GUIDE FOR INTERPRETING RESULTS and TECHNICAL DATA

for the

2025 ASE ENTRY-LEVEL CERTIFICATION TESTS

Prepared by

NATIONAL INSTITUTE FOR AUTOMOTIVE SERVICE EXCELLENCE (ASE)

PREFACE

This guide contains information for interpreting your students' results on the ASE Entry-level certification tests administered in spring or fall of 2025. Also, it includes documentation of the technical adequacy of the assessment program for its intended purposes.

Only use the 2025 guide to interpret results from tests given in 2025. Always use the guide published for the year of the test to interpret student scores.

The National Institute for Automotive Service Excellence (ASE) offers the ASE Entry-level certification tests, which are appropriate for evaluating students who are near the end of their studies in the areas of Automobile Service and Repair, Collision Repair and Refinish, and Medium/Heavy Duty Truck.

The ASE Education Foundation administers the industry's accreditation program for career-entry Automobile Service and Repair, Collision Repair and Refinish, and Medium/Heavy Duty Truck training programs. The standards for becoming an ASE accredited program include specifications covering the content of instruction, tools and equipment, hours, and instructor qualifications. Concurrently, ASE conducts periodic analyses of the tasks and knowledge required to successfully perform many of the vehicle service jobs in the automotive industry. The task lists developed by ASE serve as the basis for the entry-level task lists. In this way, the contents of the ASE Entry-level tests are kept current and are linked to the specific tasks and knowledge requisite to the successful performance of the various automotive service occupations.

The ASE Entry-level certification tests are intended for students completing two-year secondary or post-secondary automotive technician training programs.

Notice to organizations using the ASE entry-level examinations:
The National Institute for Automotive Service Excellence (ASE) has developed these tests expressly for use in the context of student evaluation and voluntary entry-level certification, and all future revisions and refinements will be made in that context. ASE expressly disclaims any responsibility for the actions of organizations or entities which decide to use these examinations in any context other than voluntary entry-level evaluation.

Questions pertaining to this program should be directed to the ASE Education Foundation at 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176. Phone 800-362-0544. Or go to www.ASE.com/EntryLevel for more information.

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ASE ENTRY-LEVEL CERTIFICATION

Description of the Battery

The Entry-level certification assessment consists of three series of secure multiple-choice examinations: Automobile Service and Repair, Collision Repair and Refinish, and Medium/Heavy Truck.

Automobile Service and Repair

- Engine Repair (ER)
- Automatic Transmission/ Transaxle (AT)
- Manual Drive Train and Axles (MD)
- Suspension and Steering (SS)
- Brakes (BR)
- Electrical/Electronic Systems (EE)
- Heating and Air Conditioning (AC)
- Engine Performance (EP)

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- Automobile Service Technology (AS)
- Maintenance and Light Repair (MR)

Collision Repair and Refinish

- Painting and Refinishing (PR)
- Non-structural Analysis and Damage Repair (NS)
- Structural Analysis and Damage Repair (SR)
- Mechanical and Electrical Components (ME)

Medium/Heavy Truck

- Diesel Engines (DE)
- Suspension and Steering (TS)
- Brakes (TB)
- Electrical/Electronic Systems (TE)
- Inspection, Maintenance, and Minor Repair (IM)

Each series is made up of individual tests that relate to one or more of the technical areas under the ASE Education Foundation Standards. Students may be assigned a single examination, all examinations, or any combination of them. The examinations emphasize the application of knowledge and theory to tasks performed by automotive technicians.

The examinations may be administered twice annually. Separate student score reports are prepared for each of the examinations. There are 40 – 80 scored questions in each examination, but the tests as given will be longer because of the inclusion of unscored "pretest" questions. Administration time is recommended to be 60 – 90 minutes per exam. Each student will be given a pass/fail status on each test attempted. For each test passed, students earn an ASE Entry-level certification.

Test Development Procedures

Content Specifications

ASE periodically conducts analyses of the work of motor vehicle technicians in the various subject areas. Job analysis workshops involving subject matter experts from around the country are convened specifically for this purpose. The task lists contained in the program standards for ASE accreditation are tied to ASE's task lists derived from these job analyses. The task lists are organized into content outlines. These subject areas are then weighted according to judgments of frequency and criticality of the tasks performed, and these weights are translated into numbers of questions in each content area. This provides the content specifications for the examinations. As described earlier, the task lists are designed to correspond to the tasks required to successfully perform the various motor vehicle service procedures.

Question Writing

Items (test questions) are written by groups of subject matter experts (SMEs) who are selected and trained by the ASE staff. The item writing teams include faculty members of educational institutions as well as experienced, working automotive technicians.

After the SMEs draft the items and assign content codes, the items are reviewed by other SMEs for accuracy. They are then edited, formatted, and entered into a permanent item bank. SMEs then review

and approve all the text changes. Newly written items are tried out as unscored "pretest" items embedded into the test forms. Data collected in this manner is then used to identify any items that may not function properly so that they can be rewritten or discarded if necessary. All data is banked with the item text in the item banks.

Test Assembly
New forms of the exams are developed each year for each test title. Subject matter experts begin test assembly by selecting previously tested, validated items from the bank for each of the examinations. All items chosen meet ASE specifications for accuracy and statistical performance. Items are selected so that each test form meets both content and statistical specifications. ASE employs state-of-the-art psychometric procedures, including a 3-parameter logistic IRT (Item Response Theory) model to calibrate individual test questions. These statistics are used in form development to effectively pre-equate the exams, allowing instant scoring as soon as the exam is deployed. Items are also recalibrated during and after each deployment, allowing ASE to monitor the question's performance and detect any problems, including changes in an item's relevance or difficulty. This process contributes to consistency in form difficulty and other performance characteristics across school years. Instructors can have confidence that test forms are consistent in difficulty, free of problem questions, and meaningful in their reflection of a student's actual proficiency.

Items selected for the examinations are appropriately distributed among the tasks identified in the test specifications. Each form of the examination will sample the tasks; however not all tasks will be tested by each form of the examination. Relevant item statistics include discrimination indices and a difficulty level within specified ranges. Items with unsatisfactory statistics are discarded or rewritten. Each annual form may contain a combination of previously tested and new items. Only previously tested items count toward the student scores.

Passing Standards
Passing standards are individually set for each of the examinations. The determination of passing scores for high-stakes examinations like the ASE Entry-level certification tests must be done systematically and with established procedures appropriate for such programs. Several methods are possible, but the one chosen as most appropriate is called a contrasting-groups approach. This method is based on the actual performance of real students as opposed to item-level judgments made on test forms. Criterion groups of "should-pass," "borderline," and "should-not pass" students are selected in advance of testing. These selections are made by instructors with detailed knowledge of the level of preparedness of the students. After testing, a passing score is selected that minimizes the false-positive and false-negative classifications in the obtained score distributions of these groups. Passing standards set this way are generally regarded by instructors and administrators as more appropriate and more realistic than test-based judgmental approaches. These same passing standards are then carried forward to future forms of the ASE entry-level exams using the IRT equating process described above.

INTERPRETING RESULTS

The ASE entry-level exam score reports allow comparisons of a school's or individual's performance with that of others participating in the program during the same year. Changes in group performance from year to year can be tracked reasonably well using the national percentile ranks, within the limits of the data as described in the Performance Comparisons section. Mean scores and pass/fail proportions are calculated for each of the examinations. These are reported at the instructor and school level. State reports comparing all the schools in a state are provided to the designated state level supervisor.

Notice to Organizations Using ASE Entry-level Certification Examinations

The National Institute for Automotive Service Excellence (ASE) has developed these examinations expressly for use in the context of voluntary entry-level evaluation and certification, and all future revisions and refinements will be made in that context. ASE expressly disclaims any responsibility for the actions of organizations or entities which decide to use these examinations in any context other than entry-level evaluation and/or voluntary certification.

Performance Comparisons

Percentile Rank Tables

Following this narrative are tables of percentile ranks of the national population of candidates who took the current year's examination forms in the spring administration. This is useful for comparing your spring or fall students' performance to the national population. Instructions for converting individual scores and group means to percentile ranks are presented below each table in a section titled "How to Use this Table."

