



Praxis[®] Presentation for Nebraska

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Today's Agenda

- ***Praxis Update***
- ***Curriculum crosswalks***
- ***ETS Data Manager Tutorial***
 - *How to extract national, state and institutional performance data*
 - *Category performance analysis*
 - *Disaggregating data by subgroups*
- ***Supporting students with test preparation, study plans and tips***
- ***New Initiatives***

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



Recent Program Developments



Recent Program Developments

- Computer-delivered test vouchers (i.e. Emergency, Fee Waiver, Exception, Pre-Paid, School Sponsored) will be good for a full calendar year from the date of issue (previously 90 days).



Recent Program Developments

- **Starting with the July 2015–2016 testing year test takers who are unable to test because of weather conditions or other test center issues no longer need to contact ETS to reschedule.**
 - ETS goes into a test taker's ETS account and authorizes a free reschedule.
 - The test taker receives an email to go to their account and click on a link that will allow them to reschedule their free appointment.
 - The test taker sees the dates on which their test is available.

Recent Program Developments

- Due to security reasons, you cannot change your name online.
- If the name shown on your primary identification does not match the name on your registration record, you will not be permitted to test.
- **Registration and Name Change** – added clarifying language to the *Praxis*® account when test takers first log in and verify their personal information before re-registering
 - *“If your name has changed for any reason, including marriage or divorce, you must create a new online Praxis account providing your name **exactly** as it appears on the primary identification you will present on test day. During the creation of your new account, we advise that you leave the Social Security number field blank to avoid technical issues. After the new account is created, you will have the opportunity to enter your Social Security number by clicking the “Update Personal” or “Contact Information” link.”*

**For more information on ID requirements, visit:
www.ets.org/praxis/test_day/id**

Recent Program Developments

- **Procedures are currently being updated to enable test takers requesting accommodations for disabilities or health-related needs to submit the required paperwork via email.**
 - More to come as soon as the new procedures are finalized.
 - Information on accommodations will be published soon in *The Praxis® Connection* (for EPPs).
 - Long-term goal is to move to complete, online registration for those needing accommodations

**For more information on testing accommodations, visit:
www.ets.org/praxis/register/disabilities**

Recent Program Developments

- **Use of Core to satisfy CAEP Standard 3.2**
- **Standard 3.2 concerns EPP admissions requirements**
- **CAEP, in conversations with ETS, has confirmed that Praxis Core**
 - is an appropriate test of academic ability/achievement
 - can be used to fulfill CAEP Standard 3.2
- **ETS continues to work with CAEP to clearly address EPPs' questions and concerns**
- **More to come as conversations continue**

Test Administration



Remaining 2015-2016 Praxis Testing Schedule

Testing Windows:

- 11/2/15 – 11/14/15
- 11/30/15 – 12/12/15
- 1/4/16 – 1/16/16
- 2/1/16 – 2/13/16
- 3/7/15 – 3/19/1
- 4/4/16 – 4/16/16
- 5/2/16 – 5/14/16
- 5/30/16 – 6/11/16
- 7/4/16 – 7/16/16
- 8/1/16 – 8/13/16

World Language Testing Windows

- 11/16/15 – 11/21/15
- 2/22/16 – 2/27/16
- 4/25/16 – 4/30/16
- 7/25/16 – 7/30/16

Core tests are offered continuously.

Testing Dates for Early 2016–17

Praxis® Subject Tests

Sept. 5–17, 2016

Oct. 3–15, 2016

Oct. 31–Nov. 12, 2016

Dec. 5–17, 2016

World Language

Oct. 24–29, 2016

Nov. 28–Dec. 3,
2016

Nebraska Test Centers

- Chadron State College
- Kearney, UNK
- Lincoln, Prometric Testing Center
- Omaha, UNO
- Omaha, Prometric Testing Center APCN - process
- Scottsbluff, Western Nebraska Community College
- York College
- Wayne State College, Union College, Northeast CC – we are recruiting these locations

Looking for sites in Omaha/Lincoln area.

