



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: J

Date: March 17, 2022

Title: First Review of the Advisory Board on Teacher Education and Licensure’s Recommendation for a Passing Score for the Praxis® Reading Specialist (5302) Test

Presenter: Dr. Joan Johnson, Assistant Superintendent for Teacher Education and Licensure

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Phone: 804-371-2522

Purpose of Presentation:

Action required by state or federal law or regulation

Executive Summary

The proposed recommendation from the Advisory Board on Teacher Education and Licensure is to set a passing score for the Praxis® Reading Specialist (5302) Test for the Reading Specialist endorsement. Praxis® Reading Specialist (5302) test will replace the Reading for Virginia Educators (RVE): Reading Specialist (5304) test. On May 19, 2011, the Board established the passing score for the current Praxis Series for Reading for Virginia Educators (RVE): Reading Specialist Assessment (5304) at 162. The decision was informed by the recommendation from the Advisory Board on Teacher Education and Licensure (ABTEL), ETS Standard Setting Study, and the results from the field test conducted by ETS in 2011.

The new Praxis® Reading Specialist (5304) is intended primarily for persons who have advanced academic preparation and/ or who are being considered for supervisory or instructional positions related to the teaching of reading instruction in grades K–12. The content of the test is based largely on the 2017 Standards for the Preparation of Literacy Professionals created by the International Literacy Association and reorganized around domains to highlight the “Big 5” components of literacy as defined by the National Reading Panel. Additionally, the test has been updated to reflect current research and terminology related to the science of reading.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis® Reading Specialist test, the recommended passing score is 73 out of a possible 107 raw-score points. The scale score associated with a raw score of 73 is 165 on a 100–200 scale.

On November 21, 2021, information regarding the multistate standard-setting process was presented (Attachment A) to the Advisory Board members by David Dickerman, Reading Assessment Specialist and Malik K. McKinley, Sr., Director of Client Relations, Professional Educator Programs, Office for Teacher Licensure and Certification, Student and Teacher Assessment Division, both of Educational Testing Service (ETS). The ETS presentation is also included for reference. The Advisory Board members reviewed the standard-setting report and recommended to the Board the passing score of 73 out of a possible 107 raw-score points for the Praxis® Reading Specialist (5202) test be approved. The scale score associated with a raw score of 73 is 165 on a 100–200 scale.

Included in Attachment B is the Multistate Standard-Setting Technical Report- Praxis® Reading Specialist (5302) Test, the Virginia Study Summary Report, and the Praxis® Study Companion.

This item supports Priority 2 of the [Board of Education’s 2018- 2023 Comprehensive Plan](#) to develop well-prepared and skilled educators.

Action Requested

Action will be requested at a future meeting. Specify anticipated date below:

April 21, 2022

Superintendent’s Recommendation

The Superintendent of Public Instruction recommends that the Board receive for first review the recommendation of the Advisory Board on Teacher Education and Licensure to establish a cut score of 165 for the Praxis® Reading Specialist (5302) Test.

Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:

In response to House Joint Resolution Number 794 (HJR 794) of the 2001 session of the Virginia General Assembly, the Advisory Board on Teacher Education and Licensure (ABTEL), in cooperation with the State Council of Higher Education for Virginia, conducted a series of initiatives to determine the proficiency of Virginia teachers in teaching systematic explicit phonics. A resolution to enhance reading instruction was adopted on March 17, 2003, by

ABTEL. The resolution was presented to the Board of Education for first review on March 26, 2003, and approved by the Board on April 29, 2003.

In response to this resolution, the Virginia Department of Education contracted with National Evaluation Systems to develop the Virginia Reading Assessment (VRA) and Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists). Between July 1, 2004, and June 30, 2006, the VRA was required of all candidates applying for an initial license with endorsements in Early/Primary PreK-3, Elementary Education PreK-6, Special Education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and individuals seeking an endorsement as a Reading Specialist.

Based on Virginia's procurement regulations, from time to time contracts for certain tests must be opened for competitive solicitation and new contracts awarded. As a result of the solicitation, the Virginia Department of Education contracted with the Educational Testing Service (ETS) on July 20, 2010, to develop the following two new reading assessments that will become effective July 1, 2011.

a) Reading for Virginia Educators (RVE): Elementary and Special Education Teachers
This assessment will be required for Virginia teachers seeking an initial license with an endorsement in Elementary Education PK-3, Elementary Education PK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments and will replace the Virginia Reading Assessment (VRA) for Elementary and Special Education Teachers.

b) Reading for Virginia Educators: Reading Specialist (RVE-Reading Specialist)
This assessment will be required for individuals seeking the reading specialist endorsement and will replace the Virginia Reading Assessment (VRA) for Reading Specialists.

On May 19, 2011, the Board established the passing score for the current Praxis Series for Reading for Virginia Educators (RVE): Reading Specialist Assessment (5304) at 162. The decision was informed by the recommendation from the ABTEL, results of the ETS Standard Setting Study, and the field test conducted by ETS. A total of 164 Virginia candidates participated in the field test for the Reading Specialist RVE assessment conducted in January-February 2011. The Standard Setting study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level elementary and special education teachers with regards to teaching reading.

Currently, the Board of Education requires the following assessments for initial licensure:

- Virginia Communication and Literacy Assessment (VCLA);
- Praxis Subject Assessments; and

- Reading for Virginia Educators (RVE) for specified endorsements.

The Board prescribes the Praxis Subject Assessments as a professional teacher’s assessment requirement for initial licensure in Virginia. The current Board of Education’s prescribed assessment for Reading Specialists is the Reading for Virginia Educators (RVE): Reading Specialist (5304).

The Praxis® Reading Specialist (5302) test will replace the Reading for Virginia Educators (RVE): Reading Specialist (5304) test. The Praxis® Reading Specialist (5304) is intended primarily for persons who have advanced academic preparation and/ or who are being considered for supervisory or instructional positions related to the teaching of reading instruction in grades K–12. The test is most appropriate for candidates with advanced preparation (i.e., those with a Master’s degree or coursework comparable to the training needed for a master’s degree) who expect to have specialized responsibilities related to the teaching of reading at any level from kindergarten through twelfth grade. It also is appropriate for individuals who wish to be considered for supervisory or instructional positions related to the teaching of reading—those seeking positions as reading clinicians, consultants, supervisors, specialists, coaches, coordinators, or resource persons and thus intending to be responsible for more than the teaching of developmental reading in a regular classroom setting. The content of the test is based largely on the 2017 Standards for the Preparation of Literacy Professionals created by the International Literacy Association and reorganized around domains to highlight the “Big 5” components of literacy as defined by the National Reading Panel. Additionally, the test has been updated to reflect current research and terminology related to the science of reading.

In January 2020, a multistate standard-setting study was designed and conducted by the Educational Testing Service (ETS) to support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis® Reading Specialist (5302) test. Panelists from 13 states and Washington, D.C., participated on the panel. Education agencies recommended panelists with (a) experience as either reading specialists or college faculty who prepare reading specialists and (b) familiarity with the knowledge and skills required of beginning reading specialists.

Virginia did not participate in the multistate standard study. Instead, ETS facilitated a panel discussion with six Virginia educators that mirrored the multi-state standard study in July 2021. The Virginia report reflects that the panel agreed with the recommended cut score of the multistate study.

A detailed summary of the study, [Multistate Standard-Setting Technical Report -- Praxis® Reading Specialist \(5302\)](#) is attached, as well as the Virginia report. The technical report contains three sections. The first section describes the content and format of the test. The second

section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

The Praxis® Reading Specialist Study Companion document describes the purpose and structure of the test. In brief, the test measures whether entry-level reading specialists have the knowledge/skills believed necessary for competent professional practice. The two and a half-hour assessment contains 95 selected-response items and two constructed-response items covering four content areas: Curriculum and instruction (approximately 47 items), Assessment (approximately 29 items), Professional Leadership and Specialized Roles (approximately 19 items), and Application (approximately 2 items). The reporting scale for the Praxis® Reading Specialist test ranges from 100 to 200 scale-score points

Multistate Standard-Setting Study

The Multistate standard-setting study for Praxis® Reading Specialist (5302) test is detailed in the attached report.

The following table presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

**Conditional Standard Error of Measurement Summaries
PRAXIS® READING SPECIALIST (5302)**

	<i>Raw Score</i>	<i>Scale Score Equivalent</i>
Recommended passing score (CSEM)	73 (4.69)	165
- 2 CSEM	64	154
- 1 CSEM	69	160
+1 CSEM	78	171
+2 CSEM	83	177

**Note. CSEM = conditional standard error of measurement.*

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Specialist test, the recommended passing score is 73 out of a possible 107 raw-score points. The scale score associated with a raw score of 73 is 165 on a 100–200 scale.

On November 21, 2021, information regarding the multistate standard-setting process was presented to the Advisory Board members by David Dickerman, Reading Assessment Specialist and Malik K. McKinley, Sr., Director of Client Relations, Professional Educator Programs, Office for Teacher Licensure and Certification, Student and Teacher Assessment Division, both of Educational Testing Service (ETS). The ETS presentation is also included for reference. The Advisory Board members reviewed the standard-setting report and recommended that the Board approve the passing score of 73 out of a possible 107 raw-score points for the Praxis® Reading Specialist (5202) test. The scale score associated with a raw score of 73 is 165 on a 100–200 scale.

The *Code of Virginia* provides the authority for the Board to promulgate *Licensure Regulations for School Personnel*.

Section [22.1-298.1](#) of the *Code of Virginia*, states in part, the following:

§ [22.1-298.1](#) **Regulations governing licensure.**

C. The Board of Education's regulations shall include requirements that a person seeking initial licensure:

1. Demonstrate proficiency in the relevant content area, communication, literacy, and other core skills for educators by achieving a qualifying score on professional assessments or meeting alternative evaluation standards as prescribed by the Board;
2. Complete study in attention deficit disorder;
3. Complete study in gifted education, including the use of multiple criteria to identify gifted students; and
4. Complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.

Code of Virginia, Section [22.1-16. Bylaws and regulations generally.](#)

Code of Virginia, Section [22.1-299. License required of teachers.](#)

Code of Virginia, Section [22.1-305.2. Advisory Board on Teacher Education and Licensure.](#)

The [Licensure Regulations for School Personnel](#) state, in part, the following:

[8VAC20-22-40](#). Conditions for Licensure.

... B. All candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license shall obtain passing scores on professional teacher's assessments prescribed by the Virginia Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals shall complete the professional teacher's assessment requirements within the three-year validity of the initial provisional license...

8VAC20-22-70. Additional Endorsements.

A. An individual who holds a teaching license may add an additional teaching endorsement to the license by passing a rigorous academic subject test for endorsements in which a test is prescribed by the Virginia Board of Education. This testing option does not apply to individuals (i) who are seeking an early/primary education preK-3 or elementary education preK-6 endorsement, special education endorsements, or a reading specialist endorsement or (ii) who hold a Technical Professional License, Vocational Evaluator License, Pupil Personnel Services License, School Manager License, or Division Superintendent License.

Timetable for Further Review/Action:

The Board will receive this recommendation from the Advisory Board on Teacher Education and Licensure for final review on April 21, 2022.

Impact on Fiscal and Human Resources:

The individuals taking the Praxis® Reading Specialist (5302) Test will incur the costs for the test.



Regenerated Praxis Reading Series Presentation ABTEL Meeting November 15, 2021@9am

David Dickerman, Reading Assessment Specialist, ETS
Malik McKinley, Director Of Client Relations, ETS

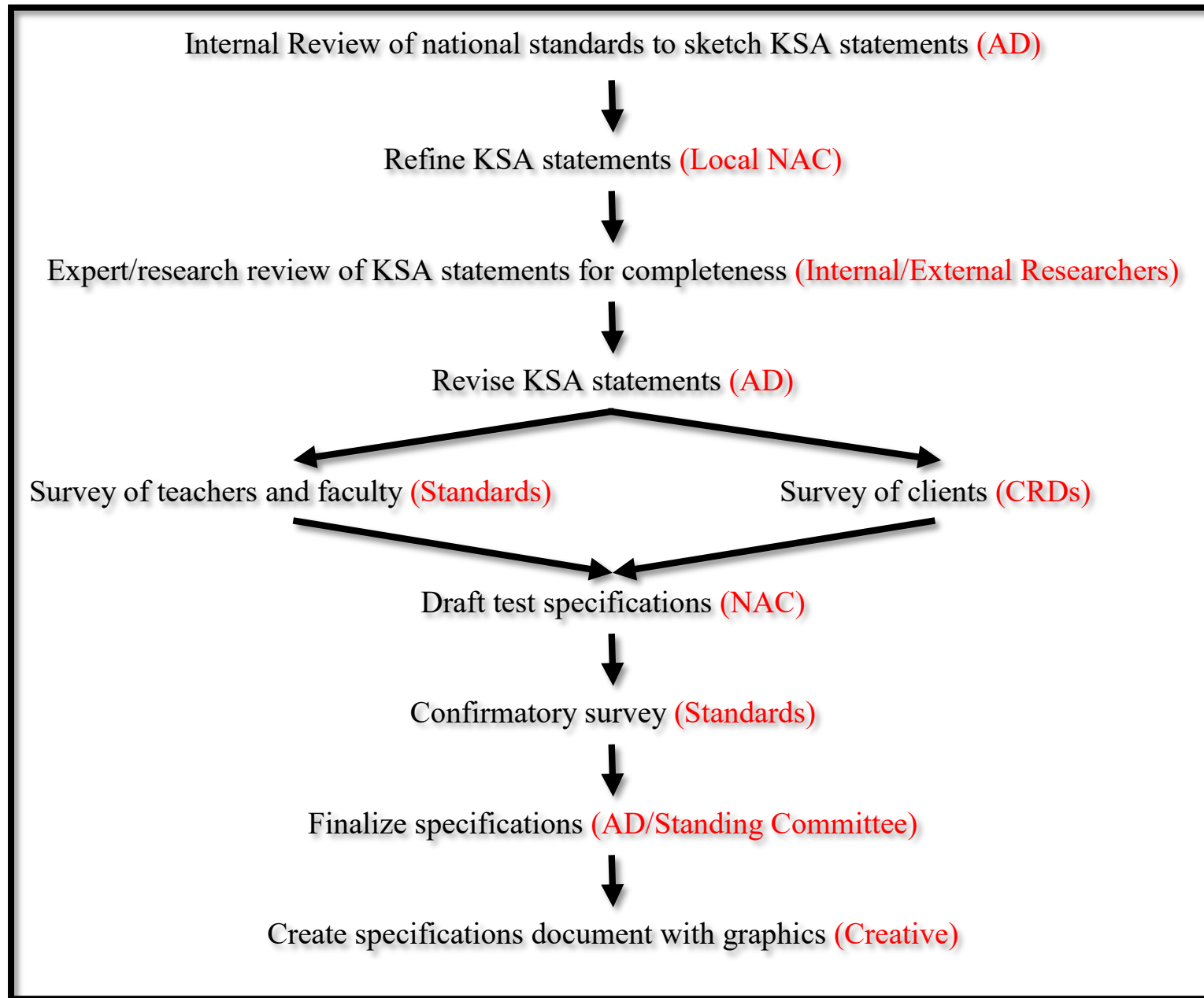
Background on ETS

- Non-profit organization, founded in 1947; combined ACE, Carnegie Foundation and College Entrance Examination Board
- Mission: advance quality and equity in education for all people worldwide
- ETS develops, administers, and scores
 - 50+million assessments in
 - 180 countries at over
 - 9,000 locations worldwide