Comparing Individual Students

The performance of individual students can of course be compared on the same test in the same year using raw scores. Percentile ranks can be used to compare relative strengths across different tests. They are also useful for comparing a student's performance to the national population. Remember that the statistics reported for each administration are based upon the group taking the examinations in that testing period, and do not include prior years' administrations.

Comparing Groups of Students

Mean scores of groups on the same test can be compared if they were tested in the same year. Raw score means and percentile rank equivalents can be compared this way. Percentile equivalents of group mean scores may also be compared across different test titles.

Comparing groups across years is a more complex matter. Percentile ranks provide the best metric for comparison, but even these should be used with consideration of the limits of the data. First, the groups being compared are likely composed of different students. Also, the national sample of students changes from year to year, and there is inevitably some variation in proficiency in these reference groups. To the extent that the proficiency of the national reference group changes, two classrooms of equal proficiency could get different percentile ranks across years.

A critical issue is the extent to which the composition of your examinee group resembles that of any other group to which they are being compared. If population characteristics (e.g., age, amount of prior experience) account for differences between your students and another group, then the comparison may be of less use to you. You must make a judgment about any other characteristics that may contribute to differences in achievement and then decide how to interpret the comparison.

Keep in mind that the number of students who test in a particular year will affect your interpretation. If only a few students from a course took a particular test, their performance should not be assumed to represent all students from that school who took the course. In addition, mean scores and percentile ranks based on small numbers of students will contain some sampling error and will vary just due to the small sample size. For example, if the mean score based on 15 students was 2 points lower than the mean score for another group of students, that small score difference might be due to sampling error, not to real differences in student proficiency.

SCORE REPORTS

Who Gets Reports

Reports are prepared for students, instructors, and state supervisors. Student level reports, available to both students and their instructor, include the number correct in each of the content areas, the total score, and pass/fail. The instructor report shows a summary of the information contained on that instructor's student score reports. State reports summarize the results in terms of mean scores and pass/fail rates from each school in that state and are available to the designated state level supervisor.

Score Reports Retention and Replacement

All recipients, including students, are allowed to keep their score reports. The ASE partner organizations do not provide a records-maintenance service, so duplicate or replacement copies of these reports are not normally available. Records are normally maintained in the test delivery system for the current and the two previous years and can be accessed according to the user's role in the system. Older data is not available.

Automobile Service and Repair Percentile Rank Table – 2025

Number Correct	Engine Repair (ER)	Auto Trans (AT)	Manual Drive Train & Axles (MD)	Susp & Steering (SS)	Brakes (BR)	Elec/ Elec System (EE)	Heat & A/C (AC)	Engine Perf (EP)	Auto Svc Tech (AS)	Maint & Repair (MR)	Number Correct
0-5	1	1	1	1	1	1	1	1	1	1	**0-5**
6	1	1	1	1	1	1	1	1	1	1	**6**
7	1	1	1	1	1	1	1	1	1	1	**7**
8	2	1	2	3	2	2	1	2	1	1	**8**
9	3	2	3	5	3	4	2	4	1	1	**9**
10	5	4	5	7	5	6	4	6	1	1	**10**
11	7	6	8	10	8	8	6	8	1	1	**11**
12	10	8	12	13	11	11	8	10	1	1	**12**
13	13	11	15	17	14	14	11	13	1	2	**13**
14	16	13	19	20	19	17	13	16	1	3	**14**
15	19	16	23	24	23	20	17	19	1	4	**15**
16	22	19	27	28	27	24	20	23	1	5	**16**
17	26	22	31	33	32	27	24	26	2	7	**17**
18	30	26	35	37	37	31	28	30	3	9	**18**
19	33	30	39	42	42	34	32	34	4	11	**19**
20	37	34	43	47	46	38	36	38	5	13	**20**
21	41	38	47	52	51	42	41	43	6	15	**21**
22	45	43	51	56	56	46	45	47	8	17	**22**
23	49	48	55	61	60	50	50	52	9	20	**23**
24	52	52	59	66	65	55	55	56	11	22	**24**
25	56	57	64	70	69	59	59	60	12	25	**25**
26	60	62	68	75	73	63	63	64	14	28	**26**
27	64	66	72	79	77	67	67	68	15	31	**27**
28	68	70	76	82	80	71	71	72	16	34	**28**
29	71	74	80	85	83	75	75	76	18	37	**29**
30	75	78	83	88	86	79	79	79	19	41	**30**
31	80	82	87	91	88	83	82	82	20	44	**31**
32	83	86	90	93	91	86	86	85	22	47	**32**
33	87	89	92	95	93	90	89	88	23	51	**33**
34	91	92	95	97	95	93	91	91	24	54	**34**
35	94	95	97	98	97	95	94	93	26	58	**35**
36	97	97	98	99	98	97	96	95	27	61	**36**
37	98	99	99	99	99	98	98	97	29	64	**37**
38	99	99	99	99	99	99	99	99	30	67	**38**
39	99	99	99	99	99	99	99	99	32	70	**39**
40	99	99	99	99	99	99	99	99	34	73	**40**
41									36	76	**41**
42									38	78	**42**
43									40	81	**43**
44									42	83	**44**
45									44	85	**45**
46									46	88	**46**
47									49	90	**47**

48									51	91	**48**
49									53	93	**49**
50									56	95	**50**
51									58	96	**51**
52									61	97	**52**
53									63	98	**53**
54									65	99	**54**
55									67	99	**55**
56									70	99	**56**
57									72	99	**57**
58									74	99	**58**
59									77	99	**59**
60									79	99	**60**
61									81		**61**
62									83		**62**
63									85		**63**
64									87		**64**
65									88		**65**
66									90		**66**
67									92		**67**
68									93		**68**
69									94		**69**
70									96		**70**
71									97		**71**
72									98		**72**
73									98		**73**
74									99		**74**
75									99		**75**
76									99		**76**
77									99		**77**
78									99		**78**
79									99		**79**
80									99		**80**

How To Use This Table

This table provides percentile ranks for interpreting tests administered in the spring or fall of 2025. A percentile is the percentage of all students nationally who scored below the median of a given score interval. Think of this as *the percentage of students who scored below the score you are looking up*.

To use the table, find the student's Number Correct score in the left (or far right) column, and then look over to the column corresponding to the test taken by that student. The value in the column is the percentile rank for that Number Correct score. For example, if a student scored 25 correct on Engine Repair (ER), first find 25 in the left column labeled Number Correct. Then look to the right under the Engine Repair heading, and you will find 56. A score of 25 on the Engine Repair test is in the 56th percentile of the national population of students who took this exam in spring 2025. That is, a score of 25 is higher than scores obtained by 56 percent of all students.

Collision Repair and Refinish Percentile Rank Table – 2025

Number Correct	Painting & Refinish (PR)	Nonstr Anlys & Dmg Rep (NS)	Struct Anlys & Dmg Rep (SR)	Mech & Elect Comp (ME)	Number Correct
0-5	1	1	1	1	**0-5**
6	1	1	1	1	**6**
7	1	1	1	2	**7**
8	1	2	2	4	**8**
9	2	3	3	5	**9**
10	4	4	5	8	**10**
11	6	7	7	11	**11**
12	8	9	9	15	**12**
13	11	12	12	18	**13**
14	14	15	15	22	**14**
15	18	19	19	27	**15**
16	21	23	22	31	**16**
17	25	27	26	35	**17**
18	29	31	31	40	**18**
19	34	36	35	44	**19**
20	38	40	40	48	**20**
21	44	44	45	52	**21**
22	48	49	50	56	**22**
23	53	54	56	61	**23**
24	58	59	60	64	**24**
25	62	64	65	68	**25**
26	66	68	70	71	**26**
27	71	72	75	74	**27**
28	75	77	79	78	**28**
29	79	81	82	81	**29**
30	82	84	85	84	**30**
31	85	87	88	87	**31**
32	88	90	91	89	**32**
33	91	92	93	92	**33**
34	94	94	95	94	**34**
35	96	96	97	96	**35**
36	97	98	98	98	**36**
37	99	99	99	99	**37**
38	99	99	99	99	**38**
39	99	99	99	99	**39**
40	99	99	99	99	**40**

How To Use This Table

This table provides percentile ranks for interpreting tests administered in the spring or fall of 2025. A percentile is the percentage of all students nationally who scored below the median of a given score interval. Think of this as *the percentage of students who scored below the score you are looking up*.