Continuous Testing Initiative

- **In progress**
- **Rolling out this fall – Nebraska tests:**
 - Core Academic Skills for Educators
 - Educational Leadership: Admin./Supervision
- **Expecting 37 tests, ~ 80% volume by 2017-18**
- **Benefits**
 - More availability for candidates
 - Quicker “official score” turnaround
 - Will include all s/r tests (even low volume)

Continuous Testing Initiative

- **Proposed Tests Moving to Continuous Administration in 2016 – 2017**
 - Social Studies: Content Knowledge (5081)
 - Physical Education: Content Knowledge (5091)
 - Psychology (5391)*
 - Latin (5601)*
 - Sociology (5952)*

***Currently Limited Administrations!**

Accommodations for Test Takers with Disabilities and Health-Related Needs



Accommodations for Test Takers with Disabilities or Health-Related Needs

Testing Accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements, which include, but are not limited to:

- Extended testing time (all tests are timed)
- Additional rest breaks
- Separate testing room
- Recorder/writer of answers
- Test reader
- Sign language interpreter (for spoken directions only)
- Perkins Braille
- Alternate test formats:
 - Audio recording
 - Braille
 - Large print

Accommodations for Test Takers with Disabilities and Health-Related Needs (cont.)

To request accommodations, test takers should complete the following forms and submit them to ETS:

- The Test Authorization Voucher Request Form
- Parts I, II, and III of the Testing Accommodations Request Form (*part III only if applicable*)
- Disability documentation (*only if required*)
 - It is usually helpful to share the ETS Disability Documentation Policies with the Evaluator or Specialist so that they understand what documentation is needed and why. Resources and helpful information for test takers and evaluators are available at <http://www.ets.org/disabilities/>.

For initial requests, students should plan carefully and submit forms and documentation at least six weeks in advance of their desired test date. Additional registration information and forms are available at <http://www.ets.org/praxis/register/disabilities/>.

Supporting Higher Education



Curriculum Crosswalks

- Provides an opportunity for faculty to check program courses against test content
- Not meant to prescribe program curriculum but rather to serve as a tool for comparison
- Can assist with analyzing weak category performance uncovered in *ETS*® Data Manager
- Completed documents can be distributed to students to assist their preparation planning
- Contact your Kathy Pruner for more information
- Will be posting on “Institutions” portal on website soon

Data Manager

- **For Quick and Custom Analytical Reports, introduced in March 2015:**
 - eliminate the use of 9000 series codes, allow users to select test delivery methods using a button (match functionality in place for test taker score reports)

The screenshot displays the ETS Data Manager interface. At the top, there is a navigation bar with tabs for 'Select Criteria', 'All Test Takers Statistics', 'State/Agency Statistics', 'Institutional Statistics', and 'Category Scores'. There are also 'Reset' and 'Help' buttons. Below the navigation bar, a welcome message reads: 'Welcome Kathy. Data is refreshed in the ETS Data Manager weekly. The new data is available every Monday evening. Select a report to begin. Select from available report options and choose variables. Report tabs will be available once selections are made.'

The main interface is divided into three sections:

- Select Report:** A list of report options with radio buttons and 'details' links. The selected report is 'Summary Report: Attending Institution details'.
- Report Options:** Fields for 'Test Name' (5624 Princ of Learn Teach: Grade), 'Include All Delivery Modes' (Yes/No), 'Test Year' (SEP-2014 TO AUG-2015), 'State/Agency' (South Dakota Dept of Education), 'Institution' (University of South Dakota), and 'Duplicate Examinee' (Highest Score Achieved/All scores). There are buttons for 'Index of Tests', 'All Delete Data', and 'Passing Scores'.
- Choose Variables:** A list of variables with checkboxes. Selected variables include 'Total', 'Ethnicity', and 'Gender'. Other variables include 'Highest Education Level', 'Teacher Ed Program Enrollment', 'Teacher Preparation Program Description', 'Intend to Teach in Same State as Testing', 'Graduate Major Group', and 'Undergrad Major Group'.

A 'Next >' button is located at the bottom right of the interface.

