

Understanding Your *Praxis*® Scores

2018–19

The *Praxis*® Assessments are developed and administered by Educational Testing Service (ETS®).

Praxis® Core Academic Skills for Educators (Core) tests measure academic skills in reading, writing and mathematics. They are designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

The *Praxis* Subject Assessments include the Subject Assessment/ Specialty Area tests. The Content Knowledge for Teaching tests, the Principles of Learning and Teaching (PLT) tests and the ParaPro Assessment are also considered *Praxis* Subject Assessments.

I How The *Praxis*® Tests Are Scored

Selected-Response (SR) Questions

On most *Praxis*® tests, each selected-response question answered correctly is worth one raw point, and your total raw score is the number of questions answered correctly on the full test. Selected-response questions are scored by computer.

Constructed-Response (CR) Questions

Constructed-response questions are scored by education professionals in the appropriate content area. These individuals are carefully trained and supervised to assure they apply ETS scoring methods in a fair and accurate manner. Additional statistical checks are made to account for differences in difficulty across editions of a test.

Two scorers rate your responses to CR questions. Each one works independently and does not know what the other scorer's ratings are. If the two ratings disagree by more than a specified amount, a third scorer rates your response. Under no circumstances does your total score depend entirely on one individual scorer.

For some tests, c-rater is one of the scorers. c-rater is an automated ETS scoring engine that scores responses to content-based, short-answer questions based on data from thousands of previously scored essays.

Mixed-Format Tests

Some tests consist of one or more essays and a selected-response portion. For some of the *Praxis* tests that contain both SR and CR items, the ratings assigned by the scorers are simply added together to contribute to your total raw score. On others, the ratings are first multiplied by scoring weights, which can be different for different questions, and the weighted ratings are added to contribute to your total raw score. Your raw point score is then converted to a scaled score that adjusts for the difficulty of that particular edition of the test.

For the Core Academic Skills for Educators: Writing test, each essay receives a score from at least one trained human reader, using a six-point holistic scale. In holistic scoring, readers are trained to assign scores on the basis of the overall quality of an essay in response to the assigned task. Both the Informative/Explanatory Essay and the Argumentative Essay are scored by a human reader and *e-rater*®, ETS software that computes a score based on data from thousands of previously scored essays. If the human score and the *e-rater* score agree, the two scores are added to become the final score for the

essay. If they differ by more than a specified amount, your response is rated by a different human scorer, whose rating is used to resolve the discrepancy. For a list of tests that include both essay and selected-response questions, go to www.ets.org/praxis.

Conversion of Raw Scores to Scaled Scores

For most *Praxis* assessments, ETS develops multiple editions of the same test that contain different sets of test questions conforming to predefined content and statistical specifications. These different editions are commonly called *forms*. To ensure that scores obtained from different forms of the same test are comparable, raw scores are converted to *scaled scores* that carry the same meaning regardless of which form was administered. Scaled scores are used to determine whether test takers have passed the test. The summary statistics shown in section IV are presented in the scaled score metric.

A Word of Caution

The adjustment for difficulty makes it possible to give the same interpretation to identical scores on different editions of the *same* test. For example, a reported score of 150 on the Mathematics: Content Knowledge test will reflect approximately the same level of knowledge, regardless of which edition of the test was administered.

However, identical scores on *different* tests do not necessarily have the same meaning. A score of 150 on the Mathematics: Content Knowledge test, for example, does not reflect the same level of knowledge as a score of 150 on the Physical Science: Content Knowledge test.

II Glossary of Terms

Average Performance Range—The range of scaled scores earned by the middle 50 percent of the test takers taking the test. It provides an indication of the difficulty of the test.

Decision Reliability—The tendency of pass/fail decisions made on the basis of test takers' test scores to be consistent from one edition of the test to another. ETS computes decision reliability statistics for a number of different combinations of test taker groups and passing scores.

Median—The score that separates the lower half of the scores from the upper half.

Passing Score—A qualifying score for a single test that is set by the state or licensing agency.

Possible Score Range—The lowest to the highest scaled score possible on any edition of the test.

Raw Points—On a selected-response test, each raw point corresponds to a single question. On a constructed-response test, the raw points refer to the ratings assigned by the scorers. Raw points on different forms of a test should not be compared; they are not adjusted for differences in the difficulty of the test questions.

Reliability—The tendency of individual scores to be consistent from one edition of the test to another.

Scaled Score—The reported score that determines whether a test taker has passed the test. Scaled scores are derived from raw scores and take into account the difficulty of the test form administered.

