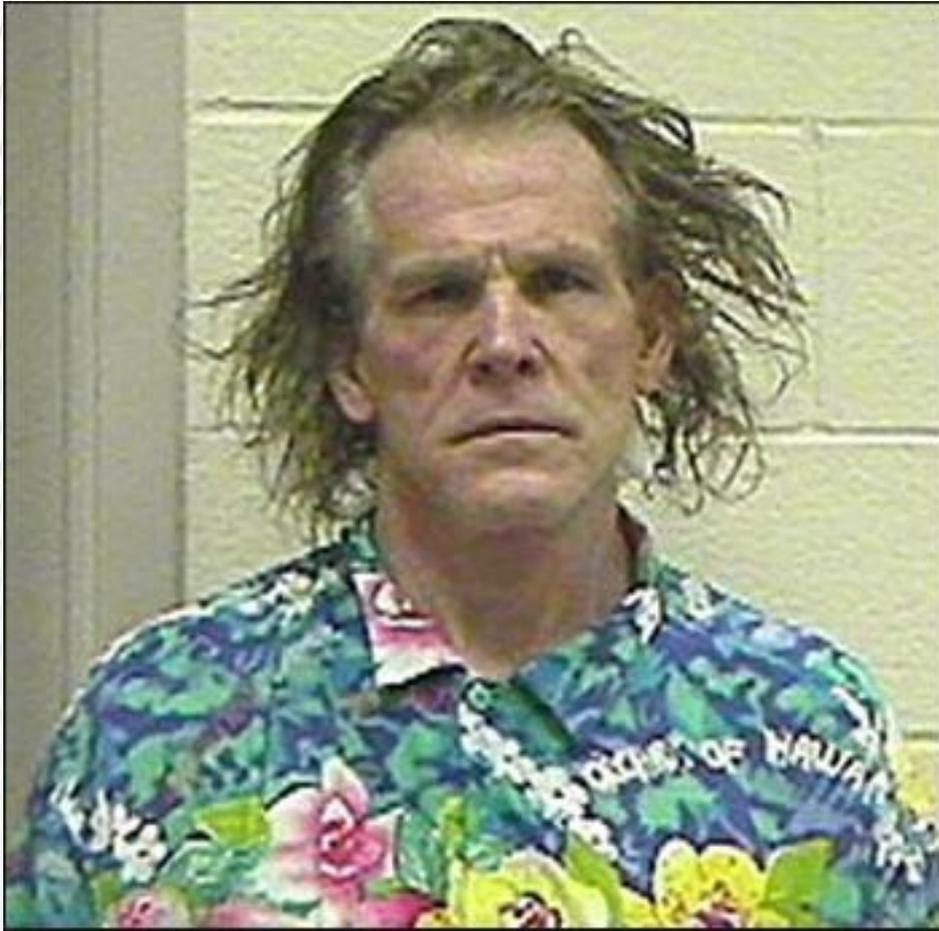




***Praxis* Program Update** **Presentation for** **NACTE Meeting**

Kathy Pruner
ETS Client Relations Director
October 2, 2014



**How the world
looked before
NACTE meeting
(My flight here
thanks to O'Hare
Airport)**

*How it looks now.
Hello!*



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



Move to Computer-Delivered Testing

- Last Paper Administration was June 7, 2014
- Fully computer-delivered program – one year ahead of schedule!



Test Availability – Testing Date Expansions

- To meet increasing demands for computer-delivered tests...

Additional Core weeks added to OCT and NOV window:



10/19/14 – 10/25/14 Core Assessments ONLY



11/16/14 – 11/22/14 Core Assessments ONLY

2014-2015 Testing Schedule

Computer Testing Windows:

- 9/9/14 – 9/20/14 -
- 10/6/14 – 10/18/14 (10/25 for Core)
- 11/3/14 – 11/15/14 (11/22 for Core)
- 12/8/14 – 12/20/14
- 1/12/15 – 1/24/15
- 2/9/15 – 2/21/15
- 3/9/15 – 3/21/15
- 4/6/15 – 4/17/15
- 5/11/15 – 5/22/15
- 6/15/15 – 6/26/15
- 7/13/15 – 7/25/15
- 8/10/15 – 8/22/15

World Language Windows:

- 10/27/14 – 11/1/14
- 12/1/14 – 12/6/14
- 2/2/15 – 2/7/15
- 4/27/15 – 5/2/15
- 7/27/15 – 8/1/15

With computer tests, students can register up to 3 days before test day and not pay a late fee.

