home Tests

Tests

What tests do I need to take? Read about which tests are required for certification in New York.

Information about each test. Get specific information about a test, including when and where you can take the test, and access preparation materials by selecting the test from the following tables.

Test Code	Test
201	Educating All Students (EAS)
090	Elementary Assessment of Teaching Skills—Written (ATS–W)
091	Secondary Assessment of Teaching Skills—Written (ATS–W)

Content Specialty Tests

Test Code	Test
004	Mathematics
211/212/245	Multi-Subject: Teachers of Early Childhood (Birth-Grade 2) (for testing through 5/21/2023)
211/246/245	Multi-Subject: Teachers of Early Childhood (Birth-Grade 2) (for testing 5/22/2023 and after)
221/222/245	Multi-Subject: Teachers of Early Childhood (Grade 1–Grade 8)
231/232/245	Multi-Subject: Teachers of Middle Childhood (Grade 5–Grade 9)
241/244/245	Multi-Subject: Secondary Teachers (Grade 7–Grade 12)

Home Tests

- What Tests Do I Need to Take?
- About the Tests
- Safety Nets for Certain NYSTCE Exams

Under the next tab over, you can locate **Tests**; for this test you will scroll down to Content Specialty Tests. There are currently two versions of the Multi-Subject (Birth-Grade 2) assessment. The one using Mathematics version 212 is available through May 21, 2023 and the one using Mathematics version 246 is available May 22, 2023 and after.

Note that there are four Multi-Subject tests available for four different grade level bands. Each Multi-Subject test has three parts. Part Three is shared by all four Multi-Subject tests; therefore, if you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

Multi-Subject Test Webpage

Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) (211, 246, 245)

This is the Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) test with the redeveloped Part Two: Mathematics (246). Registration for this test opens April 25, 2023, for testing starting May 22, 2023. This test will replace the Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) with Part Two: Mathematics (212), which will retire on May 21, 2023.

Note that there are four Multi-Subject tests available for four different grade level bands. Each Multi-Subject test has three parts. Part Three is shared by all four Multi-Subject tests; therefore, if you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

Tests

Multi-Subject: Teachers of Early Childhood (Birth–Grade 2)

► Preparation Materials

Format	Computer-based test (CBT) <ul style="list-style-type: none">Part One: Literacy and English Language Arts (211): 40 selected-response items and 1 constructed-response itemPart Two: Mathematics (246): 40 selected-response items and 1 constructed-response itemPart Three: Arts and Sciences (245): 40 selected-response items
Time	CBT tutorial and nondisclosure agreement: 15 minutes Part One: 2 hours testing time Part Two: 2 hours, 15 minutes testing time Part Three: 1 hour testing time Parts One, Two, and Three taken together: 5 hours, 30 minutes (includes a 15-minute break between Parts One and Two) Read more about registering for one or more parts.
Passing Score	520 for each part; you must take and pass all three parts to qualify for certification in this field
Test Features	Standard 4-function calculators are provided on-screen during Part Two: Mathematics. Read the calculator instructions . Formulas
Prepare	Review preparation materials for this test.

This test will replace the Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) with Part Two: Mathematics (212)

7

This is the test page for the Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) test with the redeveloped Part Two: Mathematics (246).

Registration for this test opens April 25, 2023 for testing starting May 22, 2023. This test will replace the Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) with Part Two: Mathematics (212), which will retire on May 21, 2023.

The **Format** is computer-based test (CBT)

- Part One: Literacy and English Language Arts (211): 40 selected-response items and 1 constructed-response item
- Part Two: Mathematics (246): 40 selected-response items and 1 constructed-response item
- Part Three: Arts and Sciences (245): 40 selected-response items

The constructed-response item, designed to measure candidates' pedagogical content knowledge, is scenario-based and requires an extended written response based on the analysis of multiple samples of student-based evidence that will be provided through artifacts.

Time: Part Two: The selected-response items are designed with the expectation of a response time of up to 75 minutes, and the constructed-response item is designed with the expectation of a response time of up to 60

minutes. This is a total of 2 hours and 15 minutes for this part.

Passing Score: a passing score of 520 is required, and as a reminder, all three parts are required for certification

Test Features are listed, such as the use of calculators

The **Prepare** section includes the Test Framework, the Content Correlation Table, Study Guides, and testing site and administration tutorials; the link to Preparation Materials is also located in the right-hand menu on this page

PREPARING FOR THE TEST

{ 8 }

We will spend a bit more time preparing for the Mathematics 246 assessment by going to that linked Preparation Materials page.

Available Preparation Materials

Preparation Materials

Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) (241/246/245)

This is the Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) test with the redeveloped Part Two: Mathematics (246). Registration for this test opens April 25, 2023, for testing starting May 22, 2023. This test will replace the Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) with Part Two: Mathematics (212), which will retire on May 21, 2023.

Note that there are four Multi-Subject tests available for four different grade level bands. Each Multi-Subject test has three parts. Part Three is shared by all four Multi-Subject tests; therefore, if you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

Test Content

[Test framework](#)
[Content Correlation Table](#)

Study Guide

Parts One and Two

1. Introduction
2. Part One: Sample selected-response questions
3. Part Two: Sample selected-response questions
4. Part One: Sample constructed-response items
5. Part Two: Sample constructed-response items

Part Three

Part Three of this test is shared by all four Multi-Subject tests. If you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

- [Part Three: Arts and Sciences](#)

Test Features

Standard 4-function calculators are provided on-screen during Part Two: Mathematics. [Read the on-screen calculator instructions](#)

Formulas

Videos and Tutorials

[Pearson Professional Centers Tour](#)

[Computer-Based Testing Tutorials](#) – Find out what to expect when you take a computer-based test.

