



Understanding Your *Praxis*™ Scores

The *Praxis Series*™ Assessments are 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 considered *Praxis II* assessments.

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

I How The *Praxis Series*™ Tests Are Scored

Multiple-Choice Tests

On most *Praxis*™ 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 the 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. 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. For a list of tests that include both essay and multiple-choice questions, go to www.ets.org/praxis.

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 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 PPST, states may set a composite or total combined score for the required tests in the series. In these cases, examinees must meet the minimum scores required for each of the 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 (ROE)—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 ROE 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.

III 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). You can find more about passing scores 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* 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 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 Series* 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, the conversion tables adjust for difficulty among editions. There is no way to predict which edition of the test you will take next.

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 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 Bulletin* and online at www.ets.org/praxis.

Q Who receives a copy of my score report?

A If you take a *Praxis* test in Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, 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 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 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 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 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.

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.

IV Summary Statistics

This section 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 (CA) (0900)	250–990	10	30	730	640–780	30	0
Agriculture (PA) (0780)	250–990	10	68	700	620–720	33	0
Agriculture (0700)	250–990	10	802	570	530–610	28	0
Art Making (0131)	100–200	1	2321	160	154–167	q	5.7
Art: Content Knowledge (0133)	100–200	1	9612	171	162–180	4.5	0
Art: Content, Traditions, Criticism, and Aesthetics (0132)	100–200	5	1545	145	140–155	q	4.5
Audiology (0340)	250–990	10	1212	640	620–660	15	0
Biology and General Science (0030)	250–990	10	1369	650	580–700	19	0
Biology: Content Essays (0233)	100–200	1	1022	152	143–160	q	3.2
Biology: Content Knowledge (CT) (0235)	100–200	1	11200	161	151–172	4.5	0
Biology: Content Knowledge, Part 1 (0231)	100–200	1	920	172	161–182	6.1	0
Biology: Content Knowledge, Part 2 (0232)	100–200	1	1429	154	135–166	8.1	0
Business Education (0100)	250–990	10	8068	640	610–680	20	0
Chemistry, Physics, and General Science (0070)	250–990	10	686	570	510–630	25	0
Chemistry: Content Essays (0242)	100–200	5	309	155	145–165	q	4.3
Chemistry: Content Knowledge (CT) (0245)	100–200	1	3831	162	149–175	6.5	0
Chemistry: Content Knowledge (0241)	100–200	1	730	156	139–173	7.8	0
Citizenship Education: Content Knowledge (0087)	100–200	1	538	165	157–176	5	0
Communication (0800)	250–990	10	291	740	670–800	34	0
Computerized PPST–Math (5730)	150–190	1	98997	179	174–183	2.5	0
Computerized PPST–Reading (5710)	150–190	1	102649	178	174–181	2.5	0
Computerized PPST–Writing (5720)	150–190	1	100511	175	173–178	2.8	0.3
Cooperative Education (0810)	250–990	10	99	800	760–830	29	0
Driver Education (0867)	100–200	1	118	173.5	167–180	5	0
Early Childhood Education (0020)	250–990	10	6240	650	600–690	23	0
Early Childhood: Content Knowledge (0022)	100–200	1	3196	176	168–183	4.9	0
Earth and Space Sciences: Content Knowledge (0571)	100–200	1	2890	164	152–177	5.4	0
Economics (0910)	250–990	10	388	570	510–640	38	0
Ed. Leadership: Administration and Supervision (0410)	250–990	10	19294	700	650–750	28	0
Education of Deaf and Hard of Hearing Students (0271)	100–200	1	500	172	165–178	6.9	3.0
Education of Exceptional Students: Core Content Knowledge (0353)	100–200	1	29369	174	165–183	7.3	0
Education of Exceptional Students: Learning Disabilities (0382)	100–200	1	644	171	162–180	8.7	1.5
Education of Exceptional Students: Mild to Moderate Disabilities (0542)	100–200	1	10972	179	171–186	q	2.6
Education of Exceptional Students: Severe to Profound Disabilities (0544)	100–200	1	1092	170	158–181	q	3.6
Education of Young Children (0021)	100–200	1	14835	184	176–190	6.5	2.6
Elementary Education: Content Area Exercises (0012)	100–200	1	30522	157	151–163	q	3.8
Elementary Education: Content Knowledge (0014)	100–200	1	92910	164	151–176	5.9	0
Elementary Education: Curriculum, Instruction, and Assessment (0011)	100–200	1	65360	177	168–185	7.1	0

