

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.

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, 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 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	899	570	530 - 610	29	0
Agriculture (CA) (0900)	250 - 990	10	42	740	700 - 770	30	0
Agriculture (PA) (0780)	250 - 990	10	75	650	610 - 720	33	0
Art: Content and Analysis (0135)	100 - 200	1	545	167	158 - 175	5.7	2.5
Art: Content Knowledge (0133)	100 - 200	1	7140	170.5	162 - 180	4.8	0
Art: Content Knowledge (0134)	100 - 200	1	1371	164	156 - 174	5.7	0
Art: Content Knowledge (5134)	100 - 200	1	f	f	f	f	f
Audiology (0341)	250 - 990	10	513	680	600 - 750	45	0
Audiology (0342)	100 - 200	1	f	f	f	f	f
Biology and General Science (0030)	250 - 990	10	984	650	590 - 710	19	0
Biology: Content Essays (0233)	100 - 200	1	758	150	144 - 158	q	3.2
Biology: Content Knowledge (0235)	100 - 200	1	12680	162	152 - 173	4.4	0
Biology: Content Knowledge (5235)	100 - 200	1	i	i	i	i	i
Biology: Content Knowledge, Part 1 (0231)	100 - 200	1	203	159	149 - 169	6.4	0
Braille Proficiency (0631)	100 - 200	1	i	i	i	i	i
Business Education: Content Knowledge (0101)	100 - 200	1	3466	174	165 - 182	4.9	0
Business Education: Content Knowledge (5101)	100 - 200	1	i	i	i	i	i
Chemistry, Physics, and General Science (0070)	250 - 990	10	575	570	520 - 630	26	0
Chemistry: Content Essays (0242)	100 - 200	5	273	155	145 - 165	q	4.3
Chemistry: Content Knowledge (0245)	100 - 200	1	5652	159	146 - 172	6.3	0
Chemistry: Content Knowledge (5245)	100 - 200	1	i	i	i	i	i
Chinese (Mandarin): World Language (5665)	100 - 200	1	f	f	f	f	f
Citizenship Education: Content Knowledge (0087)	100 - 200	1	294	165	155 - 176	5	0
Citizenship Education: Content Knowledge (5087)	100 - 200	1	i	i	i	i	i
Communication (0800)	250 - 990	10	351	730	670 - 790	35	0
Cooperative Education (0811)	100 - 200	1	f	f	f	f	f
Driver Education (0867)	100 - 200	1	192	174	167 - 179	4.6	0
Early Childhood Education (0020)	250 - 990	10	3643	640	600 - 680	23	0
Early Childhood: Content Knowledge (0022)	100 - 200	1	10445	176	168 - 183	4.2	0
Early Childhood: Content Knowledge (5022)	100 - 200	1	481	178	171 - 183	4.2	0
Earth and Space Sciences: Content Knowledge (0571)	100 - 200	1	3488	163	151 - 173	5.4	0
Earth and Space Sciences: Content Knowledge (5571)	100 - 200	1	i	i	i	i	i
Economics (0910)	250 - 990	10	695	560	490 - 630	37.3	0
Economics (0911)	100 - 200	1	f	f	f	f	f
Ed Leadership: Administration and Supervision (0411)	100 - 200	1	7042	167	158 - 176	6	0
Ed Leadership: Administration and Supervision (5411)	100 - 200	1	i	i	i	i	i
Education of Deaf and Hard of Hearing Students (0271)	100 - 200	1	454	173	167 - 179	6.7	3.3
Education of Young Children (0021)	100 - 200	1	12166	184	176 - 190	6.2	2.1
Education of Young Children (5021)	100 - 200	1	385	183	176 - 192	i	i
Elementary Education: Content Knowledge (0014)	100 - 200	1	60905	164	151 - 177	5.6	0
Elementary Education: Content Knowledge (5014)	100 - 200	1	27466	166	153 - 178	5.6	0
Elementary Education: Curriculum, Instruction, and Assessment (0011)	100 - 200	1	46203	177	168 - 185	6.8	0