The knowledge and skills that are assessed on the test are outlined on the test framework and the correlation table indicates the section or sections of State, National, and other Professional Standards that are addressed fully or in part by each test competency. These are found under **Test Content**

Under the **Study Guide** section, there are sample multiple-choice questions for each test and two samples of the constructed response items for each.

Under **Test Features**, available reference materials such as formula sheets or calculator information are listed as well.

We encourage candidates to utilize the short **tutorials** before testing. These tutorials will provide guidance on what to expect on the day of the test. We'll take a closer look at each of these sections.

Test Design

FIELDS 211/246/245: MULTI-SUBJECT: TEACHERS OF EARLY CHILDHOOD (BIRTH–GRADE 2) ASSESSMENT DESIGN

Part Two: Mathematics

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Number and Operations	10	20%	--	--
0002 Operations and Algebraic Thinking	15	30%	--	--
0003 Measurement, Geometry, and Data	10	20%	--	--
0004 Instruction in Mathematics	5	10%	--	--
0005 Analysis, Synthesis, and Application	--	--	1	20%
Total	40	80%	1	20%

The test design remains the same as the Multi-Subject: Teachers of Early Childhood (Birth-Grade 2) with Part Two: Mathematics (212)

[NYSTCE FIELDS 211/246/245 ASSESSMENT DESIGN AND FRAMEWORK](#)



The QR code will lead directly to the framework. This is the foundation of this webinar. The first section of the Framework is the test design. The design for Mathematics 246 is shown here and has not changed in its design from Mathematics 212; it has five competencies that describe the content knowledge and pedagogical content knowledge and skills being assessed.

New York State educators and faculty are involved in every step of the development process. The knowledge and skills to be measured on the assessment and outlined on the assessment framework along with the test items were reviewed, revised, and validated by New York State educators. The passing standard was established by New York State educators and faculty that prepare candidates to be New York State educators.

Test Framework

FIELD 246: PART TWO: MATHEMATICS

COMPETENCY 0001—NUMBER AND OPERATIONS

Performance Expectations The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of the base-ten system and fractions, decimals, and percents and applies understanding of place value and properties of operations to justify algorithms. The teacher applies number properties and operations to interpret arithmetic as a coherent and logical subject that makes sense and recognizes how number and operations form the basis for further work in algebra. The teacher demonstrates knowledge of number systems, including how number systems are extended, and uses rational numbers to model and solve mathematical and real-world problems.

This is a section of the assessment framework showing the first Mathematics competency and its associated performance expectations.

Below the performance expectations are the performance indicators as shown on the next slide. The content knowledge and pedagogical content knowledge and skills being assessed are outlined in the framework, and more specifically, in the performance indicators.

As indicated on the table from the previous slide, this competency is designed to be approx. 20% of the assessment with approximately 10 questions.

Test 212 → 246 Framework

1 Numbers and Operations Performance Indicators

- a. demonstrates knowledge of prenumeracy concepts and characteristics of the mathematical development of children
- b. applies understanding of place value and properties of operations to round, add, subtract, multiply, and divide multidigit numbers
- c. analyzes decimal notation and compares decimals, decimal fractions, and fractions
- d. justifies computational algorithms
- e. analyzes and performs operations with decimals
- f. applies number theory concepts (e.g., primes, divisibility, factors, least common multiple, greatest common factor)
- g. extends number operations to fractions and performs operations on fractions
- h. applies properties of signed rational numbers, ordering, and the absolute value of rational numbers
- i. applies and extends understanding of operations with fractions to add, subtract, multiply, and divide rational numbers
- j. solves mathematical and real-world problems involving the four basic operations with rational numbers, including the use of the distributive law to justify properties of rational numbers
- k. applies knowledge of numbers that are not rational and finds rational approximations of irrational numbers
- l. applies properties of repeating decimal expansions and converts between repeating decimal expansions and rational numbers
- m. analyzes and applies properties of integer exponents
- n. uses square roots and cube roots to represent solutions to problems and equations
- o. performs operations with numbers expressed in scientific notation

Indicates
no longer
in test 246

The framework outlines the knowledge and skills to be assessed. There are no items on the test measuring content outside of the framework. The Performance Indicators demonstrate the specific content to be assessed. In fact, our test-item writers use these Performance indicators to inform item development.

These are the performance indicators for Competency 1 to which test items closely align. This image shows that performance indicators “i” through “o” are no longer tested in Mathematics 246. Since this deck is being viewed by those who prepare candidates for certification through coursework, it is important for them to know these differences. Mathematics 246 does **not** contain performance indicators assessing grades 7 and 8 math standards, so these Performance Indicators are being removed.

Test Framework

COMPETENCY 0002—OPERATIONS AND ALGEBRAIC THINKING

Performance Expectations

The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of operations and algebraic thinking. The teacher makes connections between numbers, operations, and algebraic thinking. The teacher applies operations and algebraic thinking to model and solve problems, and works accurately with operations, algebraic expressions, equations, and functions. The teacher makes connections between multiplication and division and between ratios and rates. The teacher analyzes and solves problems involving ratios and proportional reasoning.

Competency 2, Operations and Algebraic Thinking is designed to be approx. 30% of the Mathematics 246 assessment with approximately 15 questions as shown in the test design.