Score Reporting

- **Since March 2015, score recipients:**
 - Are receiving emails when new scores are delivered
 - Candidates have been receiving the email notifications since March 2014
 - Have ability to search by first AND last name
 - View Annual History Reports with Pass/Not Pass Status and Category Raw Points Available
 - Advanced Search function includes Category Scores (earned and points available)

Support and Services for Prep Programs

- **Institutional support: Denee West (866) 243-4088**
 - Email: TeachingandLearning@ETS.ORG
- **Title II Reporting Service – title2@ets.org**
- **ETS Data Manager for The *Praxis Series*™**
 - datamanager@ets.org
 - http://www.ets.org/praxis/institutions/services_tools/data_manager/
- **Praxis Connections Newsletter - sign up:**
<http://www.pages03.net/ets/PraxisMailingList/IHEOptIn/>
- **BULK PURCHASE of test vouchers for institutions:**
http://www.ets.org/praxis/institutions/about/voucher_orders/
- **INTERACTIVE PRACTICE TESTS - institutional discount for purchases of 2 or more**
http://www.ets.org/s/praxis/pdf/praxis_interactive_test_order_form.pdf

Supporting Candidates



Other Enhancements

- Registration is simplified – candidates now choose a state for listing of tests (rather than searching by test name or the entire list) – cutting down wrong choices
- Increased selection of free score report recipients from three to four



Test Prep

- Updated **“Praxis Computer-Delivered Testing Demonstration”** for candidates
 - Accessibility enhancements by creating closed captioning and keyboard accessibility where possible
 - Added information about calculator use for Math and Science Test section
 - Expanded the Question Types section to include innovative items

Computer-Delivered Testing Demonstration

www.ets.org/praxis/computertestingdemo

The screenshot displays the ETS Praxis computer-delivered testing interface. At the top, there is a navigation bar with tabs for sections 1 through 7, and a 'QUIT' button. Below this is a 'QUESTION TYPES:' section with buttons for A. Stand Alone, B. Answer Graphics, C. Stimulus Materials, D. Sets, E. Scrolling, F. Case Study (selected), G. Constructed Response, and H. Other. A progress bar shows '0:03 / 0:14' and buttons for 'Practice' and 'NEXT DEMO'. The main title is 'The Praxis Series™ PLT: Early Childhood 5621'. Below the title are buttons for 'Review', 'Mark', 'Help', 'Back', and 'Next'. The question is identified as 'Question 1 of 74' with a 'Show Time' button. The question content is displayed in a window titled 'Case Study' with sub-tabs for 'Document 1', 'Document 2', and 'Document 3'. The text in Document 1 reads: 'Six-year old Sara lives with her mother, who has a relaxed schedule. Ms. Mercer, Sara's teacher, notes that Sara is often tired and inattentive after arriving late. Sara says she frequently stays up past midnight if others are up. Ms. Mercer, a second-year teacher, has asked her mentor to observe Sara and suggest ways to help Sara achieve Ms. Mercer's purposes.' To the right of the text is a response area containing the prompt: 'Ms. Mercer is concerned that Sara is often tired and inattentive after arriving late to school.' followed by two bullet points: '• Identify TWO specific actions Ms. Mercer might take to connect school and Sara's home environment for the benefit of Sara's learning.' and '• For each action, explain how that action will benefit Sara's learning. Base your response on principles of fostering positive relationships with family to support student learning and well-being.' At the bottom of the response area are buttons for 'Cut', 'Paste', 'Undo', and 'Redo'.

Drag and Drop Example

The Praxis Series™ Middle School Social Studies 5089



Show Time

Place the name of each President next to an accomplishment for which he is known.

Abraham Lincoln

George Washington

Thomas Jefferson

Ulysses S. Grant

Accomplishment

President

Abolished slavery in the United States

Ulysses S. Grant

Served as General during the Civil War

Named first President of the United States

George Washington

Oversaw purchase of the Louisiana Territory

Thomas Jefferson

Navigation Buttons on Test Screen

Testing Tools Information

Below is an overview of the tools and buttons available to you during the test. These buttons and tools will help you navigate through your test.

NEXT

Next



After you answer a question, click on **Next**. You may still change the answer after clicking on **Next**.

BACK

Back



Clicking on **Back** will take you to the previous screen or question.

HELP

Help



Clicking on **Help** will bring you to **Help**. From **Help** you can get information on different topics by clicking on one of the tabs at the top of the screen.