Score Interval—The number of points separating the possible score levels. If the score interval is 10, only scores divisible by 10 are possible.

Standard Error of Measurement—A statistic that is often used to describe the reliability of the scores of a group of test takers. A test taker's score on a single edition of a test will differ somewhat from the score the test taker would get on a different edition of the test. The more consistent the scores from one edition of the test to another, the smaller the standard error of measurement. If a large number of test takers take

a test for which the standard error of measurement is 3 points, about two-thirds of the test takers will receive scores within 3 points of the scores that they would get by averaging over many editions of the test. The Summary Statistics section shows the standard error of measurement for many of the *Praxis* tests, estimated for the group of all test takers taking the test. On some tests, the standard error of measurement could not be estimated because there was no edition of the test that had been taken by a sufficient number of test takers. On other tests, the standard error of measurement could not be adequately estimated because the test consists of a very small number of questions or tasks, each measuring a different type of knowledge or skill.

Standard Error of Scoring—For tests in which the scoring involves human judgment, this statistic describes the reliability of the process of scoring the test takers' responses. A test taker's score on one of these tests will depend to some extent on the particular scorers who rate the test taker's responses. The more consistent the ratings assigned to the same responses by different scorers, the smaller the standard error of scoring. If a large number of test takers take a test for which the standard error of scoring is 4 points, about two-thirds of the test takers will receive scores within 4 points of the scores that they would get if their responses were scored by all possible scorers. The Summary Statistics section shows the standard error of scoring for several of the *Praxis* constructed-response tests, estimated for the group of all test takers taking the test. For some constructed-response tests, the standard error of scoring could not be estimated because there was no edition of the test that had been taken by a sufficient number of test takers. The standard error of scoring for a selected-response test is zero, because selected-response scoring is a purely mechanical process with no possibility of disagreement between scorers.

Validity—The extent to which test scores actually reflect what they are intended to measure. The *Praxis* tests are intended to measure the knowledge, skills, or abilities that groups of experts determine to be important for a beginning teacher.

III Frequently Asked Questions About *Praxis*® Scores

Q Did I pass?

A Your Test Taker Score Report will indicate a PASSED or NOT PASSED status for the highest score earned on each test taken. Your highest score will be compared to the state or agency's passing score indicated on your score report.

The passing scores used in the Test Taker Score Reports are the passing scores in effect, according to our records, at either the date the test was taken (Test Date) or at the time the score reports are produced (Report Date). You can find more about passing scores at www.ets.org/praxis. ETS does not set passing scores for the *Praxis* tests. Each state or agency sets its own passing score for a *Praxis* test. If you have additional questions regarding the establishment of passing scores or want to verify passing scores, please contact the appropriate state or agency directly.

Q How many questions do I need to get right to pass the test?

A Unfortunately, there is no way to predict this. There are several editions of each of the *Praxis* tests, and each edition contains different questions. The questions on one edition may be slightly more difficult (or easier) than those on another edition. To make all editions of a test comparable, raw scores are converted to scaled scores that adjust for difficulty among editions. There is no way to predict which edition of the test you will take next.

Q Can I have my selected-response, essay, or constructed-response test score verified?

A Yes. The *Praxis* score verification service is described in the *Praxis Information Bulletin* and at www.ets.org/praxis.

Q Who receives a copy of my score report?

A If you take a *Praxis* test in Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, or Wyoming, your scores are automatically reported to the state education agency responsible for teacher licensure. Some additional situations under which scores are reported are listed in the *Information Bulletin*. Aside from these, your scores will be sent only to you and the institutions or agencies you designated as score recipients.

Q How can I send my scores to recipients other than those listed on my score report?

A Sign in to your *My Praxis* account at www.ets.org/praxis and select “Order Score Reports,” or download and complete the Additional Score Report Request Form at www.ets.org/praxis and mail it with the appropriate fee to the address listed on the form.

Q Why didn’t I receive scores for all the tests I took on a particular day?

A Some tests, particularly those including essay questions, take longer to score than others. Because important decisions often depend on your scores, some *Praxis* test scores are reported earlier than others. If all of your scores were not reported, you will receive the rest of your test scores in a second report.

Q I need to take one of the *Praxis* tests again. What should I study to improve my score?

A The best preparation for taking any *Praxis* test is the knowledge and experience you acquired in college. The detailed information in your score report may help you identify the content categories that offer the greatest opportunity to improve your score. ETS publishes a variety of study aids to help you do your best. Study Companions are available to download at www.ets.org/praxis, and include content outlines and sample questions. Interactive Practice Tests are also available for many of the tests. Interactive Practice Tests are full-length tests that include correct answers and explanations of answers.