Elementary Education: Curriculum, Instruction, and Assessment (5011)	100 - 200	1	17306	175	166 - 184	6.8	0
Elementary Education: Instructional Practice and Applications (5015)	100 - 200	1	3770	176	167 - 183	5.2	1.5
Elementary Education Multiple Subjects (5031)	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: Reading & Lang Arts Subtest (5032)	100 - 200	1	287	180	172 - 189	6.3	0
Elementary Education Multiple Subjects: Mathematics Subtest (5033)	100 - 200	1	286	168	153 - 179	8.9	0
Elementary Education Multiple Subjects: Science Subtest (5035)	100 - 200	1	287	170	156 - 179	7.9	0
Elementary Education Multiple Subjects: Social Studies Subtest (5034)	100 - 200	1	287	167	155 - 179	7.6	0
English Language, Literature, and Comp.: Content Knowledge (0041)	100 - 200	1	32446	177	165 - 188	4.8	0
English Language, Literature, and Comp.: Content Knowledge (5041)	100 - 200	1	323	177	165 - 188	4.8	0
English Language, Literature, and Comp.: Pedagogy (0043)	100 - 200	5	5540	155	145 - 165	q	4
English Language, Literature, and Composition: Content and Analysis (0044)	100 - 200	1	1211	178	168 - 187	5.3	1.3
English Language, Literature, and Composition: Content and Analysis (5044)	100 - 200	1	119	176	165 - 185	i	i
English to Speakers of Other Languages (0361)	100 - 200	1	5655	159	149 - 168	5.2	0
Environmental Education (0831)	100 - 200	1	f	f	f	f	f
Family and Consumer Sciences (0121)	100 - 200	1	3297	171	163 - 177	4.7	0
Family and Consumer Sciences (5121)	100 - 200	1	i	i	i	i	i
French: World Language (5174)	100 - 200	1	882	170	156 - 184	5.2	c
Fundamental Subjects: Content Knowledge (0511)	100 - 200	1	24186	174	163 - 185	5.4	0
Fundamental Subjects: Content Knowledge (5511)	100 - 200	1	197	177	164 - 185	5.4	0
General Science: Content Essays (0433)	100 - 200	5	658	145	130 - 155	q	3.1
General Science: Content Knowledge (0435)	100 - 200	1	8504	165	153 - 178	5.3	0
General Science: Content Knowledge (5435)	100 - 200	1	i	i	i	i	i
General Science: Content Knowledge, Part 2 (0432)	100 - 200	1	174	158	149 - 167	7.1	0
Geography (0921)	100 - 200	1	226	170.5	160 - 181	5.5	0
German: World Language (5183)	100 - 200	1	269	178	158 - 192	4.8	0.5
Gifted Education (0357)	100 - 200	1	992	161	155 - 169	4.8	0
Governmental/Political Science (0930)	250 - 990	10	1128	700	620 - 760	27	0
Governmental/Political Science (0931)	100 - 200	1	f	f	f	f	f
Health & Physical Education: Content Knowledge (0856)	100 - 200	1	5523	163	156 - 169	4.8	0
Health & Physical Education: Content Knowledge (5856)	100 - 200	1	i	i	i	i	i
Health Education (0550)	250 - 990	10	6329	690	650 - 730	28	0
Health Education (5550)	250 - 990	10	152	710	650 - 750	28	0
Interdisciplinary Early Childhood Education (0023)	100 - 200	1	538	179	172 - 184	4.9	0
Interdisciplinary Early Childhood Education (5023)	100 - 200	1	12	180.5	172 - 189	4.9	0
Journalism (0223)	100 - 200	1	f	f	f	f	f
Latin (0601)	100 - 200	1	f	f	f	f	f
Library Media Specialist (0311)	100 - 200	1	4794	166	157 - 174	4.7	0
Library Media Specialist (5311)	100 - 200	1	i	i	i	i	i
Life Science: Pedagogy (0234)	100 - 200	1	1138	155	149 - 156	q	2
