



THE **PRAXIS** S E R I E S™

Understanding Your Praxis Scores 2005-06

The Praxis Series: Professional Assessments for Beginning Teachers® is developed and administered by Educational Testing Service (ETS).

Praxis I: Academic Skills Assessments include the Pre-Professional Skills Tests (PPST®) and the Computerized Pre-Professional Skills Tests (CPPST), which measure basic proficiency in reading, writing, and mathematics.

Praxis II: Subject Assessments include the Subject Assessment/Specialty Area tests. The Principles of Learning and Teaching (PLT) tests and the ParaPro Assessment are also administered under Praxis II.

Praxis III: Classroom Performance Assessments are used to evaluate the classroom performance of beginning teachers.

Visit The Praxis Series Online

www.ets.org/praxis

I Frequently Asked Questions About Praxis Scores

Q Did I pass?

A Your Examinee 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. This information is on the inside page of the Examinee Score Report.

The passing scores used in the Examinee 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). The most recent information that ETS has regarding the passing scores required by each of the participating agencies can be found on the Web at www.ets.org/praxis. ETS does not set passing scores for **The Praxis Series™** tests. Each state or agency that requires a Praxis Series test sets its own passing score. 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 Can I have my multiple-choice, essay, or constructed-response test score verified?

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

Q According to the conversion table in my study guide, my raw points should convert to a different score. Was my test incorrectly scored?

A The conversion tables in The Praxis Series study guides are for the sample tests in the guides. Each edition of a test has its own conversion table which is somewhat different from the one in the study guide.

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 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 test in The Praxis Series, 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, the conversion tables adjust for difficulty among editions. There is no way to predict which edition of the test you will take next.

Q Who receives a copy of my score report?

A If you take a Praxis Series test in Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, Nebraska, Nevada, New Jersey, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, or West Virginia, 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 and Registration Bulletin*. Aside from these, your scores will be sent only to you and the institutions or agencies you designated as score recipients.

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

A The best preparation for taking any test in The Praxis Series is the knowledge and experience you acquired in college.

The detailed information on the back of 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. *Tests at a Glance* are available to download at www.ets.org/praxis, and include content outlines, test-taking strategies, and sample questions in each content area with explanations of the best answers. Study guides are also available for many of the tests. These guides include retired versions of the tests, answer keys, and conversion tables that you can use to score your practice test. *The Praxis Diagnostic Preparation Program* is also available for 18 of the most popular Praxis tests. This program provides detailed, customized feedback based on your actual test results, as well as study materials and strategies to help you focus your preparation for retaking the test. Ordering information for study guides and the Diagnostic Preparation Program is included in the *Information and Registration Bulletin* or on the Web at www.ets.org/praxis.

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

A Download and complete the Additional Score Report Request Form at www.ets.org/praxis/download.html and mail it with the appropriate fee to the address listed.

Q Who receives information about my performance in the content categories?

A You are the only one who receives this information. The raw points you earned in each content area are provided to help you identify your own strengths and weaknesses.

Q Does The Praxis Series have a site on the Internet?

A Yes, please visit our Web site at www.ets.org/praxis to access current testing information, including *Tests at a Glance* and the *Information and Registration Bulletin*.

From The Praxis Series home page you can link to the Educational Testing Service site for accurate, up-to-the-minute information about other ETS programs and services.

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

A The ETS Recognition of Excellence honors examinees 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 examinees 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.

Q How can I qualify for the ETS Recognition of Excellence?

A Beginning with the September 13, 2003, Praxis test administration, examinees who meet or exceed the target score on any of eleven ROE tests automatically receive the Recognition of Excellence Certificate. Not all Praxis tests are currently included in the program. A list of tests that have ROE target scores can be found on the Web at www.ets.org/praxis. The ROE target scores are indicated next to the test title and test code.

Q Can I still receive the Recognition of Excellence if I earned a target score on an applicable test before September 2003?