Q What is the ETS Recognition of Excellence (ROE)?

A The ETS Recognition of Excellence honors test takers who have earned a high score on selected *Praxis* tests—one that is equivalent to the scaled score earned by approximately the top 15 percent of candidates who took the test in previous years. Candidates who earn the Recognition of Excellence receive a formal recognition certificate and congratulatory letter from ETS. The honor is also indicated on score reports that are sent to test takers and designated institutions. Summary data on ROE scores are also included on the annual summary reports issued to state agencies and institutions of higher education. The Recognition of Excellence is a means of recognizing outstanding individual performance on the *Praxis* tests, not a criterion for licensure, hiring, or promotion decisions. A list of tests that have ROE target scores can be found at www.ets.org/praxis.

IV Summary Statistics

This section gives the Possible Score Range, Score Interval, Number of Test Takers, Median, Average Performance Range, Standard Error of Measurement, and Standard Error of Scoring for many of The *Praxis* tests. Notes at the end of the section provide information about the statistics themselves.

Test Name	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Agriculture (5701)	100 - 200	1	940	169	160 - 178	5.2	0
Algebra I (5162)	100 - 200	1	806	165	154 - 179	7.4	0
American Sign Language (0634)	100 - 200	1	15	160	140 - 190	i	i
Art: Content and Analysis (5135)	100 - 200	1	2182	166	158 - 173	6.3	2.1
Art: Content Knowledge (5134)	100 - 200	1	3589	165	158 - 173	5.3	0
Audiology (5342)	100 - 200	1	1942	179	174 - 184	5	0
Biology: Content Knowledge (5235)	100 - 200	1	8591	163	153 - 175	4.3	0
Braille Proficiency (0633)	100 - 200	1	35	178	164 - 186	i	i
Business Education: Content Knowledge (5101)	100 - 200	1	4804	172	162 - 181	5	0
Chemistry: Content Knowledge (5245)	100 - 200	1	3635	160	149 - 174	5.6	0
Chinese (Mandarin): World Language (5665)	100 - 200	1	339	195	185 - 199	4.2	1.4
Citizenship Education: Content Knowledge (5087)	100 - 200	1	84	168	153 - 177	i	i
Computer Science (5652)	100 - 200	1	f	f	f	f	f
Core Academic Skills for Educators: Mathematics (5732)	100 - 200	2	68779	156	142 - 168	8.4	0
Core Academic Skills for Educators: Reading (5712)	100 - 200	2	61935	172	162 - 184	7.1	0
Core Academic Skills for Educators: Writing (5722)	100 - 200	2	66628	164	158 - 170	5.5	2.1
Early Childhood Education (5025)	100 - 200	1	7239	171	159 - 180	5.6	0
Earth and Space Sciences: Content Knowledge (5571)	100 - 200	1	1810	165.5	155 - 178	5.2	0
Economics (5911)	100 - 200	1	375	152	140 - 164	6.2	0
Education of Young Children (5024)	100 - 200	1	4971	169	162 - 177	5.3	1.4
Educational Leadership: Administration and Supervision (5411)	100 - 200	1	9408	165	156 - 173	5.8	0
Educational Leadership: Administration and Supervision (5412)	100 - 200	1	f	f	f	f	f
Elementary Education: Content Knowledge (5018)	100 - 200	1	16665	169	160 - 179	5.7	0
Elementary Education: Curriculum, Instruction, and Assessment (5017)	100 - 200	1	9694	171	162 - 179	5.9	0
Elementary Education: Instructional Practice and Applications (5019)	100 - 200	1	5417	169	160 - 178	5.4	1.9
Elementary Education: Mathematics Subtest (5003)	100 - 200	1	38982	172	161 - 186	9.4	0
Elementary Education: Mathematics—Applied CKT (7903)	100 - 200	1	f	f	f	f	f
Elementary Education: Mathematics—CKT (7803)	100 - 200	1	38	163.5	150 - 172	i	i
Elementary Education: Reading and Language Arts Subtest (5002)	100 - 200	1	37647	170	161 - 179	7.4	0
Elementary Education: Reading and Language Arts—Applied CKT (7902)	100 - 200	1	f	f	f	f	f
Elementary Education: Reading and Language Arts—CKT (7802)	100 - 200	1	38	169	156 - 179	i	i
Elementary Education: Science—CKT (7804)	100 - 200	1	40	182	162 - 188	i	i
Elementary Education: Science—CKT (7904)	100 - 200	1	f	f	f	f	f
Elementary Education: Science Subtest (5005)	100 - 200	1	37899	168	161 - 179	8	0