Test 212 → 246 Framework

2.1 Operations and Algebraic Thinking Performance Indicators

- a. applies operations and relationships between operations (e.g., division as an unknown factor problem)
- b. analyzes properties of factors and multiples
- c. applies strategies for writing and interpreting numerical expressions
- d. generates and analyzes patterns and relationships and identifies apparent features of patterns that are not explicit in the rule used to generate them
- e. applies and extends properties of arithmetic to algebraic expressions, equations, and inequalities
- f. uses properties of operations to generate equivalent expressions
- g. analyzes and solves linear equations and inequalities and pairs of simultaneous linear equations
- h. solves mathematical and real-world problems, using numerical and algebraic expressions and equations
- i. defines, evaluates, and compares functions and uses functions to model relationships between quantities

Indicates
no longer
in test 246

This Competency has two subsections—Operations and Algebraic Thinking and Ratios and Proportional Relationships.

Two of the Operations and Algebraic Thinking Performance Indicators from Mathematics 212, “f” and “g”, are not tested in Mathematics 246 as these were grades 7 and 8 standards and are no longer part of Mathematics 246.

Test 212 → 246 Framework

2.2 Ratios and Proportional Relationships Performance Indicators

- a. solves unit rate problems, including those involving unit pricing; constant speed; and ratios of lengths, areas, and other quantities measured in like or unlike units
- b. interprets percents of a quantity as a rate per 100 and solves mathematical and real-world problems involving percents
- c. identifies the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
- d. represents proportional relationships by equations
- e. uses proportional relationships to solve multistep ratio and percent problems (e.g., simple interest rates, commissions, percent increase or decrease, percent error)
- f. analyzes the connections between proportional relationships, lines, and linear equations
- g. uses similar triangles to explain why the slope is the same between any two distinct points on a nonvertical line in the coordinate plane and graphs and analyzes linear equations

Indicates
no longer
in test 246

2.2 Ratios and Proportional Relationships are shown here. This image shows that performance indicators “c” though “g” are no longer tested in Mathematics 246.

Test Framework

COMPETENCY 0003—MEASUREMENT, GEOMETRY, AND DATA

Performance Expectations


The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of measurement and geometry. The teacher applies measurement concepts and standard units and interprets geometry as a system based on precise definitions and mathematical reasoning. The teacher models and solves mathematical and real-world problems, including problems involving angle measure, perimeter, area, surface area, and volume. The teacher works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher applies knowledge of probability and understands how statistics and chance events are used to make inferences.

Competency 3, Measurement, Geometry, and Data, is designed to be 20% of Mathematics 246 with approximately 10 questions as shown in the test design.

Test 212 → 246 Framework

3.1 Measurement and Geometry Performance Indicators

- a. analyzes attributes of shapes, including symmetry and properties of their lines and angles
- b. solves problems involving measurement and conversions of measurement units
- c. solves mathematical and real-world problems involving angle measure, perimeter, area, surface area, and volume
- d. solves problems involving congruence and similarity and describes congruence in terms of a sequence of rotations, reflections, and translations and similarity in terms of a sequence of rotations, reflections, translations, and dilations
- e. graphs points and shapes on the coordinate plane to solve mathematical and real-world problems
- f. applies the Pythagorean theorem to solve a variety of problems, including distance problems in the coordinate plane


 Indicates no longer in test 246


This Competency also has two sub-sections. The Measurement and Geometry subsection is shown here with the removal of two Performance Indicators, letters “d” and “f”.

Test 212 → 246 Framework

3.2 Data, Statistics, and Probability Performance Indicators

- a. represents, analyzes, and solves problems with data presented in various forms (e.g., line plots, bar graphs, picture graphs)
- b. demonstrates knowledge of statistical variability and measures and summarizes and describes data distributions (e.g., number lines, dot plots, histograms, **box plots**)
- c. demonstrates knowledge of the use of random sampling **to draw inferences about a population and identifies sources of bias in sampling methods**
- d. draws informal or comparative inferences about two populations using data distributions and measures of center (e.g., mean, median) and variability (e.g., interquartile range, mean absolute deviation, standard deviation)
- e. investigates chance processes and develops, uses, and evaluates probability models (e.g., independent and dependent events)
- f. investigates patterns of association in bivariate data using scatter plots, linear models, and two-way tables
- d. uses measures of center (e.g., mean, median) and range to describe patterns in a data set and to identify outliers**

 Indicates no longer in test 246

 Indicates addition to test 246

3.2 is Data, Statistics, and Probability. This sub-section has several indicators no longer tested in Mathematics 246. It also has addition of Performance Indicators unique to Mathematics 246.

Performance Indicator “b” has a partial elimination. This Performance Indicator states that it demonstrates knowledge of statistical variability and measures and summarizes and describes data distributions. It is under the examples where there is a change in this Performance Indicator. “Box plots” is no longer tested as that concept is introduced in grade seven.

Performance Indicator “c” indicates a partial removal as well as an addition. This Performance Indicator demonstrates knowledge of the use of random sampling and (this is new) identifies sources of bias in sampling methods, no longer to “draw inferences about a population.”

Performance Indicators from Mathematics 212 “d” through “f” are no longer tested in Mathematics 246.

There is a new “d” for this subsection; this Performance Indicator uses measures of center (e.g., mean, median) and range to describe patterns in a data set and to identify outliers. Please review these carefully.

Test Framework

COMPETENCY 0004—INSTRUCTION IN MATHEMATICS

Performance Expectations

The New York State Birth–Grade 2 Multi-Subject teacher integrates knowledge of the mathematics learning that occurs prior to schooling with understanding of how children learn number and operations, measurement and spatial reasoning, and data collection and interpretation to promote student learning. The teacher provides a rich variety of focused strategies (e.g., moving from concrete to abstract; using multiple representations; explaining, connecting, and critiquing ideas) for promoting children's understanding, confidence, perseverance, and fluency in these areas. The focused strategies include explicitly teaching mathematical language that students need for mathematical practice, performance, and success. The teacher uses assessment to differentiate instruction.