To use the table, find the student's Number Correct score in the left (or far right) column, and then look over to the column corresponding to the test taken by that student. The value in the column is the percentile rank for that Number Correct score. For example, if a student scored 25 correct on Structural Analysis and Damage Repair (SR), first find 25 in the left column labeled “Number Correct”. Then look to the right under the Structural Analysis and Damage Repair heading, and you will find 65. A score of 25 on the Structural Analysis and Damage Repair test is at the 65th percentile of the national population of

students who took this exam in spring 2025. That is, a score of 25 is higher than the scores obtained by 65 percent of all students.

Medium / Heavy Truck Percentile Rank Table – 2025

Number Correct	Truck Diesel Engines (DE)	Truck Susp & Steering (TS)	Truck Brakes (TB)	Truck Elect/Elect Systems (TE)	Truck Inspection & Maint. (IM)	Number Correct
0-5	1	1	1	1	1	**0-5**
6	1	1	1	1	1	**6**
7	1	1	1	1	1	**7**
8	1	2	3	2	1	**8**
9	2	4	6	4	1	**9**
10	3	7	8	6	1	**10**
11	5	9	12	9	1	**11**
12	7	12	15	12	1	**12**
13	9	16	19	15	1	**13**
14	12	20	24	18	2	**14**
15	16	25	29	21	3	**15**
16	20	29	33	25	4	**16**
17	24	34	38	28	5	**17**
18	28	38	43	31	6	**18**
19	32	43	48	35	7	**19**
20	36	48	53	39	9	**20**
21	41	53	58	42	10	**21**
22	45	58	62	46	12	**22**
23	49	62	66	51	13	**23**
24	53	67	69	55	14	**24**
25	57	71	72	58	17	**25**
26	61	75	76	62	19	**26**
27	66	79	79	67	21	**27**
28	70	82	82	71	23	**28**
29	73	85	84	74	25	**29**
30	78	88	87	78	27	**30**
31	81	91	89	81	29	**31**
32	85	93	92	85	32	**32**
33	88	95	93	89	35	**33**
34	91	97	95	91	37	**34**
35	93	98	96	94	40	**35**
36	96	99	98	96	43	**36**
37	98	99	99	98	47	**37**
38	99	99	99	99	50	**38**
39	99	99	99	99	54	**39**
40	99	99	99	99	57	**40**
41					61	**41**
42					64	**42**
43					68	**43**
44					71	**44**
45					74	**45**
46					77	**46**
47					80	**47**
48					83	**48**
49					86	**49**
50					89	**50**
51					91	**51**
52					93	**52**

53					95	**53**
54					97	**54**
55					98	**55**
56					99	**56**
57					99	**57**
58					99	**58**
59					99	**59**
60					99	**60**

How To Use This Table
This table provides percentile ranks for interpreting tests administered in the spring or fall of 2025. A percentile is the percentage of all students nationally who scored below the median of a given score interval. Think of this as *the percentage of students who scored below the score you are looking up*.

To use the table, find the student's Number Correct score in the left (or far right) column, and then look over to the column corresponding to the test taken by that student. The value in the column is the percentile rank for that Number Correct score. For example, if a student scored 25 correct on Diesel Engines (DE), first find 25 in the left column labeled Number Correct. Then look to the right under the Diesel Engines heading, and you will find 57. A score of 25 on the Diesel Engines test is in the 57th percentile of the national population of students who took this exam in spring 2025. That is, a score of 25 is higher than the scores obtained by 57 percent of all students.

TECHNICAL DATA

Glossary of Terms

ASE computes both item- and test-level statistics as well as candidate performance statistics separately for each of the examinations. Following this glossary are the statistical tables for the current forms of the exams. The definitions below will help interpret the technical data in these tables.

Number of Candidates (N)
The candidate volume (N) for each examination is documented under the title for each table. All statistics are based on the entire group of candidates. Note, however, that data analysts have noticed that some candidates either do not respond to a large number of items, or they provide the same response to all items, or they otherwise have artificially low test scores (i.e., scores below chance-level). In short, these candidates do not seem to be genuinely motivated. Although it is not possible to ascertain exactly which candidates attempt to perform well and which do not, we have observed that about 3% to 6% of candidates earn scores that fall below chance level (e.g., less than 10 correct on a 40-item test). The effect of unmotivated examinees is to slightly depress the mean score and pass rate.

Scored Items
This is the number of *scored* items (questions) in the test form. These are the validated questions that count toward an examinee's score.

Pretest Items
This is the number of unscored items (questions) in the test form. ASE "pretests" newly written or revised questions by embedding them into test forms as unscored items. These questions do not count toward the student's score and are not used in the derivation of any of the other test statistics contained here. Most often, test forms will contain about 10-20 unscored pretest items.

Mean
The mean of a set of scores is commonly referred to as the average. This is the sum of all scores divided by the number of scores.

SD (Standard Deviation)
The standard deviation conveys the spread of a set of scores. It can be thought of as the typical amount that scores differ from the mean score (although this definition is not precisely correct). It is calculated as the square root of the mean squared deviation. When the standard deviation is larger, the scores are more spread out. As a general rule, about two-thirds of the scores of a group are likely to fall within +/- one standard deviation of the mean.

Min Score
This is the lowest score obtained by any examinee during this period.

Max Score
This is the highest score obtained by any examinee during this period.

Mean P (Mean Percent Correct, or Item Difficulty)
The item difficulty, defined as the percentage of examinees answering the item correctly, is computed for each item. Items that are either too difficult (20% or lower) or too easy (95% or higher) are flagged and examined by subject matter experts for flaws. The mean item difficulty expressed as mean percent correct (Mean P) is provided for each test form.

Mean Rpbis (Mean Point Biserial, an Index of Item Effectiveness)
This is the mean point biserial correlation between the examinees' selections of the correct options and total test scores. Correlation coefficients can be used as an indicator of the extent to which a test item differentiates between low- and high-proficiency students. The correct option should correlate positively with the total score. Any items that fail to differentiate between examinees having high and low proficiency

are subject to content review and may be either eliminated or rewritten and subsequently pretested as new items.

Alpha (Coefficient Alpha, or Test Reliability)
The measurement of any cognitive characteristic contains some degree of inconsistency or error. This means that an examinee taking parallel forms of the same examination may earn somewhat different scores on the two forms. These differences might be due to variability in the examinee, the testing environment, or the examination itself. Reliability is a way to gauge the consistency in test scores.

The reliability coefficients reported here are measures of internal consistency computed by the Coefficient Alpha formula. Reliability coefficients can range from zero to one, with a value of one indicating perfect reliability. The size of a reliability coefficient is affected by several factors including the degree to which the test items are measuring the same cognitive construct and the number of items in the test. All other things being equal, longer tests generally have higher reliability. Certification tests typically have reliability coefficients that exceed 0.80.

SEM (Standard Error of Measurement)
Error of measurement results from unreliability and refers to random error associated with a test score. Such error may inflate or depress an examinee's score. As measurement error goes up, reliability goes down and the standard error of measurement goes up. The SEM represents the standard deviation of a theoretical distribution of obtained scores scattered about the theoretical true score of the candidate. As such, it is a function of both reliability and the standard deviation of test scores. Standard error of measurement may be thought of as a "margin of error" that can be used to express the degree of confidence in the accuracy of a test score.

S-B Odd-Even
Another way to estimate test reliability is to correlate one half of the test with the other half, effectively giving two shorter tests at the same time and comparing them. In this case, the odd-numbered items are correlated with the even-numbered items to generate a "split-half" reliability coefficient. However, these underestimate actual reliability because the full-length exam is of course longer and more reliable than each half. Therefore, a Spearman-Brown correction is used to correct for this difference. The result is an "Odd-Even Split-Half Index with Spearman-Brown correction," another internal consistency type of reliability index.

Classification Consistency
When test scores are used to classify examinees (e.g., as pass or fail), it is important to consider the consistency of these classifications. Although the Livingston index is based on a single test, it is an estimate of the agreement in classifications if multiple forms of the exam were administered.

