

GUIDE TO THE FFTPS SUB-SKILLS REPORT

The Sub-Skills Report contains results on the Proficiency Test. This guide provides more information on the different data and recommendations included in your report.

Sub-Skills

The Framework for Teaching Proficiency Test measures user proficiency in five sub-skills. The Sub-Skills Report provides a score in each of these sub-skills. The report also provides recommendations on what training modules a user would benefit from reviewing, based on their performance against these sub-skills, outlined below:

- I. Distinguish between appropriate evidence and interpretation
- II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences
- III. Recognize evidence that has been mis-categorized to the wrong FfT component
- IV. Assign an accurate score for each of the eight (8) FfT components based on a set of evidence
- V. Assign evidence to the appropriate FfT component

Disclaimer:

Sub-skill level information indicates the number of test questions answered correctly for relatively small sub-sets of the questions. Because they are not based on the full set of questions, sub-skill scores are less reliable than the total scores, which are based on the full set of questions. Furthermore, pass/not pass results are based on performance across the full range of sub-skills. For those reasons, a sub-skill score should not be considered a precise reflection of a test-taker's level of knowledge in that sub-skill. Further, sub-skill information should not be used to inform any decisions affecting test-takers without careful consideration of such inherent lack of precision.

Your Test Scores

Your Sub-Skills Report contains a history of your test attempts and the scores you received in each stage. The table below contains a sample set of scores for user Joe Doe and an explanation of what they contain. Please use this as a reference to understand your own scores.

Table 1: Sample scores for Joe Doe

IEIN#	First Name	Last Name	Test Date	Test Time	Stage	Score	Pass/Fail	Sub-skill I	Sub-skill II	Sub-skill III	Sub-skill IV	Sub-skill V	Min. Score to Pass Stage 1	Min. Combined Score (Stage 1+ Stage 2) Required to Pass Stage 2	Users Combined Score (Stage 1 + Stage 2)
nnnnn	Joe	Doe	6/29/12	15:51	1	55	FAIL	60%	60%	60%	66%	14%	65		
nnnnn	Joe	Doe	7/3/12	20:52	1	59	FAIL	70%	80%	60%	59%	64%	65		
nnnnn	Joe	Doe	7/21/12	20:11	1	69	PASS	50%	60%	60%	80%	64%	65		
nnnnn	Joe	Doe	7/22/12	16:27	2	60	FAIL	58%	75%	100%	54%	38%		143	129
nnnnn	Joe	Doe	7/24/12	0:39	2	77	PASS	75%	75%	100%	64%	71%		143	146

Here is an explanation of Joe Doe's testing history and scores (outlined in red in the table above):

1. Stage 1 Attempt 1 on 6/29/12—Joe received a score of 55
2. Stage 1 Attempt 2 on 7/3/12—Joe received a score of 59
This indicated that Joe was not proficient and could not rettest until the lockout period was completed.
3. Stage 1 Attempt 1 on 7/21/12—Joe received a score of 69 and passed Stage 1.

4. Stage 2 Attempt 1 on 7/22/12—Joe received a score of 60. His Stage 1 score (69) added to his Stage 2 score (69) earned a total score of 129. Joe did not pass his first attempt at Stage 2.
5. Stage 2 Attempt 2 on 7/24/12—Joe received a score of 77. His Stage 1 score (69) added to his Stage 2 score (77) earned a total of 146. **Joe was "Proficient."**

Your Sub-Skill Scores:

Your Sub-Skills Report contains your scores on each of the sub-skills that the test measures. The sample score table (on the previous page) shows these sub-skill scores outlined in blue. Sub-skill scores are reported as a percent correct. The percent correct is the sum of your correct answers divided by the possible number of points a user could earn in each sub-skill. **Please note: If the percent correct in a sub-skill is lower than in other sub-skills, it may indicate an area in which you need further study or review.**

When interpreting your sub-skills report, please bear in mind that gains in total score are dependent on which sub-skill area and which items the gains were realized. Specifically, the total number of points any one item contributes to the total score is driven by the weight assigned to the item.