Test Development and Regeneration Process

The Big Picture: we began with TREE (K-6)



Science of Reading

- Interdisciplinary body of research looking at new connections created in the brain during reading acquisition
- National Reading Panel:
 - Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension
- Learning to read not a natural process like learning to speak
- Learning happens through not only through exposure but also explicit systematic instruction
 - less reliant on clues/context
 - orthographic mapping
 - questioning, reasoning
- Impacts student outcomes
- Not one size fits all

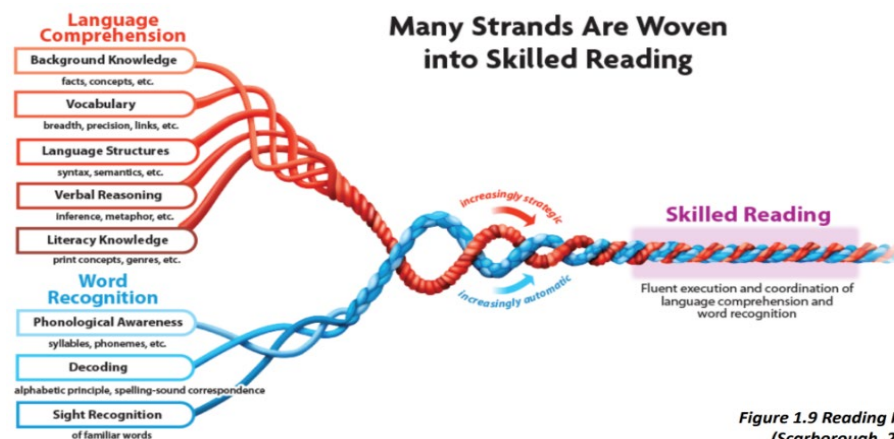


Figure 1.9 Reading Rope
(Scarborough, 2001)

Praxis Teaching Reading: Elementary

- focuses on the knowledge and skills needed to support reading and writing development in kindergarten through sixth-grade students
- structured around the five essential components of effective reading instruction as identified by the National Reading Panel
- also assesses the relationship between reading skills and writing instruction

Claim the test support

The candidate has the knowledge and skills important for effectively teaching elementary reading and writing

Praxis Reading Specialist

- Focuses on the knowledge and skills needed to support both teachers and students in deeper reading and writing challenges and development (K-12)
- Intended for individuals who have advanced academic prep and are being considered for supervisory/instructional positions specifically related to the science of reading
- Content reflects current research-based approaches and terminology
- New item types that utilized innovative technology and address digital resources in the classroom
- Items put in authentic context requiring candidates to analyze artifact or situation and use content to demonstrate pedagogical understanding
- Scenario-based items that address differentiated instruction, questioning, and complex texts

Claim the test supports

The candidate has the knowledge and skills important for safe and effective beginning practice as a reading specialist literacy leader

Redesigned Praxis Reading Series

- Complete series consists of 2 tests
 - Teaching Reading: Elementary (5205) and Reading Specialist (5302)
 - Redesign intended to create sense of sequence and consistency across test series as well as clarify purposes of each
 - Used TR:E as foundation, K-12 still focuses on “big 5” & writing, and it does address gaps in foundational knowledge in higher grades
 - Reading Specialist (5302) is generally for master’s level teacher with some experience

What Has Changed?

- Updated to reflect current research and terminology related to the science of reading
- New item types that utilized innovative technology and address digital resources in the classroom
- Reorganized domains to highlight the “Big 5” components of literacy as defined by the NRP, as well as the new ILA & IDA Standards + writing
- Removed assessment section and now items are dispersed among content areas
- More items put in authentic context requiring candidates to analyze artifact or situation and use content to demonstrate pedagogical understanding
- More scenario-based items that address differentiated instruction, questioning, and complex texts
- Increased focus on ELs and students with diverse needs

CONTENT CATEGORIES, MULTI STATE STUDIES, STATE USERS, & CURRENT DATA

Teaching Reading: Elementary (5205)

Test at a Glance

Test Name	Teaching Reading: Elementary		
Test Code	5205		
Time	150 minutes		
Number of Questions	90 selected response; 3 constructed response		
Format	Selected-response and constructed-response questions. This test may include questions with an audio or video component.		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Phonological and Phonemic Awareness including Emergent Literacy	13	11%
	II. Phonics and Decoding	18	15%
	III. Vocabulary and Fluency	21	18%
	IV. Comprehension of Literary and Informational Text	22	18%
	V. Writing	15	13%
	VI. Assessment and Instructional Decision Making (Constructed Response)	3	25%

both entire classes and individual students at grade levels from kindergarten through grade six, including English-language learners and students with diverse needs and backgrounds.

The test includes texts from a wide range of genres and requires the candidate to be familiar with strategies for handling multiple text types with students, including print, digital, and image-based prompts.

In addition to selected-response questions, the test contains three constructed-response questions designed to allow the test taker to show understanding in the areas of early literacy, developing reading instruction, and written expression. These questions are intended to be authentic teaching tasks that require instructional decision making about such things as choosing instructional strategies and materials based on assessment information.

This test may contain some questions that will not count toward your score.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 33.

I. Phonological and Phonemic Awareness including Emergent Literacy

- A. Understands instructional methods for teaching phonological awareness (recognition of rhyme and alliteration; segmenting, blending, manipulation of syllables as well as onset and rime)
- B. Understands instructional methods for teaching phonemic awareness, both basic (e.g., segmenting and blending) and advanced (e.g., deletion, substitution)
- C. Knows ways to develop students' expressive and receptive language skills
- D. Knows instructional methods to teach beginning readers the concepts about print such as directionality, return sweep, parts of a book, and the form and function of print

- E. Understands instructional strategies to help emergent readers fluently identify upper- and lowercase letters in various fonts

II. Phonics and Decoding

- A. Understands how to teach phoneme-grapheme correspondence
- B. Understands methods for teaching phonics systematically, explicitly, and recursively
- C. Knows instructional methods for teaching common phonics patterns and rules (consonant digraphs, blends, diphthongs, schwa sound, syllable types, word families, etc.)
- D. Knows how to teach morphological analysis (i.e., affixes, roots, and base words)
- E. Knows how to teach syllable types in decoding multisyllabic words
- F. Is familiar with multisensory approaches for supporting student recognition of nondecodable/irregularly spelled words (i.e., was, listen, though, the, once)

III. Vocabulary and Fluency

- A. Understands ways to build, expand, and use expressive and receptive vocabulary
- B. Understands methods for teaching vocabulary systematically, explicitly, and repeatedly in multiple contexts
- C. Knows how to match an instructional method to word complexity
- D. Knows multiple approaches to teaching word solving, including the use of context clues and structural analysis
- E. Knows how to guide students to understand a wide variety of words (common, contextual, content-specific) through direct instruction and independent vocabulary learning
- F. Understands instructional methods to foster students' automaticity through accuracy, appropriate rate, and prosody
- G. Knows methods of supporting fluent reading behaviors at the phoneme, word, and passage level
- H. Knows how fluency, vocabulary, and comprehension are interrelated

Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. A sixth-grade teacher selects several domain-specific vocabulary words from a textbook before starting a new chapter. In planning an instructional strategy, the teacher chooses the new vocabulary words because they are essential to understanding the new topic. An instructional technique that requires students to gain the deepest level of vocabulary knowledge is the most appropriate instructional technique for the teacher to select.

Based on the teacher's goal, which of the following research-based techniques is best for the teacher to include in the instructional plan?

- (A) Having students create original sentences using the words and apply word meanings across contexts
- (B) Creating activities in which students categorize words and generate multiple meanings for each word
- (C) Presenting new vocabulary in an authentic context by asking students to use the words to complete framed sentences
- (D) Telling students to associate an unfamiliar word with a definition and a synonym or an antonym

2. A third-grade teacher has completed a running record and a spelling inventory for each member of the class. One student misread the words "big," "chat," and "pen" during the running record. On the spelling inventory, the student was able to successfully complete all beginning and ending consonants in CVC pattern words. Which of the following is the best instructional focus for the student?

- (A) Digraphs
- (B) Short vowels
- (C) Word-attack skills
- (D) Long vowels

3. A second-grade teacher is reading the text *Click, Clack, Moo: Cows That Type* by Doreen Cronin to the class. The teacher reads the sentence, "The cows were growing impatient with the farmer." The teacher stops reading after this sentence and says to the class, "Hmm... I wonder what the word 'impatient' means? I know that the farmer just got another note from the cows that said they won't give any milk. I bet that makes the farmer really mad! I'm going to keep reading to see whether I can figure out what impatient means." The teacher is using which of the following?

- (A) A miscue analysis
- (B) A semantic-feature analysis
- (C) A think-aloud strategy
- (D) A running record

4. Place the reading strategies in the list in order according to when the strategy is used: before, during, or after reading. Click and drag each strategy to the appropriately labeled box.

Summarizing
Self-monitoring
Setting a purpose

1. Before reading

Answers to Sample Questions

1. The correct answer is (A). When students create their own sentences using domain-specific vocabulary and then apply the word meanings in multiple contexts, they have achieved the deepest level of understanding a word. Choice (B) is incorrect because categorizing words and generating multiple meanings for them requires comprehension of the domain-specific words but not at the deepest level of understanding. Choice (C) is incorrect because having students use domain-specific words to fill in the blanks in framed sentences requires only a minimum level of knowledge. Choice (D) is incorrect because associating an unfamiliar word with a definition and a synonym or an antonym requires only a minimum level of knowledge.

2. The correct answer is (B). The student misread three short-vowel words during the running record and was able to correctly identify beginning and ending consonants in CVC pattern words. Choice (A) is incorrect because there is only one word from the running record that contains a digraph; therefore, a pattern has not developed with this word feature. Choice (C) is incorrect because while it is known that this student is not able to read the three CVC pattern words, it is not known if the student tried to sound them out. It is known from the spelling inventory that the student does understand beginning and ending consonants. Choice (D) is incorrect because there was no information given about long vowels from these two assessments.

3. The correct answer is (C). The teacher is using a think-aloud strategy to talk through how to figure out unfamiliar words in connected text. Choice (A) is incorrect because a miscue analysis is completed by the teacher when a student reads a passage for an informal reading inventory. Choice (B) is incorrect because a semantic-feature analysis is a type of graphic organizer and is used to support comprehension of text. Choice (D) is incorrect because a running record is something that a teacher gives a student while he or she is reading.

4. The correct answers are (3), (2), and (1). 1. Before Reading: (3) Setting a purpose for reading is a before-reading strategy. 2. During Reading: (2) Self-monitoring is a strategy that is used while reading. 3. After Reading: (1) Summarizing is a strategy that occurs after reading has taken place.

5. The correct answer is (A). Phonological awareness refers to the recognition that words are comprised of sound units, or phonemes, and can be broken down into syllables. Choices (B), (C), and (D) are incorrect because a phonemic awareness assessment focuses on identification of the skills of phoneme matching,

isolation, blending, and segmentation.

6. The correct answer is (C). The activity described is known as the Cornell note-taking system, which is a system for taking, organizing, and reviewing notes. The activity asks students to take notes on important information in a text, develop questions that may be asked related to the notes, and then write a summary of the content. The teacher's primary goal in engaging students in the activity that integrates reading and writing is to help students develop critical-thinking skills and engage in the processing of key ideas and concepts. Choice (A) is incorrect because the scenario does not indicate that the teacher is providing direct instruction in the conventions of formal academic writing. Choice (B) is incorrect because although students are most likely encouraged to paraphrase information they read when writing key ideas, the scenario does not indicate that the teacher plans to use the experience of integrating reading and writing as a springboard for future writing projects. Choice (D) is incorrect because although the activity is effective in initiating oral discussion about content among peers, it is incorrect to indicate that the students are discussing the author's purpose.

7. The correct answer is (D). Asking about the author's word choices encourages students to think about the author's intentions and about how the author's word choices affect the reading experience. Choices (A), (B), and (C) are incorrect because these text-dependent questions are intended to focus the reader on gaining greater understanding of the text or making judgments about the text.

8. The correct answer is (B). Asking about special characteristics will uncover any misconceptions in understanding the term "nocturnal." The characteristics the students give will lead the teacher into further clarification or allow him or her to move on to other vocabulary. Choice (A) is incorrect because asking for examples will not clear up misconceptions. Choice (C) is incorrect because asking what a diurnal animal is does not clarify misconceptions about the term "nocturnal." Choice (D) is incorrect because asking where nocturnal animals live will not help the teacher determine whether the student understands the term "nocturnal." The student could provide most settings where nocturnal animals can live with very little understanding of the term.