A Examinees who earned an ROE score on a Praxis test that was administered between September 1998 and September 2003 may request a Recognition of Excellence certificate for a nominal processing fee. Additional score reports for tests taken during this time period will also indicate the Recognition of Excellence and may also be ordered. **Note:** The Recognition of Excellence is not available for tests taken prior to September 1998. Visit www.ets.org/praxis or call (800) 772-9476 or (609) 771-7395 for more information.

II How The Praxis Series Tests Are Scored

Multiple-choice tests

On most Praxis Series tests, each multiple-choice question answered correctly is worth one raw point, and your total raw score is the number of questions answered correctly on the full test. Multiple-choice questions are scored by computer.

Constructed-response tests

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.

The Praxis Series constructed-response tests do not all use the same scoring procedure. There are two scoring models used for scoring Praxis tests. One model requires that two scorers rate your response to each question independently. If the two ratings disagree by more than a specified amount, a third scorer rates your response. The second model requires that each constructed-response item be rated independently by a different scorer. Under no circumstances does your total score depend entirely on one individual scorer.

On some constructed-response tests, the ratings assigned by the scorers are simply added together to determine 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 determine 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.

Combination scores

Some tests consist of an essay and a multiple-choice portion. These are:

- the Pre-Professional Skills Test in Writing

- the Computerized Pre-Professional Skills Test in Writing
- Education of Deaf and Hard of Hearing Students
- Education of Exceptional Students: Learning Disabilities
- Education of Young Children
- Middle School English Language Arts
- Middle School Mathematics
- Middle School Science
- Middle School Social Studies
- Principles of Learning and Teaching: (Early Childhood)
- Principles of Learning and Teaching: (Grades K-6, 5-9, and 7-12)
- Reading Across the Curriculum: (Elementary and Secondary levels)
- Teaching Foundations: (English, Mathematics, Social Studies, Science, and Multi-Subjects)

On the Principles of Learning and Teaching tests, your total raw score is simply the sum of the number of multiple-choice items correct and the ratings of your constructed responses. On the other tests, it is a weighted sum of scores on the multiple-choice and constructed-response sections.

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.

III Glossary of Terms

Average Performance Range—The range of scores earned by the middle 50 percent of the examinees 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 examinee 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 examinee groups and passing scores.

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

Minimum and Composite Scores—A minimum score on a test is the score required to meet passing requirements as defined by a state. For some tests, such as the Praxis I Pre-Professional Skills Tests (PPST), states may set a composite or total combined score for the three tests in the series. In these cases, examinees must meet the minimum scores required for each of the three tests whether or not they meet the minimum composite score. For example, if the minimum score for the Math PPST is 100 and the composite score for the Math, Reading, and Writing tests together is 300, examinees must attain a minimum math score of 100 to pass, even if their composite score is 300 or greater.

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 score possible on any edition of the test. Exception: For most tests that show the possible score range as 250 to 990, 990 is not actually a possible score on any edition. The maximum possible score varies from one edition to another and can be as low as 780 for some editions of some tests.

Raw Points—On a multiple-choice 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.

Recognition of Excellence—Formal recognition by ETS, which honors examinees of selected Praxis tests who achieve a scaled score earned by the top 15 percent of candidates who took the test in previous years. Examinees receive a formal Recognition of Excellence certificate and congratulatory letter from ETS as well as notification on all score reports. A list of tests that have ROE target scores can be found on the Web at www.ets.org/praxis. The ROE target scores are indicated next to the test title and test code.