Frequency Distribution of Total Scores
A histogram is used to graphically depict the number of candidates who obtained each total score of the exam. This graph is also called a frequency distribution of total scores. The height of each bar in the graph corresponds to the number of candidates (*N)* in a score group who obtained that particular score. It can be seen on the histograms that while some candidates obtained very high scores (e.g., 90% to 100% correct), others obtained very low scores (e.g., scores less than 20% correct, which is less than chance performance), suggesting minimal or no effort. Taken as a whole, the histograms often resemble the familiar "bell curve."

Validity

Validity refers to the degree to which interpretations of test scores are appropriate. For exams such as these, evidence of the appropriateness of the test content is the central validity argument, and proper test construction methods are the primary assurance that the exams can support the intended interpretations. Reliability data, as provided below, is also an important component of the validity evidence.

The ASE entry-level examinations are designed and constructed to assess examinees' mastery of the task lists identified in the Standards for program accreditation. The participation of subject matter experts on the item-writing teams and the item and test review processes are designed to ensure conformity of the tests with the approved task list. Following this, ASE staff select test items that are (1) appropriate to the purpose of the test, (2) suitably balanced over topics and skills, (3) free from irrelevant sources of difficulty (e.g., unnecessarily complex reading level; gender bias), and (4) comparable with previous test forms in difficulty and other performance characteristics. These, plus other rigorous psychometric procedures for item development and test construction, provide excellent assurance of content appropriateness of the exams. ASE entry-level examinations are not intended to predict future success on any other test or endeavor.

ASE Entry-level Test Form Statistics - Spring 2025

Automobile Series

Test: Engine Repair (ER)
2025 Summary Statistics
N = 12,023 Candidates

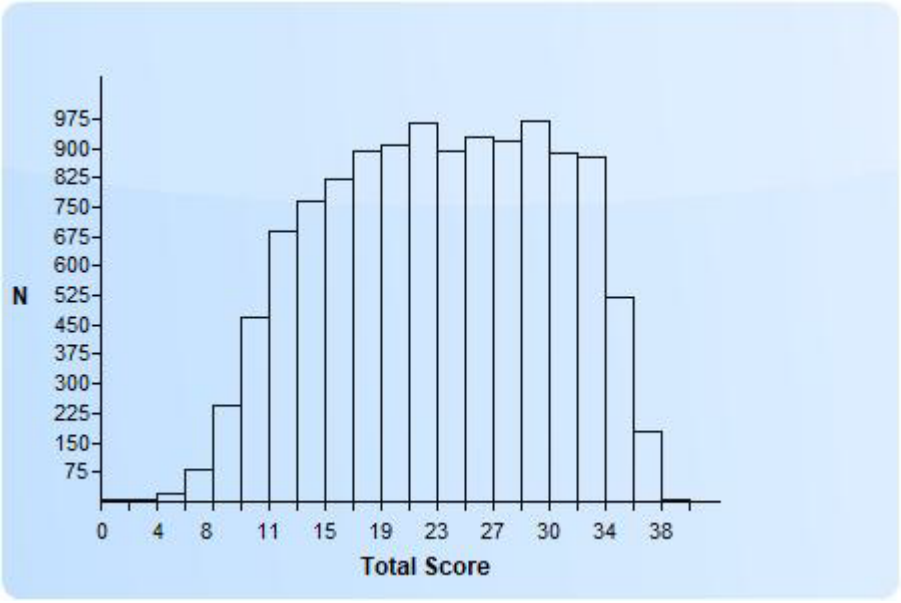
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	23.67	8.00	0	40	0.59	0.371
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.88	2.79	0.89

The cut score on this exam was 22, producing a pass rate of 59.3%. The Livingston index of classification consistency at the cut score was 0.88.

Total Score Frequency Distribution, ER 2025



Test: Automatic Transmission & Transaxle (AT)
2025 Summary Statistics
N = 7,619 Candidates

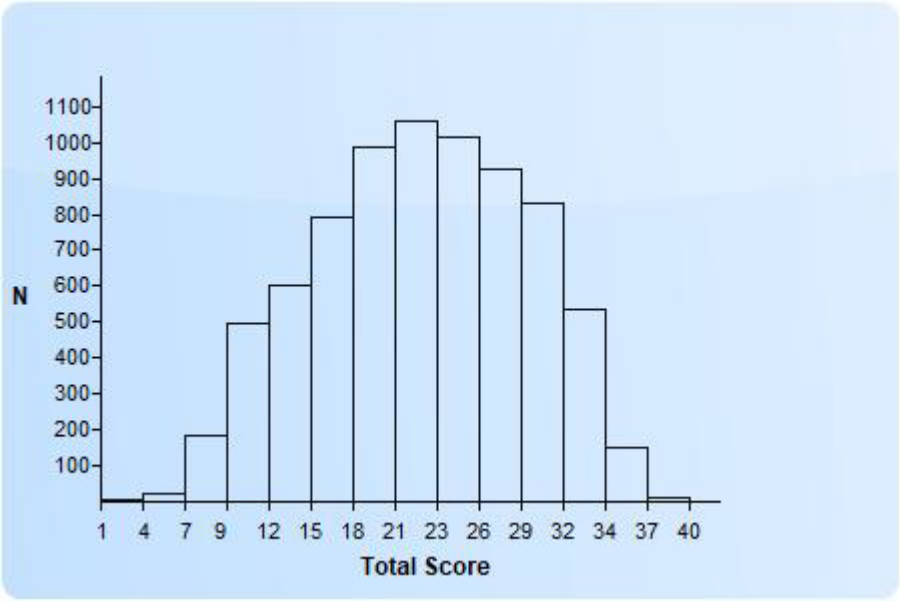
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	23.20	7.49	0	40	0.58	0.30
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.86	2.81	0.87

The cut score on this exam was 22, producing a pass rate of 59.3%. The Livingston index of classification consistency at the cut score was 0.86.

Total Score Frequency Distribution, AT 2025



Test: Manual Drive Train & Axles (MD)
2025 Summary Statistics
N = 8,020 Candidates

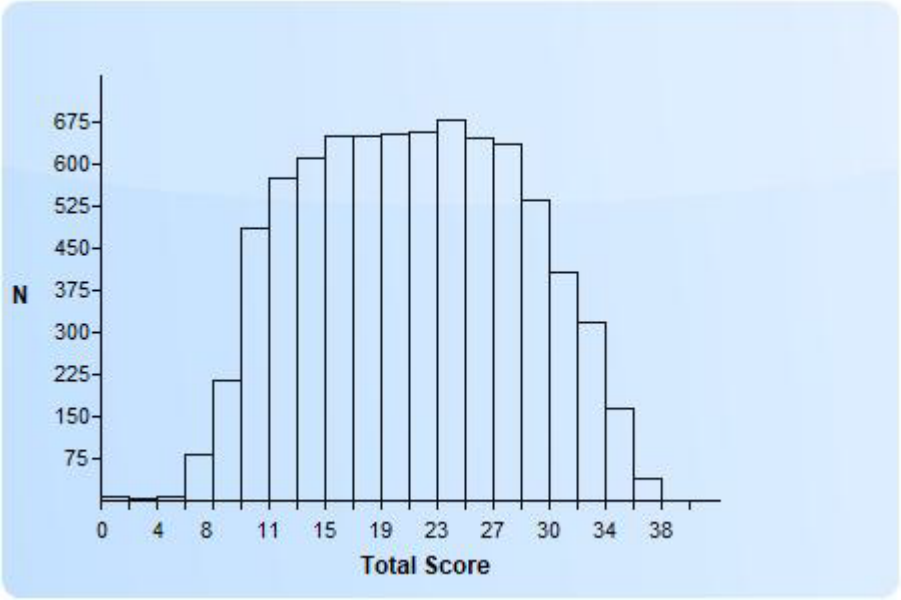
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	21.75	7.63	0	40	0.54	0.34
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.86	2.83	0.87

The cut score on this exam was 21, producing a pass rate of 55.0%. The Livingston index of classification consistency at the cut score was 0.86.