9. The correct answer is (C). The teacher is having students deduce the meaning of the word "mobile" using morphology. Morphology uses roots and the knowledge of two words that contain the root "mobile." Choice (A) is incorrect because context clues are clues

Interactive Practice Tests

- Simulate testing conditions
- Timer
- Score Report
- Content category scores
- Answers and rationales provided
- More IPT forms added!

Core Academic Skills for Educators: Reading (5712)

Hide Timer Help ⓘ
Time Remaining = 1:24:55

Answer the question below by clicking on the correct response.

Damselflies and dragonflies share a general scientific name — Odonata — and are often misidentified. One easy way to distinguish between the two is to observe the wings. The rear pair of dragonfly wings is broader than the front pair, whereas both sets of a damselfly's wings are essentially equal. A second technique involves looking at the eyes: the damselfly's are on opposite sides of its head, whereas dragonfly eyes are closer together.

According to the passage, one way to distinguish between a dragonfly and a damselfly is by

- comparing the size of the insects
- counting the insect's wings
- counting the insect's eyes
- observing the shape of the insect's wings
- observing the shape of the insect's eyes

ETS The PRAXIS Series

Question 1 of 56 Next ▶ Review ▲ Exit ↗

List available online at
www.ets.org/praxis/prepare/ipt/

Teaching Reading: Elementary (5205) Information from MSSS Process

Multi State Standard Setting Study

- Convened in **March 2019** in Princeton, NJ
- Panelists from 13 states and WDC
- **22 Panelists** total (4-Teachers, 9-College Faculty, 5-Reading Specialists, 4-other; 18-White, 2-Black, 1-Hispanic, 1-Native Hawaiian; 17-Female, 5-Male; 18-Certified to teach, 9-Involved in preparing teacher)

Recommended Passing Scores

- 67 out of 107 raw score points. 67 represents a **score of 159** (score range 100-200).

Teaching Reading: Elementary (5205)

Table 4

Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score⁶

	Recommended passing score (CSEM)	Scale score equivalent
	67 (4.79)	159
-2 CSEM	58	148
-1 CSEM	63	154
+ 1 CSEM	72	165
+ 2 CSEM	77	171

Note. CSEM = conditional standard error(s) of measurement.

TRE (5205) State Users

Praxis Passing Scores By Test

5205 Teaching Reading: Elementary

Alaska (AK)	159
Alabama (AL)	159
Colorado (CO)	159
Iowa (IA)	159
Maryland (MD)	159
Northern Mariana Islands (MP)	159

North Dakota (ND)	159
New Mexico (NM)	159
Ohio (OH)	159
Tennessee (TN)	159
Virgin Islands (VI)	159
West Virginia (WV)	159

TRE (5205) Current Data (date range)

Teaching Reading: Elementary (5205)

Test Dates	Number	%Passing (@165)	%Passing (@159)
Sept 2019- Aug2021	10865	56	81

Reading Specialist (5302)

Test at a Glance			
Test Name	Reading Specialist		
Test Code	5302		
Time	150 minutes		
Number of Questions	95 selected-response questions; 2 constructed-response questions		
Format	The selected-response questions account for approximately 75% of the total test score. The constructed-response questions account for about 25% of the score. This test may include questions with an audio or video component.		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Curriculum and Instruction	47	37%
	II. Assessment	29	23%
	III. Professional Leadership and Specialized Roles	19	15%
	IV. Application	2	25%

Content Topics

This list details the reading specialist topics that may be included on the test. All test questions will cover one more of these topics.

Interspersed throughout the study topics are **discussion areas**, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion **does NOT provide answers for the discussion area questions**, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

I. Curriculum and Instruction

A. Foundations and Curriculum Design

1. Is familiar with factors that affect literacy development (e.g., medical, environmental, cultural, linguistic, social, and emotional)
2. Understands the developmental continuum of oral language, phonological awareness (including phonemic awareness), concepts of print, alphabetic principle, decoding skills, printed-word recognition, spelling, reading fluency, vocabulary, reading comprehension, and written expression
3. Knows characteristics of diverse literacy profiles (e.g., students with dyslexia, gifted and talented, English learners)
4. Is familiar with design, implementation, and evaluation of the literacy curriculum materials and the role of standards for all students

B. Instructional Design

1. Is familiar with ways to support classroom teachers and education support personnel to implement research-based instructional approaches for all students

2. Is familiar with aspects of cognition and behavior in literacy development, including attention, automaticity, verbal memory, processing speed, and graphomotor control and their effects on literacy development
3. Is familiar with methods to create a literacy-rich environment (engaging classroom library, word wall, authentic children's work, digital technology, reading nooks) that meet the specific needs, interests, and abilities of diverse learners
4. Knows strategies that foster students' engagement, increase desire to read, and promote growth as readers
5. Knows strategies to support the language needs of English learners
6. Understands how to individualize instructional materials and approaches to meet the needs of students who need additional support with literacy skills

C. Implementation

1. Is familiar with instructional approaches that support the development of reading strategies required for different types and forms of texts (i.e., digital and print, disciplinary literacy)
2. Understands research-supported instructional approaches and interventions for concepts of print
3. Understands research-supported instructional approaches and interventions for phonological (including phonemic) awareness
4. Understands research-supported instructional approaches and interventions for alphabetic principle, phonics, high-frequency words, decoding, and encoding
5. Understands research-supported instructional approaches and interventions for morphological analysis (e.g., affixes, roots, and base words)
6. Understands research-supported instructional approaches and interventions for vocabulary
7. Understands research-supported instructional approaches and interventions for fluency
8. Understands research-supported instructional approaches and interventions for listening and reading comprehension (e.g., text dependent questioning, close reading)
9. Understands research-supported instructional approaches and interventions for use of writing mechanics and written expression

Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. A science teacher asks the school reading specialist for strategies to help students acquire content-area vocabulary and improve their comprehension of the science textbook. Which of the following strategies is most appropriate for the reading specialist to recommend for this goal?
 - (A) Introducing key vocabulary terms in context before reading the text
 - (B) Selecting words from the text and having students write down definitions from the glossary
 - (C) Pretesting students on the vocabulary terms from the textbook
 - (D) Comparing the dictionary definitions of the vocabulary terms with the definitions found in the textbook glossary
2. A reading specialist collects data at four-week intervals on several third-grade students. The data indicate that the students' accuracy, fluency, and comprehension are at an end-of-first-grade level.

The reading specialist is most likely to recommend focused instruction in which of the following?

 - (A) Developing a sight-word vocabulary
 - (B) Rehearsing the 42 alphabet sounds
 - (C) Reading a variety of texts
 - (D) Applying word-analysis strategies
3. Which of the following best describes the concept of fairness in educational measurement?
 - (A) The idea that test takers with equal proficiency in the construct being measured should have the same probability of answering a particular test question correctly
 - (B) The idea that test results are consistent over time and across test questions
 - (C) The idea that a test taker's performance should be assessed based on the constructs being measured and not on the test taker's group membership
 - (D) The idea that a test should measure what it purports to measure
4. Students in elementary school often have a wide range of reading abilities. Which of the following approaches will best meet the needs of all students?
 - (A) Establishing three ability-level groups for each subject
 - (B) Using the same text for all students but modifying assignments
 - (C) Asking the reading specialist to work with the reading group that has the lowest ability level
 - (D) Using flexible grouping and a variety of materials at various reading levels
5. A mentor teacher notices that during English language arts instruction, a new teacher asks many recall questions related to a novel the class is reading. The mentor teacher plans to suggest a few higher-order thinking questions that would be appropriate. Which of the following questions best reflects how point of view can affect a story?
 - (A) What would happen in the story if the antagonist were the main character?
 - (B) Who are the memorable characters appearing in the first three chapters?
 - (C) How successful was the protagonist in dealing with the problem in the story?

Answers to Sample Questions

1. The correct answer is (A). Although there is no single method for providing direct vocabulary instruction, teachers must help students improve their ability to construct word knowledge within a meaningful context and not just learn words in isolation. (B) is incorrect because selecting vocabulary from a text and writing definitions is not an effective method for learning meanings of unfamiliar words. (C) is incorrect because pretesting may provide the teacher with data to plan differentiated instruction, but it is not an instructional strategy for improving students' knowledge of vocabulary. (D) is incorrect because comparing definitions from two sources is not an appropriate method of meeting the students' content-area vocabulary needs.
2. The correct answer is (D). Poor accuracy indicates poor decoding or word-analysis strategies, and accurate decoding is what leads to fluency and comprehension. (A) is incorrect because students' vocabulary grows with exposure to various texts. (B) is incorrect because it can be inferred that the students have a grasp of most of the basic alphabet sounds. (C) is incorrect because a focus on comprehension would come after decoding and fluency are strengthened.
3. The correct answer is (C). "Fairness" is a technical term used in educational measurement that refers to the idea that construct-irrelevant, personal characteristics of a test taker (gender, ethnicity, religion, race, etc.) should have no appreciable effect on test results or the interpretation of test results. (A) is incorrect because the idea that test takers with equal proficiency in the construct being measured should have the same probability of answering a test question correctly refers to the absence of test bias. (B) is incorrect because the idea that test results are consistent over time and across test questions refers to reliability. (D) is incorrect because the idea that a test measures what it purports to measure refers to validity.
4. The correct answer is (D). Flexible grouping is a teaching strategy that allows for student placement in various groups based on factors such as skill need, interest, or personal choice. The flexible groups may change on a daily basis or may exist for several days or more. Using a variety of literary materials in different genres at various reading levels also addresses a wide range of reading abilities within a classroom. (A) is incorrect because establishing three static reading groups based on ability is not an effective organizational pattern for meeting the diverse and continually changing needs and interests of students. (B) is incorrect because students' independent,

providing students with modified assignments using text at the same level for all students does not address their unique skill needs. (C) is incorrect because asking a reading specialist to work with the lowest-level reading group does not address the classroom-based instructional needs of all students.

5. The correct answer is (A). Asking what would happen if the antagonist in the story were the main character requires students to evaluate the character and his or her actions and infer how the story would be different if the antagonist were the main character. It requires students to consider how point of view affects a story and how knowing more about an antagonist can change a reader's opinion of the antagonist. (B) is incorrect because asking what the students remember about the events that occurred is a low-level question in terms of cognitive rigor. (C) is incorrect because asking how successfully the protagonist deals with the problem in the story is a low-level question in terms of cognitive rigor. (D) is incorrect because asking why the author chose a particular setting for action is a low-level question in terms of cognitive rigor.

6. The correct answer is (D). The most important consideration when analyzing a reader's oral reading miscues is whether or not the error makes sense, i.e., whether the error is semantically correct. A reader whose primary attention is on creating meaning from text reveals this focus while reading orally. In fact, the reader may not even be aware of the miscue if the meaning has not changed. (A), (B), and (C) are incorrect because they are not effective instructional practices.

7. The correct answer is (A). The student needs to go down a reading level because 80% accuracy is at the student's frustration level, indicating that the current reading level is too difficult for the student. (B) is incorrect because doing nothing would keep the student at frustration level and unable to learn new reading skills. (C) is incorrect because raising the student a level would only increase the frustration. (D) is incorrect because keeping the student at the same level would keep the student at frustration level and unable to learn new reading skills.

Interactive Practice Tests

- Simulate testing conditions
- Timer
- Score Report
- Content category scores
- Answers and rationales provided
- More IPT forms added!

Core Academic Skills for Educators: Reading (5712)

Hide Timer Help ⓘ
Time Remaining = 1:24:55

Answer the question below by clicking on the correct response.

Damselflies and dragonflies share a general scientific name — Odonata — and are often misidentified. One easy way to distinguish between the two is to observe the wings. The rear pair of dragonfly wings is broader than the front pair, whereas both sets of a damselfly's wings are essentially equal. A second technique involves looking at the eyes: the damselfly's are on opposite sides of its head, whereas dragonfly eyes are closer together.

According to the passage, one way to distinguish between a dragonfly and a damselfly is by

- comparing the size of the insects
- counting the insect's wings
- counting the insect's eyes
- observing the shape of the insect's wings
- observing the shape of the insect's eyes

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Question 1 of 56 Next ▶ Review ▲ Exit ↗

List available online at
www.ets.org/praxis/prepare/ipt/

Reading Specialist (5302) Information from MSSS Process

Multi State Standard Setting Study

- Convened in [February 2020](#) in Princeton, NJ
- Panelists from 13 states and WDC
- [26 Panelists](#) total (12-Teachers, 2-DeptHead, 8-Faculty, 4-other; 20-White, 2-Hispanic, 3-Asian, 1-American Indian; 25-Female, 1-Male; 23-Certified to teach, 8-Involved in preparing teacher)

Recommended Passing Scores

- 73 out of 107 raw score points. 73 represents a [score of 165](#) (score range 100-200).

Reading Specialist (5302)

Table 4

Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score⁸

Recommended passing score (CSEM)		Scale score equivalent
	73 (4.69)	165
-2 CSEM	64	154
-1 CSEM	69	160
+ 1 CSEM	78	171
+ 2 CSEM	83	177

Note. CSEM = conditional standard error(s) of measurement.

READING SPECIALIST (current) State Users

5302 Reading Specialist

Alaska (AK)	165
Alabama (AL)	165
Arkansas (AR)	160
District of Columbia (DC)	165
Guam (GU)	165
Hawaii (HI)	165
Iowa (IA)	164
Idaho (ID)	165
Kansas (KS)	165
Kentucky (KY)	165
Maine (ME)	164

Northern Mariana Islands (MP)	165
North Carolina (NC)	165
North Dakota (ND)	164
Nebraska (NE)	165
Oregon (OR)	165
Pennsylvania (PA)	164
Rhode Island (RI)	165
South Carolina (SC)	165
South Dakota (SD)	165
Tennessee (TN)	165
West Virginia (WV)	165

READING SPECIALIST Current Data (Date Range)

Reading Specialist (5302)

Test Dates	Number	%Passing (@165)	%Passing (@160)	%Passing (@154)
Sept 2020-Aug2021	195	57	73	86

THANK YOU!

