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# UNDERSTANDING THE STRUCTURE AND CONTENT OF THE TEST

This section of the study guide is designed to help candidates understand the structure and content of the Oregon Educator Licensure Assessments® (ORELA®) Administrator Examination by describing the test design as well as how the test framework defines the content of the examination.

### TEST DESIGN

The Administrator Examination is divided into two subtests as described in the table below. Each subtest assesses two test framework subareas, and each subarea consists of a set of two or three test objectives.

<b>Administrator Examination Subtests</b>
Subtest I: Visionary Leadership and Instructional Improvement
Subtest II: Management Procedures and Requirements for Oregon Administrators

Each subtest of the Administrator Examination consists of multiple-choice items. Each multiple-choice item is written to assess understanding of a single test objective.

Refer to the following sections for detailed information about the content of each subtest.

### Subtest I: Visionary Leadership and Instructional Improvement

Subtest I consists of approximately 60 multiple-choice items from two content subareas of the Administrator Examination test framework, as shown in the table below.

<b>Subarea</b>	<b>Number of Multiple-Choice Items</b>
Visionary Leadership, Inclusive Practice, and Socio-Political Context	29–31
Instructional Improvement	29–31

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## Subtest II: Management Procedures and Requirements for Oregon Administrators

Subtest II consists of approximately 60 multiple-choice items from two content subareas of the Administrator Examination test framework, as shown in the table below.

Subarea	Number of Multiple-Choice Items
Organizational, Operational, and Personnel Management	35–37
Resource Management and Ethical and Legal Guidelines	23–25

## TEST FRAMEWORK

The content of the Administrator Examination is documented in the test framework, which is available on the ORELA Web site at [www.orela.nesinc.com](http://www.orela.nesinc.com).

The test framework consists of objectives that are organized for structural and reporting purposes into major groupings of knowledge called subareas. Each objective is further defined by a number of descriptive statements. These components are described below.

- **Subareas** are groupings of objectives that reflect the major content domains of the examination. Score reports provide feedback to candidates on their performance by subarea.
- **Objectives** are statements of the content for which candidates will be held responsible on the test. They are broad descriptions of the knowledge that is important to the job of an educator and that will be assessed on the test.
- **Descriptive statements** provide further details about the nature and range of content covered by the objectives. They are intended to suggest the types of content that may be included in the test items.

Test items are designed to measure content defined by a specific subarea. Subareas that consist of more objectives will receive more emphasis on the test through a greater number of test items than those with fewer objectives.