Competency 4, Instruction in Mathematics, is designed to be 10% of Mathematics 246 with approximately 5 questions as shown in the test design.

Test 212 → 246 Framework

4.1 Instruction in Number and Operations Performance Indicators

- a. applies strategies for teaching counting and cardinality, ordinal numbers, and methods for comparing numbers
- b. applies strategies for teaching properties of whole numbers, counting, methods for composing and decomposing numbers, and multiple ways of representing numbers
- c. demonstrates knowledge of strategies that build understanding of the equal sign and the meaning of equations
- d. demonstrates knowledge of strategies for teaching place value concepts
- e. applies strategies for teaching the operations of addition, subtraction, multiplication, and division
- f. applies strategies for teaching the relationships between operations
- g. applies strategies for developing children's fluency with number operations
- h. applies methods for teaching how to represent and solve one- and two-step problems involving addition, subtraction, multiplication, and division
- i. applies strategies for teaching computational algorithms
- j. applies methods for teaching understanding of fractions as numbers
- k. applies methods for teaching fraction equivalence and ordering and the use of equivalent fractions as a strategy to add and subtract fractions

Tests 212
and 246 are
the same


(20)

This Competency also has two subsections. One is shown here, the other on the next slide. This one is 4.1, Instruction in Number and Operations. There are no differences between the two tests, no changes were necessary for this sub-section.

Test 212 → 246 Framework

4.2 Instruction in Measurement and Data and Geometry Performance Indicators

- a. applies strategies for teaching concepts related to measurable attributes, including comparison of objects that have measurable attributes in common
- b. demonstrates knowledge of strategies for teaching how to measure indirectly by iterating length units and how to measure and estimate lengths in standard units
- c. applies strategies for relating addition and subtraction to length and for relating multiplication and addition to area
- d. demonstrates knowledge of methods for teaching how to analyze, compare, and sort objects in different sizes and to describe similarities, differences, and other attributes (e.g., color, size, shape)
- e. demonstrates knowledge of age-appropriate methods for describing relative position
- f. applies strategies for helping children compare, create, and compose shapes
- g. selects strategies for teaching how to tell time and work with money
- h. applies strategies for guiding children to classify objects and generate and represent measurement data

 Indicates no longer in test 246

{ 21 }

In the second sub-section of this competency, Instruction in Measurement and Data and Geometry, two indicators have been removed, “g” and “h”, as these are introduced in grades 7 and 8.

Test Framework

COMPETENCY 0005—ANALYSIS, SYNTHESIS, AND APPLICATION

Performance Expectations

The New York State Birth–Grade 2 Multi-Subject teacher accurately and effectively applies relevant content knowledge and pedagogical content knowledge in number and operations, operations and algebraic thinking, and measurement and data to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of the student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.

Competency 5, Analysis, Synthesis, and Application is the Constructed response. There is just one constructed response item with 20% of overall score as shown in the test design.

Test 212 → 246 Framework

5 Analysis, Synthesis, and Application Performance Indicators

- a. analyzes and interprets samples of a student's work and other assessment data to monitor student progress and determine a student's strengths and areas of need in mathematics
- b. demonstrates knowledge of the content by identifying and analyzing any errors or misconceptions in work samples
- c. selects appropriate and effective content-specific instructional strategies, activities, or interventions to address a student's identified needs
- d. demonstrates the ability to generate real-world scenarios that illustrate specific mathematical concepts
- e. demonstrates the ability to justify the effectiveness of selected instructional strategies, activities, or interventions in promoting a student's mathematical understanding

Tests 212
and 246 are
the same

There are no differences between the two tests, no changes were necessary for this Competency. Constructed response items have not changed. The same items validated for use in 212 will appear in 246.

How to Use the Test Framework

- Carefully review the competencies to become familiar with the structure and content of the test or subtest.
- For each performance expectation and set of performance indicators, candidates should ask:
 - Am I fully prepared to answer questions about this subject?
 - Is this an area I know something about, but need to review?
 - Is this content that I am not familiar with at all?

The Test Framework is a guide to the content knowledge and pedagogical content knowledge and skills being assessed on the test. Carefully review the competencies to become familiar with the structure and content of the test or subtest.

As candidates review the competencies and the associated performance indicators, they should consider what they already know, how well they know it, and if this is an area that requires further study.

Preparation programs should use the Test Framework and test design to ensure their candidates have opportunities to master the content knowledge and pedagogical content knowledge and skills that are assessed on the test.

Study Guide|Webpage

Preparation Materials

Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) (241/246/245)

Test framework
Content Correlation Table

Study Guide

Parts One and Two

1. Introduction
2. Part One: Sample selected-response questions
3. Part Two: Sample selected-response questions
4. Part One: Sample constructed-response items
5. Part Two: Sample constructed-response items

Use side bar to navigate through the study guide.