Questions?

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Mirtha Anarella Cellitti	AR	U. Of Arkansas at Little Rock
Lauren M. Coffey	KY	W.R. McNeill Elementary School
Rachel L. Gibson	WY	Lingle Fort Laramie Elementary School
Julie Greenberg	OH	Oregon City Schools
James Darin Pope	AL	Tuscaloosa City Schools
Amy Siracusano*	MD	Maryland Board of Ed
David M. Soslau*	PA	Sabold Elementary School
Angelika Stout	AR	Lakewood Elementary
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Min Wang	MD	U. Of Maryland, College Park
Lisa Zawilinski*	CT	University of Hartford

Multistate Standard-Setting Panelists

Name	State	Organization
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Adam Baker	AR	Harding University
Brianna Ballantyne	ID	Clearwater Valley Elementary
Lucinda Burns	WV	Point Harmony Elementary School
Kristie Caldwell	TN	Learning Way Elementary Schools
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Ronda Fritz	OR	Eastern Oregon University
Paula Hull	UT	Cache County School District
Jennifer Jordan	TN	University of Tennessee
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Committee Members - MSSS

Name	State	Organization
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David Soslau	PA	Springfield School District
Caitlin Staton	AR	Lavaca Elementary School
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Multistate Standard-Setting Technical Report

PRAXIS[®] READING SPECIALIST (5302)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

February 2020

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*[®] Reading Specialist (5302) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 13 states and Washington, D.C. were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either reading specialists or college faculty who prepare reading specialists and (b) familiarity with the knowledge and skills required of beginning reading specialists.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Reading Specialist test, the recommended passing score¹ is 73 out of a possible 107 raw-score points. The scale score associated with a raw score of 73 is 165 on a 100–200 scale.

¹ Results from the two panels participating in the study were averaged to produce the recommended passing score.

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*[®] Reading Specialist (5302) test, research staff from ETS designed and conducted a multistate standard-setting study in January 2020 in Princeton, New Jersey. Education agencies² recommended panelists with (a) experience as either reading specialists or college faculty who prepare reading specialists and (b) familiarity with the knowledge and skills required of beginning reading specialists. Thirteen states and Washington, D.C. (Table 1) were represented by 26 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1

Participating States and Washington, D.C. and Number of Panelists

Arkansas (2 panelists)	Nevada (2 panelists)
Hawaii (1 panelist)	North Carolina (1 panelist)
Idaho (3 panelists)	North Dakota (2 panelists)
Kansas (2 panelists)	South Dakota (2 panelists)
Kentucky (1 panelist)	Utah (1 panelist)
Maryland (2 panelists)	Washington, D.C. (2 panelists)
Nebraska (2 panelists)	West Virginia (3 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, and D.C., the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score,³ which represents the combined judgments of two panels of experienced educators. Each state, or D.C., may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* Reading Specialist passing score (see Geisinger & McCormick, 2010). A state, or D.C., may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state, or D.C.’s, needs.

² States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

³ In addition to the recommended passing score averaged across the two panels, the recommended passing scores for each panel are presented.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Reading Specialist test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows states, and D.C. to recognize that any test score on any standardized test—including a *Praxis* Reading Specialist test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows states, and D.C. to gauge the likelihood that the recommended passing score from a particular panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state, and D.C. should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually possesses the required knowledge/skills. States and D.C. need to consider which decision error is more important to minimize.

OVERVIEW OF THE *PRAXIS*[®] READING SPECIALIST TEST

The Praxis Reading Specialist *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level reading specialists have the knowledge/skills believed necessary for competent professional practice.

The two and a half hour assessment contains 95 selected-response items⁴ and two constructed-response items covering four content areas: *Curriculum and instruction* (approximately 47 items), *Assessment* (approximately 29 items), *Professional Leadership and Specialized Roles* (approximately 19 items), and *Application* (approximately 2 items).⁵ The reporting scale for the *Praxis* Reading Specialist test ranges from 100 to 200 scale-score points.

PROCESSES AND METHODS

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

The standard-setting study began as a general session for both panels. The session opened with a welcome and introduction by each of the meeting facilitators. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

REVIEWING THE TEST

While both panels were together during the general session, the standard-setting panelists took the test and then discussed the content measured. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

⁴ Fifteen of the 95 selected-response items are pretest items and do not contribute to a candidate's score.

⁵ The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level reading specialists or areas that address content particularly important for entry-level reading specialists.

DEFINING THE JUST QUALIFIED CANDIDATE

Following the review of the test, panelists described the just qualified candidate. The *just qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

Both panels worked together to create a description of the just qualified candidate — the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, they first split into smaller groups to consider the just qualified candidate. Then they reconvened and, through whole-group discussion, created the description of the just qualified candidate to use for the remainder of the study.

The written description of the just qualified candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the just qualified candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the just qualified candidate description).

PANELISTS' JUDGMENTS

The *Praxis* Reading Specialist test includes both dichotomously-scored (selected-response items) and constructed-response items. Panelists received training in two distinct standard-setting approaches: one standard-setting approach for the dichotomously-scored items and another approach for the constructed-response items.

A panel's passing score is the sum of the interim passing scores recommended by the panelists for (a) the dichotomously-scored items and (b) the constructed-response items. As with scoring and reporting, the panelists' judgments for the constructed-response items were weighted such that they contributed 25% of the overall score.

Dichotomously scored items. The standard-setting process for the dichotomously-scored items was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the just qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just qualified candidate would answer the item correctly because the item is difficult for the just qualified candidate. The higher the value, the more likely it is that the just qualified candidate would answer the item correctly.

For consistency in understanding the standard-setting judgment process, both panels remained together as they received training and practice in how to complete their standard-setting judgments. Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just qualified candidate and the item and determined what was the probability that the just qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just qualified candidate would have a low chance of answering correctly.
- Items in the .40 to .60 range were those the just qualified candidate would have a moderate chance of answering correctly.
- Items in the .70 to 1 range were those that the just qualified candidate would have a high chance of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a high chance that the just qualified candidate would answer the question correctly,

the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training evaluation to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness. After the independent judgments were completed, panelists were split into two, distinct panels that worked separately for the remainder of the study.

Constructed-response items. An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for the constructed-response items. For this portion of the study, a panelist decided on the assigned score value that would most likely be earned by the just qualified candidate for each constructed-response item. Panelists were asked first to review the definition of the just qualified candidate and then to review the constructed-response item and its rubric. The rubric for a constructed-response item defines (holistically) the quality of the evidence that would merit a response earning a particular score. During this review, each panelist independently considered the level of knowledge/skill required to respond to the constructed-response item and the features of a response that would earn a particular score, as defined by the rubric. Each panelist decided on the score most likely to be earned by the just qualified candidate from the possible values a test taker can earn.

A test-taker's response to a constructed-response item is independently scored by two raters, and the sum of the raters' scores is the assigned score⁶; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). For their ratings, each panelist decided on the score most likely to be earned by a just qualified candidate from the following possible values: 0, 1, 2, 3, 4, 5, or 6. For each of the constructed-response item, panelists recorded the score (0 through 6) that a just qualified candidate would most likely earn.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Multiple Rounds. Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across

⁶ If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that item assigns the score, which is then doubled.

panelists. For dichotomously-scored items, items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 26 educators representing 13 states and D.C.. (See Appendix A for a listing of panelists.) Thirteen panelists were teachers, eight were college faculty, two were administrators or department heads, and four held another position. All eight faculty members' job responsibilities included the training of reading specialists.

The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

	<i>N</i>	<i>%</i>
Current position		
Teacher	12	46
Administrator/Department head	2	8
College faculty	8	31
Other	4	15
Race		
White	20	77
Hispanic	2	8
Asian	3	12
American Indian	1	4
Gender		
Female	25	96
Male	1	4
Are you currently certified as a teacher of this subject in your state?		
Yes	23	88
No	3	12
Are you currently teaching this subject in your state?		
Yes	23	88
No	3	12
Are you currently supervising or mentoring other teachers of this subject?		
Yes	21	81
No	5	19
At what K–12 grade level are you currently teaching this subject?		
Elementary (K–5 or K–6)	8	31
Middle school (6–8 or 7–9)	3	12
Elementary and Middle	1	4
High school (9–12 or 10–12)	1	4
Other	2	8
Not currently teaching at the K–12 level	11	42

Table 2 (continued)***Panel Member Demographics (Across Panels)***

	<i>N</i>	<i>%</i>
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	1	4
4–7 years	5	19
8–11 years	6	23
12–15 years	3	12
16 years or more	11	42
Which best describes the location of your K–12 school?		
Urban	5	19
Suburban	3	12
Rural	7	27
Not currently working at the K–12 level	11	42
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	8	31
No	0	0
Not college faculty	18	69

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments of panelists (Round 2). The table also includes estimates of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel’s standard-setting judgments.⁷ It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel’s recommended passing score overlap, indicating that they may be comparable.

Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Table D2).

⁷ An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Table 3
Summary of Round 2 Standard-setting Judgments

	Panel 1	Panel 2
Average	72.14	72.79
Lowest	65.38	63.21
Highest	81.45	88.82
SD	5.08	7.48
SEJ	1.41	2.08

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists’ judgments — was observed for each panel (see Table D2 in Appendix D). The Round 2 average score is the panel’s recommended passing score.

The panels’ passing score recommendations for the *Praxis* Reading Specialist test are 72.14 for Panel 1 and 72.79 for Panel 2 (out of a possible 107 raw-score points). In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels’ average passing score recommendation for the *Praxis* Reading Specialist test is 72.47 (out of a possible 107 raw-score points). The value was rounded to 73 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 73 raw points is 165.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4***Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score⁸***

	Recommended passing score (CSEM)	Scale score equivalent
	73 (4.69)	165
-2 CSEM	64	154
-1 CSEM	69	160
+ 1 CSEM	78	171
+ 2 CSEM	83	177

Note. CSEM = conditional standard error(s) of measurement.

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of the standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown their panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* that they understood the purpose of the study. All but one of the panelists *strongly agreed* that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All but one of the panelists reported that the description of the just qualified candidate was *very influential* in guiding their standard-setting judgments. All but one of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Twenty-one of the 26 panelists indicated that their own professional experience was *very influential* in guiding their judgments.

All but one of the panelists indicated they were *very comfortable* with the passing score they recommended. Twenty-five of the 26 panelists indicated the recommended passing score was *about right* with the remaining panelist indicating that the passing score was *too low*.

⁸ The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scale scores.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Reading Specialist test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Reading Specialist test, the recommended passing score⁹ is 73 out of a possible 107 raw-score points. The scale score associated with a raw score of 73 is 165 on a 100–200 scale.

⁹ Results from the two panels participating in the study were averaged to produce the recommended passing score.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

<u>Panelist</u>	<u>Affiliation</u>
Donna Atwood	Marshall University (WV)
Erin Bailey	The George Washington University (DC)
Ellen Bailey	Utah State Board of Education (UT)
Olivia Bishop	Omaha Public Schools (NE)
Yvonne Cannon	Valley City State University (ND)
Panonglee Casebeer	Sherman Elementary School (NE)
Toni Rose Deanon	DC International School (DC)
Nicole Finnesand	Tri-Valley School District (SD)
Susan C. Gapp	University of South Dakota (SD)
Rosa Gonzalez	Jerome School District (ID)
Chhanda Islam	Murray State University (KY)
Dawn Jensen	Acequia Elementary School (ID)
Thomas Jones	Peterson Elementary School (NC)
Darl Kiernan	Nevada Department of Education (NV)
Gilda Martinez-Alba	Towson University (MD)
Chantil McCormick	Confidence Elementary School (WV)
Rebecca Miller	Morgan Co Schools (WV)
Susan Perry	University of Central Arkansas (AR)
Jeri Powers	Prairie Ridge Elementary School (KS)
Jennifer Ralston	Frederick County Public Schools (MD)
Heather Reed	Stricker Elementary School (ID)

Participating Panelists With Affiliation (continued)

Panelist

Affiliation

Melissa Reed

Emporia State University (KS)

Amber Remark

Fargo Public Schools (ND)

Diana Walker

Northwest Regional Professional Development (NV)

Jenny Wells

University of Hawaii at Manoa (HI)

Beth Wyatt

Henderson State University (AR)

APPENDIX B

STUDY AGENDA

AGENDA

***Praxis*[®] Reading Specialist (5302) Standard-Setting Study**

Day 1

Welcome and Introduction

Overview of Standard Setting

Overview of the *Praxis* Reading Specialist Test

Review the *Praxis* Reading Specialist Test

Break

Discuss the *Praxis* Reading Specialist Test

Define the Knowledge/Skills of a Just Qualified Candidate –
Small group work

Lunch

Define the Knowledge/Skills of a Just Qualified Candidate –
consensus work

Break

Standard-Setting Training and Practice for Selected-Response
(SR) Items

Round 1 Standard Setting Judgments for SR items

Collect Materials; End of Day 1

AGENDA

***Praxis*[®] Reading Specialist (5302) Standard-Setting Study**

Day 2

Overview of Day 2

Round 1 Standard Setting Judgments for SR items (continued)

Standard-Setting Training and Practice for Constructed-Response (CR) items

Complete CR judgments

Break

Round 1 Feedback and Round 2 Judgments

Lunch

Round 1 Feedback and Round 2 Judgments (continued)

Feedback on Round 2 Recommended Passing Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

JUST QUALIFIED CANDIDATE DESCRIPTION

Description of the Just Qualified Candidate¹⁰

A just qualified candidate ...