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

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 examinees. An examinee’s score on a single edition of a test will differ somewhat from the score the examinee 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 examinees take a test for which the standard error of measurement is 3 points, about two-thirds of the examinees 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 tests in The Praxis Series, estimated for the group of all examinees 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 examinees. 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 examinees’ responses. An examinee’s score on one of these tests will depend to some extent on the particular scorers who rate the examinee’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 examinees take a test for which the standard error of scoring is 4 points, about two-thirds of the examinees 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 constructed-response tests in The Praxis Series, estimated for the group of all examinees taking the test. On 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 examinees. On some constructed-response tests, the standard error of scoring could not be estimated because the responses were not all scored independently by two different scorers. (On some of these tests, some or all of the responses were scored by only one scorer. On other tests, two or more scorers together decided what rating to assign to each response.) The standard error of scoring for a multiple-choice test is zero, because multiple-choice 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 Series tests are intended to measure the knowledge, skills, or abilities that groups of experts determine to be important for a beginning teacher.

V Summary Statistics

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

Name of Test	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Agriculture (0700)	250 - 990	10	755	580	540 - 620	28	0
Agriculture (CA) (0900)	250 - 990	10	74	710	630 - 760	30	0
Agriculture (PA) (0780)	250 - 990	10	66	675	610 - 720	33	0
Art Making (0131)	100 - 200	1	3125	159	151 - 168	q	5.4
Art: Content Knowledge (0133)	100 - 200	1	9920	170	161 - 179	4.9	0
Art: Content, Traditions, Criticism, and Aesthetics (0132)	100 - 200	5	1937	150	145 - 155	q	4.4
Audiology (0340)	250 - 990	10	1561	630	610 - 650	13	0
Biology and General Science (0030)	250 - 990	10	2213	610	570 - 670	19	0
Biology: Content Essays (0233)	100 - 200	1	2497	153	144 - 161	q	4.4
Biology: Content Knowledge (CT) (0235)	100 - 200	1	8153	160	149 - 172	4.5	0
Biology: Content Knowledge, Part 1 (0231)	100 - 200	1	2664	170	160 - 181	6.3	0
Biology: Content Knowledge, Part 2 (0232)	100 - 200	1	3776	150	135 - 162	8	0
Business Education (0100)	250 - 990	10	10134	650	610 - 690	21	0
Chemistry, Physics, and General Science (0070)	250 - 990	10	936	570	520 - 620	25	0
Chemistry: Content Essays (0242)	100 - 200	5	654	155	140 - 170	q	4.7
Chemistry: Content Knowledge (0241)	100 - 200	1	1653	157	140 - 173	8.1	0
Chemistry: Content Knowledge (CT) (0245)	100 - 200	1	3007	164	151 - 178	6.4	0
Citizenship Education: Content Knowledge (0087)	100 - 200	1	480	167	157 - 178	5.3	0
Communication (0800)	250 - 990	10	366	740	670 - 800	34	0
Computerized PPST - Math (5730)	150 - 190	1	93805	179	175 - 183	2.4	0
Computerized PPST - Reading (5710)	150 - 190	1	94636	178	175 - 182	2.2	0
Computerized PPST - Writing (5720)	150 - 190	1	94262	175	173 - 177	2.6	0.3
Cooperative Education (0810)	250 - 990	10	185	810	780 - 850	26	0
Driver Education (0867)	100 - 200	1	50	171	167 - 177	i	0
Early Childhood Education (0020)	250 - 990	10	18542	650	610 - 690	23	0
Earth and Space Sciences: Content Knowledge (0571)	100 - 200	1	2590	166	153 - 178	5.3	0
Economics (0910)	250 - 990	10	218	570	520 - 650	38	0
Ed. Leadership: Administration and Supervision (0410)	250 - 990	10	19965	690	640 - 740	28	0
Education of Deaf and Hard of Hearing Students (0271)	100 - 200	1	472	173	167 - 180	6.3	0
Education of Exceptional Students: Core Content Knowledge (0353)	100 - 200	1	21511	174	163 - 183	7.4	0
Education of Exceptional Students: Learning Disabilities (0382)	100 - 200	1	963	174	165 - 184	8.7	1.5
Education of Exceptional Students: Mild to Moderate Disabilities (0542)	100 - 200	1	4411	178	169 - 185	q	1.9
Education of Exceptional Students: Severe to Profound Disabilities (0544)	100 - 200	1	235	172	162 - 184	q	3.6
Education of Young Children (0021)	100 - 200	1	4144	183	175 - 190	6	1.4
Elementary Education: Content Area Exercises (0012)	100 - 200	1	39600	157	150 - 163	q	3.8
Elementary Education: Content Knowledge (0014)	100 - 200	1	74381	163	150 - 175	5.9	0

