

Understanding Your *Praxis*® Scores

The *Praxis Series*® 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 were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

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 (MC) Items

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 (CR) Items

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.

On *Praxis* tests that contain both MC 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 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. For the Informative/Explanatory Essay, a second trained reader then scores the essay, and if the scores differ by more than a certain amount, a third reader is brought in to adjudicate. After adjudication, the scores that are in agreement are added and become the final score for the essay. For the Argumentative Essay, the essay is scored by a trained reader and by e-rater®, a computerized program developed by ETS, which computes a score based on data from hundreds of previously scored essays. If the e-rater score and the human score agree, the two scores are added to become the final score for the essay. If they disagree by more than a certain amount, a second human rater scores the essay, and the scores that are in agreement are added to become the final score for the essay.

Mixed-Format Tests

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.

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*. In order to insure 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 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.

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. 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.

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 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, 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 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, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Indiana, Iowa, 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 and scoring instructions 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
Academic Skills for Educators: Mathematics (5732)	100 - 200	2	7681	152	134 - 166	8.1	0
Academic Skills for Educators: Reading (5712)	100 - 200	2	7387	172	160 - 186	7.1	0
Academic Skills for Educators: Writing (5722)	100 - 200	2	7295	164	154 - 170	5.6	2.4
Agriculture (0700)	250 - 990	10	896	560	520 - 610	29	0
Agriculture (5701)	100 - 200	1	f	f	f	f	f
Art: Content and Analysis (0135)	100 - 200	1	1876	169	162 - 177	5.6	2.5
Art: Content and Analysis (5135)	100 - 200	1	1876	169	162 - 177	5.6	2.5
Art: Content Knowledge (5134)	100 - 200	1	1918	167	159 - 176	5.6	0
Assessment of Sign Communication (0632)	100 - 200	1	8	i	i	i	i
Audiology (5342)	100 - 200	1	430	175	169 - 182	3.8	0
Biology: Content Knowledge (CT) (5235)	100 - 200	1	4978	162	151 - 174	4.4	0
Braille Proficiency (0631)	100 - 200	1	24	182	174 - 192	i	i
Business Education: Content Knowledge (5101)	100 - 200	1	2180	174	164 - 182	4.9	0
Chemistry: Content Knowledge (CT) (5245)	100 - 200	1	2029	160	146 - 174	6.4	0
Citizenship Education: Content Knowledge (5087)	100 - 200	1	37	163	157 - 172	4.9	0
Cooperative Education (0811)	100 - 200	1	59	179	173 - 184	i	i
Early Childhood: Content Knowledge (5022)	100 - 200	1	6058	177	170 - 183	4.1	0
Earth and Space Sciences: Content Knowledge (5571)	100 - 200	1	1187	162	149 - 175	5.4	0
Economics (0911)	100 - 200	1	301	147	133 - 160	6.6	0
Economics (5911)	100 - 200	1	301	147	133 - 160	6.6	0
Ed Leadership: Administration and Supervision (5411)	100 - 200	1	3420	167	157 - 176	5.9	0
Education of Young Children (5021)	100 - 200	1	4453	185	178 - 191	6	2
Education of Young Children (5024)	100 - 200	1	f	f	f	f	f
Elementary Education Multiple Subjects: ELA Module (5032)	100 - 200	1	17857	180	171 - 187	6.4	0
Elementary Education Multiple Subjects: Math Module (5033)	100 - 200	1	17795	170	157 - 179	9.1	0
Elementary Education Multiple Subjects: Science Module (5035)	100 - 200	1	17797	168	159 - 178	8	0
Elementary Education Multiple Subjects: Social Studies Module (5034)	100 - 200	1	17813	166	155 - 177	7.6	0
Elementary Education: Content Knowledge (5014)	100 - 200	1	38163	166	154 - 179	5.6	0
Elementary Education: Content Knowledge (5018)	100 - 200	1	f	f	f	f	f
Elementary Education: Curriculum, Instruction, and Assessment (5011)	100 - 200	1	22719	176	167 - 184	6.5	0
Elementary Education: Curriculum, Instruction, and Assessment (5017)	100 - 200	1	f	f	f	f	f
Elementary Education: Instructional Practice and Applications (5015)	100 - 200	1	14468	176	167 - 183	5.2	1.4
Elementary Education: Instructional Practice and Applications (5019)	100 - 200	1	f	f	f	f	f
Elementary Education: Mathematics Subtest (5003)	100 - 200	1	f	f	f	f	f
Elementary Education: Reading and Language Arts Subtest (5002)	100 - 200	1	f	f	f	f	f
Elementary Education: Science Subtest (5005)	100 - 200	1	f	f	f	f	f
Elementary Education: Social Studies Subtest (5004)	100 - 200	1	f	f	f	f	f
English Language Arts: Content and Analysis (5039)	100 - 200	1	771	174	166 - 180	4.9	2.4
English Language Arts: Content Knowledge (5038)	100 - 200	1	3860	178	168 - 186	5	0