1. Understands the developmental continuum of literacy skills, for example, phonological awareness, reading comprehension, written expression, etc.).
2. Knows common research-based instructional approaches and strategies to support the development of reading and writing various forms of texts (including digital and disciplinary).
3. Knows characteristics of diverse learning profiles (ELLs, gifted, and dyslexia).
4. Knows how to select, administer, and interpret appropriate assessments for instructional decisions.
5. Knows how to analyze multiple data points and sources to examine students' responses to instruction for instructional decisions.
6. Is familiar with methods of communication and collaboration with stake-holders to meet and advocate for the diverse literacy needs of students.
7. Knows some methods to collaborate in planning and facilitating professional learning for individuals and groups of teachers using data to enhance the quality of literacy instruction, for example, modeling, co-planning, co-teaching, and observing

¹⁰ Description of the just qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

RESULTS

Table D1
Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	<i>N</i>	%	<i>N</i>	%
Current position				
Teacher	7	54	5	38
Administrator/Department head	1	8	1	8
College faculty	3	23	5	38
Other	2	15	2	15
Race				
White	10	77	10	77
Hispanic or Latino	1	8	1	8
Asian	2	15	1	8
American Indian	0	0	1	8
Gender				
Female	13	100	12	92
Male	0	0	1	8
Are you currently certified as a teacher of this subject in your state?				
Yes	12	92	11	85
No	1	8	2	15
Are you currently teaching this subject in your state?				
Yes	11	85	12	92
No	2	15	1	8
Are you currently supervising or mentoring other teachers of this subject?				
Yes	12	92	9	69
No	1	8	4	31
At what K–12 grade level are you currently teaching this subject?				
Elementary (K–5 or K–6)	4	31	4	31
Middle school (6–8 or 7–9)	2	15	1	8
High school (9–12 or 10–12)	0	0	1	8
Other	2	15	1	8
Not currently teaching at the K–12 level	5	38	6	46

Table D1 (continued)***Panel Member Demographics (by Panel)***

	Panel 1		Panel 2	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Including this year, how many years of experience do you have teaching this subject?				
3 years or less	0	0	1	8
4–7 years	3	23	2	15
8–11 years	3	23	3	23
12–15 years	1	8	2	15
16 years or more	6	46	5	38
Which best describes the location of your K–12 school?				
Urban	3	23	2	15
Suburban	2	15	1	8
Rural	3	23	4	31
Not currently working at the K–12 level	5	38	6	46
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?				
Yes	3	23	5	38
No	0	0	0	0
Not college faculty	10	77	8	62

Table D2
Passing Score Summary by Round of Judgments

Panelist	Panel 1		Panel 2	
	Round 1	Round 2	Round 1	Round 2
1	66.76	66.96	67.03	66.33
2	64.55	66.55	91.17	88.82
3	81.95	81.45	67.50	70.50
4	79.62	79.62	60.21	64.08
5	76.20	76.20	55.98	65.48
6	67.98	69.68	74.25	74.55
7	74.78	74.18	61.11	63.21
8	65.18	65.38	77.20	77.00
9	74.00	74.30	76.53	76.03
10	75.78	74.78	84.05	83.35
11	68.35	68.55	71.23	71.03
12	67.30	68.80	72.50	73.70
13	69.08	71.40	71.58	72.18
Average	71.65	72.14	71.56	72.79
Lowest	64.55	65.38	55.98	63.21
Highest	81.95	81.45	91.17	88.82
SD	5.69	5.08	9.68	7.48
SEJ	1.58	1.41	2.68	2.08

Table D3***Final Evaluation: Panel 1***

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
● I understood the purpose of this study.	13	100	0	0	0	0	0	0
● The instructions and explanations provided by the facilitators were clear.	13	100	0	0	0	0	0	0
● The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	13	100	0	0	0	0	0	0
● The explanation of how the recommended passing score is computed was clear.	12	92	1	8	0	0	0	0
● The opportunity for feedback and discussion between rounds was helpful.	13	100	0	0	0	0	0	0
● The process of making the standard-setting judgments was easy to follow.	11	85	2	15	0	0	0	0
● I understood how to use the survey software	12	92	1	8	0	0	0	0

Table D3 (continued)

Final Evaluation: Panel 1

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• The description of the just qualified candidate	13	100	0	0	0	0		
• The between-round discussions	9	69	3	23	1	8		
• The knowledge/skills required to answer each test item	11	85	2	15	0	0		
• The passing scores of other panel members	7	54	6	46	0	0		
• My own professional experience	10	77	3	23	0	0		
	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Overall, how comfortable are you with the panel's recommended passing score?	13	100	0	0	0	0	0	0
	Too low		About right		Too high			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• Overall, the recommended passing score is:	0	0	13	100	0	0		

Table D4***Final Evaluation: Panel 2***

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
● I understood the purpose of this study.	13	100	0	0	0	0	0	0
● The instructions and explanations provided by the facilitators were clear.	12	92	1	8	0	0	0	0
● The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	11	85	2	15	0	0	0	0
● The explanation of how the recommended passing score is computed was clear.	11	85	2	15	0	0	0	0
● The opportunity for feedback and discussion between rounds was helpful.	12	92	1	8	0	0	0	0
● The process of making the standard-setting judgments was easy to follow.	10	77	3	23	0	0	0	0
● I understood how to use the survey software	13	100	0	0	0	0	0	0

Table D4 (continued)

Final Evaluation: Panel 2

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• The description of the just qualified candidate	12	92	1	8	0	0		
• The between-round discussions	6	46	7	54	0	0		
• The knowledge/skills required to answer each test item	12	92	1	8	0	0		
• The passing scores of other panel members	4	31	8	62	1	8		
• My own professional experience	11	85	2	15	0	0		
	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Overall, how comfortable are you with the panel's recommended passing score?	12	92	1	8	0	0	0	0
	Too low		About right		Too high			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• Overall, the recommended passing score is:	1	8	12	92	0	0		

TEST REVIEW WORKSHOP REPORT

Praxis Reading Specialist (5302) Test Review

Virginia

Wednesday, Jul 21, 2021

O

This meeting was conducted using Zoom. The participants and agenda followed are provided in ATTENDEES and AGENDA below. RESULTS provides the panelists' feedback—captured through discussion and online polls—about the test and a recommended passing score.

The results include:

- Panelists agreed that the test is appropriate for licensure as a reading specialist.
- The panel agreed with the recommended passing score from the multi-state standard setting: 165 on the Praxis scale (73 out of 105 total points on the form reviewed). The four panelists who responded to the post-meeting poll indicating that they are “very comfortable” with that recommendation.

A

• MALIK MCKINLEY (ETS)

• ERIC STEINHAEUER (ETS)

• DAVID DICKERMAN (ETS)

• MAGGIE CLEMMONS (VA DOE)

• JILL NOGUERAS (VA DOE)

PANELISTS

1. ADRIENNE IVEY

2. DENISE JOHNSON

3. ANGELA REEVES

4. ELIZABETH ROSS

5. TAMARA WILLIAMS

A

Activity

Approx. time

Whole panel

- Welcome and Introductions
 - Overview of the test and its development
 - Overview of standard setting process
- Agreement to proceed.**

recommendation
Poll: Feedback on panel recommendation.¹

Breakout rooms

- Review of the test form (BREAK 5 mins)
- Discussion:

What is measured?

Whole panel

- Discussion: What is measured?

Poll: Test review

feedback.¹

Whole panel

- Review of standard setting results
- Passing score recommendation.**
- Review of panel

TEST REVIEW WORKSHOP REPORT

40 mins

20 mins

1:40

20 mins

¹These online polls were moved to after the meeting due to a technology problem during the meeting.

TEST REVIEW WORKSHOP REPORT

RESULTS

- I. Following an overview of (i) the test's structure and content, (ii) the test's development, and (iii) the standard setting process, panelists responded to a poll indicating their agreement to proceed. All agreed to these two statements
 - (A) I understand that, by proceeding, I agree not to keep or disclose (1) secure test material provided and/or (2) any information provided specific to secure tests and/or (3) details of panel discussions of secure material, including panel recommendation.
 - (B) I understand that, by proceeding, I agree not to take this Praxis test any time within the next year.
- II. Following a review of the test form used in standard setting, panelists discussed among themselves what they saw being measured including (1) what content they expect to be particularly challenging for candidates and (2) what content is especially important for beginning practice.
- III. The panel was provided an overview of the process and results of a multistate standard setting (MSSS) conducted for the test. *(Note: In advance of the meeting, panelists received a technical report describing the MSSS process and results in detail.)*

Results included:

 - The recommended score value (RSV) from the study was 73 (out of 105 possible points) on the test form you reviewed
 - The 105 total points come from.
 - 78 scored selected response questions
 - 27 possible points from constructed response questions (CRs): 3 CRs each scored by 2 raters on a 0-3 score scale with a 1.5 weighting applied ($3 \times 2 \times 3 \times 1.5 = 27$)
 - The scale score associated with 73 raw points is 165.

Panelists were asked for their recommended passing score based on their review of the test, the panel's discussion of the test and the results of the MSSS. Choices presented were the MSSS RSV and raw scores ranging two conditional standard errors of measurement (CSEM) above and below the RSV:

Asked "What passing score would you recommend (total points on the test form reviewed)?"

- 83 Scale 177 (+2.0 CSEM)
- 80 Scale 173
- 78 Scale 171 (+1.0 CSEM)
- 76 Scale 168
- 73 Scale 165 (Recommended Value from MSSS)
- 71 Scale 162
- 69 Scale 160 (-1.0 CSEM)
- 66 Scale 157
- 64 Scale 154 (-2.0 CSEM)

The panel consensus was to adopt the recommended value from the MSSS, a passing score of 73, equivalent to a scaled score of 165.

TEST REVIEW WORKSHOP REPORT

IV. Following the workshop, panelists provided feedback about the test and the recommended passing score. Four of the five panelists responded:

(C) How important are the knowledge and skills being assessed for effective beginning practice as a reading specialist?

- | | |
|--|---|
| <input type="radio"/> Very important | 3 |
| <input type="radio"/> Important | 1 |
| <input type="radio"/> Moderately important | – |
| <input type="radio"/> Of some importance | – |
| <input type="radio"/> Of little importance | – |
| <i>Total</i> | 4 |

(D) Based on the knowledge and skills being assessed, is the test appropriate for licensure as a reading specialist?

- | | |
|---------------------------|---|
| <input type="radio"/> Yes | 4 |
| <input type="radio"/> No | – |
| <i>Total</i> | 4 |

Provided with an optional open-ended question

(E) About the knowledge and skills being assessed: Please provide any further feedback about alignment to the knowledge and skills a secondary mathematics teacher needs?

two panelists provided further feedback on the test overall:

- I felt more comfortable with the assessment when I was informed that the universities in Virginia aligned their programs with current pedagogy in the field of reading education. I was also pleased to see that staff development and conflict resolution items were included. The assessment was also not a one dimensional assessments of reading. The assessment did take into account information from various researchers and scholars in the field*
- I thought the assessment was very fair, it aligned with the knowledge and skills need to be a reading specialist. Some of the questions were challenging for a just qualified candidate but were necessary to know as a reading specialist. Including questions about next steps and professional developments were aligned with a reading specialist, this position is not just about knowing the stages of reading and how to instruct students but to aid teachers in instruction and analyzing data.*

(F) Overall, how comfortable are you with the panel's recommended cut score?

- | | |
|--|---|
| <input type="radio"/> Very Comfortable | 4 |
| <input type="radio"/> Somewhat Comfortable | – |
| <input type="radio"/> Somewhat Uncomfortable | – |
| <input type="radio"/> Very Uncomfortable | – |
| <i>Total</i> | 4 |

(G) Overall, the panel's recommended cut score is:

- | | |
|-----------------------------------|---|
| <input type="radio"/> Too high | – |
| <input type="radio"/> About Right | 4 |
| <input type="radio"/> Too Low | – |
| <i>Total</i> | 4 |

TEST REVIEW WORKSHOP REPORT

Provided with an optional open-ended question

(H) Please provide any further comments about your recommendation three panelists provided further feedback:

- Since this is an assessment that validates a candidate that is seeking licensure for a reading specialist, I feel that the cut score will provide a fair measure of the knowledge base of said candidate. I also like the idea of the cut score being constant across several states. By keeping the cut scores the same, continuity of knowledge is provided for those reading specialists that seek employment in Virginia from other states.*
- Thank you for the opportunity to be a part of this process.*
- A Reading Specialist is not a first level job, but it's a job where you need to be knowledgeable about interrupting data, modeling and assisting teachers, instructing students, conducting professional developments and working with the community. In order to be successful, you need to have a wide range of knowledge about English Language Arts.*

The *Praxis*® Study Companion

Reading Specialist

5302



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 35).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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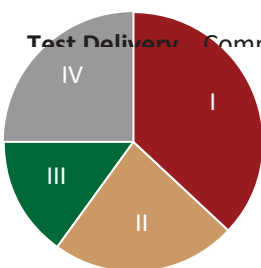
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1. Learn About Your Test

Learn about the specific test you will be taking

Reading Specialist (5302)

Test Information																
Test Name	Reading Specialist															
Test Code	5302															
Time	150 minutes															
Number of Questions	95 selected-response questions; 2 constructed-response questions															
Format	The selected-response questions account for approximately 75% of the total test score. The constructed-response questions account for about 25% of the score. This test may include questions with an audio or video component.															
Test Delivery	Computer delivered															
	<table border="1"> <thead> <tr> <th></th> <th>Approximate Number of Questions</th> <th>Approximate Percentage of Examination</th> </tr> </thead> <tbody> <tr> <td>Curriculum and Instruction</td> <td>47</td> <td>37%</td> </tr> <tr> <td>Assessment</td> <td>29</td> <td>23%</td> </tr> <tr> <td>Professional Leadership and Specialized Roles</td> <td>19</td> <td>15%</td> </tr> <tr> <td>Application</td> <td>2</td> <td>25%</td> </tr> </tbody> </table>		Approximate Number of Questions	Approximate Percentage of Examination	Curriculum and Instruction	47	37%	Assessment	29	23%	Professional Leadership and Specialized Roles	19	15%	Application	2	25%
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About This Test

The Reading Specialist test is intended primarily for persons who have advanced academic preparation and/ or who are being considered for supervisory or instructional positions related to the teaching of reading instruction in grades K–12. The test is most appropriate for candidates with advanced preparation (i.e., those with a master’s degree or course work comparable to the training needed for a master’s degree) who expect to have specialized responsibilities related to the teaching of reading at any level from kindergarten through twelfth grade. It also is appropriate for individuals who wish to be considered for supervisory or instructional positions related to the teaching of reading—those seeking positions as reading clinicians, consultants, supervisors, specialists, coaches, coordinators, or resource persons and thus intending to be responsible for more than the teaching of developmental reading in a regular classroom setting.

