



• • • SECTION 2 • • •

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®) Protecting Student and Civil Rights in the Educational Environment Examination by describing the test design as well as how the test framework defines the content of the examination.

TEST DESIGN

The Protecting Student and Civil Rights in the Educational Environment Examination is a single test that assesses two test framework subareas. Each subarea consists of a set of two or three test objectives.

The test consists of approximately 60 multiple-choice items from the two content subareas of the test framework, as shown in the table below. Each multiple-choice item is written to assess understanding of a single test objective.

Subarea	Number of Multiple-Choice Items
Legal Foundations	23–25
Equity in the School Environment	35–37

TEST FRAMEWORK

The content of the Protecting Student and Civil Rights in the Educational Environment Examination is documented in the test framework, which is available on the ORELA Web site at 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.

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- *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.