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
English Language, Literature, and Composition Content and Analysis (5044)	100 - 200	1	2145	178	169 - 187	5.3	2.3
English to Speakers of Other Languages (5361)	100 - 200	1	2055	158	149 - 167	5.3	0
Environmental Education (0831)	100 - 200	1	118	178	169 - 188	4.9	0
Family and Consumer Sciences (5121)	100 - 200	1	783	170	162 - 178	4.7	0
Family and Consumer Sciences (5122)	100 - 200	1	f	f	f	f	f
French: World Language (5174)	100 - 200	1	1398	171	159 - 184	5.1	2.5
Fundamental Subjects: Content Knowledge (5511)	100 - 200	1	6231	175	163 - 185	5.4	0
General Science: Content Knowledge (5435)	100 - 200	1	2928	164	150 - 178	5.3	0
Geography (0921)	100 - 200	1	673	171	160 - 181	5.5	0
Geography (5921)	100 - 200	1	673	171	160 - 181	5.5	0
German: World Language (5183)	100 - 200	1	392	178	160 - 194	4.8	c
Gifted Education (0357)	100 - 200	1	994	161	154 - 168	4.8	0
Gifted Education (5358)	100 - 200	1	f	f	f	f	f
Government/ Political Science (0931)	100 - 200	1	509	166	153 - 180	6	0
Government/ Political Science (5931)	100 - 200	1	509	166	153 - 180	6	0
Health and Physical Education: Content Knowledge (5856)	100 - 200	1	2080	162	155 - 169	4.9	0
Health and Physical Education: Content Knowledge (5857)	100 - 200	1	f	f	f	f	f
Health Education (5551)	100 - 200	1	1299	167	159 - 174	5.8	0
Interdisciplinary Early Childhood Education (5023)	100 - 200	1	161	182	175 - 187	4.9	0
Journalism (0223)	100 - 200	1	81	168	159 - 177	i	i
Journalism (5223)	100 - 200	1	81	168	159 - 177	i	i
Latin (0601)	100 - 200	1	146	179	157 - 196	5.1	0
Latin (5601)	100 - 200	1	146	179	157 - 196	5.1	0
Library Media Specialist (5311)	100 - 200	1	1880	164	157 - 172	4.7	0
Mandarin: World Language (5665)	100 - 200	1	191	191	172 - 197	5.2	c
Marketing Education (0561)	100 - 200	1	903	172	161 - 180	5.5	0
Marketing Education (5561)	100 - 200	1	903	172	161 - 180	5.5	0
Mathematics: Content Knowledge (5061)	100 - 200	1	6389	143	127 - 160	7.7	0
Mathematics: Content Knowledge (5161)	100 - 200	1	3721	152	134 - 168	7.3	0
Middle School English Language Arts (5047)	100 - 200	1	1570	163	153 - 173	6.1	2.4
Middle School English Language Arts (5049)	100 - 200	1	4419	176	164 - 187	7.3	2.3
Middle School Mathematics (0069)	100 - 200	1	17548	164	152 - 178	6.8	1.4
Middle School Mathematics (5169)	100 - 200	1	3400	166	151 - 177	7.6	0
Middle School Science (0439)	100 - 200	1	9474	157	148 - 170	6	2.2
Middle School Science (5440)	100 - 200	1	f	f	f	f	f
Middle School Social Studies (5089)	100 - 200	1	3936	167	155 - 180	6.4	2.6
Middle School: Content Knowledge (5146)	100 - 200	1	4111	164	153 - 176	5.9	0
Middle School: Multiple Subjects: English (5142)	100 - 200	1	1262	172	160 - 181	7.3	0
Middle School: Multiple Subjects: Math (5143)	100 - 200	1	1247	141	125 - 155	9.6	0
Middle School: Multiple Subjects: Science (5145)	100 - 200	1	1256	145	131 - 155	7.8	0
Middle School: Multiple Subjects: Social Studies (5144)	100 - 200	1	1242	145	130 - 157	7.4	0
Music: Content and Instruction (5114)	100 - 200	1	874	164	154 - 172	6.5	2
Music: Content Knowledge (5113)	100 - 200	1	2955	168	160 - 177	5.5	0
ParaPro Assessment (1755)	420 - 480	1	45704	471	463 - 476	3.4	0
Pennsylvania Grades 4-8 Core Assessment: English Language Arts and Social Studies (5154)	100 - 200	1	892	162	154 - 174	8.3	0