Total Score Frequency Distribution, MD 2025



Test: Suspension & Steering (SS)
2025 Summary Statistics
N = 16,063 Candidates

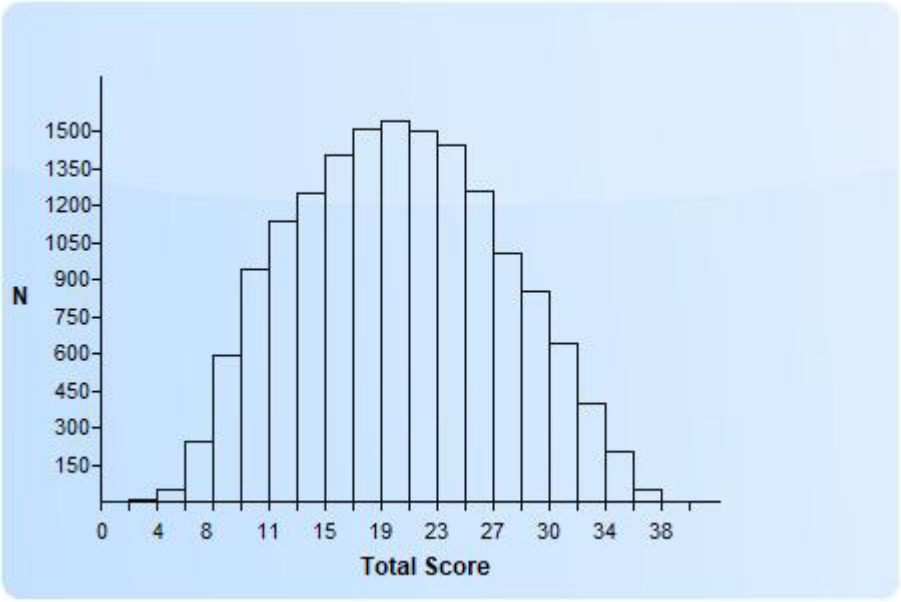
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	20.76	7.27	0	40	0.52	0.31
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.84	2.89	0.85

The cut score on this exam was 20, producing a pass rate of 55.5%. The Livingston index of classification consistency at the cut score was 0.84.

Total Score Frequency Distribution, SS 2025



Test: Brakes (BR)
2025 Summary Statistics
N = 21,192 Candidates

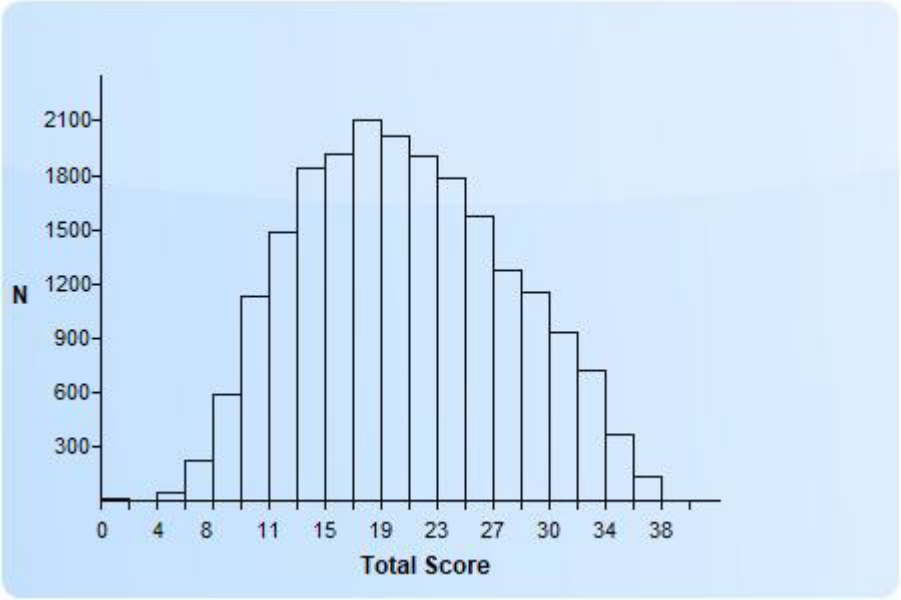
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	21.19	7.35	0	40	0.53	0.32
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.85	2.87	0.85

The cut score on this exam was 21, producing a pass rate of 51.1%. The Livingston index of classification consistency at the cut score was 0.85.

Total Score Frequency Distribution, BR 2025



Test: Electrical/Electronic Systems (EE)
2025 Summary Statistics
N = 13,22211,906 Candidates

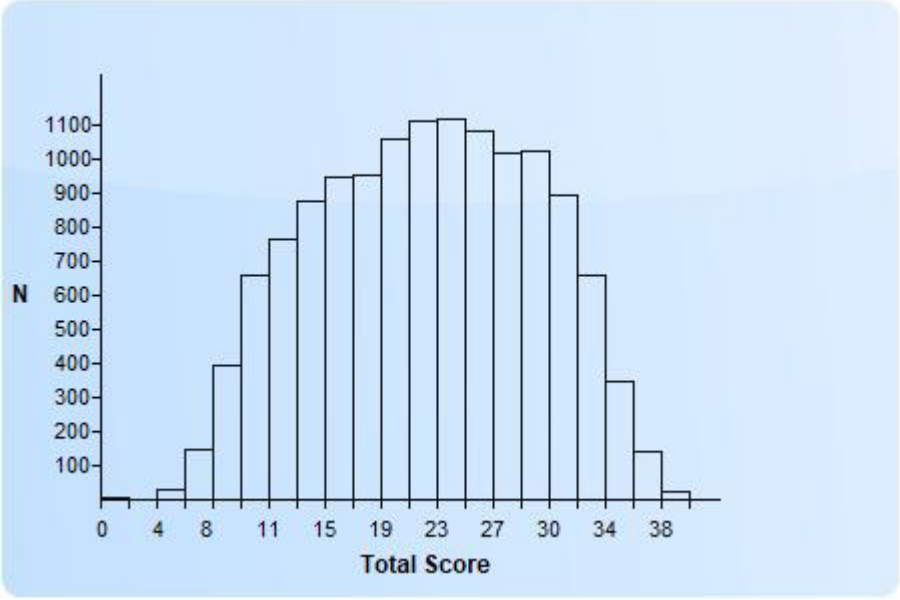
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	22.68	7.90	0	40	0.57	0.36
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.87	2.80	0.88

The cut score on this exam was 20, producing a pass rate of 64.0%. The Livingston index of classification consistency at the cut score was 0.89.

Total Score Frequency Distribution, EE 2025



Test: Heating and Air Conditioning (AC)
2025 Summary Statistics
N = 9,928 Candidates

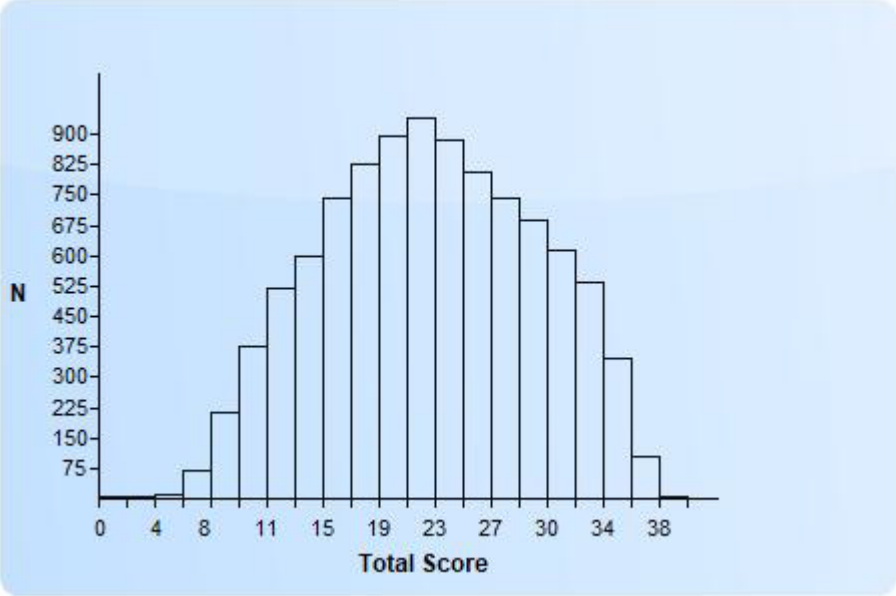
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	23.05	7.60	0	40	0.58	0.34
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.86	2.82	0.86

The cut score on this exam was 20, producing a pass rate of 66.1%. The Livingston index of classification consistency at the cut score was 0..88.