Test Name	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Elementary Education: Social Studies (7805)	100 - 200	1	40	158.5	142 - 184	i	i
Elementary Education: Social Studies (7905)	100 - 200	1	f	f	f	f	f
Elementary Education: Social Studies Subtest (5004)	100 - 200	1	37920	166	156 - 177	7.9	0
English Language Arts: Content and Analysis (5039)	100 - 200	1	6859	175	169 - 181	4.7	2.2
English Language Arts: Content Knowledge (5038)	100 - 200	1	14825	179	171 - 186	4.6	0
English to Speakers of Other Languages (5362)	100 - 200	1	6151	177	168 - 185	5	0
Environmental Education (0831)	100 - 200	1	19	176	169 - 190	4.9	0
Family and Consumer Sciences (5122)	100 - 200	1	2495	163	156 - 170	4.8	0
French: World Language (5174)	100 - 200	1	973	172	160 - 184	5.1	2.5
Fundamental Subjects: Content Knowledge (5511)	100 - 200	1	4085	175	164 - 185	5.8	0
General Science: Content Knowledge (5435)	100 - 200	1	6824	164	152 - 178	5.4	0
Geography (5921)	100 - 200	1	272	173	162 - 181	5.1	0
German: World Language (5183)	100 - 200	1	293	176	161 - 194	5.1	2.5
Gifted Education (5358)	100 - 200	1	1397	164	158 - 170	5.4	0
Government/Political Science (5931)	100 - 200	1	707	168	156 - 179	5.4	0
Health and Physical Education: Content Knowledge (5857)	100 - 200	1	5116	165	160 - 173	5.6	0
Health Education (5551)	100 - 200	1	3065	166	157 - 174	5.4	0
Interdisciplinary Early Childhood Education (5023)	100 - 200	1	532	181	174 - 186	4.6	0
Latin (5601)	100 - 200	1	130	181.5	164 - 195	5.1	0
Library Media Specialist (5311)	100 - 200	1	3390	164	156 - 171	4.4	0
Marketing Education (5561)	100 - 200	1	631	171	159 - 178	5.8	0
Mathematics: Content Knowledge (5161)	100 - 200	1	15974	159	137 - 169	7.3	0
Middle School English Language Arts (5047)	100 - 200	1	7039	165	154 - 172	5.7	2.3
Middle School Mathematics (5169)	100 - 200	1	13252	170	157 - 180	6.8	0
Middle School Science (5440)	100 - 200	1	6900	159	146 - 171	6.3	0
Middle School Social Studies (5089)	100 - 200	1	5141	166	154 - 179	6.3	2.2
Middle School: Content Knowledge (5146)	100 - 200	1	3888	162	151 - 174	6.2	0
Music: Content and Instruction (5114)	100 - 200	1	2577	167	160 - 174	6.3	1.8
Music: Content Knowledge (5113)	100 - 200	1	5138	168	160 - 176	5.8	0
ParaPro Assessment (1755)	420 - 480	1	78863	470	462 - 476	3.4	0
Pennsylvania Grades 4-8 Core Assessment: English Language Arts and Social Studies (5154)	100 - 200	1	3869	162	152 - 174	8.3	0
Pennsylvania Grades 4-8 Core Assessment: Mathematics and Science (5155)	100 - 200	1	3868	171	160 - 183	8.3	0
Pennsylvania Grades 4-8 Core Assessment: Pedagogy (5153)	100 - 200	1	2642	179	172 - 185	5.9	0
Pennsylvania Grades 4-8 Subject Concentration: English Language Arts (5156)	100 - 200	1	1371	168	158 - 180	7	0
Pennsylvania Grades 4-8 Subject Concentration: Mathematics (5158)	100 - 200	1	1610	174	156 - 184	8.1	0
Pennsylvania Grades 4-8 Subject Concentration: Science (5159)	100 - 200	1	809	161	152 - 173	6.9	0

