

Understanding Your *Praxis*[®] Scores

2021–2022

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

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

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

I How The *Praxis*[®] Tests Are Scored

Selected-Response (SR) Questions

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

Constructed-Response (CR) Questions

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

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

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

Mixed-Format Tests

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

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

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

Conversion of Raw Scores to Scaled Scores

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

A Word of Caution

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

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

II Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

III Frequently Asked Questions About *Praxis*® Scores

Q Did I pass?

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

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

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

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

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

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

Q Who receives a copy of my score report?

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

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

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

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

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

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

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

IV Summary Statistics

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

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Agriculture (5701)	100 - 200	1	969	168	159 - 176	5.2	0
Algebra I (5162)	100 - 200	1	1262	166	153 - 178	7.2	0
American Sign Language (0634)	100 - 200	1	30	160	150 - 170	i	i
Art: Content and Analysis (5135)	100 - 200	1	1990	165	157 - 172	5.8	2.3
Art: Content Knowledge (5134)	100 - 200	1	3522	165	158 - 173	5.5	0
Audiology (5342)	100 - 200	1	1549	178	173 - 184	5	0
Audiology (5343)	100 - 200	1	505	167	162 - 173	5.6	0
Biology: Content Knowledge (5235)	100 - 200	1	6948	163	153 - 174	4.3	0
Braille Proficiency (0633)	100 - 200	1	30	179	167 - 196	i	i
Business Education: Content Knowledge (5101)	100 - 200	1	4354	171	163 - 180	4.9	0
Chemistry: Content Knowledge (5245)	100 - 200	1	2742	160	149 - 173	5.6	0
Chinese (Mandarin): World Language (5665)	100 - 200	1	324	196	190 - 199	4.2	1.4
Citizenship Education: Content Knowledge (5087)	100 - 200	1	87	166	155 - 178	5.2	0
Communication and Literacy: Reading (5714)	100 - 200	2	f	f	f	f	f
Communication and Literacy: Writing (5724)	100 - 200	2	f	f	f	f	f
Computer Science (5652)	100 - 200	1	823	165	149 - 186	6.1	0
Core Academic Skills for Educators Mathematics (5733)	100 - 200	2	21806	168	154 - 182	7.7	0
Core Academic Skills for Educators Reading (5713)	100 - 200	2	18976	170	158 - 184	7.5	0
Core Academic Skills for Educators Writing (5723)	100 - 200	2	21477	164	154 - 170	6.3	1.9
Early Childhood Education (5025)	100 - 200	1	8414	171	160 - 181	5.5	0
Early Childhood: Math and Science (5028)	100 - 200	1	f	f	f	f	f
Early Childhood: Reading and Language Arts and Social Studies (5027)	100 - 200	1	f	f	f	f	f
Earth and Space Sciences: Content Knowledge (5571)	100 - 200	1	1532	163	152 - 175	5.2	0
Economics (5911)	100 - 200	1	293	155	141 - 167	6.2	0
Education of Young Children (5024)	100 - 200	1	5188	169	161 - 177	5.4	1.9
Educational Leadership: Administration and Supervision (5412)	100 - 200	1	7352	168	159 - 175	5.7	0
Elementary Education: Content Knowledge (5018)	100 - 200	1	7370	168	158 - 178	5.7	0
Elementary Education: Curriculum, Instruction, and Assessment (5017)	100 - 200	1	5823	170	161 - 178	5.9	0
Elementary Education: Math and Science (5008)	100 - 200	1	f	f	f	f	f
Elementary Education: Mathematics-CKT (7813)	100 - 200	1	8125	160	150 - 172	7.625	0
Elementary Education: Mathematics Subtest (5003)	100 - 200	1	42021	173	161 - 186	9.2	0
Elementary Education: Three Subject Bundle-Mathematics (5903)	100 - 200	1	856	164	146 - 179	9.2	0
Elementary Education: Reading and Language Arts-CKT (7812)	100 - 200	1	3310	170	161 - 178	6.775	0
Elementary Education: Reading and Language Arts Subtest (5002)	100 - 200	1	41972	170	161 - 179	6.8	0
Elementary Education: Reading, Language Arts and Social Studies (5007)	100 - 200	1	f	f	f	f	f

