● ● ● SECTION 1 ● ● ● ●

ABOUT THE ORELA PROGRAM

This section of the study guide provides general information about the Oregon Educator Licensure Assessments® (ORELA®) program, information about how the tests are developed and administered, and suggestions to help candidates prepare to test.

Complete registration and testing information for the ORELA program can be found on the ORELA Web site at **www.orela.nesinc.com**.

The Oregon Teacher Standards and Practices Commission (TSPC) and the Evaluation Systems group of Pearson are also available to answer any questions you may have. Select "Contact Us" from the ORELA Web site at **www.orela.nesinc.com** for contact information.

PROGRAM OVERVIEW

General Description of the Examinations

The ORELA tests are criterion referenced and objective based. Criterion-referenced tests are designed to measure a candidate's knowledge and skills in relation to an established standard of performance (a criterion) rather than in relation to the performance of other candidates. The tests are designed to help identify those candidates who have the level of knowledge and skills required to perform satisfactorily as Oregon educators.

Refer to Section 2 of this study guide for detailed information about test content and design.

TEST DEVELOPMENT PROCESS

Creating the Oregon Educator Licensure Assessments is a complex, ongoing process. The major steps in the process are outlined below.

Task	Description
Develop the Test Framework	The content of each test is documented in the test framework. The test framework consists of test subareas that each include a set of test objectives, along with a set of descriptive statements that further elaborate the content of each test objective. During preparation of the test framework, key state and national documents were consulted. The content of the test objectives was determined by input from Oregon educators, the TSPC, and applicable Oregon and national standards (e.g., the Oregon Content Standards and Benchmarks, Oregon Grade-Level Foundations, Oregon Grade-Level Standards, Common Curriculum Goals, Standards for Competent and Ethical Performance of Oregon Educators, Discrimination and the Oregon Educator, English Language Proficiency Standards). The content of the Multiple Subjects Examination is aligned with the Oregon focus areas for student learning and teacher preparation. Committees of Oregon educators reviewed the test framework and made revisions, as necessary, to ensure that the test framework was accurate, free of bias, job related, and important for the job of an educator in Oregon.
Validate Test Content	A content validation survey involving randomly selected practicing Oregon public school educators and educator preparation program faculty was conducted for each test framework to ensure that the test framework reflects the knowledge and skills considered to be important for performing the job of an educator in Oregon.
Develop Test Items	Next, test items were developed to assess the content defined by the test framework. Committees of Oregon educators were convened to review and approve the test items. Field testing of test items was conducted throughout the state to ensure that the test materials were accurate and reasonable.
Set Passing Scores	A committee of Oregon educators convenes following the initial test administration(s) to recommend the passing score for each test or subtest. The final passing scores are determined by the TSPC.

PREPARING TO TAKE THE TEST

Planning Your Course of Study

Below are suggestions for preparing for the test.

To. . .	Do the Following
Assess your content knowledge	**Read the test framework.**

The test framework is the only source identifying the information covered by the test or subtest(s) you are taking.

1. **Read through the entire framework to get a general picture of the material the test covers.**

2. The objectives included in the framework form the foundation and focus for the test items. The descriptive statements that follow each objective (indicated by bullets) are included to provide examples of possible content covered by the objective. **Read each objective and its descriptive statements 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 objectives, **make a list of the objectives about which you feel you know the least.**

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Practice your test-taking skills	**Answer the sample test items.**

After you have become familiar with the test objectives, review the test directions and try to answer the sample test items provided in the applicable study guide sections for your examination. Set aside several hours for this exercise. If possible, take the sample test items in a quiet room that simulates the testing environment. As you answer the sample test items, time yourself to get an estimation of how long it may take you to complete the actual test.

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Develop a study plan	**Focus your studies.**

1. **Identify the most appropriate resources.** These may be textbooks from courses you have taken. You may also wish to consult your class notes and other assignments; textbooks and other resource documents currently in use in Oregon public schools and districts; and publications from local, state, and national professional organizations.

2. **Develop a study schedule.** You may wish to review a book on study skills development, or consider studying with other people who will be taking the test by forming or joining a study group.

Planning for the Day of the Test

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

Start early   Make sure you leave plenty of time to get to the test center. Report to your selected test center 30 minutes before your scheduled appointment time.

Arrive on time so that you are relaxed and ready to begin the test when instructed to do so.

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Dress comfortably   Wear layers of clothing that you can easily remove or add on (for example, 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.

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Be prepared to test   Make sure you bring proper identification. Refer to the ORELA Web site at **www.orela.nesinc.com** for identification requirements.

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 test and throughout the test session, follow all directions carefully, including oral directions read by the test administrator and written directions in the test booklet.

The test booklet contains directions for responding to the test items. If you do not understand something about the directions, raise your hand and ask a test administrator.

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Pace your work   The test schedule is designed to allow sufficient time for completion of the subtest(s) for which you registered.

Do not make any other commitments for this time period that may cause you to work more quickly than you should.

Before starting the test, set a pace for yourself for answering all test items.

Do not spend a lot of time on a test item that you cannot answer promptly; skip that item and move on. **If you skip a test item, flag it in the upper right-hand corner of the screen so that you can easily return to it later.**

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Read carefully

Read the directions and the test items carefully.

Read the test items closely to understand what they ask.

Read all response options.

Remember that the test items call for the "best answer." Read and evaluate all choices to find the best answer.

Do not skim the test items 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 item.

Read the test items, but don't read *into* them. The test items are designed to be straightforward, not tricky.

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Mark your answers carefully

For each multiple-choice item, select the one best answer on-screen.

You may use the provided packet of dry-erase sheets for making notes, but your answers must be selected on-screen.

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Choose wisely

As you read through the multiple-choice item 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, select from among the remaining answer choices.

Your score on each test will be based on the number of multiple-choice items you have answered correctly, in combination with your scores on the constructed-response items, if applicable.

There is no penalty for incorrect multiple-choice item answers; therefore, it is better to select an answer than not to respond at all.

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Check your accuracy

Use any remaining time at the end of the test session to check your work.

Go back to the flagged test items that gave you difficulty and verify your work on them.

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Follow the rules

Review the Rules of Test Participation provided on the ORELA Web site at **www.orela.nesinc.com**.

Bags, books, watches, wallets, cellular phones, personal digital assistants, and all other types of electronic information or communication devices are strictly prohibited in the testing room.

Examinees are not permitted to take any test materials or handwritten or printed notes into/from the testing room, or to disassemble, copy, or reproduce the test materials in whole or in part, by hand or with the use of any device of any nature.

Violation of these rules, or those stated in the Rules of Test Participation on the current ORELA Web site, may result in the voiding of your test results.