

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 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.

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. 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 examinees. 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.

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 or practice test, my raw points should convert to a different score. Was my test incorrectly scored?

A The conversion tables in *The Praxis Series* study materials are for those sample tests only. Each edition of a test has its own conversion table which is somewhat different from the one in the practice test or 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, District of Columbia, Georgia, Hawaii, Idaho, Indiana, 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, 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 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 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 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. *Tests at a Glance* are available to download at www.ets.org/praxis, and include content outlines and sample questions. Study guides and Practice Tests are also available for many of the tests. The study guides include content outlines, information on the types of questions found on the test, test-taking strategies, study topics with sample questions, and practice questions with correct answers and detailed rationales. The practice tests are full-length tests that were retired by ETS after being used in actual test administrations. Each practice test includes correct answers, scoring instructions, and score conversion tables to help test takers get an idea of how they may score on the 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. A list of tests that have ROE target scores can be found on the Web at www.ets.org/praxis.

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.

Test Name	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	920	570	530 - 620	29	0
Agriculture (0900)	250 - 990	10	42	740	700 - 770	30	0
Agriculture (0780)	250 - 990	10	69	660	610 - 710	33	0
Art Making (0131)	100 - 200	1	2029	162	155 - 169	q	5.3
Art: Content and Analysis (0135)	100 - 200	1	f	f	f	f	f
Art: Content Knowledge (0133)	100 - 200	1	9792	171	163 - 180	4.6	0
Art: Content Knowledge (0134)	100 - 200	1	f	f	f	f	f
Audiology (0341)	100 - 200	1	f	f	f	f	f
Biology and General Science (0030)	250 - 990	10	1049	640	580 - 700	19	0
Biology: Content Essays (0233)	100 - 200	1	787	150	144 - 157	0	3.2
Biology: Content Knowledge (0235)	100 - 200	1	13694	162	152 - 173	4.4	0
Biology: Content Knowledge, Part 1 (0231)	100 - 200	1	297	163	152 - 175	6.1	0
Braille Proficiency (0631)	100 - 200	1	f	f	f	f	f
Business Education (0100)	250 - 990	10	6717	650	620 - 680	19	0
Business Education: Content Knowledge (0101)	100 - 200	1	1620	175	166 - 182	4.8	0
Chemistry, Physics, and General Science (0070)	250 - 990	10	597	580	530 - 650	26	0
Chemistry: Content Essays (0242)	100 - 200	5	287	155	145 - 165	q	4.3
Chemistry: Content Knowledge (0245)	100 - 200	1	5873	159	147 - 172	6.3	0
Chinese (Mandarin): World Language (5665)	100 - 200	1	f	f	f	f	f
Citizenship Education: Content Knowledge (5087)	100 - 200	1	f	f	f	f	f
Citizenship Education: Content Knowledge (0087)	100 - 200	1	345	164	154 - 176	5	0
Communication (0800)	250 - 990	10	382	735	670 - 790	35	0
Cooperative Education (0810)	250 - 990	10	110	820	780 - 850	29	0
Driver Education (0867)	100 - 200	1	172	175	168 - 182	4.8	0
Early Childhood Education (0020)	250 - 990	10	3740	650	600 - 690	23	0
Early Childhood: Content Knowledge (0022)	100 - 200	1	12063	176	168 - 183	4.2	0
Early Childhood: Content Knowledge (5022)	100 - 200	1	f	f	f	f	f
Earth and Space Sciences: Content Knowledge (0571)	100 - 200	1	3602	163	151 - 175	5.4	0
Economics (0910)	250 - 990	10	559	560	490 - 640	38	0
Education of Deaf and Hard of Hearing Students (0271)	100 - 200	1	460	172	165 - 178	6.7	3.3
Education of Exceptional Students: Core Content Knowledge (0353)	100 - 200	1	29536	174	165 - 183	7.3	0
Education of Exceptional Students: Learning Disabilities (0382)	100 - 200	1	511	170	161 - 179	8.7	1.5
Education of Exceptional Students: Mild to Moderate Disabilities (0542)	100 - 200	1	11506	180	172 - 186	q	2.6
Education of Exceptional Students: Severe to Profound Disabilities (0544)	100 - 200	1	1331	170	158 - 177	q	4.4
Education of Young Children (0021)	100 - 200	1	12998	184	176 - 190	6.1	3
Education of Young Children (5021)	100 - 200	1	f	f	f	f	f
Educational Leadership: Administration and Supervision (0411)	100 - 200	1	3347	167	158 - 176	6	0
Elementary Education Multiple Subjects (5031)	100 - 200	1	f	f	f	f	f
Elementary Education Multiple Subjects: English Language Arts Subtest (5032)	100 - 200	1	f	f	f	f	f
Elementary Education Multiple Subjects: Mathematics Subtest (5033)	100 - 200	1	f	f	f	f	f
Elementary Education Multiple Subjects: Science Subtest (5035)	100 - 200	1	f	f	f	f	f