Marketing Education (0561)	100 - 200	1	1187	172	162 - 180	5.6	0
Mathematics: Content Knowledge (0061)	100 - 200	1	25752	145	130 - 160	7.6	0
Mathematics: Content Knowledge (5061)	100 - 200	1	519	135	119 - 155	7.6	0
Mathematics: Pedagogy (0065)	100 - 200	5	3130	145	130 - 160	q	6.4

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Mathematics: Proofs, Models, and Problems, Part 1 (0063)	100 - 200	1	2820	165	151 - 182	q	2.8
Middle School English Language Arts (0049)	100 - 200	1	16787	175	163 - 185	7.3	2.3
Middle School English Language Arts (5049)	100 - 200	1	809	175	165 - 185	i	i
Middle School Mathematics (0069)	100 - 200	1	27675	164	152 - 177	7	1.2
Middle School Science (0439)	100 - 200	1	12643	158	148 - 171	6	2.2
Middle School Social Studies (0089)	100 - 200	1	10946	165	154 - 178	6.3	2.4
Middle School Social Studies (5089)	100 - 200	1	517	168	156 - 180	i	i
Middle School: Content Knowledge (0146)	100 - 200	1	10078	162	151 - 174	5.8	0
Middle School: Content Knowledge (5146)	100 - 200	1	672	163	151 - 175	5.8	0
Middle School: Multiple Subjects (5141)	100 - 200	1	f	f	f	f	f
Middle School: Multiple Subjects: English Language Arts Subtest (5142)	100 - 200	1	233	172	160 - 179	7.3	0
Middle School: Multiple Subjects: Mathematics Subtest (5143)	100 - 200	1	233	134	124 - 150	9.6	0
Middle School: Multiple Subjects: Science Subtest (5145)	100 - 200	1	233	143	131 - 152	7.8	0
Middle School: Multiple Subjects: Social Studies Subtest (5144)	100 - 200	1	233	143	127 - 156	7.4	0
Music: Analysis (0112)	100 - 200	1	726	171	162 - 179	q	0.8
Music: Concepts and Processes (0111)	100 - 200	5	2494	155	150 - 165	q	2
Music: Content and Instruction (0114)	100 - 200	1	f	f	f	f	f
Music: Content Knowledge (0113)	100 - 200	1	10106	167	159 - 175	5.6	0
Music: Content Knowledge (5113)	100 - 200	1	f	f	f	f	f
ParaPro Assessment (0755)	420 - 480	1	12344	470	460 - 477	3.4	0
ParaPro Assessment (1755)	420 - 480	1	53212	470	462 - 476	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 Lang Arts & Social Studies (5154)	100 - 200	1	27	171	157 - 181	i	i
Pennsylvania Grades 4-8 Core Assessment: Mathematics and Science (5155)	100 - 200	1	27	174	155 - 186	i	i
Pennsylvania Grades 4-8 Core Assessment: Pedagogy (5153)	100 - 200	1	27	171	164 - 179	i	i
Pennsylvania Grades 4-8 Subject Concentration: English Language Arts (5156)	100 - 200	1	26	172	158 - 182	i	i
Pennsylvania Grades 4-8 Subject Concentration: Mathematics (5158)	100 - 200	1	31	156	136 - 173	i	i
Pennsylvania Grades 4-8 Subject Concentration: Science (5159)	100 - 200	1	26	160.5	150 - 175	i	i
Pennsylvania Grades 4-8 Subject Concentration: Social Studies (5157)	100 - 200	1	i	i	i	i	i
Physical Ed.: Movement Forms - Analysis/Design (0092)	100 - 200	1	2016	161	157 - 164	q	2.1
Physical Education: Content and Design (0095)	100 - 200	1	1044	169	161 - 176	5.4	1
Physical Education: Content and Design (5095)	100 - 200	1	f	f	f	f	f
Physical Education: Content Knowledge (0091)	100 - 200	1	12917	155	150 - 161	4.1	0
Physical Education: Content Knowledge (5091)	100 - 200	1	i	i	i	i	i
Physical Science: Content Knowledge (0481)	100 - 200	1	1065	164	152 - 177	6.3	0