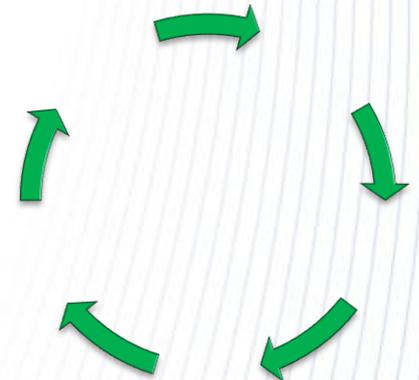
Computer-based Test Sites

- Kearney, University of Nebraska at Kearney
- Lincoln, Prometric Testing Center
- Omaha, University of Nebraska at Omaha
- Omaha, Prometric Testing Center APCN - **Elm St 3800 will be extending their hours on 10/11 and opting in for Friday Oct 17**
- Scottsbluff, Western Nebraska Community College
- Chadron State College – NEW
- York College – final phase of development
- Wayne State College – beginning process



Moving to Continuous Testing

- Recently-approved project to move multiple-choice tests to continuous model
- Moving from post-equating to pre-equating and new test design
- Work has begun for Fall 2015 rollout
 - Expecting 27 tests, 80% volume by 2017
- Benefits
 - More availability for candidates
 - Will include all m/c tests (even low volume)
 - Quicker “official score” turnaround



Continuous Testing: *Core Academic Skills for Educators*

- *Praxis I (PPST)* was continuous
- Regenerated “Core Academic Skills for Educators” in 2013-14 – offered in windows
- Sufficient volume needed for test equating
- Expecting continuous in early 2015

2014-15 Score Reporting Enhancements

- Candidates now receiving e-mail when new scores arrive (began March 2014)
 - **Score recipients will also have this service by January**
- Ability to Search by First and Last Name
- Annual History Report function to include Pass/Not Pass Status and Category Raw Points Available
- Advanced Search function to include Category Scores (earned and points available)

Regenerated Tests

Nebraska Test Changes – Available Now

Subject and Test	Former Version	New Version	Cut Score	Nebraska Start Date
Core Academic Skills for Educators (Core) - Reading	Formerly used PPST	5712	156	9/1/2014
Core - Writing	Formerly used PPST	5722	162	9/1/2014
Core - Math	Formerly used PPST	5732	150	9/1/2014
Education of Young Children	0021/5021	5024	160	9/1/2015
Agriculture	0700	5701	147	9/1/2015
Elementary Education: CIA	0011/5011	5017	153	9/1/2015

Nebraska Test Changes – Available Now

Subject and Test	Former Version	New Version	Cut Score	Nebraska Start Date
Family and Consumer Sciences	0121/5121	5122	153	9/1/2015
Health and Physical Education: Content Knowledge	0856/5856	5857	160	9/1/2015
School Psychologist	0401	5402	147	9/1/2015
Sociology	0950	5952	154	9/1/2015
Speech-Language Pathology	0330/5330	5331	162	9/1/2015

Core Test Overview

Core Academic Skills for Educators

- **Measure academic skills in Reading, Writing, and Mathematics that are needed to successfully prepare for a career in education**
- **Delivered on computer only (except for ADA accommodations)**
- **Delivered as three separate assessments:**
 - **Reading 85 minutes (vs. 75 minutes for PPST Reading)**
 - **Writing 100 minutes (vs. 68 minutes for PPST Writing)**
 - **Mathematics 85 minutes (vs. 75 minutes for PPST Mathematics)**
 - **Combined Test 4½ hours**
- **Same fees as PPST**
 - \$135 for the combined test
 - \$125 for two tests taken at the same time
 - \$85 for a single test

Big Picture: What is different from PPST?

- **Scores will be reported on the 100-200 Praxis score scale**, as opposed to the 150-190 PPST scale.
- Because the tests measure additional content, and are designed to be more rigorous, scores on the new tests cannot be compared with scores on the PPST.
- Standard setting studies established recommended passing scores on the new score scale.