Test Name	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Pennsylvania Grades 4-8 Subject Concentration: Social Studies (5157)	100 - 200	1	568	162	150 - 176	7.4	0
Physical Education: Content and Design (5095)	100 - 200	1	2730	170	162 - 175	5.4	2
Physical Education: Content Knowledge (5091)	100 - 200	1	4545	155	150 - 160	3.9	0
Physics: Content Knowledge (5265)	100 - 200	1	2003	152	138 - 168	5.9	0
Pre-Kindergarten Education (5531)	100 - 200	1	223	180	169 - 186	5.7	0
Principles of Learning and Teaching: Early Childhood (5621)	100 - 200	1	6631	169	162 - 176	5.4	2.3
Principles of Learning and Teaching: Grades 5-9 (5623)	100 - 200	1	5470	176	168 - 182	5.4	2.3
Principles of Learning and Teaching: Grades 7-12 (5624)	100 - 200	1	31630	176	169 - 183	5.7	2.5
Principles of Learning and Teaching: Grades K-6 (5622)	100 - 200	1	30084	177	169 - 183	5.1	2.1
Professional School Counselor (5421)	100 - 200	1	9257	170	163 - 177	4.4	0
Psychology (5391)	100 - 200	1	297	170	159 - 178	5.5	0
Reading for Virginia Educators: Elementary and Special Education (5306)	100 - 200	1	7441	176	166 - 184	5.6	1.6
Reading for Virginia Educators: Reading Specialist (5304)	100 - 200	1	733	183	175 - 191	6.6	1.4
Reading Specialist (5301)	100 - 200	1	4151	183	175 - 190	5.9	1.8
School Psychologist (5402)	100 - 200	1	6354	170	162 - 177	4.5	0
Social Studies: Content and Interpretation (5086)	100 - 200	1	3831	161	150 - 171	5.6	2.1
Social Studies: Content Knowledge (5081)	100 - 200	1	12819	167	157 - 178	4.6	0
Sociology (5952)	100 - 200	1	105	172	164 - 181	i	i
Spanish: World Language (5195)	100 - 200	1	5522	175	160 - 186	5.4	2.3
Special Education: Core Knowledge and Applications (5354)	100 - 200	1	14097	174	165 - 181	5.1	0
Special Ed: Core Knowledge and Mild to Moderate Applications (5543)	100 - 200	1	11840	172	164 - 179	4.6	2
Special Ed: Core Knowledge and Severe to Profound Applications (5545)	100 - 200	1	1827	177	171 - 183	4.1	1.8
Special Education: Education of Deaf and Hard of Hearing Students (5272)	100 - 200	1	366	169	164 - 176	5.3	0
Special Education: Preschool/Early Childhood (5691)	100 - 200	1	1726	175	168 - 181	4.4	0
Special Ed: Teaching Speech to Students with Language Impairments (5881)	100 - 200	1	72	164.5	156 - 173	i	i
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372)	100 - 200	1	1282	179	171 - 185	4.9	0
Special Education: Teaching Students with Intellectual Disabilities (5322)	100 - 200	1	171	179	172 - 184	5.1	0
Special Education: Teaching Students with Learning Disabilities (5383)	100 - 200	1	504	170	160 - 177	5.4	0
Special Education: Teaching Students with Visual Impairments (5282)	100 - 200	1	367	169	163 - 176	5.5	0
Speech Communication Content Knowledge (5221)	100 - 200	1	704	160	151 - 169	4.7	0
Speech-Language Pathology (5331)	100 - 200	1	21766	178	171 - 184	5	0

Test Name	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Teaching Reading (5204)	100 - 200	1	4898	168	161 - 177	4.7	1.6
Teaching Reading: Elementary Education (5203)	100 - 200	1	9636	176	169 - 182	4.6	1.7
Technology Education (5051)	100 - 200	1	1703	180	170 - 189	5.1	0
Theatre (5641)	100 - 200	1	825	170	161 - 179	5.1	0
World and U.S. History: Content Knowledge (5941)	100 - 200	1	2677	162	150 - 172	5.2	0
World Languages Pedagogy (5841)	100 - 200	1	594	181	172 - 190	6.8	1.9

NOTES: (Section II. Glossary of Terms, provides definitions for each of the statistics provided.)

“**Number of Test Takers,**” “**Median,**” and “**Average Performance Range**” were calculated from the records of test takers who took the test between August 2015 and July 2018, and who are in the particular educational group described below. If a test taker took the test more than once in this period, the most recent score was used. Test takers were selected according to their responses to the question, “What is the highest educational level you have reached?”

The Median and Average Performance Range for the Core tests were calculated on college freshmen, sophomores, and juniors. The Median and Average Performance Range for the ParaPro Assessment were calculated on test takers from all educational levels.

The Median and Average Performance Range for all other tests were calculated on test takers who were college seniors, college graduates, graduate students, or holders of master’s or doctoral degrees.

Summary Statistics are not available for new tests administered for the first time in the 2018–19 testing year.

c = Consensus scoring.

i = Insufficient data.

f = New test. Data not yet available.

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