Name of Test	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
English Language, Literature, and Comp.: Content Knowledge (0041)	100–200	1	33112	177	165–187	5	0
English Language, Literature, and Comp.: Essays (0042)	100–200	5	5727	160	150–165	q	3.6
English Language, Literature, and Comp.: Pedagogy (0043)	100–200	5	4949	155	145–165	q	4.1
English to Speakers of Other Languages (0360)	250–990	10	7530	650	580–710	33	0
Environmental Education (0830)	250–990	10	200	720	640–770	35	0
Family and Consumer Sciences (0120)	250–990	10	2853	640	600–680	22	0
Family and Consumer Sciences (0121)	100–200	1	f	f	f	f	f
Foreign Language Pedagogy (0840)	100–200	1	24	177	165–186	7.4	0
French: Content Knowledge (0173)	100–200	1	2020	179	166–192	4.4	0
French: Productive Language Skills (0171)	100–200	1	668	180	170–189	3.7	1.2
Fundamental Subjects: Content Knowledge (0511)	100–200	1	27489	174	162–184	5.4	0
General Science: Content Essays (0433)	100–200	5	1202	140	125–150	q	4.5
General Science: Content Knowledge (0435)	100–200	1	6068	165	153–179	5.5	0
General Science: Content Knowledge, Part 1 (0431)	100–200	1	2209	166	154–177	6.8	0
General Science: Content Knowledge, Part 2 (0432)	100–200	1	1365	161	149–173	7.1	0
Geography (0920)	250–990	10	713	680	610–740	30	0
German: Content Knowledge (0181)	100–200	1	674	184	169–195	4.7	0
German: Productive Language Skills (0182)	100–200	1	146	187	164–200	4	2.2
Gifted Education (0357)	100–200	1	72	161	156–168	5.2	0
Government/Political Science (0930)	250–990	10	710	700	620–760	28	0
Health and Physical Education: Content Knowledge (0856)	100–200	1	5951	164	156–171	5	0
Health Education (0550)	250–990	10	5268	700	650–740	29	0
Interdisciplinary Early Childhood Education (0023)	100–200	1	f	f	f	f	f
Introduction to the Teaching of Reading (0200)	250–990	10	4329	650	600–690	24	0
Latin (0600)	250–990	10	201	750	660–850	33	0
Library Media Specialist (0310)	250–990	10	4892	680	640–710	17	0
Life Science: Pedagogy (0234)	100–200	1	1368	155	152–159	q	2
Marketing Education (0560)	250–990	10	960	720	660–770	31	0
Marketing Education (0561)	100–200	1	f	f	f	f	f
Mathematics: Content Knowledge (0061)	100–200	1	22694	144	128–159	8.3	0
Mathematics: Pedagogy (0065)	100–200	5	3009	145	130–160	q	1.6
Mathematics: Proofs, Models, and Problems, Part 1 (0063)	100–200	1	3109	163	148–178	q	2.5
Middle School English Language Arts (0049)	100–200	1	16001	174	164–184	7.2	2
Middle School Mathematics (0069)	100–200	1	25049	161	149–174	7.2	0.9
Middle School Science (0439)	100–200	1	11863	158	147–170	6	1.9
Middle School Social Studies (0089)	100–200	1	12212	166	154–178	6.3	1.4
Middle School: Content Knowledge (0146)	100–200	1	9050	161	151–173	5.6	0
Music: Analysis (0112)	100–200	1	1144	174	166–179	q	0.8
Music: Concepts and Processes (0111)	100–200	5	2665	155	145–165	q	1.8
Music: Content Knowledge (0113)	100–200	1	10522	166	158–175	5.1	0
ParaPro Assessment (Internet-Based Test) (1755)	420–480	1	63104	469	460–476	3.2	0
ParaPro Assessment (Paper/Pencil Test) (0755)	420–480	1	30468	468	458–475	3.4	0
Physical Ed.: Movement Forms–Analysis/Design (0092)	100–200	1	3166	160	156–165	q	2.1
Physical Ed.: Movement Forms–Video Evaluation (0093)	100–200	5	1316	165	160–170	q	4.7
Physical Education: Content Knowledge (0091)	100–200	1	12889	156	150–162	4.4	0