Core Academic Skills for Educators

Reading (5712)

I. Key Ideas and Details	17-22 SR*	35%
II. Craft, Structure, and Language Skills	14-19 SR*	30%
III. Integration of Knowledge and Ideas	17-22 SR*	35%

*Selected Response (SR) questions include traditional multiple-choice questions as well as innovative items such as multiple-selection multiple-choice.

Reading

What is carried over from PPST?

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The impacts of ecotourism can be managed to realize a balance between preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours.

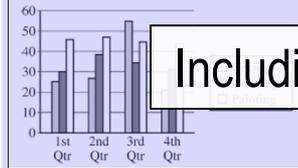
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JUNIORS AND SENIORS ENROLLED IN THE ART COURSES AT WARNER HIGH SCHOOL LAST YEAR, BY QUARTER



The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous.

Including graphical texts.

Candidate is presented with a variety of texts of different lengths from a variety of disciplines.

Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number of tours per day per trail (to two) and guests per tour (to eight).

Reading

What's new?

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The impacts of ecotourism can be managed to realize a balance between preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours.

Further, by creating economic incentives for impoverished villages or communities, ecotourism can encourage local guardianship of natural resources, habitats, and wildlife. The environmental impacts of Lapa Rios (LR) Ecologde in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas have shown pronounced forest regrowth since the beginning of ecotourism in the region in the 1990s.

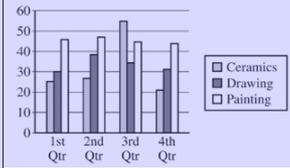
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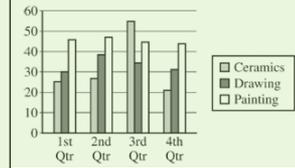
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JUNIORS AND SENIORS ENROLLED IN THE ART COURSES AT WARNER HIGH SCHOOL LAST YEAR, BY QUARTER



resources, habitats, and wildlife. The environmental impacts of Lapa Rios (LR) Ecologde in Costa Rica are clear and unambiguous

Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The impacts of ecotourism can be managed to realize a balance between preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally

Passage 2

The environmental impacts of Lapa Rios (LR) Ecologde in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas have shown pronounced forest regrowth since the beginning of ecotourism in the region in the 1990s. Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number

Including graphical texts.

The regenerated academic skills test adds texts used to assess integration of content between multiple texts.

Reading

New question types get at standards not covered by PPST

CCSS College and Career Readiness Anchor Standards for Reading

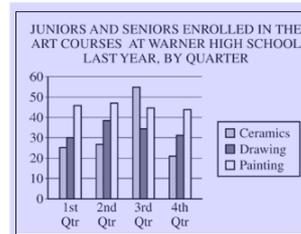
Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

When conducted properly, ecotourism—responsible travel to natural

When conducted properly, ecotourism—responsible travel to natural areas that

When conducted properly, ecotourism—responsible travel to natural areas that



The environmental impacts of Lapa Rios (LR) Ecologue in Costa Rica are clear and unambiguous.

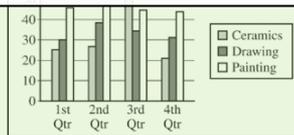
Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The impacts of ecotourism can be managed to realize a balance between preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours. Further, by creating economic incentives for impoverished villages or communities, ecotourism can encourage local guardianship of natural resources, habitats, and wildlife.

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Core Academic Skills for Educators

Mathematics (5732)

I. Number and Quantity	17 (SR and NE)*	30%
II. Algebra and Functions	17 (SR and NE)*	30%
III. Geometry	11 (SR and NE)*	20%
IV. Statistics and Probability	11 (SR and NE)*	20%

*Selected Response (SR) questions include traditional multiple-choice questions as well as innovative items such as multiple-selection multiple-choice.

*Numeric Entry (NE) questions require candidates to enter an answer rather than selecting from among answer choices.

Mathematics

What is carried over from PPST?

I. Number and Operations

- Order
- Equivalence
- Numeration and Place Value
- Number Properties
- Operation Properties
- Computation
- Estimation
- Ratio, Proportion, and Percent
- Numerical Reasoning

II. Algebra

- Equations and Inequalities
- Algorithmic Thinking
- Patterns
- Algebraic Representation
- Algebraic Reasoning

III. Geometry and Measurement

- Geometric Properties
- The xy -Coordinate Plane
- Geometric Reasoning
- Systems of Measurement
- Measurement

IV. Data Analysis and Probability

- Data Interpretation
- Data representation
- Trends and Inferences
- Measures of Center and Spread
- Probability

The Core Mathematics test includes topics covered in PPST.