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Pennsylvania Grades 4-8 Core Assessment: Mathematics and Science (5155)	100 - 200	1	892	174	164 - 186	8.3	0
Pennsylvania Grades 4-8 Core Assessment: Pedagogy (5153)	100 - 200	1	899	177	169 - 185	6	0
Pennsylvania Grades 4-8 Subject Concentration: English Language Arts (5156)	100 - 200	1	387	169	158 - 182	6.8	0
Pennsylvania Grades 4-8 Subject Concentration: Mathematics (5158)	100 - 200	1	586	167	144 - 179	8.5	0
Pennsylvania Grades 4-8 Subject Concentration: Science (5159)	100 - 200	1	321	161	149 - 172	6.9	0
Pennsylvania Grades 4-8 Subject Concentration: Social Studies (5157)	100 - 200	1	235	160	150 - 171	7.2	0
Physical Education: Content and Design (5095)	100 - 200	1	1656	170	163 - 176	5.5	0.5
Physical Education: Content Knowledge (5091)	100 - 200	1	3717	155	150 - 161	3.5	0
Physical Science: Content Knowledge (0481)	100 - 200	1	1053	165	152 - 178	6.3	0
Physics: Content Knowledge (CT) (5265)	100 - 200	1	1091	150	134 - 168	6.3	0
Pre-Kindergarten Education (5531)	100 - 200	1	131	179	172 - 189	5.7	0
Principles of Learning and Teaching: 5-9 (5623)	100 - 200	1	3742	174	167 - 181	5.4	2.2
Principles of Learning and Teaching: 7-12 (5624)	100 - 200	1	16736	175	167 - 182	5.9	2.5
Principles of Learning and Teaching: Early Childhood (5621)	100 - 200	1	5595	169	162 - 176	5.8	2.3
Principles of Learning and Teaching: K-6 (5622)	100 - 200	1	19463	176	168 - 182	5.3	2.1
Professional School Counselor (5421)	100 - 200	1	3265	170	163 - 177	4.7	0
Psychology (5391)	100 - 200	1	28	166.5	157 - 180	i	i
Reading for Virginia Educators: Elementary and Special Education (5306)	100 - 200	1	7197	176	165 - 184	5.6	1.7
Reading for Virginia Educators: Reading Specialist (5304)	100 - 200	1	627	183	172 - 191	i	i
Reading Specialist (5301)	100 - 200	1	2842	182	173 - 190	5.9	2.1
School Psychologist (0401)	100 - 200	1	6740	174	167 - 179	3.7	0
School Psychologist (5402)	100 - 200	1	f	f	f	f	f
Social Studies: Content and Interpretation (5086)	100 - 200	1	2251	159	148 - 169	5.8	2.2
Social Studies: Content Knowledge (5081)	100 - 200	1	8448	166	156 - 176	4.7	0
Sociology (5952)	100 - 200	1	f	f	f	f	f
Spanish: World Language (5195)	100 - 200	1	6423	173	158 - 185	5.6	2.4
Special Ed: Core Knowledge and Mild to Moderate Applications (5543)	100 - 200	1	8598	172	164 - 179	5.3	2
Special Ed: Core Knowledge and Severe to Profound Applications (5545)	100 - 200	1	666	177.5	171 - 183	4.9	2
Special Ed: Teaching Speech to Students with Language Impairments (5881)	100 - 200	1	187	169	160 - 175	5.5	0
Special Education: Core Knowledge and Applications (5354)	100 - 200	1	9530	174	166 - 181	5	0
Special Education: Education of Deaf and Hard of Hearing Students (5272)	100 - 200	1	51	173	163 - 177	5.6	0
Special Education: Preschool/Early Childhood (5691)	100 - 200	1	1073	175	168 - 182	4.9	0
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372)	100 - 200	1	238	177	170 - 186	5	0
Special Education: Teaching Students with Intellectual Disabilities (5322)	100 - 200	1	f	f	f	f	f
Special Education: Teaching Students with Learning Disabilities (5383)	100 - 200	1	66	168	156 - 176	5.4	0

Test Name	Possible Score Range	Score Interval	Number of Examinees	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Special Education: Teaching Students with Visual Impairments (5282)	100 - 200	1	55	169	161 - 177	5.7	0
Speech Communication Content Knowledge (5221)	100 - 200	1	241	161	152 - 169	4.9	0
Speech-Language Pathology (5330)	250 - 990	10	8832	700	660 - 730	24	0
Speech-Language Pathology (5331)	100 - 200	1	f	f	f	f	f
Teaching Reading (5204)	100 - 200	1	4965	170	162 - 178	5.3	2.1
Teaching Reading: Elementary Education (5203)	100 - 200	1	5375	177	169 - 184	4.8	1.8
Technology Education (5051)	100 - 200	1	1522	181	172 - 190	5.4	0
Theatre (0641)	100 - 200	1	559	168	160 - 176	5.3	0
Theatre (5641)	100 - 200	1	559	168	160 - 176	5.3	0
World and U.S. History: Content Knowledge (5941)	100 - 200	1	1489	161	148 - 172	5.2	0
World Languages Pedagogy (5841)	100 - 200	1	454	184	175 - 190	6.9	2.1

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 2011 and July 2014, 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 the Core tests 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 2014–15 testing year.

i = Insufficient data.

f = New test. Data not yet available.

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