Name of Test	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Physical Science: Content Knowledge (0481)	100–200	1	933	166	152–179	6.5	0
Physical Science: Pedagogy (0483)	100–200	1	864	163	154–172	q	4.8
Physics: Content Essays (0262)	100–200	5	176	160	145–175	q	8.9
Physics: Content Knowledge (CT) (0265)	100–200	1	2058	150	136–166	6.3	0
Physics: Content Knowledge (0261)	100–200	1	509	137	119–151	7.6	0
Pre-Kindergarten Education (0530)	250–990	10	304	700	650–750	29	0
Pre-Professional Skills Test: Mathematics (0730)	150–190	1	44191	179	174–184	2.9	0
Pre-Professional Skills Test: Reading (0710)	150–190	1	45038	178	174–181	2.3	0
Pre-Professional Skills Test: Writing (0720)	150–190	1	45027	176	173–178	2.4	0.3
Principles of Learning and Teaching: Early Childhood (0521)	100–200	1	12354	185	176–192	7.2	0.9
Principles of Learning and Teaching: Grades 5–9 (0523)	100–200	1	12003	172	165–178	7.3	2
Principles of Learning and Teaching: Grades 7–12 (0524)	100–200	1	42554	173	167–181	6.6	1.7
Principles of Learning and Teaching: Grades K–6 (0522)	100–200	1	44793	175	168–182	7.2	1.1
Psychology (0390)	250–990	10	226	660	570–730	36	0
Reading Across the Curriculum: Elementary (0201)	100–200	1	7209	166	158–174	6.7	2.5
Reading Across the Curriculum: Secondary (0202)	100–200	1	1798	173	163–181	6.1	2.7
Reading Specialist (0300)	250–990	10	13754	580	520–620	27	0
Safety/Driver Education (0860)	250–990	10	207	580	560–630	39	0
School Guidance and Counseling (0420)	250–990	10	9773	660	620–700	24	0
School Psychologist (0400)	250–990	10	6284	710	670–750	30	0
School Psychologist (0401)	100–200	1	f	f	f	f	f
School Social Worker: Content Knowledge (0211)	100–200	1	108	179.5	173–186	5.3	0
Social Sciences: Content Knowledge (0951)	100–200	1	151	155	143–166	5.4	0
Social Studies: Analytical Essays (0082)	100–200	5	985	150	140–155	q	3.3
Social Studies: Content Knowledge (0081)	100–200	1	30107	167	157–177	4.8	0
Social Studies: Interpretation and Analysis (0085)	100–200	1	950	171	163–181	8.9	3.8
Social Studies: Interpretation of Materials (0083)	100–200	1	3456	166	159–173	q	2.7
Social Studies: Pedagogy (0084)	100–200	1	2131	174	164–184	q	3.3
Sociology (0950)	250–990	10	104	670	610–730	35	0
Spanish: Content Knowledge (0191)	100–200	1	9386	176	163–188	4.8	0
Spanish: Pedagogy (0194)	100–200	5	364	165	160–175	q	3.6
Spanish: Productive Language Skills (0192)	100–200	1	3373	172	159–187	5.1	1.7
Special Education: Application of Core Principles Across Categories of Disability (0352)	100–200	1	6278	151	142–160	7.7	0
Special Education: Knowledge-Based Core Principles (0351)	100–200	1	10770	162	155–172	8.6	0
Special Education: Preschool/Early Childhood (0690)	250–990	10	1451	630	590–680	32	0
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371)	100–200	1	1648	165	156–174	8.9	0
Special Education: Teaching Students with Learning Disabilities (0381)	100–200	1	517	161	147–172	7.3	0
Special Education: Teaching Students with Mental Retardation (0321)	100–200	1	1075	159	148–169	8.7	0

Name of Test	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Speech Communication (0220)	250–990	10	790	660	610–710	28	0
Speech-Language Pathology (0330)	250–990	10	15160	680	640–720	26	0
Teaching Foundations: English (0048)	100–200	1	89	187	178–195	6.4	1.6
Teaching Foundations: Mathematics (0068)	100–200	1	72	184	173–194	6.8	1.8
Teaching Foundations: Multiple Subjects (0528)	100–200	1	150	180	169–190	5.3	0.8
Teaching Foundations: Science (0438)	100–200	1	123	180	169–188	6.4	2.8
Teaching Speech to Students with Language Impairments (0880)	250–990	10	628	700	650–750	39	0
Teaching Students with Visual Impairments (0280)	250–990	10	285	760	710–800	32	0
Technology Education (0050)	250–990	10	1894	650	620–680	16	0
Theatre (0640)	250–990	10	959	700	630–750	35	0
Vocational General Knowledge (0890)	250–990	10	177	690	600–760	36	0
World and U.S. History (0940)	250–990	10	206	505	420–600	36	0
World and U.S. History: Content Knowledge (0941)	100–200	1	3156	159	146–171	5	0

NOTES: (Section II. 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 September 1, 2005, and June 30, 2008, 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?”

— The Median and Average Performance Range for PPST was calculated on college freshmen, sophomores, and juniors. The Median and Average Performance Range for the Parapro Assessment was calculated on examinees from all educational levels.

— 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 2008–2009,

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.