

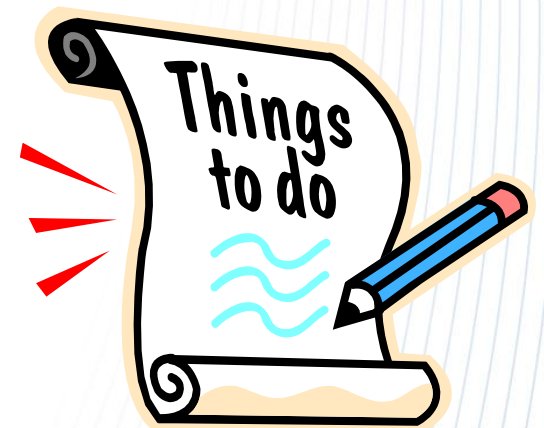


Helping Students Succeed on the Praxis Core Academic Skills for Educators

Kathy Pruner
ETS Client Relations Director
October 16, 2014

Today's Session

- **Comparing the New Core Tests with Praxis I Tests**
- **Update on Praxis Testing – New Score Reporting, Test Center Expansion and Test Dates**
- **Resources for You and Your Students**



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



Core Academic Skills for Educators Tests: Reading, Writing and Mathematics

Core Academic Skills for Educators

- Regenerated *Praxis*® Pre-Professional Skills Tests (PPST®)
- 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
- First administration October 2013

Core Test Fees

- **\$135 for the combined test**
- **\$125 for two tests taken at the same time**
- **\$85 for a single test**

Same fees as PPST

Core Academic Skills for Educators

What are the skills assessed?

- Skills in Reading, Writing, and Mathematics, drawn from the College and Career Readiness Standards of the Common Core and identified as important for a career in education
- Weighting and priority of test content is based on the importance of that content (those skills) to success — learning and achievement — within an educator preparation program

Big Picture: What is different from PPST?

- The tests were designed from the ground up to align with the Common Core State Standards.
- Teacher candidates are being assessed on the same range of career and college readiness skills they are looking to help students achieve.

Big Picture: What is different from PPST?

Reading: Added assessment of integrating content from multiple texts and texts with diverse formats.

Mathematics: More rigorous coverage including assessment of CCSS content that is not included in the PPST.

Writing: Assesses the ability to write an argument AND to write an informational/explanatory essay. More of the candidate's score comes from productive writing skills (writing and revision), and selected response questions include coverage of research skills.

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.

Comparing Praxis Core Reading with PPST

| | PPST Reading | Core Reading |
|---------------------|---|--|
| Number of questions | 46 multiple-choice questions (5710) 40 multiple-choice questions (0710) | 56 selected-response questions |
| Time | 75 minutes (5710) 60 minutes (0710) | 85 minutes |
| Delivery Method | Computer-delivered (5710) Paper-delivered (0710) | Computer-delivered |
| Types of passages | <ul style="list-style-type: none">•Long passages (approx. 200 words) with 4-7 questions•Short passages (approx. 100 words) with 2 or 3 questions•Brief statements with 1 question | <ul style="list-style-type: none">•Paired passages totaling approx. 200 words with 4-7 questions•Long passages (approx. 200 words) with 4-7 questions•Short passages (approx. 100 words) with 2 or 3 questions•Brief statements with 1 question |

Reading

What is carried over from PPST?

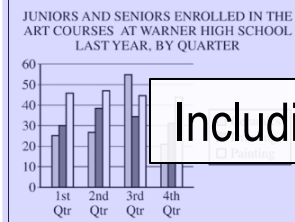
When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The impacts of ecotourism can be managed to realize a balance between preservation and development; 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.

Further, by creating economic incentives for impoverished villages or communities, ecotourism can encourage local guardianship of natural resources,

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

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. 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) 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) Ec lodge 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.

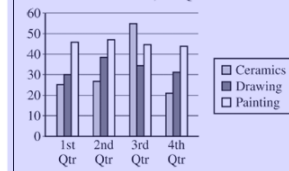
Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number of tours per day per trail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

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.

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. Further, by creating economic incentives for impoverished villages or communities, ecotourism can encourage local guardianship of natural resources, habitats, and wildlife.