Mathematics

What's new?

I. Number and Quantity

The Real Number System

- Work with radicals and integer exponents

II. Algebra and Functions

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning

Building Functions

- Interpreting Functions
- Building Functions

III. Geometry

Modeling with Geometry

- Apply geometric concepts in modeling situations

IV. Statistics and Probability

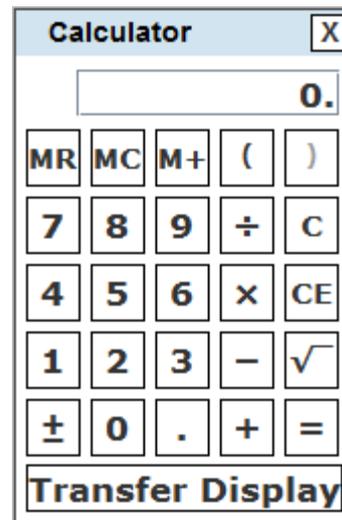
Basic Statistics and Probability

- Develop understanding of statistical variability
- Use random sampling to draw inferences about a population
- Investigate patterns of association in bivariate data
- Interpreting Categorical and Quantitative Data
- Interpret linear models

The Core Mathematics test adds coverage of CCSS mathematics content not included in PPST.

Mathematics

What's new?



Onscreen calculator added.
Test is meant to assess mathematical reasoning, not computation.
Calculator reduces the chance of simple arithmetic error.

Mathematics

What's new?

Innovative Item Types – Numeric entry and Multiple Selection responses added

Men	12
Women	18
Boys	10
Girls	8

The table above shows the distribution of men, women, boys, and girls in a group of 48 individuals. If one individual is to be randomly selected from the group, what is the probability that the individual selected will be a woman?

Which of the following are valid ways to find 125 percent of a number?

Select all that apply.

- Multiply the number by 1.25.
- Divide the number by 4 and multiply the result by 5.
- Divide the number by 4 and add the result to the number.
- Multiply the number by 0.25 and multiply the result by 4.

Core Academic Skills for Educators

Writing (5722)

I. Text Types, Purposes, and Production

A. Text Production: Writing Arguments	6-12 SR*	60%
B. Text Production: Writing Informative/Explanatory Texts	2 CR	
C. Text Production: Revision		

II. Language and Research Skills for Writing

A. Language Skills	28-34	40%
B. Research Skills	SR*	

*Selected Response (SR) questions include traditional multiple-choice questions as well as innovative items such as multiple-selection multiple-choice.

Writing

What is carried over from PPST?

Read the opinion stated below:

“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”

Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

As a consumer, one can accept the goods offered to us or we can reject them, but we cannot determine their quality or change the system’s priorities.

- (A) As a consumer, one can accept
- (B) We the consumer either can accept
- (C) The consumer can accept
- (D) Either the consumer accepts
- (E) As consumers, we can accept

Plagued by robbers, Paris in 1524 passed an ordinance ^A requiring citizens to burn candles _B in _C windows fronting on the streets. No error _D
E

Argumentative essay

Assesses CCR Standards

Writing 1, 4

Language 1, 2, 3

Sentence Correction

Language 1, 2, 3

Usage

Language 1, 2

Writing

What's New?

Read the opinion stated below:

“Minimum-wage jobs are a ticket to nowhere. They are

Informational/Explanatory Essay

Writing 2, 4, 7, 8, 9
Language 1, 2, 3

As a consumer, one can accept the goods offered to us or we can reject them, but we cannot determine their

Revision in Context Set

Writing 5
Language 3

Plagued by robbers, Paris in 1524 passed an ordinance requiring citizens to burn candles in

Research Questions

Writing 8

Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than

Passage 2

The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas have shown pronounced forest regrowth

Assignment:

... Read the two passages carefully and then write an essay in which you identify the most important concerns regarding the issue and explain why they are important. Your essay must draw on information from BOTH of the sources. In addition, you may draw on your own experience, observations, or reading. Be sure to CITE the sources whether you are paraphrasing or directly quoting.

ecotourism can encourage local guardianship of natural resources, habitats, and wildlife.