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Elementary Education: Science-CKT (7814)	100 - 200	1	3241	175	165 - 186	7.975	0
Elementary Education: Science Subtest (5005)	100 - 200	1	42299	169	161 - 179	7.9	0
Elementary Education: Three Subject Bundle-Science (5905)	100 - 200	1	875	164	152 - 174	7.9	0
Elementary Education: Social Studies-CKT (7815)	100 - 200	1	3406	172	164 - 182	7.33	0
Elementary Education: Social Studies Subtest (5004)	100 - 200	1	42508	165	157 - 177	7.9	0
Elementary Ed: Three Subject Bundle-Social Studies (5904)	100 - 200	1	858	160	148 - 171	7.9	0
English Language Arts: Content and Analysis (5039)	100 - 200	1	5919	174	168 - 181	4.7	2.2
English Language Arts: Content Knowledge (5038)	100 - 200	1	13387	179	171 - 186	4.7	0
English to Speakers of Other Languages (5362)	100 - 200	1	11989	177	168 - 185	5.2	0
Environmental Education (0831)	100 - 200	1	9	i	i	i	i
Family and Consumer Sciences (5122)	100 - 200	1	2492	163	156 - 170	4.8	0
French: World Language (5174)	100 - 200	1	803	172	159 - 183	5.2	2.4
Fundamental Subjects: Content Knowledge (5511)	100 - 200	1	4488	173	161 - 184	5.6	0
General Science: Content Knowledge (5435)	100 - 200	1	5397	161	150 - 177	5.4	0
Geography (5921)	100 - 200	1	157	175	164 - 187	5.1	0
Geometry (5163)	100 - 200	1	51	152	132 - 165	i	i
German: World Language (5183)	100 - 200	1	238	180	162 - 193	5.2	2.2
Gifted Education (5358)	100 - 200	1	1646	164	159 - 170	5	0
Government/Political Science (5931)	100 - 200	1	487	168	157 - 179	5.5	0
Health and Physical Education: Content Knowledge (5857)	100 - 200	1	5394	165	158 - 172	5.6	0
Health Education (5551)	100 - 200	1	2356	166	156 - 174	5.1	0
Interdisciplinary Early Childhood Education (5023)	100 - 200	1	695	181	174 - 186	4.6	0
Japanese: World Language (5661)	100 - 200	1	f	f	f	f	f
Journalism (5224)	100 - 200	1	f	f	f	f	f
Latin (5601)	100 - 200	1	103	180	160 - 199	5.1	0
Library Media Specialist (5311)	100 - 200	1	3142	164	157 - 172	4.5	0
Marketing Education (5561)	100 - 200	1	522	170	156 - 178	5.8	0
Mathematics (5165)	100 - 200	1	f	f	f	f	f
Mathematics: Content Knowledge (5161)	100 - 200	1	12763	157	136 - 169	7.2	0
Middle School English Language Arts (5047)	100 - 200	1	6254	164	153 - 171	5.7	2.3
Middle School Mathematics (5164)	100 - 200	1	f	f	f	f	f
Middle School Mathematics (5169)	100 - 200	1	11709	170	158 - 180	6.9	0
Middle School Science (5440)	100 - 200	1	5994	159	146 - 172	6.3	0
Middle School Science (5442)	100 - 200	1	359	156	141 - 176	5.9	0
Middle School Social Studies (5089)	100 - 200	1	4526	167	155 - 180	6.2	2.3
Middle School: Content Knowledge (5146)	100 - 200	1	788	159	148 - 172	6.2	0
Music Instrumental and General Knowledge (5115)	100 - 200	1	f	f	f	f	f
Music Vocal and General Knowledge (5116)	100 - 200	1	f	f	f	f	f
Music: Content and Instruction (5114)	100 - 200	1	2798	166	157 - 173	6	1.7