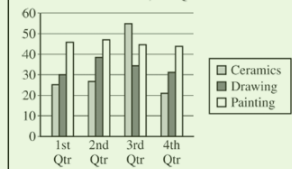
JUNIORS AND SENIORS ENROLLED IN THE ART COURSES AT WARNER HIGH SCHOOL LAST YEAR, BY QUARTER



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

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. Further, by creating economic incentives for impoverished

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



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) Ec lodge 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) Ec lodge 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 of tours per day per trail (to two) and guests per tour (to eight).

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

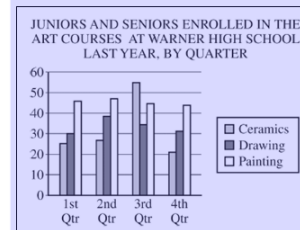
Integration of Knowledge and Ideas

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) Ecoclodge in Costa Rica are clear and unambiguous.

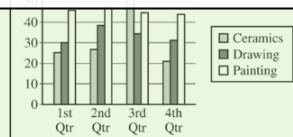
Passage 1

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.

Passage 2

The environmental impacts of Lapa Rios (LR) Ecoclodge 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 of tours per day per trail (to two) and guests per tour (to eight).

people—is less destructive than many other environmental uses. 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) Ecoclodge in Costa Rica are clear and unambiguous



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.

Comparing Praxis Core Math with PPST

| | PPST Mathematics | Core Mathematics |
|---------------------|--|---|
| Number of questions | 46 multiple-choice questions (5730) 40 multiple-choice questions (0730) | 56 selected-response questions |
| Time | 75 minutes (5730) 60 minutes (0730) | 85 minutes |
| Delivery Method | Computer-delivered (5730) Paper-delivered (0730) | Computer-delivered |
| Question Types | Single-selection multiple-choice questions | Selected-response and numeric entry questions, including: <ul style="list-style-type: none">• Single-selection multiple-choice questions• Multiple-selection multiple-choice questions• Numeric entry questions |

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

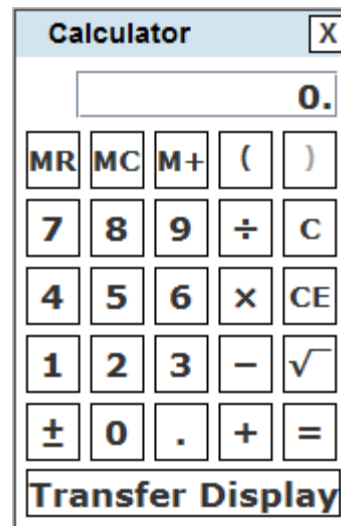
Basic Statistics and Probability

- 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
- B. Text Production: Writing Informative/Explanatory Texts
- C. Text Production: Revision

6-12 SR*
2 CR 60%

II. Language and Research Skills for Writing

- A. Language Skills
- B. Research Skills

28-34
SR* 40%

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

Comparing Praxis Core Writing with PPST

| | PPST Writing | Core Writing |
|---------------------|---|--|
| Number of questions | 44 multiple-choice questions (5720) 40 multiple-choice questions (0720) 1 constructed-response question (both 5710 and 0710) | 40 selected-response questions 2 constructed response questions |
| Time | 68 minutes (5720) – 38 minutes for the multiple-choice section and 30 minutes for the constructed-response section 60 minutes (0720) – Two 30-minute sections | 100 minutes (40 minutes for the selected-response section and two 30-minute constructed-response sections) |
| Question Types | Single-selection multiple-choice questions: <ul style="list-style-type: none"> • Usage • Sentence Correction Constructed-response question: <ul style="list-style-type: none"> • Argumentative Essay | Selected-response questions: <ul style="list-style-type: none"> • Usage • Sentence Correction • Revision in Context • Research Skills CR questions: <ul style="list-style-type: none"> • Argumentative Essay • Informative/Explanatory Essay |

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 ^D in ^B windows fronting on the streets. ^C No error ^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

quality or change the system's priorities.

Revision in Context Set

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

Writing 5
Language 3

Plagued by robbers, Paris in 1524 passed an

A ordinance requiring citizens to burn candles in

B windows in the city.

C The ordinance was passed in the city.

D The ordinance was passed in the city.