Total Score Frequency Distribution, AC 2025



Test: Engine Performance (EP)
2025 Summary Statistics
N = 11,462 Candidates

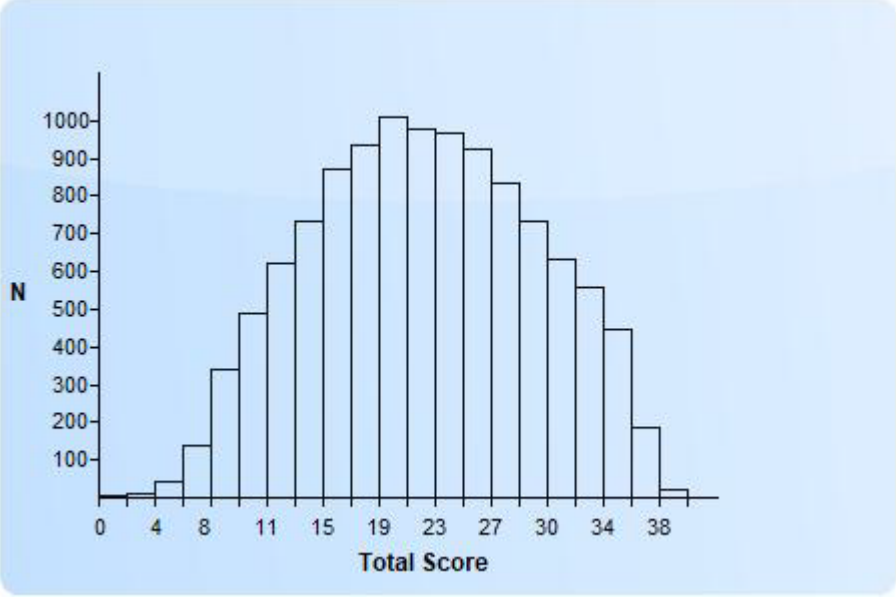
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	22.70	7.97	0	40	0.57	0.36
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0..88	2.81	0.88

The cut score on this exam was 21, producing a pass rate of 59.5%. The Livingston index of classification consistency at the cut score was 0.88.

Total Score Frequency Distribution, EP 2025



Test: Automotive Service Technology (AS)
2025 Summary Statistics
N = 7,174 Candidates

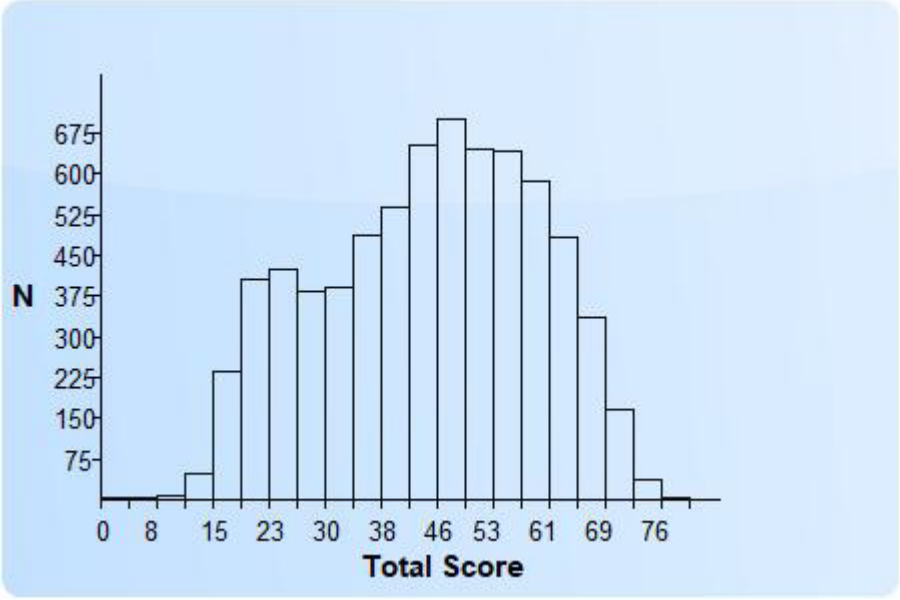
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	80	46.18	15.41	0	80	0.58	0.37
Pretest items	20						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.93	4.00	0.93

The cut score on this exam was 45, producing a pass rate of 56.9%. The Livingston index of classification consistency at the cut score was 0.93.

Total Score Frequency Distribution, AS 2025



Test: Maintenance & Light Repair (MR)
2025 Summary Statistics
N = 21,22218,918 Candidates

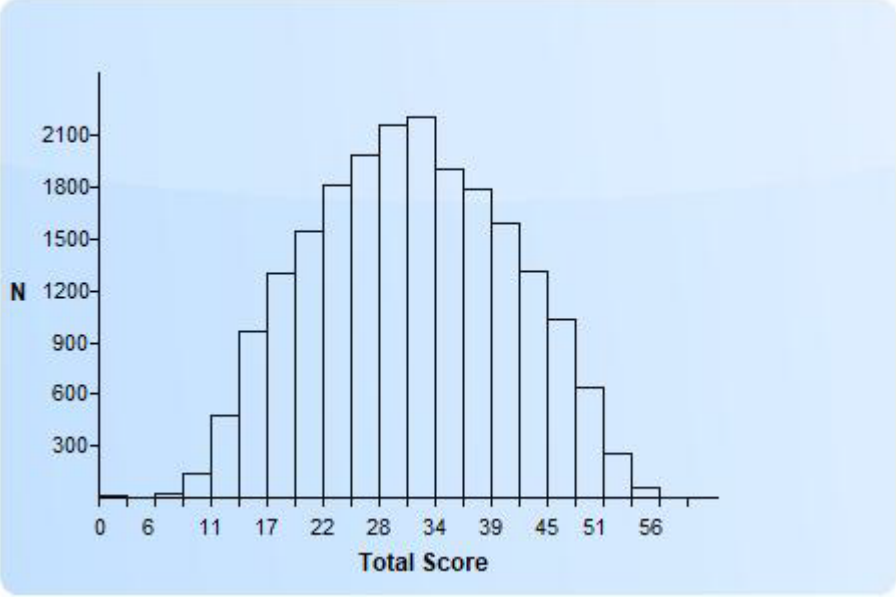
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	60	32.87	10.49	0	59	0.55	0.32
Pretest items	15						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.89	3.55	0.89

The cut score on this exam was 31, producing a pass rate of 57.7%. The Livingston index of classification consistency at the cut score was 0.89.

Total Score Frequency Distribution, MR 2025



Collision Repair and Refinish Series

Test: Painting and Refinishing (PR)
2025 Summary Statistics
N = 3,852 Candidates

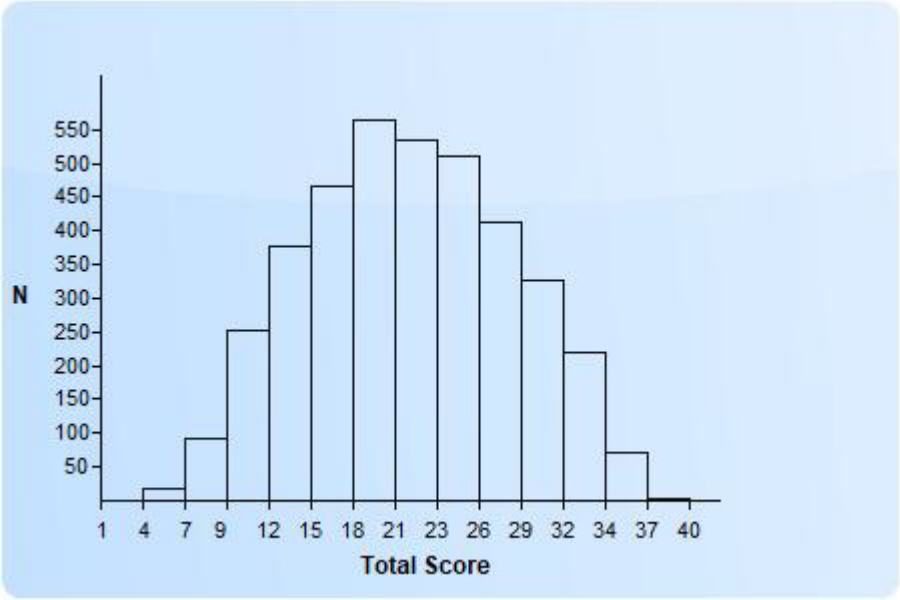
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	22.50	7.34	1	40	0.56	0.33
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.85	2.85	0.86

The cut score on this exam was 23, producing a pass rate of 49.5%. The Livingston index of classification consistency at the cut score was 0.85.