MARK

Mark



Clicking on **Mark** will place a check mark next to the questions you may want to look at on the Review screen. Clicking on **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

REVIEW

Review



Clicking on **Review** will display the **Review** screen. The **Review** screen lists all of the questions in the test and their status. The Status column shows if a question has been answered, not answered, or not yet seen. The Mark column shows all questions you have marked for review. The question you were looking at last is highlighted when you enter the **Review** screen.

Test Review Screen Assists Time Management

Below is a sample of the Review screen. The question you were looking at last is highlighted when you enter Review. The Status column shows if a question has been Answered, Not Answered, or Not Seen. Questions you have marked are indicated with a ✓.

Review will be available to you at any time during the test. The Review screen will also appear after the last question in the test section if time is still remaining. If there is time remaining in the section, you will have the opportunity to return to any question to answer or review the question more carefully.

Number	Marked	Status
1		Answered
2		Answered
3		Answered
4		Answered
5		Answered
6		Answered
7		Answered
8		Answered
9		Answered
10		Answered
11		Not Answered
12	✓	Not Answered
13	✓	Not Answered
14	✓	Not Answered
15	✓	Not Answered
16	✓	Not Answered
17	✓	Not Answered
18	✓	Not Answered
19	✓	Not Answered
20	✓	Not Answered

Number	Marked	Status
21		Not seen
22		Not seen
23		Not seen
24		Not seen
25		Not seen
26		Not seen
27		Not seen
28		Not seen
29		Not seen
30		Not seen
31		Not seen
32		Not seen
33		Not seen
34		Not seen
35		Not seen
36		Not seen
37		Not seen
38		Not seen
39		Not seen
40		Not seen

Study Topics Are Back!

- Study topics chapters are being added to free study companions
- Formerly found in priced Study Guides
- Deeper view on content subareas on test
- Discussion areas, presented as open-ended questions or statements
 - help test your knowledge of fundamental concepts and candidate's ability to apply those concepts to situations in the real world

Study Topics Now Available In

- **Elementary Education: Curriculum, Instruction, and Assessment 5017**
- **Chemistry: Content Knowledge 5245**
- **General Science: Content Knowledge 5435**
- **English Language Arts: Content & Analysis 5039**
- **Library Media Specialist 5311**
- **Physical Education: Content Knowledge 5091**
- **Art: Content Knowledge 5134**
- **Music: Content and Instruction 5114**
- **Speech-Language Pathology 5331**

Coming Soon In

- **Biology: Content Knowledge 5235**
- **Physics: Content Knowledge 5265**
- **Technology Education 5051**

Interactive Practice Tests

- 9 tests launched over the Summer
- Another 10 launched in September
- Additional 10 launched last week
- Now 84 introduced, remaining 12 in progress
 - Expecting 7 more in December
 - 5 in early 2016 (Mandarin and 4 Science titles)
- **NEW! A second IPT for 25 tests in 2016**
 - Including Core, EI Ed, PLT

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

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

Interactive Practice Tests

- Value Pack Pricing for Core tests
- Core tests – 20% discount for all 3
 - Can purchase IPTs separately or together for discount

Core Academic Skills for Educators: Reading (6712)

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 →

Candidate Webinars

- **Scheduled 2015–16 Live Webinar Dates**
 - Tuesday, January 26, 2016
 - Wednesday, April 20, 2016
 - Tuesday, July 26, 2016
- **12 – 1 PM CT**
- **Prerecorded Webinar also available**



Special Services for Students

- **FEE WAIVER** information for students who may qualify with financial need:
http://www.ets.org/praxis/about/fees/fee_waivers/
- **ACCOMMODATIONS** for students with disabilities or health-related needs (register 6-8 weeks in advance):
http://www.ets.org/praxis/register/disabilities?WT.ac=praxishome_disabilities_121126
- **EXTENDED TIME** for students whose primary language is not English (PLNE) (register 3 weeks in advance): <http://www.ets.org/praxis/register/accommodations/>