Study Guide

Field 246: Multi-Subject: Teachers of Early Childhood (Birth–Grade 2)
Part Two: Mathematics

Expand All | Collapse All

Sample Selected-Response Questions

The following reference material will be available to you during the test:

Formulas

Competency 0001
Number and Operations

1. Use the student work below to answer the question that follows.

Step 1: $4.8 \cdot 0.5 =$
Step 2: $(4 + 0.8) \cdot 0.5 =$
Step 3: $4 + 0.5 + 0.8 \cdot 0.5 =$
Step 4: $2 + 0.4 = 2.4$

25

https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY246_PrepMaterials.html

Continuing on with Preparation Materials page you will see the study guide section. This section contains:

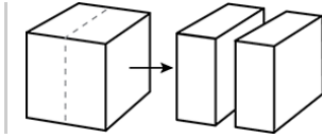
- The test design and framework
- Sample Selected-Response Items with answers
- Sample Constructed-Response Items includes:
 - Exhibits
 - Sample Strong Responses,
 - Rubric containing Performance Characteristics and Score Scale for Constructed-Response Items

Toggle through the study guide by clicking on the menu on the left of the study guide, there are chapters for each competency and sections to move you forward through the guide.

Study Guide | Sample Questions

Competency 0002
Operations and Algebraic Thinking

3. Use the diagram below to answer the question that follows.



An artist creates a cube using a piece of clay. The artist then cuts the cube in half as shown in the diagram. Which is the ratio of the surface area of the original cube to the surface area of the two rectangular solids?

- A. 1:2
- B. 2:3
- C. 3:4
- D. 5:6

Answer

Correct Response: C. This question requires the examinee to solve unit-rate problems including those involving ratios of areas. Since the original solid is a cube, its surface area is 6 times the area of one face. Suppose the area of one face is 1 square unit, then the original surface area is 6 square units. By cutting the cube in half, the artist has created two new surfaces, each with area 1 square unit, and kept the other surfaces the same. Thus the total area of the two solids is 8 square units. The ratio of the original surface area to the new total surface area is 6:8 or 3:4.

The preparation guide is designed to provide information about the content and format of a test and it illustrates some of the potential types of questions that appear on a test

The preparation guide is designed to provide information about the content and format of a test and it illustrates some of the potential types of questions that appear on a test; both candidates and faculty are encouraged to take advantage of the study guide resources. These provide a great opportunity to see what Performance Indicators look like in assessment form. Spend some time reviewing the question, looking at all available graphics, and reading the question and all possible answers thoroughly. The plus sign next to “Answer” opens the correct response and rationale.

Study Guide | Sample Questions

Contents

- Sample Item 1
- Background Information
- Description of Class Activity
- Excerpt of Group Discussion
- Sample Response 1
- Sample Item 2
- Background Information
- Description of Class Activity
- Excerpt of Group Discussion
- Sample Response 2
- Performance Characteristics
- Score Scale
- Acknowledgments

Sections

1 2 3 4 5

Study Guide

Field 246: Multi-Subject: Teachers of Early Childhood (Birth–Grade 2)
Part Two: Mathematics

Sample Constructed-Response Item 1

Competency 0005
Analysis, Synthesis, and Application

Use the information provided in the exhibits to complete the assignment that follows.

Using the data provided, prepare a response of approximately 400–600 words in which you:

- identify a significant mathematical strength related to the given standard that is demonstrated by the student, citing specific evidence from the exhibits to support your assessment,
- identify a significant area of need related to the given standard that is demonstrated by the student, citing specific evidence from the exhibits to support your assessment, and
- describe an instructional intervention that builds on the student's strengths and that would help the student improve in the identified area of need. Include a strategy for helping the student build a viable argument related to the given standard.

Background Information

Background Information, Classroom Activity, Excerpt of Group Discussion, and Sample Strong Response follows

The Constructed Response section offers two sample questions Strong Response for each.

The menu on the left of this page allows you to easily navigate between the parts of the section including Background Information, Classroom Activity, Excerpt of Group Discussion, Performance characteristics, and Score Scale.

Preparation Reminders

- Read the [test framework](#) for the test/subtest(s) you are preparing to take.
- Read the sample questions in the [study guide](#), attempt to answer them, and review the correct response provided.
- Develop a plan to focus your studies. Use the study guide as a resource.
- Utilize the short [tutorials](#) that provide guidance on what to expect at the test center on the day of the test.

These are some useful reminders for candidates before they take this, or any, assessment. Use test preparation materials to uncover areas where additional support or study may be needed. When these areas have been identified, develop a plan of study prior to taking the test.

Tutorials

Videos and Tutorials

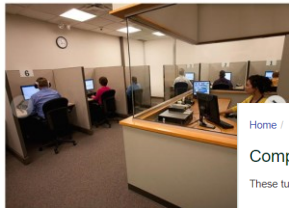
[Pearson Professional Centers Tour](#)

[Computer-Based Testing Tutorials](#) – Find out what to expect when you take a computer-based test.

Pearson Professional Centers

Take a photo tour

Take a walk through a Pearson Professional Center. The gallery of photos below introduces you to the physical layout of the testing center as well as the check-in procedures.



Home / Prepare / CBT Tutorials

Computer-Based Testing Tutorials

These tutorials can give you a sense of what you will see when you take your test at a Pearson Professional Center.

Expand All

- Tutorials for all NYSTCE tests
- Instructions/tutorials for NYSTCE tests with math/science features
- Tutorials/videos for LOTE, BEA, and ASL tests

At the bottom of the Test Preparation page you can find tutorials. The Pearson Professional Centers tutorial provides a photo tour of Pearson Testing Centers so that you will be familiar with your surroundings and expectations once you arrive at the test center. The other tutorials are for computer-based testing. We strongly encourage you to take advantage of these resources because it is always good to “know before you go.” You will be given the opportunity right before testing to learn how to navigate the test, but when we are in stressful environments, we tend to not attend as well as we might otherwise. Watching these tutorials outside of a test environment allows you to learn how to navigate display features, flag items, use the on-screen calculator, and review your responses, among other things. Please note, there is a specific section for tests that have math features.