Physical Science: Pedagogy (0483)	100 - 200	1	765	158	150 - 167	q	4.5
Physics: Content Essays (0262)	100 - 200	5	169	160	145 - 180	q	8.1
Physics: Content Knowledge (CT) (0265)	100 - 200	1	3113	148	132 - 163	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
Physics: Content Knowledge (CT) (5265)	100 - 200	1	i	i	i	i	i
Pre-Kindergarten Education (0531)	100 - 200	1	101	182	170 - 187	5.7	0
Pre-Kindergarten Education (5531)	100 - 200	1	19	180	169 - 189	5.7	0
Pre-Professional Skills Test: Mathematics (0730)	150 - 190	1	49883	178	173 - 183	2.7	0
Pre-Professional Skills Test: Mathematics (5730)	150 - 190	1	87220	178	174 - 182	2.5	0
Pre-Professional Skills Test: Reading (0710)	150 - 190	1	49792	178	174 - 181	2.4	0
Pre-Professional Skills Test: Reading (5710)	150 - 190	1	87311	178	174 - 181	2.5	0
Pre-Professional Skills Test: Writing (0720)	150 - 190	1	49546	175	173 - 178	2.4	1
Pre-Professional Skills Test: Writing (5720)	150 - 190	1	85816	175	173 - 178	2.8	0.9
Principles of Learning and Teaching: 5-9 (0623)	100 - 200	1	1718	173	165 - 180	5.6	2.3
Principles of Learning and Teaching: 5-9 (5623)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: 7-12 (0624)	100 - 200	1	8015	172	163 - 180	5.9	2.3
Principles of Learning and Teaching: 7-12 (5624)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: Early Childhood (0621)	100 - 200	1	2380	169	161 - 176	6.1	2.3
Principles of Learning and Teaching: Early Childhood (5621)	100 - 200	1	f	f	f	f	f
Principles of Learning and Teaching: K-6 (0622)	100 - 200	1	8408	174	166 - 181	5.6	2.1
Principles of Learning and Teaching: K-6 (5622)	100 - 200	1	f	f	f	f	f
Professional School Counselor (0421)	100 - 200	1	f	f	f	f	f
Professional School Counselor (5421)	100 - 200	1	f	f	f	f	f
Psychology (0390)	250 - 990	10	441	680	590 - 770	33	0
Reading Across the Curriculum: Elementary (0201)	100 - 200	1	7796	168	160 - 176	6.5	2.9
Reading Across the Curriculum: Elementary (5201)	100 - 200	1	558	168	159 - 176	i	i
Reading for Virginia Educators: Elementary and Special Education (0306)	100 - 200	1	464	172	161 - 181	i	i
Reading for Virginia Educators: Elementary and Special Education (5306)	100 - 200	1	2921	172	162 - 183	5.6	1.7
Reading for Virginia Educators: Reading Specialist (0304)	100 - 200	1	77	179	168 - 187	i	i
Reading for Virginia Educators: Reading Specialist (5304)	100 - 200	1	348	177	166 - 187	6.2	0.3
Reading Specialist (0300)	250 - 990	10	12412	580	520 - 630	27.4	0
Reading Specialist (5301)	100 - 200	1	f	f	f	f	f
Safety/Driver Education (0860)	250 - 990	10	222	570	530 - 610	41	0
School Guidance and Counseling (0420)	250 - 990	10	11097	660	620 - 700	24	0
School Psychologist (0401)	100 - 200	1	7229	174	168 - 179	3.4	0
School Social Worker: Content Knowledge (0211)	100 - 200	1	223	179	172 - 184	5.2	0
Social Sciences: Content Knowledge (0951)	100 - 200	1	211	155	147 - 166	5.5	0
Social Studies Content and Interpretation (0086)	100 - 200	1	1027	158	144 - 170	5.9	2.2
Social Studies Content and Interpretation (5086)	100 - 200	1	148	152	139 - 165	i	i