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Name of Test	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Elementary Education: Curriculum, Instruction, and Assessment (0011)	100 - 200	1	74250	177	168 - 186	7.2	0
Elementary Education: Curriculum, Instruction, and Assessment (K-5) (0016)	100 - 200	1	13711	164	155 - 175	6.4	0
English Language, Literature, and Comp.: Content Essays (0042)	100 - 200	5	7498	160	155 - 165	q	3.6
English Language, Literature, and Comp.: Content Knowledge (0041)	100 - 200	1	31336	177	166 - 188	5	0
English Language, Literature, and Comp.: Pedagogy (0043)	100 - 200	5	5647	155	145 - 165	q	4
English to Speakers of Other Languages (0360)	250 - 990	10	5829	640	560 - 720	37	0
Environmental Education (0830)	250 - 990	10	336	720	640 - 790	35	0
Family and Consumer Sciences (0120)	250 - 990	10	2497	650	610 - 680	21	0
Foreign Language Pedagogy (0840)	100 - 200	1	62	173	165 - 183	7.4	0
French: Content Knowledge (0173)	100 - 200	1	2364	179	166 - 192	4.4	0
French: Productive Language Skills (0171)	100 - 200	1	1174	179	169 - 190	3.7	1.3
Fundamental Subjects: Content Knowledge (0511)	100 - 200	1	22306	175	162 - 184	5.5	0
General Mathematics (0067)	100 - 200	1	49	169	149 - 177	4.9	0
General Science: Content Essays (0433)	100 - 200	5	2437	140	130 - 150	q	6.2
General Science: Content Knowledge (0435)	100 - 200	1	5128	169	155 - 181	5.3	0
General Science: Content Knowledge, Part 1 (0431)	100 - 200	1	3488	166	155 - 177	7	0
General Science: Content Knowledge, Part 2 (0432)	100 - 200	1	2302	160	149 - 171	7.2	0
Geography (0920)	250 - 990	10	442	680	630 - 740	35	0
German: Content Knowledge (0181)	100 - 200	1	627	184	167 - 195	4.5	0
German: Productive Language Skills (0182)	100 - 200	1	140	191.5	178 - 200	4	2.4
Gifted Education (0357)	100 - 200	1	65	166	161 - 172	i	0
Government/Political Science (0930)	250 - 990	10	484	700	640 - 760	30	0
Health and Physical Education: Content Knowledge (0856)	100 - 200	1	5682	163	155 - 170	5.2	0
Health Education (0550)	250 - 990	10	4246	700	650 - 740	30	0
Introduction to the Teaching of Reading (0200)	250 - 990	10	3077	670	620 - 700	24	0
Latin (0600)	250 - 990	10	144	780	690 - 870	28	0
Library Media Specialist (0310)	250 - 990	10	4587	680	650 - 710	18	0
Life Science: Pedagogy (0234)	100 - 200	1	1525	155	151 - 160	q	2.5
Marketing Education (0560)	250 - 990	10	890	720	660 - 780	31	0
Mathematics: Content Knowledge (0061)	100 - 200	1	21873	143	127 - 156	8.6	0
Mathematics: Pedagogy (0065)	100 - 200	5	3257	145	130 - 155	q	4.4
Mathematics: Proofs, Models, and Problems, Part 1 (0063)	100 - 200	1	4360	161	146 - 174	q	3.9
Middle School English Language Arts (0049)	100 - 200	1	13805	173	162 - 183	7	2
Middle School Mathematics (0069)	100 - 200	1	20589	163	150 - 176	6.6	0.6
Middle School Science (0439)	100 - 200	1	9098	157	145 - 169	6.2	1.3
Middle School Social Studies (0089)	100 - 200	1	10857	165	154 - 178	6.1	0.7
Middle School: Content Knowledge (0146)	100 - 200	1	5713	159	147 - 171	5.7	0
Music: Analysis (0112)	100 - 200	1	1370	173	162 - 181	q	0.9
Music: Concepts and Processes (0111)	100 - 200	5	3817	160	150 - 170	q	2.2
Music: Content Knowledge (0113)	100 - 200	1	10752	165	156 - 174	5	0
ParaPro Assessment (Internet-Based Test) (1755)	420 - 480	1	79255	472	464 - 478	3.2	0