(1) Many people have a narrow idea of what is involved in being a scientist. (2) Most students surveyed in a recent study, for example, assumed that all scientists work indoors in a lab and approach their work in a

In context, which revision to sentence 9 is most needed?

- (A) Insert “Although” at the beginning of the sentence.
- (B) Change “accompanying” to “that accompanied”.
- (C) Change “enjoys” to “enjoyed”.*
- (D) Change “watching” to “to watch”.
- (E) Change “to smell and eat” to “for smelling and eating”.

and no intention of taking notes. (9) Barely registering the faint vibration accompanying interactions between elephants, Payne simply enjoys watching them play and use their trunks to smell and eat.

Which is the main purpose of reviewing the references in a research article when one writes an academic paper?

- (A) To check that the authors did their own research
- (B) To identify additional relevant sources
- (C) To learn how to write citations correctly
- (D) To verify that the authors did not cite themselves
- (E) To avoid reading other sources on the same topic

Core Academic Skills for Educators

Writing

Read the opinion stated below:

“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage jobs are a waste of people because they need a job.”

Argumentative essay

Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

As a consumer, one can accept the goods offered to us or we can reject them, but we cannot determine their quality or change the system's priorities.

Sentence Correction

- (A) As a consumer,
- (B) We the consumer either can accept
- (C) The consumer
- (D) Either the consumer accepts
- (E) As consumers, we can accept

Plagued by robbers, Paris in 1524 passed an ordinance requiring burr candles in windows fronting on the streets. No error

Usage

Passage 1 When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—can stimulate the fastest regrowth of local people.

Passage 2 The environmental impacts of Lapa Rios (LR) Ecotodge in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas

Assignment: Read the two passages carefully and then write an essay in which you identify the most important concerns. Your essay must draw on information from BOTH of the sources. In addition, you may draw on your own experience, observations, or reading. Be sure to CITE the sources whether you are paraphrasing or directly quoting.

Informational/ Explanatory Essay

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- (C) To lead to additional citations correctly
- (D) To verify that the authors did not cite themselves
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Research Questions

Registering for a Test Enhancements and Live Demo

Recent Developments

- Increased selection of free score report recipients from three to four
- 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

- LIVE DEMO-

Services for Institutions

Title II Service Enhancements

- Starting with last year's reporting cycle, ETS making changes for license rules
 - Use our test adoption database and annual paperwork
 - Continuing once again for 13/14
- Look for improved user functionality for 14/15 reporting cycle & training Summer, 2015

Institutional Section of Praxis Website

- **Test Information**
- **Preparing Teacher Candidates**
 - Test Preparation Materials
- **Scores and score reporting services**
- **Services and Tools**
 - ETS Data Manager for the *Praxis* Series
 - Title II Services
- **Research**
 - Trends in education, teacher performance, student learning outcomes, teacher quality and other related topics

<http://www.ets.org/praxis/institutions>

Important Support Links

- **Institutional support: Denee West (866) 243-4088**
 - Email: TeachingandLearning@ETS.ORG
- **Praxis Connections Newsletter - sign up:**
<http://www.pages03.net/ets/PraxisMailingList/IHEOptIn/>
- **Title II Reporting Service – title2@ets.org**
- **ETS Data Manager for The *Praxis Series*™**
 - http://www.ets.org/praxis/institutions/services_tools/data_manager/

Institutional Section Tour

ETS HOME | PRAXIS HOME | FOR TEST TAKERS | FOR INSTITUTIONS | FOR STATES AND AGENCIES

SEARCH: PRAXIS Website Go

STORE | FAQs | CONTACT US



FOR INSTITUTIONS



For Institutions

[For Test Takers >](#)

[For States and Agencies >](#)

The *Praxis Series*® tests are used by many states to measure teacher candidates' knowledge and skills as part of the teacher licensure and certification process.

Quick Links

News

The *Praxis*® Connection

Stay up to date on test preparation materials, ETS research reports and more.

You might also be interested in ...

- [ParaPro Assessment](#)
- [The School Leadership Series](#)

Praxis Data Manager



- Continuing work on functionality for iPad
- For Quick and Custom Analytical Reports:
 - allows users to select test delivery methods using a button (match functionality in place for test taker score reports)
 - provides pass rates for the overall Multiple Subjects test in addition to pass rates already provided for individual subtests

ETS Data Manager (EDM)

[SIGN IN](#) | [CONTACT US](#) | [HELP](#)

Sign In to Your ETS® Client Services for Educator Licensure Account

The ETS Client Services for Educator Licensure website is intended for approved institutions, organizations and states who use educator certification tests. If you have an existing ETS account, enter that user name and password below.