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Elementary Education Multiple Subjects: Social Studies Subtest (5034)	100 - 200	1	f	f	f	f	f
Elementary Education: Content Area Exercises (0012)	100 - 200	1	22577	157	152 - 163	q	4.1
Elementary Education: Content Knowledge (0014)	100 - 200	1	82608	164	152 - 177	5.6	0
Elementary Education: Content Knowledge (5014)	100 - 200	1	13058	165	151 - 178	i	0
Elementary Education: Curriculum, Instruction, and Assessment (0011)	100 - 200	1	60374	177	168 - 185	6.5	0
Elementary Education: Curriculum, Instruction, and Assessment (5011)	100 - 200	1	8367	174	163 - 183	i	0
Elementary Education: Instructional Practice and Applications (5015)	100 - 200	1	f	f	f	f	f
English Language, Literature, and Composition: Content and Analysis (0044)	100 - 200	1	f	f	f	f	f
English Language, Literature, and Composition: Content and Analysis (5044)	100 - 200	1	f	f	f	f	f
English Language, Literature, and Composition: Content Knowledge (0041)	100 - 200	1	36044	177	166 - 188	4.8	0
English Lanugage, Literature, and Composition: Content Knowledge (5041)	100 - 200	1	f	f	f	f	f
English Language, Literature, and Composition: Essays (0042)	100 - 200	5	4710	160	150 - 165	q	3.5
English Language, Literature, and Composition: Pedagogy (0043)	100 - 200	5	6045	155	145 - 165	q	4
English to Speakers of Other Languages (0361)	100 - 200	1	2214	159	149 - 169	5.2	0
Environmental Education (0830)	250 - 990	10	309	720	660 - 770	39	0
Family and Consumer Sciences (0121)	100 - 200	1	3337	171	163 - 177	4.7	0
French: Content Knowledge (0173)	100 - 200	1	1612	179	165 - 193	4.4	0
French: World Language (5174)	100 - 200	1	458	168	155 - 183	5.2	c
Fundamental Subjects: Content Knowledge (5511)	100 - 200	1	f	f	f	f	f
Fundamental Subjects: Content Knowledge (0511)	100 - 200	1	26014	175	163 - 185	5.4	0
General Science: Content Essays (0433)	100 - 200	5	697	150	130 - 155	q	3.1
General Science: Content Knowledge (0435)	100 - 200	1	9183	166	153 - 179	5.3	0
General Science: Content Knowledge, Part 1 (0431)	100 - 200	1	600	165	153 - 175	6.7	0
General Science: Content Knowledge, Part 2 (0432)	100 - 200	1	237	159	150 - 169	7.1	0
Geography (0921)	100 - 200	1	f	f	f	f	f
German: Content Knowledge (0181)	100 - 200	1	500	182	166 - 195	4.7	0
German: World Language (5183)	100 - 200		132	175	159 - 192	i	i
Gifted Education (0357)	100 - 200	1	550	162	156 - 168	5	0
Government/Political Science (0930)	250 - 990	10	973	700	620 - 760	27	0
Health and Physical Education: Content Knowledge (0856)	100 - 200	1	5824	163	156 - 170	4.8	0
Health and Physical Education: Content Knowledge (5856)	100 - 200	1	f	f	f	f	f
Health Education (0550)	250 - 990	10	6593	690	650 - 740	28	0
Health Education (5550)	100 - 200	1	f	f	f	f	f
Instructional Facilitator (1031)	100 - 200	1	f	f	f	f	f
Interdisciplinary Early Childhood Education (0023)	100 - 200	1	493	178	171 - 184	5.6	0
Interdisciplinary Early Childhood Education (5023)	100 - 200	1	f	f	f	f	f
Kentucky Specialty Test of Instructional and Administrative Practices (1015)	100 - 200	1	f	f	f	f	f
Latin (0600)	250 - 990	10	242	740	660 - 850	35	0
Library Media Specialist (0311)	100 - 200	1	3340	166	157 - 174	4.7	0