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Name of Test	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
ParaPro Assessment (Paper/Pencil Test) (0755)	420 - 480	1	51313	470	460 - 477	3.4	0
Physical Ed.: Movement Forms - Analysis/Design (0092)	100 - 200	1	4899	161	156 - 165	q	2.2
Physical Ed.: Movement Forms - Video Evaluation (0093)	100 - 200	5	2155	165	160 - 170	q	4.5
Physical Education: Content Knowledge (0091)	100 - 200	1	12388	156	150 - 162	4.4	0
Physical Science: Content Knowledge (0481)	100 - 200	1	606	166	152 - 179	7.1	0
Physical Science: Pedagogy (0483)	100 - 200	1	872	154.5	146 - 165	q	5.1
Physics (0260)	250 - 990	10	24			35	0
Physics: Content Essays (0262)	100 - 200	5	359	160	150 - 175	q	6.5
Physics: Content Knowledge (0261)	100 - 200	1	1378	134	118 - 150	7.8	0
Physics: Content Knowledge (CT) (0265)	100 - 200	1	1386	152	136 - 168	6	0
Pre-Kindergarten Education (0530)	250 - 990	10	514	710	670 - 760	33	0
Pre-Professional Skills Test: Mathematics (0730)	150 - 190	1	81514	179	174 - 184	2.8	0
Pre-Professional Skills Test: Reading (0710)	150 - 190	1	81859	179	174 - 182	2.4	0
Pre-Professional Skills Test: Writing (0720)	150 - 190	1	82482	175	173 - 178	2.5	0.3
Principles of Learning and Teaching: Early Childhood (0521)	100 - 200	1	3276	185	176 - 192	7.5	2.1
Principles of Learning and Teaching: Grades K-6 (0522)	100 - 200	1	55615	175	167 - 182	7.3	1.8
Principles of Learning and Teaching: Grades 5-9 (0523)	100 - 200	1	10834	172	164 - 179	7.4	2
Principles of Learning and Teaching: Grades 7-12 (0524)	100 - 200	1	47011	173	167 - 180	6.5	1.7
Psychology (0390)	250 - 990	10	229	670	600 - 750	33	0
Reading Across the Curriculum: Elementary (0201)	100 - 200	1	5490	162	151 - 172	6.3	2.6