Returning User

User Name: Password:

[Forgot User Name](#) or [Forgot Password?](#)

New User

Create an account to request access to the following online tools:

ETS Data Manager for *The Praxis Series™ Tests*
[Learn More >](#)

ETS Data Manager for GACE® Assessments
[Learn More >](#)

ETS Performance Assessments Submission Center
[Learn More >](#)

Title II Reporting Services
[Learn More >](#)

Curriculum Crosswalk

Content: Knowledge and Skills, % of Test, # of questions	Required Course Numbers (Check where content is covered)								
	XXXX								
Reading Language Arts (31%, 37 questions)									
Curriculum: A beginning elementary education teacher understands developmentally appropriate curriculum planning for foundational skills, literature and informational texts, writing, language, and speaking and listening.									
Knows how to sequence lessons within a curriculum.									
Knows how to plan for strategies to advance student understanding and to address common student misconceptions.									
Knows how to make connections within reading and language arts topics, across other disciplines and in real-world contexts.									
Instruction: A beginning teacher knows how to design instruction that differentiates for diverse needs and how to implement developmentally appropriate instructional methods/strategies/approaches/resources to support to support learning in the following areas									

Test Prep Update

Test Prep Page for Each Title

ETS HOME | PRAXIS HOME | FOR TEST TAKERS | FOR INSTITUTIONS | FOR STATES AND AGENCIES

SEARCH: PRAXIS Website Go



MY PRAXIS ACCOUNT | STORE | FAQs | CONTACT US

FOR TEST TAKERS

ETS Home > Praxis > Prepare for a Test > Preparation Materials

About the Tests

Registration, Test Centers and Dates

Prepare for a Test

▶ Preparation Materials

Strategy and Tips

Develop a Study Plan

Test Prep Webinars

Video Library

On Test Day

Scores

Frequently Asked Questions

State Requirements

--Select--

Preparation Materials

Elementary Education: Curriculum, Instruction, and Assessment (5017)

Elementary Education: Curriculum, Instruction, and Assessment (5017)

- [Study Companion \(PDF\)](#)

Other Free Test Preparation

- [Computer-Delivered Testing Demonstration \(Flash\)](#) | [View Transcript](#)
- [What to Expect on the Day of Your Computer-Delivered Test \(Flash\)](#)
- [Strategies for Success Video \(Flash\)](#)
- [Calculator Use](#)



Ready to take a Praxis® Test?

[Register Now >](#)

Praxis® Official Study Guides and Practice Tests

Get yours today.

You might also be

Interactive Practice Tests

- Plans for an Interactive Practice Test for every title
- Now available for Core tests
- New titles rolling out beginning in October
- 52 titles by the end of 2014, remainder in 2015
- EE:CIA to launch 12/17/14

Interactive Practice Tests

- Detailed explanations for correct answers to the practice questions
- Content category scores indicating the number of questions answered correctly in each content category to help candidates understand their performance level
- Real test directions and questions similar to those you will see on test day
- A timer that to simulate the actual test experience
- \$17.95 for 10 uses or 90 days
- 20% institutional discount with purchase of 2 or more
http://www.ets.org/s/praxis/pdf/praxis_interactive_test_order_form.pdf

Interactive Practice Test

Core Academic Skills for Educators: Reading (5712)

[Hide Timer](#)[Help](#) ⓘ

Time Remaining = 1:24:25

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

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

Updated Computerized Testing Experience Videos

The image displays a collage of screenshots from the Praxis computerized testing interface, illustrating the user experience across different stages of the test.