The content of the test is based largely on the 2017 Standards for the Preparation of Literacy Professionals created by the International Literacy Association. This test consists of 95 selected-response questions and 2 constructed-response questions, one of which, is a case study. The test may contain some questions that will not count toward your score.

Content Topics

This list details the reading specialist topics that may be included on the test. All test questions will cover one more of these topics.

Interspersed throughout the study topics are **discussion areas**, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion **does NOT provide answers for the discussion area questions**, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

I. Curriculum and Instruction

A. Foundations and Curriculum Design

1. Is familiar with factors that affect literacy development (e.g., medical, environmental, cultural, linguistic, social, and emotional)
2. Understands the developmental continuum of oral language, phonological awareness (including phonemic awareness), concepts of print, alphabetic principle, decoding skills, printed-word recognition, spelling, reading fluency, vocabulary, reading comprehension, and written expression
3. Knows characteristics of diverse literacy profiles (e.g., students with dyslexia, gifted and talented, English learners)
4. Is familiar with design, implementation, and evaluation of the literacy curriculum materials and the role of standards for all students

B. Instructional Design

1. Is familiar with ways to support classroom teachers and education support personnel to implement research-based instructional approaches for all students

2. Is familiar with aspects of cognition and behavior in literacy development, including attention, automaticity, verbal memory, processing speed, and graphomotor control and their effects on literacy development
3. Is familiar with methods to create a literacy-rich environment (engaging classroom library, word wall, authentic children's work, digital technology, reading nooks) that meet the specific needs, interests, and abilities of diverse learners
4. Knows strategies that foster students' engagement, increase desire to read, and promote growth as readers
5. Knows strategies to support the language needs of English learners
6. Understands how to individualize instructional materials and approaches to meet the needs of students who need additional support with literacy skills

C. Implementation

1. Is familiar with instructional approaches that support the development of reading strategies required for different types and forms of texts (i.e., digital and print, disciplinary literacy)
2. Understands research-supported instructional approaches and interventions for concepts of print
3. Understands research-supported instructional approaches and interventions for phonological (including phonemic) awareness
4. Understands research-supported instructional approaches and interventions for alphabetic principle, phonics, high-frequency words, decoding, and encoding
5. Understands research-supported instructional approaches and interventions for morphological analysis (e.g., affixes, roots, and base words)
6. Understands research-supported instructional approaches and interventions for vocabulary
7. Understands research-supported instructional approaches and interventions for fluency
8. Understands research-supported instructional approaches and interventions for listening and reading comprehension (e.g., text dependent questioning, close reading)

9. Understands research-supported instructional approaches and interventions for use of writing mechanics and written expression

Discussion areas: Curriculum and Instruction

- What is the difference between phonics and phonological awareness?
- In what ways do students' cultural and linguistic backgrounds affect comprehension?
- What is the difference between fluency and prosody?
- What is the relationship between fluency and comprehension?
- What is the relationship between learning to read and learning to write?

Discussion areas: Assessment

- What is the purpose of formal and nonformal assessments?
- What is the function of informal assessment?
- For what purpose are norm-referenced assessments used?
- Based on assessment data, what are some ways teachers can modify instruction for students with diverse learning profiles?
- How can the reading specialist promote student reflection and self-efficacy?

II. Assessment

A. Types and Purposes of Assessment

1. Understands the function and purpose of formal and informal assessments, including screening measures, to determine the literacy needs of the student (i.e., diagnostic, progress monitoring, and measuring outcomes)
2. Knows basic technical vocabulary associated with assessments (e.g., criterion-referenced, norm-referenced, reliability, validity, fairness, and equity)
3. Understands how to select, administer, and interpret appropriate assessments for students, especially for those who need additional literacy support

B. Interprets Data for Instruction

1. Understands how to analyze individual reader's performance using multiple data sources and plan instruction and intervention
2. Understands how to analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction
3. Knows ways to support teachers in analyzing and using individual, classroom, grade-level, and school wide assessment data to make instructional and grouping decisions
4. Understands how to analyze and present assessment data according to the needs of students, parents, and school members
5. Knows how to promote student reflection and self-efficacy through goal setting

III. Professional Leadership and Specialized Roles

A. Diverse Learners

1. Is familiar with the relationship between first- and second-language acquisition and literacy development and ways to support educators in meeting the unique needs of English learners
2. Knows how to refine educator practice in providing differentiated instruction for all students
3. Knows ways to promote family and community engagement to support literacy development

B. Professional Development and Leadership

1. Understands how to model and support teachers in using data to inform practices to meet the diverse literacy needs of students
2. Is familiar with effective collaboration and conflict resolution strategies that facilitate communication and literacy improvement
3. Knows methods to collaborate in planning and facilitating professional learning for individuals and groups of teachers using data to enhance the quality of literacy instruction. This may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning)
4. Is familiar with how to provide evidence that supports effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers,

and community members

5. Knows methods to collaborate with leadership teams in order to support multi-tiered systems of support and advocate for students who are at risk for not reading and writing at grade level

Discussion areas: Professional Leadership and Specialized Roles

- What is the relationship between first- and second-language acquisition and literacy development?
- Which is one aspect of professional development that contributes to an effective reading program?
- How does a reading specialist facilitate professional learning for teachers?
- What are effective ways to communicate students' reading progress to stakeholders (i.e., parents and administration)?
- What are a few of the universal strategies to promote family engagement to improve literacy skills?

IV. Application (Constructed-Response)

A. Professional Leadership

1. Will apply knowledge of professional learning and leadership to prepare an organized written response to a topic related to the development of student literacy.

B. Analysis of Individual Student Case Study

1. Will apply knowledge of reading assessment and instruction to prepare an organized written response to a case study of an elementary student.

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the Praxis tests

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of answer

choices. However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans. Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

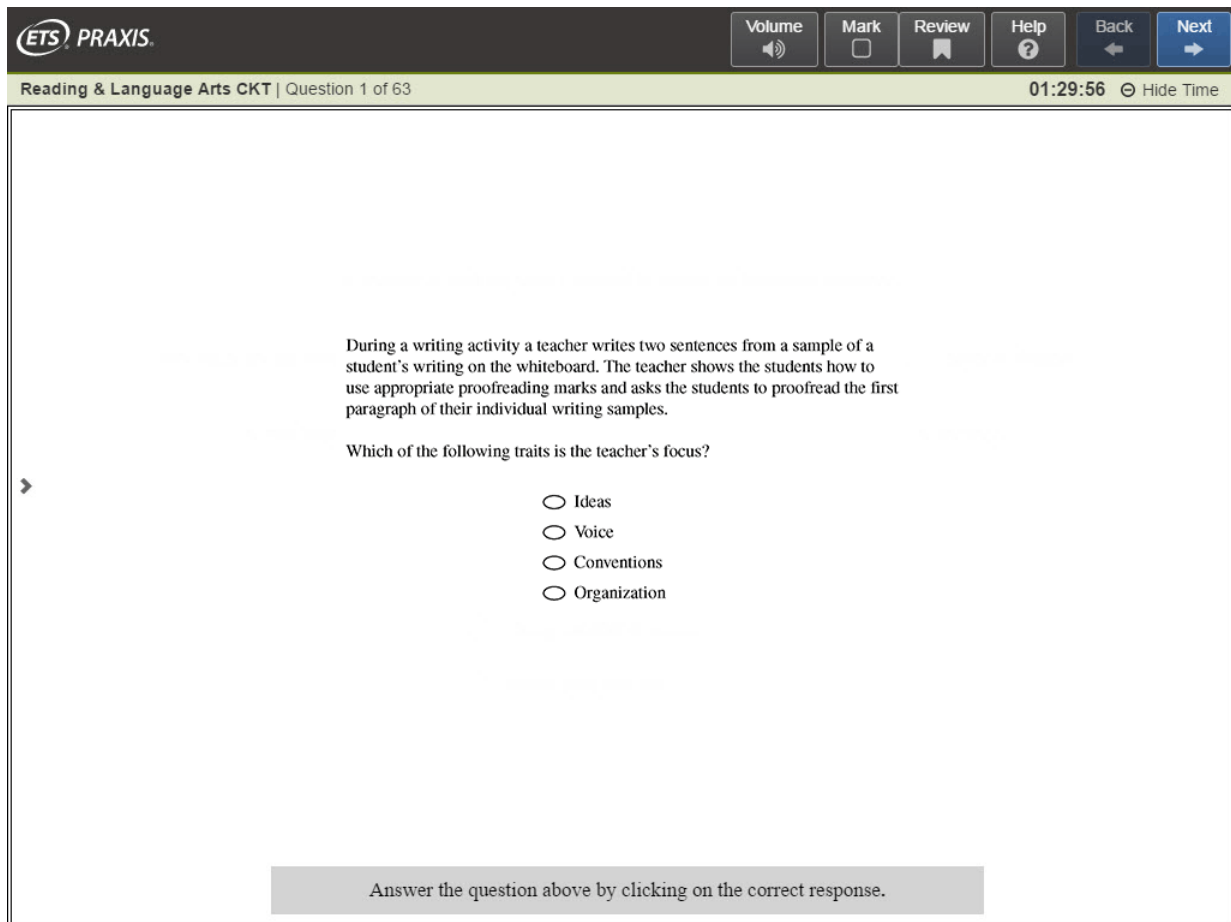
For tests that have constructed-response questions, more detailed information can be found on page 23.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available via computer delivery. The following sample question provides a preview of an actual screen used in a computer-delivered test. For the purposes of this Study Companion, the sample questions are shown as they would appear in a paper-delivered test.



The screenshot displays a test interface with a dark header bar. On the left is the ETS PRAXIS logo. On the right are navigation buttons: Volume, Mark, Review, Help, Back, and Next. Below the header, a status bar shows 'Reading & Language Arts CKT | Question 1 of 63' and a timer '01:29:56' with a 'Hide Time' option. The main content area contains a paragraph of text, a question, and four radio button options. A grey instruction box is at the bottom.

ETS PRAXIS

Volume Mark Review Help Back Next

Reading & Language Arts CKT | Question 1 of 63 01:29:56 Hide Time

During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.

Which of the following traits is the teacher's focus?

- Ideas
- Voice
- Conventions
- Organization

Answer the question above by clicking on the correct response.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by suggested answers or completions. Select the one that is best in each case.

- A science teacher asks the school reading specialist for strategies to help students acquire content-area vocabulary and improve their comprehension of the science textbook. Which of the following strategies is most appropriate for the reading specialist to recommend for this goal?

 - Introducing key vocabulary terms in context before reading the text
 - Selecting words from the text and having students write down definitions from the glossary
 - Pretesting students on the vocabulary terms from the textbook
 - Comparing the dictionary definitions of the vocabulary terms with the definitions found in the textbook glossary
- A reading specialist collects data at four-week intervals on several third-grade students. The data indicate that the students' accuracy, fluency, and comprehension are at an end-of- first-grade level.

The reading specialist is most likely to recommend focused instruction in which of the following?

 - Developing a sight-word vocabulary
 - Rehearsing the 42 alphabet sounds
 - Reading a variety of texts
 - Applying word-analysis strategies
- Which of the following best describes the concept of fairness in educational measurement?

 - The idea that test takers with equal proficiency in the construct being measured should have the same probability of answering a particular test question correctly
 - The idea that test results are consistent over time and across test questions
 - The idea that a test taker's performance should be assessed based on the constructs being measured and not on the test taker's group membership
 - The idea that a test should measure what it purports to measure
- Students in elementary school often have a wide range of reading abilities. Which of the following approaches will best meet the needs of all students?

 - Establishing three ability-level groups for each subject
 - Using the same text for all students but modifying assignments
 - Asking the reading specialist to work with the reading group that has the lowest ability level
 - Using flexible grouping and a variety of materials at various reading levels
- A mentor teacher notices that during English language arts instruction, a new teacher asks many recall questions related to a novel the class is reading. The mentor teacher plans to suggest a few higher-order thinking questions that would be appropriate. Which of the following questions best reflects how point of view can affect a story?

 - What would happen in the story if the antagonist were the main character?
 - Who are the memorable characters appearing in the first three chapters?
 - How successful was the protagonist in dealing with the problem in the story?

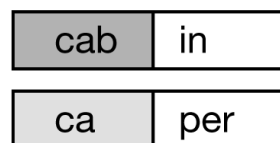
- (D) Why did the author choose the particular setting for the story instead of another place?