Advice for Students

- Don't sell textbooks from foundational classes and other major courses until you pass the Praxis test. You will need them.
- Know national and SPA standards
- Don't approach this as preparing for a test, but rather as preparing to become a beginning professional educator
- Know your content – there is no substitute for knowing your content. More sample questions are not the answer.
- Get off the blogs!
 - Goofy tricks don't work
 - Creates a negative mindset that contributes to test anxiety

Strategies for Constructed-Response Tasks

- Write based on standards and universally accepted practices and principles
 - Don't try to come up with your own original approaches to the task – use the standard approaches as taught in your courses
- Focus on what the question is asking you.
- Respond to all parts of the question
 - Don't miss what is specific being asked of you
 - Respond completely and appropriately
 - Bullet points are acceptable

Tips for PLT Constructed Responses

- Identify what the question is asking for
 - If two strategies are requested, don't give four
- Don't think of these as essays – not expected to write an “essay”
- Organize your answer is more important at getting your point across than perfect grammar, usage and spelling
- Don't go off on tangents
 - Keep answers relevant to case (e.g. don't just list two strategies, but list two that apply to the case study)
 - Support information should also apply to case

Common Multiple Choice Mistakes

- **Not paying attention to “Which of the following” questions**
 - Given answer list may not always contain the “best” choice in your mind, but you *must* choose from the list provided
- **Putting in your own scenarios – must focus on one given**
- **Not knowing terminology**

Using ETS Data Manager



ETS Data Manager Can Help

- **Evaluate your programs**
 - Anticipate/evaluate change
 - Anticipate/evaluate passing score changes
 - Evaluate new test title performance
 - At category level for a deeper dive
- **Prepare for accreditation**
 - Aggregate across multiple years for small programs
 - Access to up to 10 years of testing data
- **Disaggregate by demographics groups**
- **Exportable in Excel, Word, HTML, PDF**

Sample Data Manager Report

Database was refreshed on: 06/23/2014 16:04:39 EST

[QUICK REPORTS](#) [CUSTOM REPORTS](#) [MY PROJECTS](#)

[Select Criteria](#) [All Test Takers Statistics](#) [State/Agency Statistics](#) [Institutional Statistics](#) [Category Scores](#) [Reset](#) [Help](#)

Adjust and view the percent passing for different scaled scores. View distribution table and sparklines. Export this and all available reports.

AI Summary Report: State/Agency
State/Agency Statistics
 Test: 9114 Music: Content and Instruction (combined)
 State/Agency:
 Scale score range: 100-200 by 1
 Testing period: 09/01/2013 - 08/31/2014
 Highest Score Achieved

[Frequency Distributions](#) [Export](#)

Variables	Number of Examinees	Adjust			Median	Mean	Standard Deviation	Average Performance Range	Highest Observed Score	Lowest Observed Score
		149	154	159						
Total	129	98.45	93.80	91.47	169.00	168.70	8.77	163 - 174	189	131

The range of scores earned by the middle 50% of a group of examinees

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[User Manual](#) [User Video Tutorial](#) [ETS Data Manager Online Video Guide](#) [Terms and Conditions](#)

Sampling of Performance Data

- **Performance by test: ELA: C&A, Math, EE:CIA, Education of Young Children, and Core Tests**
 - ✓ Number of test takers
 - ✓ Percent passing
 - ✓ Mean, Median, Range, High/Low scores
 - ✓ Breakdown by Ethnicity and Gender
 - ✓ Category performance

ELA: Content & Analysis Performance (Pass = 168) Highest Score

CATEGORIES	National	Nebraska
N =	2,831	109
Percent Pass	75.3	76.2
Median	174	174
Mean	173.3	173.3
Average Range	168-181	168-181
Highest	200	193
Lowest	124	131