- Top Navigation:** A series of numbered tabs from 1. Intro to 7. Finishing a Test, with a 'QUIT' button on the far right.
- Intro Section:** A 'Welcome' screen with buttons for 'A. Welcome', 'B. Demo Mode', and 'C. Practice Mode'. A progress bar shows '0:31 / 1:29' and a 'NEXT DEMO' button.
- Login Section:** A 'Candidate Information' screen with a 'Candidate Photo' placeholder and fields for 'TEST: The Praxis Series', 'CANDIDATE NAME: Your First Name', and 'CANDIDATE ID: 9006569420120'. Buttons for 'Continue' and 'Exit' are visible.
- Question Navigation:** A 'NAVIGATION' bar with buttons for 'Next', 'Back', 'Mark', 'Help', 'Erase', and 'Next'. A red box highlights the 'Mark' and 'Next' buttons.
- Question Presentation:** A question titled 'The Praxis Series™ Elementary Education: IPA 5019' with a 'Question 2 of 138' indicator. The question text describes a writing activity and asks for the best test of writing to the teacher's focus. Radio button options include 'Ideas', 'Voice', 'Conventions', and 'Organization'. A red box highlights the question text and options.
- Map Question:** A question titled 'The Praxis Series™ Middle School Soc Studies 5089' featuring a map of the United States showing the adoption of the Nineteenth Amendment in 1910. A legend indicates 'Equal Suffrage (showing date of adoption)', 'Partial Woman Suffrage', and 'No Statewide Woman Suffrage'.
- Table Question:** A question titled 'The Praxis Series™ Middle School Soc Studies 5458' featuring a 'PERIODIC TABLE OF THE ELEMENTS'.

Test Prep Webinars

Quarterly Praxis webinars allow test takers to interact and ask questions with ETS staff about their tests.

Webinar Dates (2014 – 2015)

Monday, October 27, 2014 at 12 p.m. CT

Tuesday, January 27, 2015 at 12 p.m. CT

Monday, April 20, 2015 at 12 p.m. CT

Tuesday, July 28, 2015 at 12 p.m. CT



Recorded webinar available on Praxis website at:
<http://www.ets.org/praxis/prepare/webinars>

Test Prep Discount Offer

Save 10% on *Praxis* Test Preparation

1. Visit www.ets.org/praxis/store
2. Enter Promo Code: CRDKP for each resource you order

Note: promo code is not case sensitive



**KEEP
CALM
AND
PASS
PRAXIS**

Special Services for Students

Accommodations for Test Takers with Disabilities and Health-related Needs

Testing Accommodations are available to test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements, which include, but are not limited to:

- Extended testing time (all tests are timed)
- Additional rest breaks
- Reader
- Recorder/writer of answers
- Sign language interpreter (for spoken directions only)
- Selectable background and foreground colors
- Alternate test formats: Audio recording, Braille, Large print

http://www.ets.org/praxis/register/disabilities?WT.ac=praxishome_disabilities_121126

Fee Waivers

- **Eligible test takers can apply for a fee waiver for up to three Core tests (or one combination test) or one *Praxis II* subject test per year**
- **Students must be:**
 - Be currently receiving financial aid
 - Be enrolled in an undergraduate or graduate program (Note: You are ineligible if you have a master's or a doctoral degree)
 - Meet eligibility income guidelines

http://www.ets.org/praxis/about/fees/fee_waivers/

Bulk Registration

- Prep programs can purchase vouchers for students
 - Purchase orders and credit card payment options
 - Include costs in student tuition and fees
- Allows testing costs to be covered by financial aid
- Vouchers are valid for 90 days

Praxis Performance Assessment for Teachers (PPAT)

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 (related to teacher evaluation protocols and classroom observations)**
- **Everything stored, submitted, and scored online**
- **Cost \$275 (no cost for the pilot)**

www.ets.org/praxis/ppa

[ETS HOME](#) | [PPA HOME](#) | [FOR STATES AND AGENCIES](#) | [FOR EDUCATOR PROGRAMS](#) | [FOR CANDIDATES](#)

SEARCH: PRAXIS Website



PRAXIS PERFORMANCE ASSESSMENTS

Introducing the *Praxis*™
Performance Assessment
for Teachers (PPAT)



For States and Agencies >

The PPAT assessment provides states and agencies with performance indicators of a teacher candidate's effectiveness in order to help place qualified teachers in the classrooms.

For Educator Programs >

The PPAT assessment provides educator programs with more information to support their preparation programs.

For Candidates >

The PPAT assessment provides teacher candidates with a detailed professional growth plan to refine their teaching practice.