REGISTERING FOR A NYSTCE TEST

{ 30 }

In this next section we will review some registration guidance—this may be geared a bit more toward candidates but is good general guidance for those who support candidates as well.

Create an Account

NYSTCE
NEW YORK STATE
TEACHER CERTIFICATION EXAMINATIONS™

View Cart | My Account | Contact Us

Select a category... Find Info

Home Tests Prepare **Register** Scores Policies Faculty Find Info

Sign In

Please enter your email address and password to continue.

Email Address:

Password: [Forgot password?](#)

Don't have an account? [Create an account now.](#)

Don't Have an Account?

You'll need to create an account to register for a test and get your scores.

[Create an account now.](#)

Forgot Password?

If you forgot your password, we can help you reset it.

[Reset your password now.](#)

Create an account or sign-in to an already existing account. If you know that you have an existing account, but have forgotten your password, click on the "forgot password" link

Going back to the NYSTCE homepage, the next tab on bar at the top of the page is "Register". Once here, candidates will need to create an account or sign-in to an already existing account. If you know that you have an existing account, but have forgotten your password, click on the "forgot password" and you will be sent an email to reset. Candidates can register for the Multi-Subject: Teachers of Early Childhood (Birth-Grade 2) with Mathematics 246 beginning April 25, 2023. Candidates who have scheduled for the Multi-Subject: Teachers of Early Childhood (Birth-Grade 2) with Mathematics 212 after May 21, 2023 will be contacted by a customer service representative to reschedule. Candidates who have already scheduled for Mathematics 212, but now wish to wait for Mathematics 246, can withdraw for a full refund from Mathematics 212 and register for Mathematics 246 on or after April 25th, 2023.

Create an Account

Account Information

Please provide the following information to create your account.

Email Address:

Confirm Email:

Password:

Your password must be between 6 and 30 characters and must contain at least one letter and one digit and cannot contain spaces nor any of the characters "&=" "<>[]-".

Confirm Password:

Security Question:

Security Answer:

Your answer to your security question must be between 4 and 128 characters.

Next

32

This information is required when setting up an account.

Create an Account

Personal Information

Please provide the following information to create your account.
Enter your full legal name exactly as it appears on your government-issued identification.

First Name:

*Exactly as it appears on your ID.
For multiple first names, enter all in the order in which they appear.*

Middle Initial:

*Must match the first letter in the middle name on your ID.
An incorrect middle initial will prevent admission to your test.
Absence of a middle initial will not prevent admission.*

Last Name:

*Exactly as it appears on your ID.
For multiple last names, enter all in the order in which they appear.*

Mailing Address:

Address Line Two:

City:

State/Province/Region:

Zip/Postal Code:

Country:

Daytime Phone:

Evening Phone:

Reminder: Your name must be entered exactly as it appears on your government-issued identification.

Provide personal information to create an account that replicates what appears on government issued identification. This is important, because you will be asked to show your ID at the testing facility and this must match your registration.

Scheduling the Test

From the [Test landing page](#):

Test Dates Through May 21, 2023, by appointment year-round, Monday through Saturday (excluding some holidays)
[Check appointment availability](#)

Test Sites Located in New York State and nationwide
[Find the nearest test center](#)

Preview available test appointments:



- After completing the registration and payment process, you have the flexibility to schedule and take your test for up to one year.
- You may **preview dates and location availability** from the test landing page now or at any time.
- Before scheduling your appointment, you must first complete the registration process.

Computer-Based Testing

- By appointment year-round, Monday through Saturday (excluding some holidays)
- Located in New York and nationwide

34

At the time of this webinar, the Multi-Subject: Teachers of Early Childhood (Birth-Grade 2) with Mathematics 246 does not have the “test dates” or “test sites” sections available. These will become available on April 25, 2023. Once they do become available, you will be able to click on links to check appointment availability and testing locations.

Computer-Based Testing:

- By appointment year-round, Monday through Saturday (excluding some holidays)
- Located in New York and nationwide, and internationally

Tips & Reminders

- Schedule your test as soon as you are able.
- Use the “seat search” tool to explore surrounding locations.
- Test appointments can be changed with no fee, multiple times, provided the change is made at least 24 hours in advance of your current appointment and before your registration expires.
- Additional appointments may become available as test centers adjust their calendars. If you were unable to initially schedule your preferred date and time, check seat availability frequently and change your appointment to meet your preferences.
- If you have not yet scheduled a test, you may withdraw your registration for a full refund at any time. If you’ve scheduled your test, you may cancel the test up to 24 hours before the scheduled testing time and will be eligible for a full refund.

Use the seat search tool to find the closest test center.

Candidates may reschedule and be eligible for a full refund provided they reschedule at least 24 hours before the actual test date and time. There is no penalty for withdrawing registration prior to scheduling to test.

THE DAY OF THE TEST

The Day of the Test

[Home](#) / [Tests](#) / [Multi-Subject: Teachers of Early Childhood \(Birth–Grade 2\)](#) / [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](#)

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

[Computer-Based Testing Tutorials](#) – Find out what to expect when you take a computer-based test.

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. The Department of Motor Vehicles provides acceptable photo-bearing identification cards for individuals who do not have a driver's license.

[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.

Calculator Information for Math and Science Tests

Refer to the chart below for calculator information for your test or test part:

Test	Scientific Calculator Provided*	Standard 4-Function Calculator Provided*	Bring Approved Graphing Calculator**
------	---------------------------------	--	--------------------------------------

Tests

Multi-Subject: Teachers of Early Childhood (Birth–Grade 2)

- [Preparation Materials](#)
- [Payment Information](#)
- [Requesting Alternative Testing Arrangements](#)
- [The Day of the Test](#)
- [Policies](#)

When registration opens for this assessment, options will be populated in the menu on the right of the page. Among these options are details for the day of the test. (Description) The tutorials can be found on this page once again. Read these details carefully so that you are prepared with the required identification.