6. When a student who is reading aloud substitutes a word of similar meaning for a word that appears in print, the teacher's most appropriate response is most likely to
- (A) immediately ask the student to reread the word correctly
 - (B) quietly and quickly correct the miscue by pronouncing the correct word aloud as soon as the student makes the mistake
 - (C) stop the student immediately, write both words down, and have the student identify and read the word as it appears in the text
 - (D) allow the student to continue reading, since occasional miscues are a normal aspect of reading
7. A student has a reading accuracy rate of 80%. Which of the following approaches will best develop the student's reading skills?
- (A) Reducing the student's reading level by one level to increase accuracy
 - (B) Leaving the student at the same reading level because the score for reading accuracy is at a high level
 - (C) Increasing the student's reading level by one level to increase the reading challenge
 - (D) Leaving the student at the same reading level until the student increases accuracy
8. A reading specialist is collecting data on a kindergarten student's knowledge of phonemic awareness skills. The reading specialist asks the student, "Which word does not belong: 'plant,' 'play,' 'rain,' 'please'?" Which of the following phonemic awareness skills is the teacher assessing?
- (A) Deletion
 - (B) Categorization
 - (C) Substitution
 - (D) Segmentation
9. A teacher assesses a student's oral language proficiency using the three specific indicators listed.
- 1. The ability to give and keep eye contact
 - 2. The ability to begin conversations with adults
 - 3. The ability to wait attentively while an adult responds
- The teacher records the degree to which each indicator is met by the student and will use the data to monitor the student's progress over time. Which of the following evaluative forms is most appropriate to use to help meet the teacher's goal?
- (A) Rubric
 - (B) Checklist
 - (C) Rating scale
 - (D) Narrative record
10. A fifth-grade teacher conducts a whole-class lesson on methods of citing textual evidence before students read a passage and write a response to it. The teacher explains that if students incorporate any evidence from the passage into their response, they should have a reason to do so.
- Which of the following best identifies the primary rationale for a student to use a direct quotation when responding to the passage?
- (A) To add credibility and authority to the response
 - (B) To focus on a specific source cited in the passage
 - (C) To communicate an overview of the information in the passage
 - (D) To provide supporting facts and details for a claim

11. Language-experience activities in kindergarten can best be used to benefit students' early literacy development by
- (A) providing an authentic way to demonstrate word awareness in a meaningful context
 - (B) giving students opportunities to build alphabet-recognition skills
 - (C) demonstrating how to write in various genres
 - (D) providing a model of correct grammatical structures in written expression

Word in Text	Teacher's Recording of Student Responses (written phonetically)
bigger	bī jər
even	ěv ěn
recess	rĕk ěs
inside	ĩns ǐd
accident	ǎk ǐd ěnt
interrupt	ĩ tər ũpt
skeleton	skĕ lĕt ɔn

12. A third-grade student makes the errors listed while orally reading a passage in a reading anthology. Based on the information, on which of the following word-analysis skills should the teacher focus instruction to best meet the student's needs?
- (A) Consonant blends
 - (B) Phonemic awareness
 - (C) Syllabication
 - (D) R-controlled vowels



13. A reading teacher uses the preceding letter boxes as a visual aid to help students understand the difference between closed and open syllable types. Which of the following will best ensure that the students learn the distinction?
- (A) Changing the color coding of the letter boxes to colors that students agree to associate with closed and open
 - (B) Providing additional word pairs such as "level/legal" and "visit/vital" for the students to contrast
 - (C) Including words starting with the /a/ sound found in words such as "away" and "against"
 - (D) Having students examine words that fit into three or more boxes and contain a different syllable type
14. During a fifth-grade literature circle unit, students in each circle choose a novel to study and work together to complete various activities. Which of the following activities best empowers students to demonstrate in- depth knowledge of the novel they read?
- (A) Taking a fill-in-the-blank or cloze test created by the publisher of the novel they selected
 - (B) Keeping a personal reflection journal of reading performance while reading their novel
 - (C) Designing art for a new cover for their novel to display in the library and entice others to read it
 - (D) Creating a Web site with multiple organized sections to house information about each circle's novel

15. After a student completes a reading fluency assessment, the teacher notes that the student can read the passage correctly, without hesitation, and at an appropriate pace. However, the student does not demonstrate expression while reading. The student needs further instruction primarily in
- (A) prosody
 - (B) speed
 - (C) automaticity
 - (D) decoding
16. A group of teachers are compiling a bank of strategies that struggling students can use to develop their reading comprehension skills. Which of the following is the best student strategy to add to the bank?
- (A) Practicing silent reading for a prescribed length of time each day
 - (B) Performing frequent oral reading fluency exercises with the class
 - (C) Listening to a text while reading it and forming mental models
 - (D) Studying lists of content-specific vocabulary and completing word maps
17. Which **THREE** of the following are the most important factors for a teacher to consider when planning differentiated instruction to maximize learning for all students in a literacy class?
- (A) Assessing students' mastery and application of a wide range of literacy skills
 - (B) Using a variety of evidence-based instructional approaches to learning
 - (C) Planning fast-paced instruction to spark and maintain student interest
 - (D) Employing flexible grouping and regrouping practices
 - (E) Adapting assignments to meet the needs of a diverse student population
18. Mr. Santos, a fifth-grade teacher, meets with the building reading specialist to share concerns about a paraprofessional assigned in a language arts class. Mr. Santos describes the paraprofessional, Ms. Stanley, as hovering over the four students who have Individualized Education Programs, watching their work, and constantly correcting them. He is concerned that while he is implementing a guided instructional approach to probe students' thinking with questions that require literary analysis, the paraprofessional is interfering with the students' learning processes of response, review, reflection, and adjustment. Which of the following instructional approaches best fits the needs of the paraprofessional as the reading specialist plans for her professional development?
- (A) Guided reading
 - (B) Gradual release of responsibility
 - (C) Differentiated instruction
 - (D) Project-based learning
19. Which of the following is the most significant impact that early attainment of decoding skills has on a student's literacy development?
- (A) Enhancing a student's motivation to read curriculum-based texts during times allotted to independent reading
 - (B) Enabling a student to organize cooperative reading activities involving texts on topics of shared interest
 - (C) Serving as a strong predictor of a student's later success in meeting the level of proficient in reading comprehension
 - (D) Allowing a student to process complex texts at the same reading rate as is used to process texts at more accessible levels

20. At the beginning of a school year, a group of classroom teachers are looking over assessment data from the previous year with the reading specialist. They notice that some students in each class scored lower than expected. Which of the following actions will best help the students during the upcoming school year?
- (A) Placing similar-scoring students in skill groups for remediation
 - (B) Retaining students who historically score low on assessments
 - (C) Tutoring students in each area of need individually
 - (D) Switching low-ability students to classrooms with higher-performing teachers
21. A third-grade teacher asks a reading specialist for help grouping students for guided reading. The teacher and reading specialist discuss data from curriculum-based reading assessments, standardized reading scores from an online reading program, and a required student interest survey. Which type of assessment will be most effective to use to provide data for grouping students for guided reading?
- (A) Interim assessment, such as measuring students' readiness for a future test
 - (B) Interim assessment, such as measuring students' self-evaluation skills
 - (C) Summative assessment, such as measuring students' retention of content
 - (D) Formative assessment, such as measuring students' word-reading accuracy
22. Members of the staff at an elementary school comprise a curriculum development team that is to conduct an in-depth analysis and revamping of the school's literacy program. During the planning and development phase of the project, which of the following is the best first step for the team to take?
- (A) Developing a multi-grade-level scope and sequence document and a curriculum map
 - (B) Analyzing state and national standards to formulate a philosophy and rationale for a revised curriculum
 - (C) Recruiting trainers and mentors responsible for professional development sessions using new curriculum materials
 - (D) Reviewing local, state, and national test data and stakeholder survey results to guide the selection of a curriculum
23. Which of the following is the best way for a reading specialist who plans and facilitates professional learning sessions to collaborate with a group of teachers?
- (A) Selecting professional literature that teachers must read
 - (B) Observing lessons and writing evaluations for teachers
 - (C) Structuring meetings during which teachers focus on goals
 - (D) Encouraging the principal to meet with teachers resistant to change
24. Of the following, which is the most effective way for a reading specialist to empower classroom teachers and educational support personnel to implement research-based instructional approaches?
- (A) Encouraging personnel to join the International Literacy Association
 - (B) Providing coaching for staff members as the need arises
 - (C) Observing staff as they locate resources on recommended practices
 - (D) Testing students every two to four weeks to measure their progress

Answers to Sample Questions

1. The correct answer is (A). Although there is no single method for providing direct vocabulary instruction, teachers must help students improve their ability to construct word knowledge within a meaningful context and not just learn words in isolation. (B) is incorrect because selecting vocabulary from a text and writing definitions is not an effective method for learning meanings of unfamiliar words. (C) is incorrect because pretesting may provide the teacher with data to plan differentiated instruction, but it is not an instructional strategy for improving students' knowledge of vocabulary. (D) is incorrect because comparing definitions from two sources is not an appropriate method of meeting the students' content- area vocabulary needs.

2. The correct answer is (D). Poor accuracy indicates poor decoding or word-analysis strategies, and accurate decoding is what leads to fluency and comprehension. (A) is incorrect because students' vocabulary grows with exposure to various texts. (B) is incorrect because it can be inferred that the students have a grasp of most of the basic alphabet sounds. (C) is incorrect because a focus on comprehension would come after decoding and fluency are strengthened.

3. The correct answer is (C). "Fairness" is a technical term used in educational measurement that refers to the idea that construct-irrelevant, personal characteristics of a test taker (gender, ethnicity, religion, race, etc.) should have no appreciable effect on test results or the interpretation of test results. (A) is incorrect because the idea that test takers with equal proficiency in the construct being measured should have the same probability of answering a test question correctly refers to the absence of test bias. (B) is incorrect because the idea that test results are consistent over time and across test questions refers to reliability. (D) is incorrect because the idea that a test measures what it purports to measure refers to validity.

4. The correct answer is (D). Flexible grouping is a teaching strategy that allows for student placement in various groups based on factors such as skill need, interest, or personal choice. The flexible groups may change on a daily basis or may exist for several days or more. Using a variety of literary materials in different genres at various reading levels also addresses a wide range of reading abilities within a classroom. (A) is incorrect because establishing three static reading groups based on ability is not an effective organizational pattern for meeting the diverse and continually changing needs and interests of students. (B) is incorrect because students' independent, instructional, and frustration reading levels vary;

providing students with modified assignments using text at the same level for all students does not address their unique skill needs. (C) is incorrect because asking a reading specialist to work with the lowest-level reading group does not address the classroom-based instructional needs of all students.

5. The correct answer is (A). Asking what would happen if the antagonist in the story were the main character requires students to evaluate the character and his or her actions and infer how the story would be different if the antagonist were the main character. It requires students to consider how point of view affects a story and how knowing more about an antagonist can change a reader's opinion of the antagonist. (B) is incorrect because asking what the students remember about the events that occurred is a low-level question in terms of cognitive rigor. (C) is incorrect because asking how successfully the protagonist deals with the problem in the story is a low-level question in terms of cognitive rigor. (D) is incorrect because asking why the author chose a particular setting for action is a low-level question in terms of cognitive rigor.

6. The correct answer is (D). The most important consideration when analyzing a reader's oral reading miscues is whether or not the error makes sense, i.e., whether the error is semantically correct. A reader whose primary attention is on creating meaning from text reveals this focus while reading orally. In fact, the reader may not even be aware of the miscue if the meaning has not changed. (A), (B), and (C) are incorrect because they are not effective instructional practices.

7. The correct answer is (A). The student needs to go down a reading level because 80% accuracy is at the student's frustration level, indicating that the current reading level is too difficult for the student. (B) is incorrect because doing nothing would keep the student at frustration level and unable to learn new reading skills. (C) is incorrect because raising the student a level would only increase the frustration. (D) is incorrect because keeping the student at the same level would keep the student at frustration level and unable to learn new reading skills.

8. The correct answer is (B). In phoneme categorization, students must listen to four words and identify which one has a sound that is different from those of the other words. (A) is incorrect because phoneme deletion refers to a student's ability to recognize the word that remains when a phoneme is removed from another word. (C) is incorrect because in a phoneme substitution activity, a student must replace a phoneme in one word to form a new word.

(D) is incorrect because the student has not been asked to perform phoneme segmentation, which is breaking the word into its individual sounds.

9. The correct answer is (C). A rating scale enables a teacher to determine specific criteria to observe for assessment and then to grade the presence or absence of the criteria by varying degrees for comparison purposes over time. (A) is incorrect because a rubric is more often used for a general assessment of language or for larger tasks that are then graded in smaller components. A rubric is also not best suited for comparison purposes of discrete indicators over time.

(B) is incorrect because a checklist, which is similar to a rating scale, does not indicate the presence of varying degrees of chosen indicators. (D) is incorrect because a narrative record is not the best tool to use for the purposes indicated. A narrative record is better suited for a more detailed analysis of a student's overall language performance and for providing ancillary details, such as the social-cultural context of learning.

10. The correct answer is (A). Directly quoting from an author's text indicates to a reader that the author's words are powerful or highly informative. By quoting an author, a student indicates that he or she believes that the author writes from a perspective of high authority and that the author's reputation gives credibility to the supporting evidence in the student's written response. (B) is incorrect because focusing on a specific idea from a text to support a student's response is a rationale for paraphrasing supporting evidence. (C) is incorrect because an overview of the passage is best communicated by a summary written in the student's own words. (D) is incorrect because support for an author's claim is best provided by citing additional sources.

11. The correct answer is (A). Through the use of language-experience charts, teachers demonstrate how speech can be written down in a meaningful way. Students observe the process and learn word awareness, spelling, and the conventions of written language in an authentic manner. (B) is incorrect because learning the names of letters in the alphabet is not the purpose of using the language-experience approach. (C) is incorrect because, although topics for language-experience activities may vary greatly,

students are not learning specific characteristics of writing in different genres, and such an activity is not developmentally appropriate for kindergarten students.

(D) is incorrect because the teacher provides a model of correct grammatical structures while recording students' speech, but such modeling is not the primary or best benefit of language-experience activities for developing kindergarten students' early literacy skills.

12. The correct answer is (C). The errors indicate that the student has difficulty applying syllabication rules to unknown words. The focus of further instruction should be helping the student decode multisyllabic words by learning ways to split a word into its syllables. Such ways include stopping between two middle consonant sounds, such as /g/ and /g/ in "bigger," and before a single middle consonant sound, such as /d/ in "accident." (A) and (D) are incorrect because the student did not make errors in reading words with consonant blends or r-controlled vowels. (B) is incorrect because the student understands that words are made up of individual sounds.

13. The correct answer is (B). The word pairs are designed to compare and contrast closed and open syllables. Students must examine many pairs of words to firm up their understanding of each syllable type. (A) is incorrect because there is no reason to change the color coding of the closed and open vowel sounds; this would not have a significant impact on the strategy the teacher is using. (C) is incorrect because the examples are outliers in which the /a/ makes the schwa sound /uh/ and represent a different syllable type. (D) is incorrect because the main point of the lesson is to compare closed and open syllables, not to recognize multiple syllable types.