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Life Science: Pedagogy (0234)	100 - 200	1	1341	156	149 - 159	q	2
Marketing Education (0561)	100 - 200	1	1140	173	162 - 181	5.6	0
Mathematics: Content Knowledge (0061)	100 - 200	1	27223	145	129 - 160	7.6	0
Mathematics: Content Knowledge (5061)	100 - 200	1	f	f	f	f	f
Mathematics: Pedagogy (0065)	100 - 200	5	3600	145	130 - 160	q	6.4
Mathematics: Proofs, Models, and Problems, Part 1 (0063)	100 - 200	1	3033	165	151 - 181	q	2.5
Middle School English Language Arts (0049)	100 - 200	1	18483	174	163 - 185	7.3	2.3
Middle School English Language Arts (5049)	100 - 200	1	f	f	f	f	f
Middle School Mathematics (0069)	100 - 200	1	29642	164	152 - 177	7	1.2
Middle School Multiple Subjects (5141)	100 - 200	1	f	f	f	f	f
Middle School Multiple Subjects: English Subtest (5142)	100 - 200	1	f	f	f	f	f
Middle School Multiple Subjects: Mathematics Subtest (5143)	100 - 200	1	f	f	f	f	f
Middle School Multiple Subjects: Science Subtest (5145)	100 - 200	1	f	f	f	f	f
Middle School Multiple Subjects: Social Studies Subtest (5144)	100 - 200	1	f	f	f	f	f
Middle School Science (0439)	100 - 200	1	13366	158	147 - 171	6	2.2
Middle School Social Studies (0089)	100 - 200	1	12458	166	154 - 179	6.3	2.4
Middle School Social Studies (5089)	100 - 200	1	f	f	f	f	f
Middle School: Content Knowledge (0146)	100 - 200	1	10957	162	151 - 174	5.6	0
Music: Analysis (0112)	100 - 200	1	910	173	164 - 179	q	0.8
Music: Concepts and Processes (0111)	100 - 200	5	2583	155	150 - 165	q	2
Music: Content Knowledge (0113)	100 - 200	1	10675	167	158 - 175	5.3	0
ParaPro Assessment (0755)	420 - 480	1	13966	470	460 - 477	3.4	0
ParaPro Assessment (1755)	420 - 480	1	47920	470	462 - 477	3.2	0
Pennsylvania Grades 4-8 Core Assessment (5152)	100 - 200	1	f	f	f	f	f
Pennsylvania Grades 4-8 Core Assessment: English Language Arts and Social Studies (5154)	100 - 200	1	f	f	f	f	f
Pennsylvania Grades 4-8 Core Assessment: Mathematics and Science (5155)	100 - 200	1	f	f	f	f	f
Pennsylvania Grades 4-8 Core Assessment: Pedagogy (5153)	100 - 200	1	f	f	f	f	f
Pennsylvania Grades 4-8 Subject Concentration: English Language Arts (5156)	100 - 200	1	f	f	f	f	f
Pennsylvania Grades 4-8 Subject Concentration: Social Studies (5157)	100 - 200	1	f	f	f	f	f
Pennsylvania Grades 4-8 Subject Concentration: Mathematics (5158)	100 - 200	1	f	f	f	f	f
Pennsylvania Grades 4-8 Subject Concentration: Science (5159)	100 - 200	1	f	f	f	f	f
Physical Education: Content and Design (0095)	100 - 200	1	f	f	f	f	f
Physical Education: Content and Design (5095)	100 - 200	1	f	f	f	f	f
Physical Education: Content Knowledge (0091)	100 - 200	1	14427	156	150 - 161	4.1	0
Physical Education: Content Knowledge (5091)	100 - 200	1	f	f	f	f	f
Physical Education: Movement Forms - Analysis and Design (0092)	100 - 200	1	2739	161	157 - 165	q	2.1
Physical Science: Content Knowledge (0481)	100 - 200	1	1045	164	152 - 178	6.3	0
Physical Science: Pedagogy (0483)	100 - 200	1	865	162	152 - 171	q	4.5
Physics: Content Essays (0262)	100 - 200	5	170	165	150 - 180	q	8.1
Physics: Content Knowledge (0265)	100 - 200	1	3108	149	133 - 164	6.3	0