E The ordinance was passed in the city.

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

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.

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

Passage 2

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

the
ias
ch
nd
ber

(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 time for 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.

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

Sentence Correction

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 be a powerful tool for economic development and forest regrowth.

Assignment: Read the two passages carefully and then write an essay in which you identify the most important concerns regarding ecotourism. 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.

Passage 2

The environmental impacts of Lapa Rios (LR) Ec lodge in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas are important. Second, ecotourism can encourage local guardianship of natural resources, habitats, and wildlife.

Informational/ Explanatory Essay

(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.

Revision in Context Set

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 the author's conclusions correctly
- (D) To verify that the authors did not cite themselves
- (E) To avoid reading other sources on the same topic

Research Questions

Core Test Adoption by Ohio Programs

Core Test Adoption by Ohio Programs

- **Ohio universities have moved to the Core tests with the retirement of Praxis I in August 2014**
- **Review of test content and adoption of new Core tests**
- **Setting a score requirement for each test will be important**

Recommendations from National Standard-Setting Panels

- **Reading** – the recommendation was a score of 156 on a 100-200 scale
- **ETS recommends staying within +/- 2 SEM's (standard error of measure) of the RSV:**

| | | |
|--|-----------|------------|
| <input type="checkbox"/> -2 SEMs | 25 | 140 |
| <input type="checkbox"/> -1 SEM | 28 | 148 |
| <input checked="" type="checkbox"/> RSV | 31 | 156 |
| <input type="checkbox"/> +1 SEM | 35 | 166 |
| <input type="checkbox"/> + 2 SEMs | 38 | 174 |

Recommendations from National Standard-Setting Panels

- **Writing** – the recommendation was a score of 162 on a 100-200 scale
- **ETS recommends staying within +/- 2 SEM's (standard error of measure) of the RSV:**

| | | |
|--|-----------|------------|
| <input type="checkbox"/> -2 SEMs | 37 | 150 |
| <input type="checkbox"/> -1 SEM | 41 | 158 |
| <input checked="" type="checkbox"/> RSV | 44 | 162 |
| <input type="checkbox"/> +1 SEM | 48 | 170 |
| <input type="checkbox"/> + 2 SEMs | 52 | 176 |

Recommendations from National Standard-Setting Panels

- **Mathematics - the recommendation was a score of 150 on a 100-200 scale**
- **ETS recommends staying within +/- 2 SEM's (standard error of measure) of the RSV:**

| | | |
|--|-----------|------------|
| <input type="checkbox"/> -2 SEMs | 22 | 132 |
| <input type="checkbox"/> -1 SEM | 26 | 142 |
| <input checked="" type="checkbox"/> RSV | 29 | 150 |
| <input type="checkbox"/> +1 SEM | 33 | 162 |
| <input type="checkbox"/> + 2 SEMs | 37 | 172 |

Update on Praxis Testing

Continuous Testing: *Core Academic Skills for Educators*

- *Praxis I (PPST)* was continuous
- Regenerated “Core Academic Skills for Educators” in 2013-14 and fall 2014 – offered in windows
- Sufficient volume needed for test equating
- Expecting continuous in early 2015

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

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

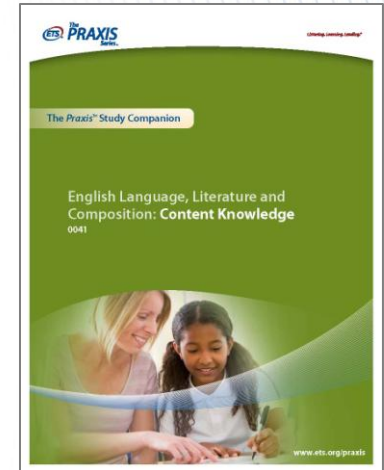
2014-15 Score Reporting Enhancements

- 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)

Resources for Your Students

Free Test Prep

- **Comprehensive *Praxis Study Companion***
 - Test at a Glance (TAAG)
 - Reducing Test Anxiety
 - Study Plan document
- **Pre-Recorded Webinars - “on-demand” webinar modeled after “live” webinars**
 - Assists those who are not able to attend “live” webinars due to class, work, or time zone conflicts
- **Live one-hour webinars: *all start at 1 PM ET***
 - Monday, October 27, 2014
 - Tuesday, January 27, 2015 at



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 Tests for Core

Core Academic Skills for Educators: Reading (5712)

Help ⓘ

Score Summary

This screen provides an overview of your performance by Content Category. The next screen allows you to review individual questions. To print your scores, you must use the **Print** function on your internet browser. The practice test does not save your scores. Once you exit the practice test, you can no longer view your scores.