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Music: Content Knowledge (5113)	100 - 200	1	4706	167	160 - 176	5.7	0
ParaPro Assessment (1755)	420 - 480	1	71943	470	462 - 476	3.4	0
Pennsylvania Grades 4-8 Core Assessment: English Language Arts and Social Studies (5154)	100 - 200	1	3602	162	152 - 173	8.1	0
Pennsylvania Grades 4-8 Core Assessment: Mathematics and Science (5155)	100 - 200	1	3636	171	160 - 183	8.1	0
Pennsylvania Grades 4-8 Core Assessment: Pedagogy (5153)	100 - 200	1	1823	179	172 - 186	5.6	0
Pennsylvania Grades 4-8 Subject Concentration: English Language Arts (5156)	100 - 200	1	972	168	156 - 179	6.9	0
Pennsylvania Grades 4-8 Subject Concentration: Mathematics (5158)	100 - 200	1	1240	175	158 - 184	7.6	0
Pennsylvania Grades 4-8 Subject Concentration: Science (5159)	100 - 200	1	669	162	150 - 173	6.9	0
Pennsylvania Grades 4-8 Subject Concentration: Social Studies (5157)	100 - 200	1	475	161	150 - 178	7.4	0
Physical Education: Content and Design (5095)	100 - 200	1	2789	170	161 - 174	5.5	2.3
Physical Education: Content Knowledge (5091)	100 - 200	1	3975	155	150 - 159	3.9	0
Physical Science (5485)	100 - 200	1	f	f	f	f	f
Physics: Content Knowledge (5265)	100 - 200	1	1763	153	138 - 167	5.9	0
Pre-Kindergarten Education (5531)	100 - 200	1	177	175	161 - 181	5.7	0
Principles of Learning and Teaching: 5-9 (5623)	100 - 200	1	4964	176	168 - 182	5.5	2.3
Principles of Learning and Teaching: 7-12 (5624)	100 - 200	1	23841	176	168 - 183	5.4	2.3
Principles of Learning and Teaching: Early Childhood (5621)	100 - 200	1	5128	169	161 - 176	5.4	2.2
Principles of Learning and Teaching: K-6 (5622)	100 - 200	1	23753	176	169 - 183	5.1	2.1
Principles of Learning and Teaching: Pre K-12 (5625)	100 - 200	1	f	f	f	f	f
Professional School Counselor (5421)	100 - 200	1	9707	170	163 - 177	4.4	0
Psychology (5391)	100 - 200	1	260	169	159 - 182	5.1	0
Reading for Virginia Educators: Elementary and Special Education (5306)	100 - 200	1	6838	175	165 - 184	5.6	1.7
Reading for Virginia Educators: Reading Specialist (5304)	100 - 200	1	766	185	176 - 193	5.9	1.5
Reading Specialist (5301)	100 - 200	1	3681	182	174 - 189	6.1	1.8
Reading Specialist (5302)	100 - 200	1	97	167	160 - 175	i	i
School Psychologist (5402)	100 - 200	1	7337	168	161 - 175	4.5	0
Social Studies: Content and Interpretation (5086)	100 - 200	1	3446	160	150 - 170	5.7	2.1
Social Studies: Content Knowledge (5081)	100 - 200	1	11082	167	157 - 178	4.6	0
Sociology (5952)	100 - 200	1	115	174	166 - 180	5.4	0
Spanish: World Language (5195)	100 - 200	1	4640	176	162 - 187	5.3	2.3
Special Education: Core Knowledge and Mild to Moderate Applications (5543)	100 - 200	1	12872	172	165 - 179	4.6	2
Special Education: Core Knowledge and Severe to Profound Applications (5545)	100 - 200	1	1800	177	170 - 183	4.1	1.8
Special Education: Teaching Speech to Students with Language Impairments (5881)	100 - 200	1	58	158.5	152 - 165	5.5	0

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Special Education: Core Knowledge and Applications (5354)	100 - 200	1	14842	173	164 - 180	4.9	0
Special Education: Education of Deaf and Hard of Hearing Students (5272)	100 - 200	1	385	168	161 - 174	5.5	0
Special Education: Preschool/Early Childhood (5691)	100 - 200	1	1791	174	167 - 180	4.4	0
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372)	100 - 200	1	362	174	166 - 183	4.7	0
Special Education: Teaching Students with Intellectual Disabilities (5322)	100 - 200	1	174	180	172 - 186	4.9	0
Special Education: Teaching Students with Learning Disabilities (5383)	100 - 200	1	545	168	159 - 177	5.2	0
Special Education: Teaching Students with Visual Impairments (5282)	100 - 200	1	357	171	164 - 176	5.5	0
Speech Communication: Content Knowledge (5221)	100 - 200	1	512	160	152 - 169	4.7	0
Speech-Language Pathology (5331)	100 - 200	1	23291	177	170 - 183	5	0
Teaching Reading K-12 (5206)	100 - 200	1	758	164	157 - 172	5.2	1.9
Teaching Reading: Elementary (5205)	100 - 200	1	6893	166	159 - 174	5.1	1.5
Technology Education (5051)	100 - 200	1	1751	180	169 - 189	5.1	0
Theatre (5641)	100 - 200	1	824	170	162 - 179	5.2	0
World and U.S. History: Content Knowledge (5941)	100 - 200	1	2580	161	150 - 172	5.1	0
World Languages Pedagogy (5841)	100 - 200	1	502	180	169 - 189	6.8	1.9

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

“Number of Test Takers,” “Median,” and “Average Performance Range” were calculated from the records of test takers who took the test between August 2018 and July 2021, and who are in the particular educational group described below. If a test taker took the test more than once in this period, the most recent score was used. Test takers were selected according to their responses to the question, “What is the highest educational level you have reached?”

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

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

Summary Statistics are not available for new tests administered for the first time in the 2021–22 testing year.

c = Consensus scoring.

i = Insufficient data.

f = New test. Data not yet available.

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