14. The correct answer is (D). Creating a Web site with multiple sections requires the students to demonstrate in-depth knowledge about various story elements while showing organizational skills. These are higher-order processes, and they also give students the chance to engage in twenty-first-century learning. (A) is incorrect because such tests are often full of recall-type questions and do not require the students to show depth of thought or knowledge about a book. Projects in which students must synthesize learning into their own words provide a more rigorous avenue for demonstrating knowledge. (B) is incorrect because while the assessment described asks students to evaluate their own performance and participation, it does not require them to demonstrate knowledge of the

book. (C) is incorrect because while creating cover art for a novel is an engaging and artistic endeavor, it does not show that students have developed cumulative knowledge of an entire literary work.

15. The correct answer is (A). Prosody is the ability to read with expression and appropriate tone. (B) is incorrect because the student is reading at an appropriate speed or pace. (C) is incorrect because the student is demonstrating the ability to read the given passage with automaticity. (D) is incorrect because the student reads without hesitation.

16. The correct answer is (C). The ability to listen to a text while reading it and form mental models or schema removes the effort involved in decoding and gives students the opportunity to analyze rich text. (A) is incorrect because while the act of practicing improves reading, it is often a difficult task for someone with poor comprehension. The mere act of trying to read without support does not ensure that the student will improve. (B) is incorrect because while the act of reading aloud frequently can improve one's oral reading fluency, it does not necessarily increase a student's comprehension of the text. Many students, especially adolescents, do not comprehend as well as they decode. Oral reading fluency assessments, as suggested by their title, are a better indicator of fluency than of comprehension. (D) is incorrect because while study of specialized vocabulary is an integral part of reading comprehension, students derive much more from studying words that occur frequently across many contexts.

17. The correct answers are (B), (D), and (E). The correct answer is (B). Using a variety of evidence-based instructional approaches to learning is correct because in providing differentiated instruction, it is important for a teacher to use multiple strategies that are selected to best meet specific needs. The correct answer is (D). Employing flexible grouping practices is correct because it is best practice for a teacher to use a combination of whole-class, small-group, and individual instruction when planning differentiated instruction. The correct answer is (E). Altering assignments to meet the needs of a diverse student population is correct because it is best practice for a teacher to adapt assignments that students should complete based on their learning needs.

18. The correct answer is (B). The method described by the teacher who expressed concern (guided instruction) is the second stage of gradual release, and the paraprofessional is directly interfering with this phase of instruction. (A) is incorrect because guided reading is a model that focuses on diagnosing reading needs to guide reading-level-based instruction. (C) is incorrect because differentiated instruction is an approach based on alternating instructional methods according to students' individual needs. (D) is incorrect because project-based learning (PBL) is an approach in

which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

19. The correct answer is (C). Research has shown that a student who acquires good decoding skills early is much more likely to be successful in reading for understanding as he/she progresses through the grades. (A) is incorrect. Acquiring early mastery of decoding skills is important in creating a student's desire to engage in wide reading activities. However, choosing to read curriculum-based texts during periods of independent reading in the classroom is not as likely to be a motivator in wide-reading activities as choosing books of interest would be. (B) is incorrect. Acquiring early mastery of decoding skills may or may not be directly related to a student being actively engaged in cooperative reading experiences that involve reading books on topics of common interest to students in the group. (D) is incorrect. Good readers change their rate of reading depending on factors related to the complexity of the text, purpose for reading, etc. Therefore, it is not correct to state that a student with good decoding skills will always read at a faster rate than a student with poor decoding abilities.

20. The correct answer is (A). After reviewing the data, teachers can adjust small-group instruction based on student need. (B) is incorrect because holding lower-scoring students back is not the only or best way to provide remediation. (C) is incorrect because individually tutoring students in each area is time-consuming and inefficient. (D) is incorrect because moving low-ability students to the classrooms of higher-performing teachers may not improve the students' skills if remediation is not provided.

21. The correct answer is (D). Formative assessments are used to guide reading instruction, and in this case, it is the only option that would be used to group children for guided reading. (A) is incorrect because interim assessments would be used once grouping is established and the learning process is checked for ongoing instruction. It is not a starting point. (B) is incorrect because interim assessments would be used once grouping is established and the learning process is checked for ongoing instruction. It is not a starting point. (C) is incorrect because summative assessments are not intended to establish guided reading groups; they are end-point assessments to measure learning.

22. The correct answer is (B). The review and revision of a literacy curriculum begins by analyzing state and national standards. Focusing on establishing standards for what students should learn is a first step in creating the philosophy and rationale that will serve to guide the development of a revised curriculum. (A) is incorrect because developing a scope and sequence document and a curriculum map is a step in the revision process that should follow the review of national, state, and local test data and review of surveys from stakeholders.

(C) is incorrect because recruiting trainers and mentors that have responsibility for professional development sessions with new curriculum and materials should be the last step of the four described in this question. (D) is incorrect because reviewing local, state, and national test data and results of surveys intended to help guide the process from all stakeholders is the second step in revising a literacy curriculum.

23. The correct answer is (C). The reading specialist working collaboratively with teachers provides structure by helping the teachers focus on goals. (A) is incorrect because the process is not collaborative if the reading specialist selects the professional literature that all teachers must read. (B) is incorrect because merely observing lessons and handing teachers written evaluations is not collaborative and may not facilitate learning. (D) is incorrect because asking the principal to intervene is not collaborative and may not facilitate learning.

24. The correct answer is (B). Students make the most literacy growth when the reading specialist provides help or coaching to classroom teachers and support personnel as they implement literacy instruction. Students make gains when all personnel in a school work together as a team. (A) is incorrect because joining the International Literacy Association would not provide direct, immediate help to classroom teachers and education support personnel. (C) is incorrect because merely observing staff as they locate resources on recommended practices in a classroom would not provide help. (D) is incorrect because testing students would not provide direct, immediate help to classroom teachers and education support personnel. Testing students might reveal weaknesses in the program, but it would not show the personnel how to improve their instruction.

About the Constructed-Response Questions

The Reading Specialist test consists of three constructed-response questions that require the candidate to demonstrate the ability to apply knowledge and theory of reading to specific students' needs and classroom scenarios.

Each task will be scored on a 0–3 scale using the following general scoring guide:

General Scoring Guide for Constructed-Response Questions

Score of 3

The response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described.
- Shows strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology are minor and do not detract from the thorough understanding shown.
- Provides strong supporting evidence and rationales.

Score of 2

The response demonstrates general understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.
- Shows general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology do not detract from the general understanding shown.
- Provides adequate supporting evidence and rationales.

Score of 1

The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Answers some part (or parts) of the question at a basic level.
- Has one or more of the following weaknesses:
 - Fails to answer most parts of the question and/ or fails to address crucial aspects of the instructional situation described
 - Shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.
 - Any evidence or rationales provided are weak or limited.

Score of 0

The response demonstrates no understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Fails to respond appropriately to any part of the question.
- Shows no knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question; or any information presented about reading and reading instruction is seriously in error.

Note: The mere presence of reading-specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English.

Constructed-Response Question with Sample Responses and Annotations

Directions

Read the scenario and then respond to the **TWO** tasks in the answer sheet booklet. The suggested time to spend on this question is 10 minutes.

Scenario: At the beginning of the school year, the professional staff in a K-5 school meets to review the results of test data collected during the previous year to identify the specific literacy needs of the school's diverse student population. Following an analysis of students' strengths, weaknesses, and needs, the staff decides to organize itself as a professional learning community that will focus on ways to improve student literacy learning. The school's literacy specialist is assigned the leadership role in guiding the staff toward meeting their goal..

Tasks:

1. Identify and describe **THREE** principles characterizing an effective professional learning community.
2. Identify and explain the benefit of **TWO** strategies the literacy specialist can use in collaborating with teachers to enhance the quality of literacy instruction.

Sample Response that Received a Score of 3

Task 1:

A school's implementation of professional learning communities (PLCs) is intended to establish a schoolwide culture and environment of high trust in which a focus is built on planning and sustaining school improvement goals. One fundamental principle inherent in creating successful PLCs is that leaders in the process need to encourage all participants to work together collaboratively, rather than in isolation, to achieve a common goal—analyzing and improving classroom practices. The basic belief underlying this principle is that participants need to share responsibility for furthering students' literacy development. Second, effective PLCs ask participants to respond to a continual review of student test data to judge the effectiveness of what is happening in the classroom and change instructional practices when needed. Also, a major focus of PLCs is related to providing teachers multiple opportunities to

share their teaching practices and observe each other in the classroom. This practice helps teachers to make connections with each other, discuss ideas, and build on each other's teaching expertise.

Task 2:

There are a number of strategies the literacy specialist can use to collaborate with a teacher or a group of teachers. One technique is to provide scheduled times for the literacy specialist to model literacy lessons so that teachers can directly observe effective instructional strategies. Modeling "how to teach" helps teachers to learn first-hand what good practice looks like and then include the techniques in their own daily instruction. The literacy specialist can also plan scheduled times on the school calendar to conduct teacher workshops. During these workshops the specialist facilitates interactive professional learning activities related to various aspects of literacy instruction. This strategy allows teachers to learn new information, dialogue with each other about literacy instruction, and reflect upon their current teaching practices and how to improve.

Commentary on a Response with a Score of 3

This sample received a score of 3 because every part of both tasks is clearly and specifically addressed.

In Task 1, the test-taker identified three basic principles inherent in a model of professional learning communities: encouraging teachers to work collaboratively rather than alone in furthering students' literacy growth, engaging in continual review of student test data and using the information to modify instructional practices when appropriate, and providing opportunities for teachers to make connections with peers and build on their own professional expertise by sharing ideas and observing other teachers. In Task 2, the test-taker thoroughly identified and explained the benefit of two literacy strategies the literacy specialist can use in collaborating with teachers: modeling literacy lessons for teachers and planning scheduled times for facilitating teacher workshops on a

variety of literacy topics. This response demonstrates a thorough understanding of the elements of reading and reading instruction.

Sample Response that Received a Score of 2

There are a number of principles that define professional learning communities as a way for a school to improve its instructional program in helping students learn literacy skills. Three of these underlying big ideas are the following:

Professional learning communities are a way for a leadership team to encourage teachers to gain greater expertise in the “how and why” of teaching literacy skills.

The communities represent an ongoing process involving a team of administrators, content specialists, and teachers who work collaboratively with a focus on improving instruction for students with differing needs.

A professional learning community is composed of a group of people in a school who have a shared vision of learning and strive to learn new and better ways to enhance students’ literacy development.

Mr. Watson was assigned the role of planning and facilitating professional development activities. Some activities he can use are:

Setting up times for classroom teachers to observe each other teaching literacy lessons

Reviewing current scientifically based research findings on literacy instruction and posting the materials online for teachers to study.

Commentary on a Response with a Score of 2

This sample received a score of 2 because most parts of the question are addressed but at a general level. In Task 1, the test-taker adequately identifies three principles that characterize professional learning communities: 1) PLCs are a mechanism allowing teachers to gain expertise in literacy instruction, 2) PLCs involve a group of school-based stakeholders in a variety of positions who work collaboratively to improve instruction for all students, and 3) Members involved with PLCs share a common vision of learning and work to learn new and more effective ways to help students improve their literacy skills. In Task 2, the test-taker provides two strategies the literacy specialist can use when working with teachers— teacher observation of peers and access to online resources related to latest research findings in literacy instruction. However, the response is partial because

an explanation of the benefit of having teachers engage in the activities is not provided. This response gives a general understanding of the elements of reading and reading instruction relevant to the question.

Sample Response that Received a Score of 1

A professional learning community is a way for teachers to get together in groups to discuss how they are teaching students in their classrooms. They use the time the administration gives them to share ideas and then include new ideas in their lessons. A literacy specialist should meet with teachers and give them information about new techniques.

Commentary on a Response with a Score of 1

This response received a score of 1 because some parts of the question were answered at a weak or limited level. In Task 1, the test-taker provides an incomplete description of one principle (teachers working together in groups to discuss and share teaching ideas) that characterizes professional learning communities. In Task 2, the test-taker describes at a very limited level one strategy the literacy specialist can use (meeting with teachers and giving them information about new techniques) in working collaboratively with teachers to improve student achievement. An explanation of the strategy is not provided. This response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/dates_centers.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 38.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 31 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 31, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Test Specifications” information beginning on page 5 to help complete it.

Use this worksheet to:

1. Define Content Areas: List the most important content areas for your test as defined in chapter 1.
2. Determine Strengths and Weaknesses: Identify your strengths and weaknesses in each content area.
3. Identify Resources: Identify the books, courses, and other resources you plan to use for each content area.
4. Study: Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5713)

Test Date: 9/15/19

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/19	7/15/19
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/19	7/17/19
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/19	7/21/19
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author’s attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/19	7/26/19
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/19	7/27/19
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/19	8/1/19
Author’s purpose	Determine the role that an idea, reference, or piece of information plays in an author’s discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/19	8/1/19

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/19	8/1/19
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/19	8/1/19
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/19	8/8/19
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/19	8/17/19
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/19	8/24/19
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/19	8/24/19
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/19	8/27/19
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/19	8/30/19
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/19	8/31/19
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/19	9/4/19
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/19	9/6/19

My Study Plan

Use this worksheet to:

1. Define Content Areas: List the most important content areas for your test as defined in chapter 1.
2. Determine Strengths and Weaknesses: Identify your strengths and weaknesses in each content area.
3. Identify Resources: Identify the books, courses, and other resources you plan to use for each content area.
4. Study: Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*[®] or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at <https://www.ets.org/praxis/institutions/scores/passing/> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

7. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/plne_accommodations/.

What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at https://www.ets.org/s/praxis/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

8. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

9. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report. To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same *Praxis* test or other *Praxis* tests in the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *Praxis Passing Scores*, found at <https://www.ets.org/praxis/institutions/scores/passing/>
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and [ETS Standards for Quality and Fairness](#).*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/dates_centers for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!
Let the *Praxis*® *Study Companion* guide you.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis

[is/store](http://www.ets.org/praxis/store)