✓ Correct answers:

✗ Incorrect answers:

○ Unanswered questions:

0

0

56

| Performance by Category | # Questions | # Correct |
|---|-------------|-----------|
| I. Key Ideas and Details | 20 | 0 |
| II. Craft, Structure, and Language Skills | 18 | 0 |
| III. Integration of Knowledge and Ideas | 18 | 0 |

The PRAXIS
Series™

Answers

Exit ➡

\$17.95 – good for 90 days or 10 uses

Updated Computerized Testing Experience Videos

kis_cdt_demo_web1.html | ETS Inside | (13 unread) - pv@verizon.net... | TripIt | Online travel itinerary a... | Praxis Computer-Delivered ...

1. Intro | 2. Login | 3. Navigation | 4. Question Types | 5. Math and Science Tests | 6. World Language Tests | 7. Finishing a Test | **QUIT**

INTRO: A. Welcome | B. Demo Mode | **C. Practice Mode**

Welcome 0:31 / 1:29 **NEXT DEMO**

LOGIN: Confirm Information | Candidate Information | Please check your information below. If this is correct, click on the Continue button. If this is incorrect, click on the Exit button.

Candidate Photo: [Placeholder for Candidate Photo]

TEST: The Praxis Series
CANDIDATE NAME: Your First Name
CANDIDATE ID: 900560620120
Continue Exit

NAVIGATION: A. Answering Questions | B. Next, Back, Mark | C. Review | D. Timer | E. Help/Review | F. Practice Test

The Praxis Series™ Elementary Education: IPA 5019
Question 2 of 138

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 best describes the teacher's focus?

☐ Misses
☐ Voice
☐ Conventions
☐ Organization

Grayed-out areas are not available for practice.

Answer the question above by clicking on the correct response.

QUESTION TYPES: A. Reading Passage | B. Multiple Choice | C. Text | D. Writing

The Praxis Series™ Middle School Soc Studies 5489

WOMAN SUFFRAGE BEFORE NINETEENTH AMENDMENT 1920

Map showing the adoption of woman suffrage by state:

- Equal Suffrage (showing date of adoption)
- Partial Woman Suffrage
- No Statewide Woman Suffrage

PERIODIC TABLE OF THE ELEMENTS

| Periodic Table of the Elements | | | | | | | | | | | | | | | | | |
|--------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Periods | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| H | He | | | | | | | | | | | | | | | | |
| Li | Be | B | C | N | O | F | Ne | | | | | | | | | | |
| Na | Mg | Al | Si | P | S | Cl | Ar | | | | | | | | | | |
| K | Ca | Sc | Ti | V | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | Kr |
| Rb | Sr | Y | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I | Xe |
| Cs | Ba | La | Hf | Ta | W | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn |
| Fr | Ra | Ac | Th | Pa | U | Np | Pu | Am | Cm | Bk | Cf | Es | Fm | Md | No | Lr | |

Strategies for Success Video

www.ets.org/praxis/strategiesforsuccess



“What to Expect on Testing Day” Video

www.ets.org/praxis/testday



Resources for You

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
 - Quick and custom reports
 - Real time data of student performance
- **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: Dennee West**
 - Phone: (866) 243-4088
 - Email: TeachingandLearning@ETS.ORG
- **Praxis Connections Newsletter - sign up:**
<http://www.pages03.net/ets/PraxisMailingList/IHEOptIn/>
- **ETS Data Manager for The *Praxis Series*™**
 - http://www.ets.org/praxis/institutions/services_tools/data_manager/
- **Teaching Reading: Elementary Education test**
 - qualifier for Third Grade Reading Guarantee
<http://www.ets.org/praxis/prepare/materials/5203>



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

Thank You for Your Time!

I am here to support you:

Kathy Pruner

kpruner@ets.org