Day of Test Reminders

- ✓ Be sure to report to the test center **15 minutes before** your scheduled testing time.
- ✓ Don't forget to bring proper government-issued identification with you to the test site.
- ✓ Review what materials and items are allowed and prohibited in the test center.

Get to the test center early.

Bring proper identification.

Review what materials are allowed at the test center and what is prohibited.

Test-Taking Tips

- ✓ Read and follow all directions carefully.
- ✓ Read each question carefully.
- ✓ Determine the best answer to each question.
- ✓ Pace your work.

During the test, read and follow all directions and questions carefully.

For each multiple-choice question there are four options. There is only one correct response. The incorrect responses are meant to be plausible. Take time to read through the questions and responses carefully to understand what the question is asking in order to determine the best answer.

Pace yourself. There is a clock on the screen to see the time remaining in the test session.

Flag difficult items and return to them later. Flagging items is explained in the computer-based testing tutorial.

HOW TO READ YOUR SCORE REPORT

{ 40 }

In this last section, we will show you how to read your score report.

Score Reports

Home Tests Prepare Register **Scores** Policies Faculty Find Info

Home / Scores

Scores

Receiving your scores. Your score report will be emailed to you, if you requested this option when you registered, and will be available in your account beginning at 10:00 p.m. eastern time on the score report date for your test date. Score reports are available for 2 years in your account.

[View Your Test Results](#)

Score Report Dates

Score reports are released according to the following schedules:

[Expand All](#) | [Collapse All](#)

- [Tests for Teacher Certification](#)
- [Assessment of Teaching Assistant Skills](#)
- [Communication and Quantitative Skills](#)
- [School Leadership Assessments](#)
- [Content Specialty Tests](#)
- [Safety Nets](#)
- [Bilingual Education Assessments \(BEAs\)](#)

Score Report Delays

Score reports for newly developed or redeveloped tests may be delayed in order to set passing standards.

Additional Resources

- [Who receives your test scores](#)
- [How to read your score report](#)
- [Request a copy of a score report](#)
- [Retake Policy](#)
- [Access your complete testing history in your account](#)

Home
Scores

- [Understanding Your Test Results](#)
- [Request a Copy of Your Test Results](#)
- [Retake Policy](#)

On the homepage, on the bar at the top of the page, you will find “Scores” to locate useful resources both before and after score reports are released.

Score Report Dates

The screenshot shows the NYSCE Scores page. The navigation bar includes Home, Tests, Prepare, Register, Scores, Policies, Faculty, and Find Info. The main content area is titled 'Scores' and includes a 'View Your Test Results' button. Below this is the 'Score Report Dates' section, which explains that reports are emailed and available in the account starting at 10:00 p.m. eastern time on the score report date. A list of assessment categories is shown, with 'Content Specialty Tests' circled in yellow. To the right, a table titled 'Multi-Subject: Teachers of Early Childhood (Birth-Grade 2)' provides a schedule of test dates and score report dates. A yellow circle highlights the 'Understanding Your Test Results' link in the top right menu.

Test Dates	Score Report Date
1/31/2022–2/27/2022	3/16/2022
2/28/2022–3/27/2022	4/13/2022
3/28/2022–4/24/2022	5/11/2022
4/25/2022–5/22/2022	6/8/2022
5/23/2022–6/19/2022	7/6/2022
6/20/2022–7/17/2022	8/3/2022
7/18/2022–8/14/2022	8/31/2022
8/15/2022–9/11/2022	9/28/2022
9/12/2022–10/9/2022	10/26/2022
10/10/2022–11/6/2022	11/23/2022
11/7/2022–12/4/2022	12/21/2022
12/5/2022–1/1/2023	1/18/2023
1/2/2023–1/29/2023	2/15/2023
1/30/2023–2/26/2023	3/15/2023
2/27/2023–3/26/2023	4/12/2023
3/27/2023–4/23/2023	5/10/2023

https://www.nystce.nesinc.com/PageView.aspx?f=GEN_GetResults.html

The Score Report Dates page provides information on when scores are released. Click on the assessment schedule you wish to view. The Test Dates column on the left of the page lists the windows for testing. The column on the right provides the score report release date for the test date windows. For example, on this sample, scores were released on March 15, 2023 for candidates who tested any time between January 30 and February 26, 2023. Please note that not all tests are offered in the same test windows. Check the Score Report Date release schedule for your specific test. In the menu on the right, you can click the link to Understanding Your Test Results. Scores will be reported two weeks after the close of the testing window. The two-week period of time after testing is used to look at the data to ensure the items are performing correctly. Two independent scorers review the constructed response items.

Understanding Your Score Report

Home Tests Prepare Register Scores Policies Faculty Find Info

Home / Scores / Understanding Your Test Results

Understanding Your Test Results

An examinee's performance on a NYSTCE test is evaluated against an established standard. The passing score for each test is established by the New York State Commissioner of Education based on the professional judgements and recommendations of New York State educators and educator preparation program faculty.

The total test score is reported in a specified range and is based on performance on all sections of the test. An examinee's multiple-choice score and scores on any constructed-response assignments are combined to obtain the total test score. An examinee who achieves the minimum passing score or above passes the test. An examinee whose score is below the minimum passing score does not pass the test.

Your pass/fail status is based on your performance on the total test at a single test administration. You cannot combine results on sections of a test across administrations.