ELA: C&A - State Performance for Ethnicity & Gender

Variables	Number of Examinees	168	Median	Mean	Average	Highest	Lowest
					Performance Range	Observed Score	Observed Score
Total	109	76.15	174	173.33	168 - 181	193	131
Ethnicity							
African American or Black	1	*	*	*	* _ *	*	*
Asian American/Asian	0	*	*	*	* _ *	*	*
Southeast Asian American/Southeast Asian	0	*	*	*	* _ *	*	*
Pacific Island American/Pacific Islander	1	*	*	*	* _ *	*	*
Mexican, Mexican American, or Chicano	3	*	*	*	* _ *	*	*
Puerto Rican	0	*	*	*	* _ *	*	*
Other Hispanic, Latino, or Latin American	0	*	*	*	* _ *	*	*
Native American, American Indian, Alaskan Native	2	*	*	*	* _ *	*	*
White	99	79.8	175	174.06	169 - 182 [□]	[□] 193	131
Other	0	*	*	*	* _ *	*	*
Two or more races	1	*	*	*	* _ *	*	*
Out of Range	0	*	*	*	* _ *	*	*
Gender							
Male	27	85.19	172	174.07	169 - 182	192	146
Female	82	73.17	174.5	173.09	166 - 180	193	131

Math 5161 Performance (NE Pass = 146)

CATEGORIES	National	Nebraska
N =	8,091	101
Percent Pass	65.7	77.2
Median	155.0	157
Mean	153.2	158.1
Average Range	138 - 168	146-168
Highest	200	200
Lowest	100	113

Math 5161 - State Performance Teacher Prep Program Description

Variables	Number of Examinees		Median	Mean	Standard Deviation	Average Performance	Highest Observed	Lowest Observed
		146				Range	Score	Score
Total	101	77.23	157	158.12	19.23	146 - 168	200	113
Teacher Preparation Program Description								
Undergraduate Teacher Education Program	85	77.65	156	156.82	17.47	146 - 168	200	113
Fifth-Year Post-Baccalaureate Program	0	*	*	*	*	* - *	*	*
Master's Degree Education Program	11	81.82	165	167.09	25.38	153 - 191	199	116
Alternate Route Program	3	*	*	*	*	* - *	*	*

Math Category Performance

Variables	Points Available	Range	Average % Correct		(lowest)						(highest)	
			National	State/ Agency	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
			N	%	N	%	N	%	N	%		
Total												
Category: I. Number & Quantity; Algebra; Functions; Calculus												
	34 - 34	59.9	63.5	12	11.9	29	28.7	32	31.7	28	27.7	
Category: II. Geometry; Probability & Statistics; Discrete Mathematics												
	15 - 16	61.4	64.4	17	16.8	21	20.8	30	29.7	33	32.7	

El Ed: CIA Performance (Pass = 153) Highest Score

CATEGORIES	National	Nebraska
N =	4,491	803
Percent Pass	91.3	90.8
Median	170	168
Mean	168.7	168.0
Average Range	160-179	159-177
Highest	200	198
Lowest	112	117

EE: CIA – State Performance by Ethnicity and Gender

Variables	Number of Examinees	153	Median	Mean	Average	Highest	Lowest
		90.78			Performance Range	Observed Score	Observed Score
Total	803	90.78	168	167.94	159 - 177	198	119
Ethnicity							
African American or Black	17	88.24	170	164.88	156 - 174	184	143
Asian American/Asian	6	83.33	172	168.5	161 - 175	179	152
Southeast Asian American/Southeast Asian	1	*	*	*	* - *	*	*
Pacific Island American/Pacific Islander	0	*	*	*	* - *	*	*
Mexican, Mexican American, or Chicano	9	88.89	164	168.67	156 - 181	196	152
Puerto Rican	0	*	*	*	* - *	*	*
Other Hispanic, Latino, or Latin American	12	83.33	164	162	155 - 167	174	147
Native American, American Indian, Alaskan Native	2	*	*	*	* - *	*	*
White	727	91.06	169	168.18	160 - 177	198	119
Other	3	*	*	*	* - *	*	*
Two or more races	10	100	168.5	168.8	164 - 172	179	160
Out of Range	0	*	*	*	* - *	*	*
Gender							
Male	66	89.39	166.5	167.48	159 - 177	190	134
Female	737	90.91	168	167.98	160 - 177	198	119

Education of Young Children (Pass = 160) Highest Score

CATEGORIES	National	Nebraska
N =	1,917	101
Percent Pass	78.9	77.2
Median	169	169
Mean	167.6	168.2
Average Range	161-178	160-177
Highest	199	194
Lowest	100	133