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**
- **Reviewed/scored by the 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 major assessment**
 - Part of a larger-scale plan
 - Connected to teaching strategies, activities, materials, and resources and a plan for the 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 inst 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
- Also involves a student survey
- Reveals areas of growth to be addressed upon entering teaching
- Easily aligns with school-based teacher evaluation
- May be shared during job interview

Scoring

- ETS provides training on requirements of the tasks, scoring process, and benchmark cases
- Each task is scored by two different raters
- Scoring team of raters, scoring leaders, and scoring directors
- Raters may be program faculty, cooperating teachers, NBCTs, and recently retired teachers (who meet rater criteria)
- Scoring at each step -- such as planning/implementation and analysis/reflection
- All raters calibrated regularly during scoring sessions
- Standard setting study will be conducted to determine passing score

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**
- **Final no-pass requires complete re-start**
- **Students may appeal a final no-pass**

Added Benefits

- Supported by research and designed by practitioners
- What EPPs are already doing
- Collaborative culture among higher ed faculty
- Available for all content areas including guidance and counseling, library media, etc.
- Adaptable for alternate route candidates
- Transparent and open process for early introduction
- Ongoing cyclical feedback loop as task are submitted
- Comprehensive scoring and resubmission model

Added Benefits

- Centralized scoring – eliminates bias, broadens insight
- Info stored in Data Manager with all other Praxis data
- Professional learning for cooperating teachers
- Solves reliability and validity issues for campus portfolios
- Links to in-service professional growth and evaluation
- May replace PLT which lowers cost to students
- Flexibility within the framework to address state needs
- ETS has done this before—many lessons learned!

Next Steps

- **EPPs who are interested in participating in the spring pilot should send an email by Nov 3rd to ppat@ets.org with the following key information:**
 - The name, phone and email for one primary contact person who will coordinate pilot activities for the program.
 - The names and email addresses of their students who will participate in the pilot.
- **ETS contacts students participating in the pilot with a link to the pilot submission system so they may begin.**

Ethics for the Professional Educator

Ethics for the Professional Educator

A Series of Training Modules and Assessments from ETS

- Core Modules that can be adopted by any state
 - Online, self-guided, highly engaging
 - With or without a state specific module and/or trailer
 - Potential use as basis for national assessment (working with NASDTEC effort to produce national standards/guidelines)
 - \$50 (depending on customization)
 - Retakes are free



Partners



Dr. Troy Hutchings,
University of
Phoenix



Jason Meyer,
LeadGood, LLC

Ethics for the Professional Educator: Core Modules

- Media-rich, engaging, video-based lessons
 1. *Introduce Awareness: The Professional Educator: An Introduction* (10 minutes)
 2. *Introduce Knowledge: The Professional Educator and the Student* (25 minutes)
 3. *Introduce Knowledge: The Professional Educator and the School* (20 minutes)
 4. *Introduce Knowledge: The Professional Educator and the Community* (15 minutes)
 5. *Experience Knowledge: Ethical Decision Making for the Professional Educator* (20 minutes)
- Scenario-based, situational judgment tests

National Observational Teacher Exam (NOTE)

- **Purpose:** Help states make more informed decisions about who is ready to enter the classroom
- **Definition:** A new generation of licensure assessments designed to measure content knowledge for teaching and critical high leverage teaching practices necessary to effectively teach, day one.
- **Outcome:** Evaluate a teacher's ability to translate content and pedagogical knowledge into effective practice in the classroom, thereby measuring a teaching candidate's readiness to teach

NOTE

- Assessments of Content Knowledge for Teaching (CKT) in subject taught
- Performance-based assessments measure ability to engage in high-leverage practices for teaching
 - Leading a whole-class discussion
 - Making content explicit through explanation, modeling, representations and examples
 - Eliciting and interpreting individual students' thinking
 - Communicating about a student with a parent or guardian



NOTE



- Collaborative partnership between University of Michigan TeachingWorks and ETS
- The new assessments will be grounded in TeachingWorks' high leverage practices for teaching
 - Tryouts in 2014
 - Pilots and field testing in 2015
 - Operational launch of the elementary title in 2016

Important Support Links

- **Institutional support: Denee West**
 - Phone: (866) 243-4088
 - Email: TeachingandLearning@ETS.ORG
- **Praxis Connections Newsletter - sign up:**
<http://www.pages03.net/ets/PraxisMailingList/IHEOptIn/>
- **Title II Reporting Service – title2@ets.org**
- **ETS Data Manager for The *Praxis Series*™**
 - http://www.ets.org/praxis/institutions/services_tools/data_manager/



Questions?

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