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Pre-Kindergarten Education (0531)	100 - 200	1	f	f	f	f	f
Pre-Kindergarten Education (5531)	100 - 200	1	f	f	f	f	f
Pre-Professional Skills Test: Mathematics (0730)	150 - 190	1	54339	179	173 - 183	2.8	0
Pre-Professional Skills Test: Mathematics (5730)	150 - 190	1	98228	178	174 - 183	2.5	0
Pre-Professional Skills Test: Reading (0710)	150 - 190	1	54633	178	174 - 181	2.4	0
Pre-Professional Skills Test: Reading (5710)	150 - 190	1	99183	178	174 - 181	2.5	0
Pre-Professional Skills Test: Writing (0720)	150 - 190	1	54232	175	173 - 178	2.4	0.3
Pre-Professional Skills Test: Writing (5720)	150 - 190	1	96869	175	173 - 178	2.8	0.3
Principles of Learning and Teaching: Early Childhood (0521)	100 - 200	1	14781	184	175 - 191	7.2	1.8
Principles of Learning and Teaching: Early Childhood (0621)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Early Childhood (5621)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Grades K-6 (0522)	100 - 200	1	43816	175	168 - 182	7.4	1.7
Principles of Learning and Teaching: Grades K-6 (0622)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Grades K-6 (5622)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Grades 5-9 (0523)	100 - 200	1	13098	172	165 - 178	7.3	1.9
Principles of Learning and Teaching: Grades 5-9 (0623)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Grades 5-9 (5623)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Grades 7-12 (0524)	100 - 200	1	45131	173	166 - 180	6.2	1.5
Principles of Learning and Teaching: Grades 7-12 (0624)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Grades 7-12 (5624)	100 - 200	1	f	f	f	f	f
Psychology (0390)	250 - 990	10	404	690	610 - 770	34	0
Reading Across the Curriculum: Elementary (0201)	100 - 200	1	8301	168	160 - 177	6.6	3
Reading Across the Curriculum: Elementary (5201)	100 - 200	1	f	f	f	f	f
Reading for Virginia Educators: Elementary and Special Education (0306)	100 - 200	1	f	f	f	f	f
Reading for Virginia Educators: Elementary and Special Education (5306)	100 - 200	1	618	164	149 - 177	5.7	1.6
Reading for Virginia Educators: Reading Specialist (0304)	100 - 200	1	f	f	f	f	f
Reading for Virginia Educators: Reading Specialist (5304)	100 - 200	1	160	171.5	158 - 181	5.9	0.2
Reading Specialist (0300)	250 - 990	10	13755	580	520 - 630	27	0
Safety/Driver Education (0860)	250 - 990	10	246	580	520 - 620	41	0
School Guidance and Counseling (0420)	250 - 990	10	11545	660	620 - 700	24	0
School Psychologist (0401)	100 - 200	1	7297	174	168 - 179	3.4	0
School Social Worker: Content Knowledge (0211)	100 - 200	1	250	179	174 - 184	5.7	0
Social Sciences: Content Knowledge (0951)	100 - 200	1	285	155	147 - 166	5.5	0
Social Studies: Content and Interpretation (0086)	100 - 200	1	f	f	f	f	f
Social Studies: Content and Interpretation (5086)	100 - 200	1	f	f	f	f	f
Social Studies: Content Knowledge (0081)	100 - 200	1	30601	167	157 - 177	4.7	0
Social Studies: Content Knowledge (5081)	100 - 200	1	f	f	f	f	f
Social Studies: Interpretation of Materials (0083)	100 - 200	1	2833	166	160 - 172	q	3.5
Social Studies: Pedagogy (0084)	100 - 200	1	2299	174	165 - 184	q	3.3
Sociology (0950)	250 - 990	10	143	700	640 - 740	32	0
Spanish: Content Knowledge (0191)	100 - 200	1	7834	176	163 - 187	4.8	0