Education of Young Children Category Performance

Variables	Points Available Range	Average % Correct		(lowest)		2nd Quartile		3rd Quartile		(highest)	
		National	State/ Agency	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
		N	%	N	%	N	%	N	%	N	%
Category: I. Childhood Development and Learning	21 - 21	69.03	67.56	31	30.7	25	24.8	23	22.8	22	21.8
Category: II. Observation Documentation and Assessment	14 - 16	74.52	74.83	24	23.8	14	13.9	28	27.7	35	34.7
Category: III. Developmentally Appropriate Practices	16 - 16	75.94	75.19	22	21.8	17	16.8	39	38.6	23	22.8
Category: IV. Professionalism Family and Community	16 - 16	74.44	76.73	16	15.8	19	18.8	14	13.9	52	51.5
Category: V. Content Pedagogy and Knowledge	30 - 31	72.83	73.07	21	20.8	28	27.7	20	19.8	32	31.7
Category: VI. Knowledge of Teaching	18 - 18	79.88	81.08	19	18.8	28	27.7	11	10.9	43	42.6

Core Reading (Pass = 156) Highest Score

CATEGORIES	National	Nebraska
N =	53,923	1,848
Percent Pass	83.7	88.5
Median	174	179
Mean	172.8	176.4
Average Range	160-188	164-192
Highest	200	200
Lowest	100	110

Core Writing (Pass = 162) Highest Score

CATEGORIES	National	Nebraska
N =	55,606	1,897
Percent Pass	66.2	76.3
Median	166	168
Mean	164.4	167.7
Average Range	158-172	162-176
Highest	200	200
Lowest	100	100

Core Math (Pass = 150) Highest Score

CATEGORIES	National	Nebraska
N =	58,242	1,855
Percent Pass	59.1	73.4
Median	154	162
Mean	152.9	161.7
Average Range	136-168	148-180
Highest	200	200
Lowest	100	100

Let's Pull Some Data

- **What tests would you like to view?**
- **What variables are of interest?**

PPAT



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ETS® Performance Assessments

ETS® Performance Assessments are reliable evidence-based portfolio assessments designed to promote learning and guide your reflective practice to improve student learning. Currently, our performance assessments measure key skills at different

Praxis® Performance Assessment for Teachers (PPAT) >

Demonstrate your pedagogical content knowledge and skills application for the classroom during student teaching

Prepare for the PPAT

Find handbooks, task requirements and forms to help you prepare for the assessment.

Prepare for the PASL

Find task requirements and forms to help you

PPAT Overview

- **Developed by and for practitioners**
- **Completed during student teaching (Fall or Spring)**
- **Four tasks -- one formative, three summative**
- **Written responses to a series of prompts**
- **Submission of artifacts/evidence**
- **Sequential and developmental in approach**
- **Includes a professional growth plan**
- **Everything stored, submitted, and scored online**
- **Cost \$275**

Task 1

- **Knowledge of Students and the Learning Environment**

Demonstrate understanding of the classroom in regard to the students, the school, and the community then identify the implications of these factors for instruction and student learning

- **Connect teaching strategies to contextual factors**
- **Beginner immersion to teaching and intro the online system**
- **Scored and/or reviewed by local faculty advisor**

Task 2

- **Assessment and Data Collection to Measure Student Learning**

Demonstrate understanding, analysis, and application of assessment and data collection to measure and inform student learning

- **Focus on one assessment within larger plan**
 - Connected to teaching strategies, activities, materials, and resources and plan for collection of resulting data
 - Modified for two focus students

Task 3

- **Designing Instruction for Student Learning**

Demonstrate ability to develop instruction, including the use of technology, to facilitate student learning

- **Focus on instructional strategies**

- Connection to goals and previous learning
- Differentiated instruction for two focus students
- Adaptation of learning goals, technology, and resources
- Method for evaluating impact on student achievement
- Reflection on future instruction for whole class

Task 4

- **Implementing and Analyzing Instruction to Promote Student Learning**

Demonstrate your ability to plan and implement a lesson using research-based instruction. Show how you are able to adjust instruction for the whole class as well as for individual students within the class