Not all of the sub-skill areas are equally weighted. This is by design. Here’s the breakdown of the number of possible points one could earn in each sub-skill area:

Sub-Skill	Number of Points in Stage 1	Number of Points in Stage 2
I. Distinguish between appropriate evidence and interpretation	10	24
II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences	10	24
III. Recognize evidence that has been mis-categorized to the wrong FfT component	10	3
IV. Assign an accurate score for each of the eight (8) FfT components based on a set of evidence	56	72
V. Assign evidence to the appropriate FfT component	14	21

Some items, and by extension sub-skill areas, will contribute more to your overall performance because of the relative importance ascribed to the underlying competency they were designed to measure. It is possible that significant gains in one sub-skill area will result in notable gains in your overall test performance; while significant gains in another sub-skill area will result in only marginal gains in overall test performance. For example, Jane Roe made a significant gain on sub-skill III and sub-skill V but only gained 5 points on her overall score. This can be explained by her score *loss* on sub-skill IV that is weighted significantly heavier than sub-skill III and sub-skill V. It is likely that an *increase* in sub-skill IV would have resulted in a more substantial increase in overall test performance.

Table 2: Sample scores for Jane Brown

IEIN#	First Name	Last Name	Test Date	Test Time	Stage	Score	Pass/Fail	Sub-skill I	Sub-skill II	Sub-skill III	Sub-skill IV	Sub-skill V	Min. Score to Pass Stage 1	Min. Combined Score (Stage 1+ Stage 2) Required to Pass Stage 2	Users Combined Score (Stage 1 + Stage 2)
nnnnn	Jane	Brown	6/29/12	15:51	1	66	PASS	60%	80%	40%	75%	57%	65		
nnnnn	Jane	Brown	7/3/12	20:52	2	68	FAIL	83%	83%	33%	60%	52%		143	134
nnnnn	Jane	Brown	7/21/12	20:11	2	73	FAIL	83%	83%	100%	58%	71%		143	139

Recommendations:

These recommendations point you back to Observer Training modules you would benefit from reviewing.

Here is a mapping of each sub-skill to specific portions of the training to help you prepare for the Proficiency Test. Keep in mind that a solid conceptual understanding of the Framework, including understanding the nature of evidence, the essence of each component and what distinguishes each level in the rubrics, is the foundation for scoring well on each of these sub-skills. Content in the Overview to the Framework for Teaching, Applying the Framework for Teaching, and throughout the component modules will help you refine your conceptual understanding of the Framework.

If a User Scores Lower in This Sub-Skill	User May Want to Review These Sections of the Training Modules <small>*Please note that training was designed to integrate the sub-skills in each of the component modules.</small>
I. Distinguish between appropriate evidence and interpretation	<ol style="list-style-type: none"> 1. Applying the Framework for Teaching <ul style="list-style-type: none"> • Pg. 2, Applying the Framework (also in Overview of the Framework for Teaching) • Pg. 3, Distinguish between evidence, interpretation, and bias 2. Component modules (2a-3d) <ul style="list-style-type: none"> • Indicators • Practice gathering evidence 3. Minimizing Bias
II. Distinguish between appropriate evidence and statements that	<ol style="list-style-type: none"> 1. Applying the Framework for Teaching

<p>If a User Scores Lower in This Sub-Skill</p>	<p>User May Want to Review These Sections of the Training Modules *Please note that training was designed to integrate the sub-skills in each of the component modules.</p>
<p>are biased or suggest professional preferences</p>	<ul style="list-style-type: none"> • Pg. 2, Applying the Framework • Pg. 3, Distinguish between evidence, interpretation, and bias <p>2. Component modules (2a-3d)</p> <ul style="list-style-type: none"> • Indicators • Practice gathering evidence <p>3. Minimizing Bias</p>
<p>III. Recognize evidence that has been mis-categorized to the wrong FfT component</p>	<p>1. Component modules (2a-3d)</p> <ul style="list-style-type: none"> • Elements • Identify relevant evidence
<p>IV. Assign an accurate score for each of the eight (8) FfT components based on a set of evidence</p>	<p>1. Applying the Framework for Teaching</p> <ul style="list-style-type: none"> • Pg. 2, Applying the Framework • Pgs. 7 & 11, Part C: Determine the levels of performance for components in Domain 2 • Pgs. 8 & 12, Part D: Determine the levels of performance for components in Domain 3 <p>2. Component modules (2a-3d)</p> <ul style="list-style-type: none"> • Rubric section • Levels of Performance section
<p>V. Assign evidence to the appropriate FfT component</p>	<p>1. Applying the Framework for Teaching</p> <ul style="list-style-type: none"> • Pg. 2, Applying the Framework • Pg. 4, Align evidence with components

If a User Scores Lower in This Sub-Skill	User May Want to Review These Sections of the Training Modules
	<p>*Please note that training was designed to integrate the sub-skills in each of the component modules.</p> <ul style="list-style-type: none">• Pgs. 6 & 10, Part B: Align evidence with components <p>2. Component modules (2a-3d)</p> <ul style="list-style-type: none">• Practice gathering evidence• Rubric section: Critical attributes (possible examples)