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Spanish: World Language (5195)	100 - 200	1	1983	171	153 - 184	5.4	2.7
Special Education: Application of Core Principles Across Categories of Disability (0352)	100 - 200	1	5394	149	141 - 158	7.7	0
Special Education: Core Knowledge and Applications (0354)	100 - 200	1	8099	173	164 - 181	5.2	0
Special Education: Core Knowledge and Mild to Moderate Applications (0543)	100 - 200	1	3358	171	162 - 179	5.6	2.3
Special Education: Core Knowledge and Mild to Moderate Applications (5543)	100 - 200	1	f	f	f	f	f
Special Education: Core Knowledge and Severe to Profound Applications (0545)	100 - 200	1	458	176	169 - 183	5.5	2.3
Special Education: Core Knowledge and Severe to Profound Applications (5545)	100 - 200	1	f	f	f	f	f
Special Education: Preschool/Early Childhood (0690)	250 - 990	10	2341	630	590 - 670	31	0
Special Education: Teaching Speech to Students with Language Impairments (0881)	100 - 200	1	f	f	f	f	f
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371)	100 - 200	1	796	165	154 - 174	8.9	0
Special Education: Teaching Students with Learning Disabilities (0381)	100 - 200	1	362	154	140 - 167	7.3	0
Special Education: Teaching Students with Mental Retardation (0321)	100 - 200	1	310	157	147 - 169	8.7	0
Special Education: Teaching Students with Visual Impairments (0281)	100 - 200	1	80	166.5	157 - 178	i	0
Speech Communication Content Knowledge (0221)	100 - 200	1	514	161	152 - 169	4.9	0
Speech-Language Pathology (0330)	250 - 990	10	20563	680	640 - 720	25	0
Teaching Foundations: English (0048)	100 - 200	1	110	189	184 - 195	6.3	1.6
Teaching Foundations: Mathematics (0068)	100 - 200	1	172	188	177 - 195	6.8	1.8
Teaching Foundations: Multiple Subjects (0528)	100 - 200	1	351	179	170 - 186	5.3	0.8
Teaching Foundations: Science (0438)	100 - 200	1	161	184	177 - 192	6.4	2.8
Teaching Reading (0204)	100 - 200	1	1786	171	164 - 179	5.9	2.9
Teaching Reading (5204)	100 - 200	1	f	f	f	f	f
Technology Education (0050)	250 - 990	10	2039	650	610 - 680	16	0
Technology Education (0051)	100 - 200	1	f	f	f	f	f
Theatre (0640)	250 - 990	10	1053	690	630 - 750	35	0
Vocational General Knowledge (0890)	250 - 990	10	128	670	600 - 730	40	0
World and U.S. History: Content Knowledge (0941)	100 - 200	1	3746	159	147 - 170	5	0
World Languages Pedagogy (0841)	100 - 200	1	176	184	171 - 191	7.1	2.4

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 August 1, 2008, and June 30, 2011, 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 were calculated on college freshmen, sophomores, and juniors. The Median and Average Performance Range for the ParaPro Assessment were 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 the 2011–12 testing year.

c = The first administration of the 5174 French: World Language test was consensus scored. SES cannot be calculated for a consensus scored test.

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.

f = New test. Data not yet available.

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