

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 professional readiness and subject-area knowledge to serve in Michigan schools.

Under the provisions of this act, all candidates for teacher certification in Michigan must pass the Professional Readiness Examination 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 Professional Readiness Examination (Reading, Mathematics, and Writing) 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, go to the MTTC website 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

Website: 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

If you have questions regarding:

- Your computer-based test appointment

Contact:

Pearson VUE
Website: www.pearsonvue.com/mttc

Telephone: (800) 989-8532
7:00 a.m.–7:00 p.m. central time
Monday–Friday, excluding holidays

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

Website: 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	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.
Develop Test Questions	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.
Set Passing Scores	A committee of Michigan educators is convened following the first test administration of each field undergoing development to recommend the passing score.

Characteristics of the Tests

The MTTC program is designed to assess the professional readiness and subject-area knowledge required of effective educators in Michigan. The level of subject-area knowledge required to pass the test(s) is targeted at the level of content knowledge required to perform effectively the job of a qualified Michigan educator.

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 professional readiness and subject-area knowledge necessary to perform effectively in their fields of specialization.

The MTTC program includes subject-area tests (including Elementary Education) and a Professional Readiness Examination (formerly referred to as the Basic Skills test). Effective with the October 2013 administration, the Basic Skills test will be replaced by the Professional Readiness Examination. Candidates for certification must pass both the Professional Readiness Examination in 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. An examinee's score is based on the total number of test questions answered correctly.

The Professional Readiness Examination and the World Language tests (including Spanish, French, German, Chinese [Mandarin], Arabic [Modern Standard], Russian, and Japanese) include both multiple-choice questions and one or more written constructed-response assignments.

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

Test Administration

All the tests offered in the MTTC program have a paper-based testing (PBT) and computer-based testing (CBT) option.

- PBT administrations take place on scheduled test administration dates, and consist of two sessions: a morning session and an afternoon session. Each test session includes four and one-half hours of actual testing time.
- CBT administrations are offered year-round at testing centers throughout Michigan and across the United States.

For current test information go to the MTTC website at www.mttc.nesinc.com.

Paper-Based Testing

For paper-based testing, your admission ticket lists your test selection, test date, and reporting time. Please report to the test site no later than your scheduled reporting time. See "[Test Selection for Paper-Based Testing](#)" for reporting and dismissal times and test session length.

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 site, 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. Water bottles may be allowed in the testing room, provided they are clear, do not have a label, have a secure lid, and are stored under your seat, not on your desk, during testing. See "[What to Bring to the Test Site for Paper-Based Testing](#)" and "[Test Site Rules](#)" for more information.

Computer-Based Testing

For computer-based testing, your MTTC computer-based testing (CBT) confirmation lists your test selection, test date, testing time, and test center. Please report to the test center **30 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. See "[What to Bring to the Test Site for Computer-Based Testing](#)" and "[Test Site Rules](#)" for more information.

Receiving Your Scores

Your score report is available to you on the Internet, at 10:00 p.m. eastern time on the score report date published in "[Test Dates](#)," as a PDF document, which you may view, print, and save for your records. To access your score report on the Internet, select "[Score Reporting](#)" on the MTTC website and follow the instructions provided. Your score report will be available for 45 days after the score report date.

Examinee Score Reports

For each test you took, your score report provides information about your passing status and other performance information. See "[MTTC Passing Requirements](#)" for detailed information on the passing requirements for MTTC tests.

Your score report is accompanied by an explanation of how to read your score report. A score report explanation is also available by selecting "[Score Reporting](#)" on the MTTC website.

If you have not received your score report two weeks after the score report date, call (800) 823-9225 or (413) 256-2876. Under no circumstances will your score report information be released in person or by telephone or fax.

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 presented in the test booklet or on the computer screen.
- The test booklet or computer screen presents directions for the multiple-choice questions and the constructed-response assignments (if the test you are taking includes constructed-response assignments). If you do not understand something about the directions, raise your hand and ask a test administrator.

Pace your work

- Each paper-based test session is four and one-half hours long. The length of a computer-based test session varies depending on the test(s) and/or subtest(s) you are taking. 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, if at a paper-based administration, flip through the booklet to review the number of multiple-choice questions and constructed-response assignments, if included, and to set a pace for answering them. At a computer-based test session, the amount of time elapsed during the test session will be shown on the computer screen to aid you in pacing yourself.
- You may find that you need less time than is allotted 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 or flag it on the computer screen so that you can return to it later.
- If you skip a multiple-choice question in a paper-based test booklet, 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.

**Designate
your
answers
carefully**

- Your responses to the multiple-choice questions will be scored electronically. It is very important for you to designate your answers carefully, whether you are responding on paper or by computer.
- For paper-based testing, be sure to mark your answer sheet carefully and that the answer you select is 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 constructed-response assignment, your answer must be recorded in the appropriate answer document. **If you write your response to a written constructed-response assignment in the test booklet, it will not be scored.**

- For computer-based testing, you will be provided with a note booklet for making notes, calculations, or outlines. However, your responses must be entered into the computer or they will not be scored.

**Determine
the "best
answer"**

- Your multiple-choice results will be based on the number of questions you answer correctly.
- Your response to each multiple-choice question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

**Guess
wisely**

- Attempt to answer all questions. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can; then select from the remaining choices.
- 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.

**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 administered via a paper-based test administration. 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. The directions provided during a computer-based administration are similar in content. Visit "[Computer-Based Testing Tutorials](#)" on the MTTC website for brief tutorials on how to navigate through the computer-based test. A short tutorial is also provided at the beginning of the computer-based test session, with instructions for how to navigate through the test.

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. A B C D

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.