Social Studies: Content Knowledge (0081)	100 - 200	1	27060	167	158 - 177	4.7	0
Social Studies: Content Knowledge (5081)	100 - 200	1	272	164	154 - 179	4.7	0
Sociology (0950)	250 - 990	10	172	700	640 - 750	27	0
Spanish: World Language (5195)	100 - 200	1	3849	174	157 - 185	5.5	2.6
Special Ed: Core Knowledge and Severe to Profound Applications (0545)	100 - 200	1	945	176	169 - 183	5.5	2.3
Special Ed: Core Knowledge and Severe to Profound Applications (5545)	100 - 200	1	42	178	170 - 183	i	i
Special Ed: Core Knowledge and Mild to Moderate Applications (0543)	100 - 200	1	7299	171	163 - 179	5.5	2.3

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Special Ed: Core Knowledge and Mild to Moderate Applications (5543)	100 - 200	1	404	172	163 - 179	i	i
Special Ed: Teaching Speech to Students with Language Impairments (0881)	100 - 200	1	75	166	156 - 175	i	i
Special Education: Core Knowledge and Applications (0354)	100 - 200	1	15416	173	165 - 181	5.1	0
Special Education: Core Knowledge and Applications (5354)	100 - 200	1	620	175.5	167 - 182	5.1	0
Special Education: Education of Deaf and Hard of Hearing Students (0272)	100 - 200	1	f	f	f	f	f
Special Education: Preschool/Early Childhood (0690)	250 - 990	10	2474	630	580 - 670	31	0
Special Education: Preschool/Early Childhood (0691)	100 - 200	1	f	f	f	f	f
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371)	100 - 200	1	943	167	156 - 175	8.9	0
Special Education: Teaching Students with Learning Disabilities (0383)	100 - 200	1	f	f	f	f	f
Special Education: Teaching Students with Mental Retardation (0321)	100 - 200	1	289	159	147 - 170	8.7	0
Special Education: Teaching Students with Visual Impairments (0282)	100 - 200	1	f	f	f	f	f
Speech - Language Pathology (0330)	250 - 990	10	20785	680	640 - 720	25	0
Speech - Language Pathology (5330)	250 - 990	10	f	f	f	f	f
Speech Communication Content Knowledge (0221)	100 - 200	1	798	161	153 - 170	4.7	0
Teaching Foundations: English (0048)	100 - 200	1	73	188	183 - 194	6.3	1.6
Teaching Foundations: Mathematics (0068)	100 - 200	1	150	188	177 - 195	6.8	1.8
Teaching Foundations: Multiple Subjects (0528)	100 - 200	1	311	176	167 - 183	5.3	0.8
Teaching Foundations: Science (0438)	100 - 200	1	139	182	176 - 188	6.4	2.8
Teaching Reading (0204)	100 - 200	1	3811	171	164 - 179	5.4	1.1
Teaching Reading (5204)	100 - 200	1	352	170	161 - 178	i	i
Teaching Students with Visual Impairments (0281)	100 - 200	1	187	169	159 - 179	5.3	0
Technology Education (0051)	100 - 200	1	504	181	171 - 189	5.1	0
Theatre (0641)	100 - 200	1	f	f	f	f	f
Vocational General Knowledge (0890)	250 - 990	10	111	700	600 - 780	40	0
World and U.S. History: Content Knowledge (0941)	100 - 200	1	3853	160	148 - 171	5	0
World and U.S. History: Content Knowledge (5941)	100 - 200	1	i	i	i	i	i
World Languages Pedagogy (0841)	100 - 200	1	339	184	171 - 190	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 2009 and July 2012, 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 2012–13 testing year.

c = 5174 French: World Language 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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