- **Focus on instructional strategies that engage students in:**

- Content-area language
- Critical thinking and inquiry
- Integration of literacy into content areas

Task 4

- **Culminating task with 15 minute video**
- **360 degree holistic analytical reflection**
- **Assesses a range of standards with some overlap**
- **Use of two students' work samples to show impact on student learning**
- **More heavily weighted in scoring**
- **Summatively scored (Tasks 2-4)**

Professional Growth Plan

- Created at the end of student teaching
- Requires reflection on multiple observations by faculty advisor and cooperating teacher
- May include student survey data
- Reveals areas of growth upon entering teaching
- Easily aligns with school-based teacher evaluation
- May be shared during job interview
- Professional learning tool, not scored

Scoring

- Training on tasks, benchmark cases, one rubric
- Scoring is specific to content and grade level
- Each task is double-scored (six total raters)
- All raters calibrated regularly during scoring sessions

Resubmission

- Candidates may resubmit up to 3 tasks
- Ongoing feedback guides decision to resubmit
- Storing work samples create a library of artifacts and evidence to pull from
- One time resubmission for \$85 fee

Key Differences

- Centralized scoring to eliminate bias and increase data
- Staggered submission schedule provides ongoing feedback loop as tasks are submitted and students receive scores prior to next task
- Links to in-service professional growth and evaluation
- Professional engagement for cooperating teachers
- Flexibility built into framework to address program needs
- Available for all content areas, not just high volume
- Adaptable for alternate route candidates
- Video – candidates have ownership

ProEthica™ Program Update

- The Model Code of Ethics for Educators (MCEE) was released on June 25. Learn more at www.nasdtec.net.
- *ProEthica™* program will be aligned to the MCEE. Alignment study will be completed in January 2016.
- *Protecting the Profession: Discussing the Complexities of Educator Ethics*—ETS held a panel discussion on the current state and future of educator ethics, moderated by Caroline Hendrie. Will be available on ets.org.
- *ProEthica* website is now online: www.ets.org/proethica
- Recorded demo of *ProEthica* assessment is available. Please ask me or email proethicainfo@ets.org if you would like to view the demo.



ProEthica™ Program Update

- **Available in March 2016:**
 - *ProEthica™* Foundations: a version for teachers and a version for educational leadership
 - *ProEthica™* Essentials: a version for teachers and a version for educational leadership
 - Versions can be used exclusively or together as part of the continuum



***ProEthica* Foundations**

Designed for pre-service educators: offers an introduction to ethics in education and ethical decision making. Includes short end-of-module tests to check for understanding.

***ProEthica* Essentials**

Designed for educators at program completion or in an induction program: offers a more advanced exploration of ethical challenges and risk. Includes short end-of-module tests to check for understanding and a summative test.

NOTE

National Observational Teaching Exam

A brand-new approach to teacher assessment for licensure

ETS National Observational Teaching Exam (ETS NOTE) is an innovative series of assessments designed to evaluate prospective teachers' ability to translate their knowledge of content and teaching into effective practice. NOTE assessments are created in a collaboration between ETS and TeachingWorks at the University of Michigan.



Two kinds of assessment

*A new approach to
content assessment*

Content Knowledge for Teaching (CKT)

assessments: tests of the special ways teachers need to know content in the core subject areas.

*A new approach to
performance assessment*

On-demand performance assessments: tests of **High-Leverage Practices (HLPs)**, with candidate teaching performances captured in testing centers.

ETS NOTE

Elementary Education

Content Knowledge for Teaching (CKT):
Elementary Education

Mathematics
SUBTEST

ELA
SUBTEST

Science
SUBTEST

Social Studies
SUBTEST

Built from the ground up to test the specialized content knowledge that teachers need.

Currently being piloted (Oct.–Dec. 2015)

Slated to be available Fall 2016

A performance test that assesses three high-leverage practices of teaching.

Delivered in ETS test centers using Mursion-simulated classroom technology.

On-demand performance assessment **Practices for Teaching Content:** Elementary Education

Modeling and Explaining Content



Leading Classroom Discussion

Eliciting Student Thinking



Iterative tryouts 2015–16

Pilot fall 2016

Slated to be available
fall 2017



I am here to support you!



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