Reading Across the Curriculum: Secondary (0202)	100 - 200	1	1555	174	164 - 183	6.4	5.2
Reading Specialist (0300)	250 - 990	10	13363	570	510 - 620	26	0
Safety/Driver Education (0860)	250 - 990	10	182	590	540 - 630	39	0
School Guidance and Counseling (0420)	250 - 990	10	9068	660	620 - 700	26	0
School Psychologist (0400)	250 - 990	10	5476	700	660 - 750	30	0
School Social Worker: Content Knowledge (0211)	100 - 200	1	54	177	171 - 182	i	0
Social Sciences: Content Knowledge (0951)	100 - 200	1	148	161	152 - 171	i	0
Social Studies: Analytical Essays (0082)	100 - 200	5	2315	150	140 - 160	q	4.3
Social Studies: Content Knowledge (0081)	100 - 200	1	30829	166	157 - 177	4.9	0
Social Studies: Interpretation and Analysis (0085)	100 - 200	1	1052	171	159 - 181	9.9	2
Social Studies: Interpretation of Materials (0083)	100 - 200	1	5823	168	161 - 176	q	3.1
Social Studies: Pedagogy (0084)	100 - 200	1	2677	178	167 - 187	q	0.3
Sociology (0950)	250 - 990	10	90	670	590 - 740	35	0
Spanish: Content Knowledge (0191)	100 - 200	1	9497	176	163 - 188	5	0
Spanish: Pedagogy (0194)	100 - 200	5	511	175	160 - 180	q	3.3
Spanish: Productive Language Skills (0192)	100 - 200	1	4838	173	160 - 186	5.3	1.8
Special Education: Application of Core Principles Across Categories of Disability (0352)	100 - 200	1	8801	153	144 - 161	7.7	0
Special Education: Knowledge-Based Core Principles (0351)	100 - 200	1	15517	163	154 - 173	8.4	0
Special Education: Preschool/Early Childhood (0690)	250 - 990	10	1150	640	590 - 690	33	0
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371)	100 - 200	1	3759	167	159 - 174	8.6	0
Special Education: Teaching Students with Learning Disabilities (0381)	100 - 200	1	1975	164	153 - 175	8	0

Name of Test	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Special Education: Teaching Students with Mental Retardation (0321)	100 - 200	1	1924	157	148 - 169	8.5	0
Speech Communication (0220)	250 - 990	10	902	660	600 - 710	24	0
Speech-Language Pathology (0330)	250 - 990	10	15823	660	620 - 700	26	0
Teaching Foundations: English (0048)	100 - 200	1	8			i	i
Teaching Foundations: Mathematics (0068)	100 - 200	1	4			i	i
Teaching Foundations: Multiple Subjects (0528)	100 - 200	1	5			i	i
Teaching Speech to Students with Language Impairments (0880)	250 - 990	10	690	700	670 - 680	40	0
Teaching Students with Orthopedic Impairments (0290)	250 - 990	10	5			31	0
Teaching Students with Visual Impairments (0280)	250 - 990	10	256	760	700 - 790	32	0
Technology Education (0050)	250 - 990	10	2164	650	620 - 690	16	0
Theatre (0640)	250 - 990	10	483	690	610 - 750	37	0
Vocational General Knowledge (0890)	250 - 990	10	136	680	610 - 760	36	0
World and U.S. History (0940)	250 - 990	10	1454	550	490 - 620	36	0
World and U.S. History: Content Knowledge (0941)	100 - 200	1	570	160	145 - 171	5.2	0

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

“**Number of Examinees**,” “**Median**,” and “**Average Performance Range**” were calculated from the records of examinees who took the test between 09/01/02 and 07/31/05 and who are in the particular educational group described below. If an examinee took the test more than once in this period, the most recent score was used. Examinees were selected according to their responses to the question, “What is the highest educational level you have reached?” These statistics are provided if the test was taken by 30 or more examinees in the specified time period.

— The Median and Average Performance Range for PPST was calculated on college freshmen, sophomores, and juniors.

— The Median and Average Performance Range for all other tests were calculated on examinees 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 2005-2006.

i = Insufficient data: Standard Error of Measurement (SEM) could not be estimated because too few examinees took this test.

q = Insufficient number of questions: SEM cannot be estimated accurately for tests that include only a small number of independent questions or exercises.

c = Consensus scoring: Standard Error of Scoring (SES) could not be estimated because scorers did not work independently.

s = Single scoring: SES could not be estimated because not all the questions were scored by two scorers.

e = Single essay: SEM cannot be estimated because the essay section of this test consists of a single essay.

f = New test. Data not yet available.

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