About Constructed-Response Assignments

If your test contains one or more constructed-response assignments, you must complete them according to the instructions that are provided on the test. If you do not respond to a constructed-response assignment or if your response is

- unrelated to the assigned topic or off-task,
- illegible or inaudible,
- not in the required language, or
- lacking a sufficient amount of original work to score,

then that assignment will be reported as unscorable.

Score Report Explanations

How to Read Your Score Report

- Select your test to learn more about how to read your score report.

Select a test... Go

Understanding Candidate Score Reports

- Select your test to read more about your score report.

Select a test... Go

A table is provided on this page to show the test score range and the passing score. Test scores will be reported to the candidate, NYSED, and, if applicable, the institution(s) that were indicated during registration. Scores are reported directly to the NYSED using the social security number that was entered during registration and are automatically added to the candidate's certification application file. (Drop down links to PDF) Under Score Report Explanations, select the test and click Go.

Understanding Your Score Report

HOW TO READ YOUR SCORE REPORT MULTI-SUBJECT TESTS

General Information

This report provides your scores for the New York State Teacher Certification Examinations™ (NYSTCE®) that you took on the test date indicated on the report. For each test that you took, the report specifies the minimum passing score, whether or not you met the minimum passing score, your total test score, and your general performance on each competency of the test.

Total Score and Test Status

The total test score is based on the number of selected-response questions answered correctly and the score(s) on the constructed-response question(s) on the test. The minimum passing score for each test was established by the New York State Commissioner of Education with input from New York State educators and is designed to reflect the minimum level of knowledge and skills required to be an effective educator in New York State public schools.

To achieve consistency in reporting, total test scores are converted to a common scale. These scaled scores range from 400 to 600, with a scaled score of 520 representing the minimum passing score. If your test status is reported as "Pass," your total scaled score is 520 or higher. If your test status is reported as "Did Not Pass," your total scaled score is below 520. The total score is reported to you in order to provide information that you can use, along with the information on the rest of the report, in preparing to retake the test.

Use of Test Scores

Candidates are not obligated to provide potential employers with copies of NYSTCE score reports.

Detailed Performance Information

Performance indices are provided for each competency of the test. These indices are designed to help you understand your areas of strength and weakness. Performance indices for the competencies noted with an asterisk (*) are provided as guides only and may not be used as predictors of future performance on these competencies because of the small number of test items on these competencies.

Performance Index Definitions

- ++++ Performance on the skills and knowledge is well above the level represented by the minimum passing score.
- +++ Performance on the skills and knowledge is just at or above the level represented by the minimum passing score.
- ++ Performance on the skills and knowledge is just below the level represented by the minimum passing score.
- + Performance on the skills and knowledge is well below the level represented by the minimum passing score.

Reading Your Score Report: A Sample

Below is a sample score report.

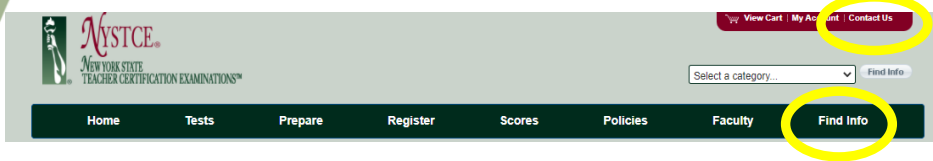
SCORE REPORT		Test Date: September 1, 20XX
Multi-Subject Teachers of Childhood (Grade 1 – Grade 6)		
TEST: 222 Part Two: Mathematics		TOTAL SCORE: 500
STATUS: Did Not Pass		MINIMUM PASSING SCORE: 520
Component	Performance Index	
Selected-Response		
001 Number and Operations*	+	
002 Ratios and Proportional Relationships and Number Systems	++	
003 Algebra, Measurement, Geometry, and Data	+	
004 Instruction in Mathematics*	++	
Constructed-Response		
005 Analysis, Synthesis, and Application	+++	

According to this sample score report, the candidate did not pass the test. The candidate's total scaled test score of 500 did not meet the minimum passing score of 520. The candidate's highest results were for the Analysis, Synthesis, and Application competency (+++ or just above the level represented by the minimum passing score) while the lowest results were for the Number and Operations, and Algebra, Measurement, Geometry, and Data competencies (+ or well below the level represented by the minimum passing score).

Score reports provide feedback on performance at the competency level. Performance by competency is indicated using a performance index. When one + is showing, the performance for the competency is well below the level represented by the state benchmark. This is an area where the test taker may want to focus additional study. If two ++ are showing, the performance is just below the state benchmark. If three +++ are shown, the performance is just at or above the state benchmark. And if four ++++ are shown, performance is well above the state benchmark.

Use the performance indices on score reports to plan a strategy for remediation if retesting.

Questions?



Contact Us

- Email Form
- Chat
- Phone

Find Info

- *Answers to commonly asked questions*

(800) 309-5225 (toll free, US and Canada only)

Mon–Fri: 8:00 a.m.–8:00 p.m. eastern time, excluding holidays

Sat: 9:00 a.m.–5:00 p.m. eastern time, excluding holidays

(Automated Information System available 24 hours daily)

For certification questions, please contact the New York State Education Department (NYSED) [Office of Teaching Initiatives](#)



If you find that you require assistance, there is a “find info” tab on the bar at the top of the homepage. You are able to type in search queries here to commonly asked questions. If you need to reach out to someone, in the upper right-hand corner of the page is a “Contact Us” link. Under this link are email forms and contact numbers. For certification questions, please contact the New York State Education Department (NYSED) [Office of Teaching Initiatives](#)