Total Score Frequency Distribution, PR 2025



Test: Non-structural Analysis & Damage Repair (NS)
2025 Summary Statistics
N = 3,343 Candidates

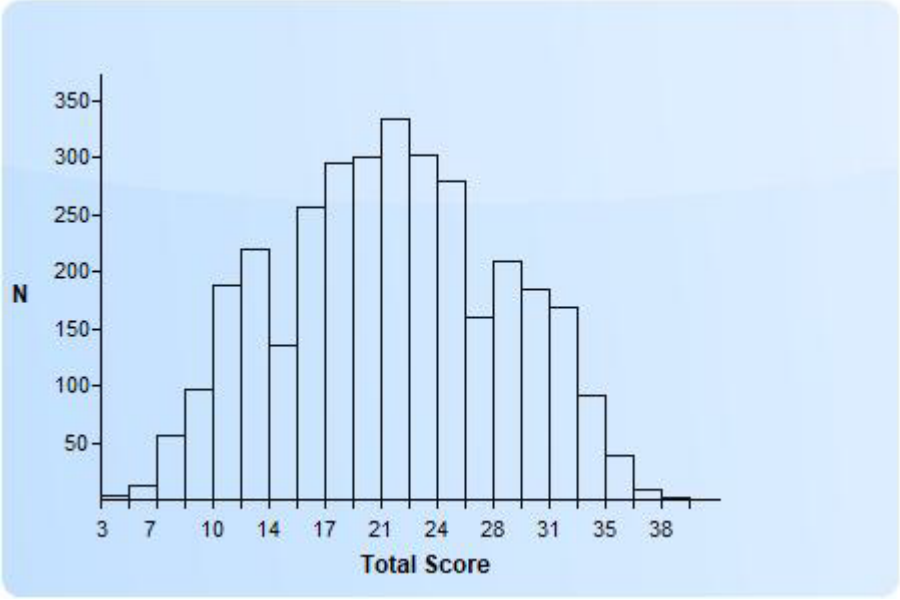
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	22.13	7.33	3	40	0.55	0.32
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.82	2.90	0.82

The cut score on this exam was 22, producing a pass rate of 53.2%. The Livingston index of classification consistency at the cut score was 0.82.

Total Score Frequency Distribution, NS 2025



Test: Structural Analysis & Damage Repair (SR)
2025 Summary Statistics
N = 1,964 Candidates

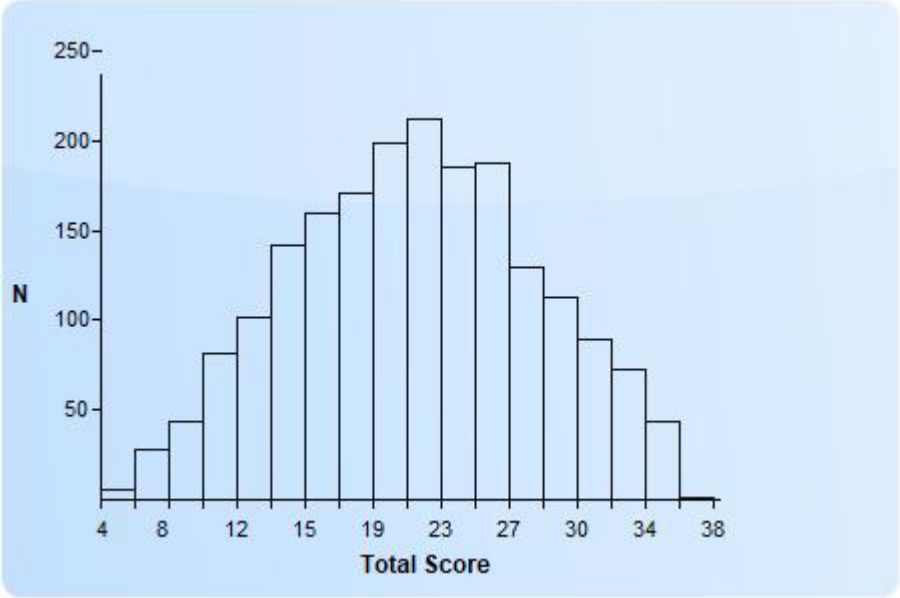
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	21.92	7.16	4	38	0.55	0.31
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.84	2.86	0.85

The cut score on this exam was 22, producing a pass rate of 52.5%. The Livingston index of classification consistency at the cut score was 0.84.

Total Score Frequency Distribution, SR 2025



Test: Mechanical & Electrical Components (ME)
2025 Summary Statistics
N = 1,926 Candidates

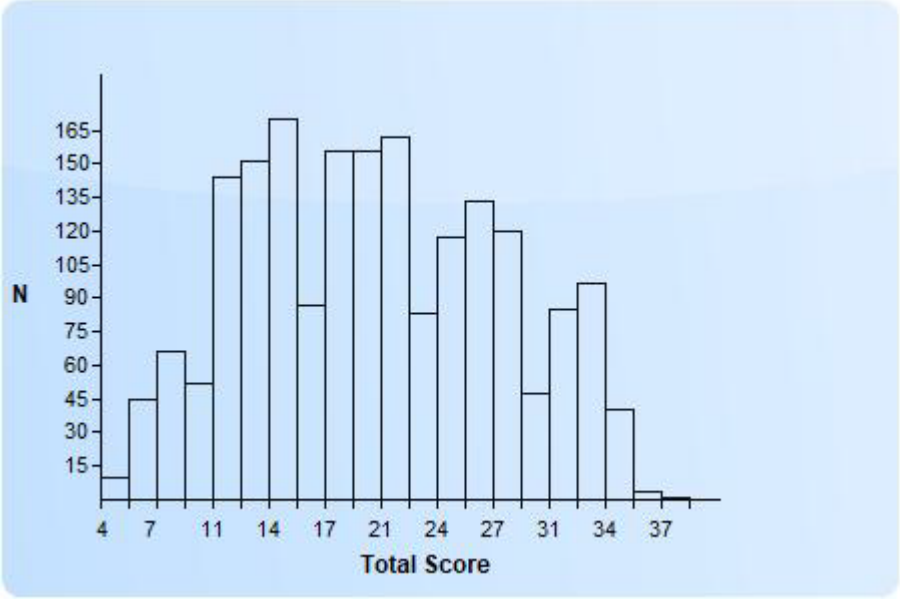
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	20.95	7.89	4	39	0.52	0.35
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.87	2.84	0.86

The cut score on this exam was 22, producing a pass rate of 46.2%. The Livingston index of classification consistency at the cut score was 0.87.

