







## How to Analyze Test Results for Candidates Retaking a Test

This worksheet is a tool to help candidates analyze their past performance on the New Mexico Teacher Assessments in order to evaluate how best to prepare for retaking a test. As a candidate for educator licensure, you may wish to complete the following steps to aid in your test preparation. A sample completed worksheet is provided on the following pages.

-  Gather a copy of your latest score report for the assessment, your completed Assessment Preparation Worksheet, and your completed worksheet for mapping the test framework to courses you have taken. Visit the New Mexico Teacher Assessments Web site at [www.nmta.nesinc.com](http://www.nmta.nesinc.com) and select "Preparation Materials" to obtain these worksheets.
-  Obtain a copy of the test framework worksheet for the New Mexico Teacher Assessments you plan to retake. These worksheets are available from the "Test Frameworks" page.
-  In the "Notes" area, summarize your past performance. Enter the scaled scores from your latest score report in the shaded rows corresponding to the test subareas.
-  To evaluate your need for additional preparation to improve your test scores, review the following:
  - ▶ The **number and type of test questions** (as noted in the study guide) to understand how the knowledge and skills in each content area will be assessed.
  - ▶ **Your test scores for each subarea**, to understand your command of each content area. If you received a subarea score of less than 240, you may wish to concentrate your study on the competencies of that subarea by taking one of the following actions prior to retesting:
    - ▶ Taking one or more additional courses
    - ▶ Rereading textbooks and reviewing other materials from courses already taken
    - ▶ Reviewing the preparation materials for the assessment
    - ▶ Attending special workshops or extra help sessions with faculty or tutors
  - ▶ **Your performance by question type** to identify areas for improvement. To better understand how competencies may be assessed by selected-response questions, review the sample questions in the study guide. For information regarding your performance on the constructed-response assignment(s) (if the test has one or more constructed-response assignments), review the score report explanation on the New Mexico Teacher Assessments Web site and the criteria for scoring your response in the study guide. To improve your performance on the assignment(s), complete the sample assignment(s) in the study guide, then review the sample very good response(s), your response(s), and the scoring criteria for each sample assignment. You may also want to ask a mentor, an advisor, or another faculty member to evaluate your response to the assignment.

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# History, Geography, Economics, Civics and Government Test Framework Worksheet

Test Code  
016

Notes:

		Test Proportion	Selected-response scaled score	Prep for retake needed?	Constructed-response scaled score	Prep for retake needed?
<b>SUBAREA I—HISTORY</b>		<b>33</b>	<b>286</b>	<b>No</b>		
0001	Understand human	<div data-bbox="305 533 1029 680" style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p><b>New Mexico Teacher Assessments are composed of selected-response items and may also contain constructed-response assignments. Fill in the scaled scores from your latest score report for each item type.</b></p> </div>				
0002	Understand these					
0003	Understand major political, social, economic, and cultural developments that shaped the course of world history through the thirteenth century; and analyze major periods of historical change within and across cultures.					
0004	Understand major political, social, economic, and cultural developments that shaped the course of world history from 1300 through 1750; and analyze major periods of historical change within and across cultures.					
0005	Understand major political, social, economic, and cultural developments that shaped the course of world history from 1750 to the present; and analyze major periods of historical change within and across cultures.					
0006	Understand major political, social, economic, and cultural developments in U.S. history to 1815.					
0007	Understand major political, social, economic, and cultural developments in U.S. history from 1815 to 1900.		<div data-bbox="992 1031 1471 1163" style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p><b>If you received a scaled score of less than 240 for any type of question, this may be an area in which to concentrate your study.</b></p> </div>			
0008	Understand major political, social, economic, and cultural developments in U.S. history from 1900 to the present.					
0009	Understand major political, social, and economic events and developments in New Mexico history; and analyze the diverse perspectives of those who participated in these events and developments.					
<b>SUBAREA II—GEOGRAPHY AND CULTURE</b>			<b>26</b>	<b>184</b>	<b>Yes</b>	
0010	Understand important geographic concepts and terms, and use geographic tools and resources to generate and interpret information.	<div data-bbox="1162 1457 1490 1766" style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p><b>Review your mapping of the test framework to the courses you have taken and identify objectives for which you need further study. Develop a study plan for each objective as described in the instructions on the previous page.</b></p> </div>				
0011	Understand major physical features of the world and the natural processes that shape the earth.					
0012	Understand major physical and cultural regions of the world, analyze geographic relationships within and between regions, and recognize the diverse perspectives of different human groups and cultures.					
0013	Understand major physical and cultural regions of New Mexico and the United States and analyze geographic relationships within and between regions.					
0014	Understand the relationship between geography and history and analyze the effects of human activity on the environment.					
0015	Understand the diverse and dynamic nature of culture.					
0016	Understand how culture, physical environment, individuals, groups, and institutions shape group and personal identities.					



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<b>SUBAREA III—ECONOMICS</b>		<b>15</b>	<b>264</b>	<b>No</b>		
0017	Understand important economic concepts, terms, and theories, and use that knowledge to analyze basic economic phenomena.					
0018	Understand various types of economic systems and analyze the structure, principles, and operation of different models of economic organization.					
0019	Understand the components, structure, organization, and operation of the U.S. economy.					
0020	Understand the international economic structure and the role of interdependence in the contemporary global economy.					
<b>SUBAREA IV—POLITICAL SCIENCE AND GOVERNMENT</b>		<b>15</b>	<b>251</b>	<b>No</b>		
0021	Understand important political science concepts, terms, and theories; and recognize major characteristics of various political systems.					
0022	Understand principles of democratic self-government in the United States and the rights and responsibilities of citizens in a democratic society.					
0023	Understand the structure, organization, and operation of government in the United States at the national, state, and local levels.					
0024	Understand the U.S. election process and the role of political parties and participatory citizenship in the U.S. political system.					
<b>SUBAREA V—SOCIAL STUDIES SKILLS</b>		<b>11</b>	<b>156</b>	<b>Yes</b>		
0025	Understand how to locate, gather, and organize primary and secondary information using standard historical and social science resources and research methodologies.					
0026	Understand and apply methods for evaluating and interpreting sources of social studies information.					
0027	Understand how to formulate issues or frame questions, analyze and synthesize information, and communicate social studies information.					

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