Total Score Frequency Distribution, ME 2025



Medium/Heavy Truck Series

Test: Truck Diesel Engines (DE)
2025 Summary Statistics
N = 2,228 Candidates

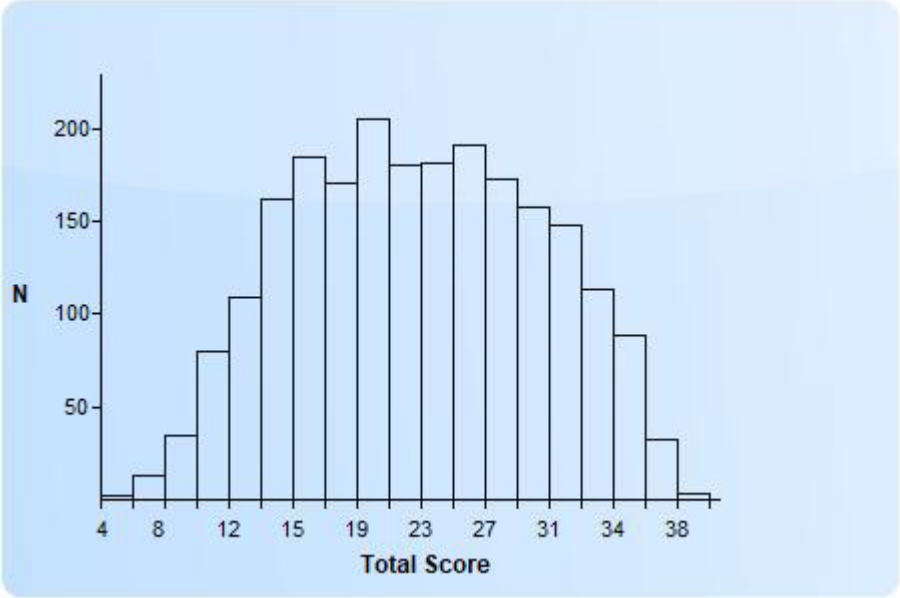
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	23.31	7.62	4	40	0.58	0.35
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.87	2.80	0.87

The cut score on this exam was 21, producing a pass rate of 61.3%. The Livingston index of classification consistency at the cut score was 0.88.

Total Score Frequency Distribution, DE 2025



Test: Truck Suspension & Steering (TS)
2025 Summary Statistics
N = 1,941 Candidates

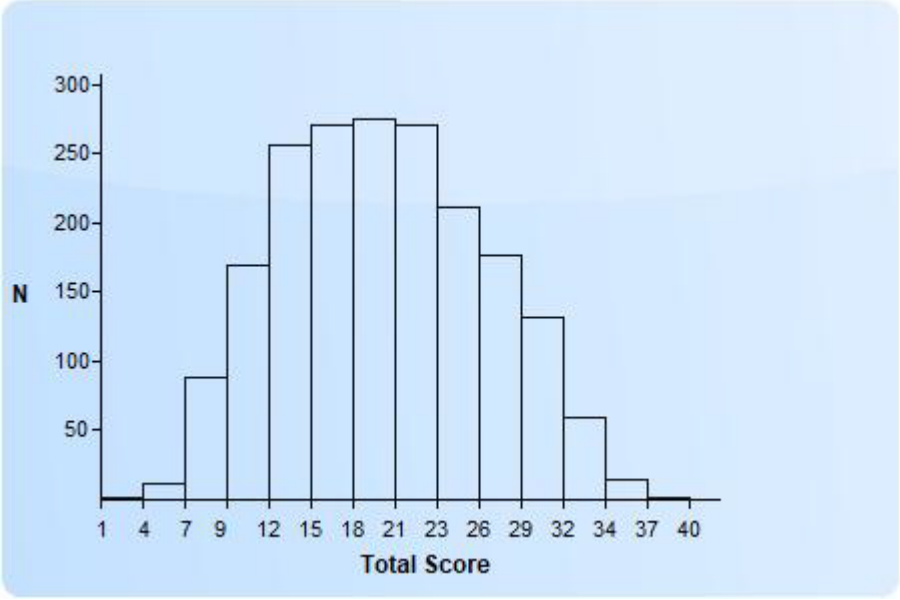
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	20.69	7.25	1	40	0.52	0.31
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.84	2.90	0.85

The cut score on this exam was 20, producing a pass rate of 54.3%. The Livingston index of classification consistency at the cut score was 0.84.

Total Score Frequency Distribution, TS 2025



Test: Truck Brakes (TB)
2025 Summary Statistics
N = 2,242 Candidates

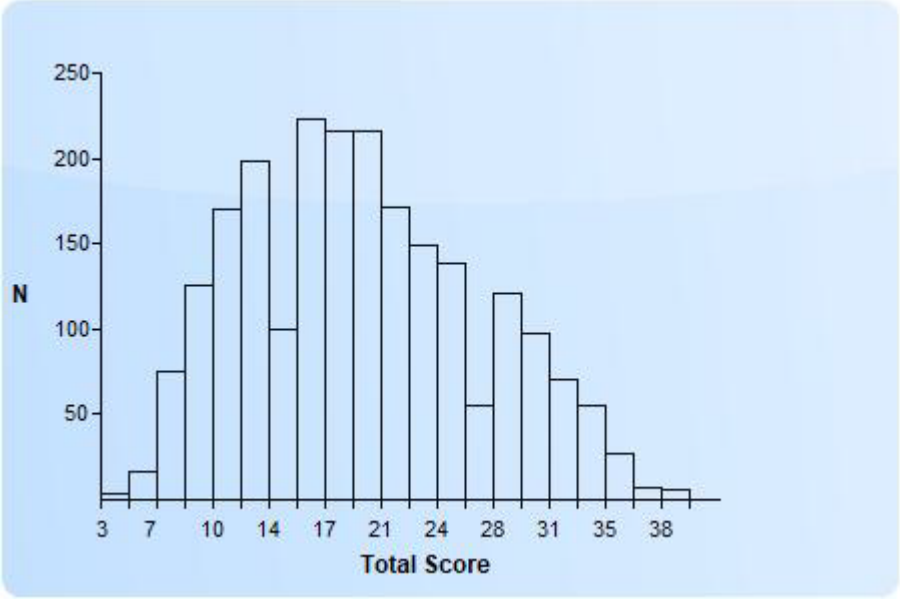
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	20.20	7.69	3	40	0.51	0.34
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.86	2.85	0.86

The cut score on this exam was 20, producing a pass rate of 49.6%. The Livingston index of classification consistency at the cut score was 0.86.

Total Score Frequency Distribution, TB 2025



Test: Truck Electrical/Electronic Systems (TE)
2025 Summary Statistics
N = 1,942 Candidates

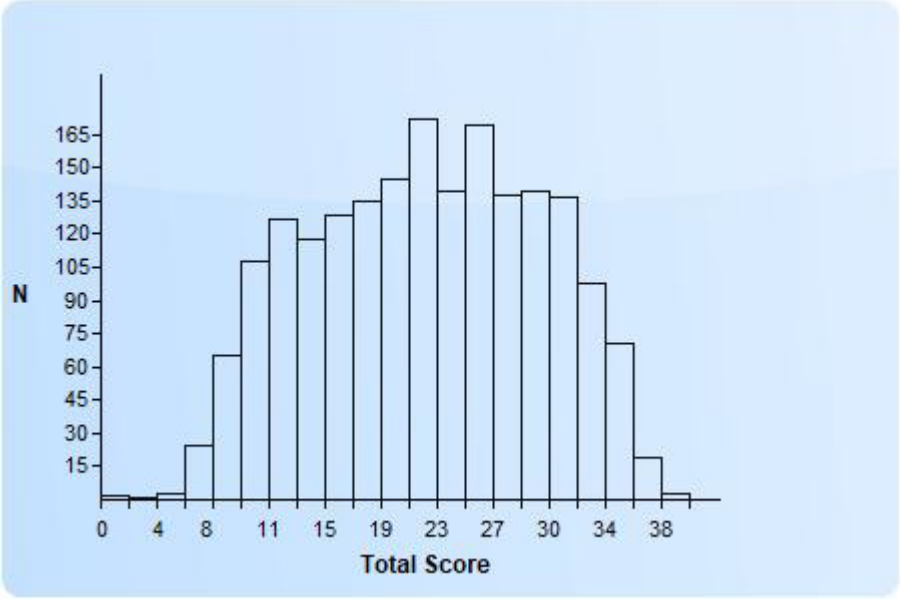
	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	40	22.65	8.14	0	40	0.57	0.38
Pretest items	10						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.88	2.79	0.89

The cut score on this exam was 21, producing a pass rate of 59.6%. The Livingston index of classification consistency at the cut score was 0.89.

Total Score Frequency Distribution, TE 2025



Test: Truck Inspection Maintenance & Minor Repair (IM)
2025 Summary Statistics
N = 2,137 Candidates

	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Scored Items	60	36.81	10.82	7	58	0.61	0.35
Pretest items	15						

Reliability

	Alpha	SEM	S-B Odd-Even
Scored items	0.90	3.42	0.89

The cut score on this exam was 36, producing a pass rate of 58.4%. The Livingston index of classification consistency at the cut score was 0.90.

Total Score Frequency Distribution, IM 2025