Understanding Your *Praxis*® Scores 2024–2025

The *Praxis*® Assessments are developed and administered by Educational Testing Service (ETS®).

Praxis® Core Academic Skills for Educators (Core) tests measure academic skills in reading, writing and mathematics. They are designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

The *Praxis* Subject Assessments include the Subject Assessment/Specialty Area tests. The Content Knowledge for Teaching tests, the Principles of Learning and Teaching (PLT) tests and the ParaPro Assessment are also considered *Praxis* Subject Assessments.

I How The *Praxis*® Tests Are Scored

Selected-Response (SR) Questions
On most *Praxis*® tests, each selected-response question answered correctly is worth one raw point, and your total raw score is the number of questions answered correctly on the full test. Selected-response questions are scored by computer.

Constructed-Response (CR) Questions
Constructed-response questions are scored by education professionals in the appropriate content area. These individuals are carefully trained and supervised to assure they apply ETS scoring methods in a fair and accurate manner. Additional statistical checks are made to account for differences in difficulty across editions of a test.

Two scorers rate your responses to CR questions. Each one works independently and does not know what the other scorer's ratings are. If the two ratings disagree by more than a specified amount, a third scorer rates your response. Under no circumstances does your total score depend entirely on one individual scorer.

For some tests, c-rater is one of the scorers. c-rater is an automated ETS scoring engine that scores responses to content-based, short-answer questions based on data from thousands of previously scored essays.

Mixed-Format Tests
Some tests consist of one or more essays and a selected-response portion. For some of the *Praxis* tests that contain both SR and CR items, the ratings assigned by the scorers are simply added together to contribute to your total raw score. On others, the ratings are first multiplied by scoring weights, which can be different for different questions, and the weighted ratings are added to contribute to your total raw score. Your raw point score is then converted to a scaled score that adjusts for the difficulty of that particular edition of the test.

For the Core Academic Skills for Educators: Writing test, each essay receives a score from at least one trained human reader, using a six-point holistic scale. In holistic scoring, readers are trained to assign scores on the basis of the overall quality of an essay in response to the assigned task. Both the Informative/Explanatory Essay and the Argumentative Essay are scored by a human reader and *e-rater*®, ETS software that computes a score based on data from thousands of previously scored essays. If the human score and the *e-rater* score agree, the two scores are added to become the final score for the essay. If they differ by more than a specified amount, your response is rated by a different human scorer, whose rating is used to resolve the discrepancy. For a list of tests that include both essay and selected-response questions, go to **www.ets.org/praxis**.

Conversion of Raw Scores to Scaled Scores
For most *Praxis* assessments, ETS develops multiple editions of the same test that contain different sets of test questions conforming to predefined content and statistical specifications. These different editions are commonly called *forms*. To ensure that scores obtained from different forms of the same test are comparable, raw scores are converted to *scaled scores* that carry the same meaning regardless of which form was administered. Scaled scores are used to determine whether test takers have passed the test. The summary statistics shown in section IV are presented in the scaled score metric.

A Word of Caution
The adjustment for difficulty makes it possible to give the same interpretation to identical scores on different editions of the *same* test. For example, a reported score of 150 on the Mathematics: Content Knowledge test will reflect approximately the same level of knowledge, regardless of which edition of the test was administered.

However, identical scores on *different* tests do not necessarily have the same meaning. A score of 150 on the Mathematics: Content Knowledge test, for example, does not reflect the same level of knowledge as a score of 150 on the Physical Science: Content Knowledge test.

II Glossary of Terms

Average Performance Range—The range of scaled scores earned by the middle 50 percent of the test takers taking the test. It provides an indication of the difficulty of the test.

Decision Reliability—The tendency of pass/fail decisions made on the basis of test takers' test scores to be consistent from one edition of the test to another. ETS computes decision reliability statistics for a number of different combinations of test taker groups and passing scores.

Median—The score that separates the lower half of the scores from the upper half.

Passing Score—A qualifying score for a single test that is set by the state or licensing agency.

Possible Score Range—The lowest to the highest scaled score possible on any edition of the test.

Raw Points—On a selected-response test, each raw point corresponds to a single question. On a constructed-response test, the raw points refer to the ratings assigned by the scorers. Raw points on different forms of a test should not be compared; they are not adjusted for differences in the difficulty of the test questions.

Reliability—The tendency of individual scores to be consistent from one edition of the test to another.

Scaled Score—The reported score that determines whether a test taker has passed the test. Scaled scores are derived from raw scores and take into account the difficulty of the test form administered.

Score Interval—The number of points separating the possible score levels. If the score interval is 10, only scores divisible by 10 are possible.

Standard Error of Measurement—A statistic that is often used to describe the reliability of the scores of a group of test takers. A test taker's score on a single edition of a test will differ somewhat from the score the test taker would get on a different edition of the test. The more consistent the scores from one edition of the test to another, the smaller the standard error of measurement. If a large number of test takers take a test for which the standard error of measurement is 3 points, about two-thirds of the test takers will receive scores within 3 points of the scores that they would get by averaging over many editions of the test. The Summary Statistics section shows the standard error of measurement for many of the *Praxis* tests, estimated for the group of all test takers taking the test. On some tests, the standard error of measurement could not be estimated because there was no edition of the test that had been taken by a sufficient number of test takers. On other tests, the standard error of measurement could not be adequately estimated because the test consists of a very small number of questions or tasks, each measuring a different type of knowledge or skill.

Standard Error of Scoring—For tests in which the scoring involves human judgment, this statistic describes the reliability of the process of scoring the test takers' responses. A test taker's score on one of these tests will depend to some extent on the particular scorers who rate the test taker's responses. The more consistent the ratings assigned to the same responses by different scorers, the smaller the standard error of scoring. If a large number of test takers take a test for which the standard error of scoring is 4 points, about two-thirds of the test takers will receive scores within 4 points of the scores that they would get if their responses were scored by all possible scorers. The Summary Statistics section shows the standard error of scoring for several of the *Praxis* constructed-response tests, estimated for the group of all test takers taking the test. For some constructed-response tests, the standard error of scoring could not be estimated because there was no edition of the test that had been taken by a sufficient number of test takers. The standard error of scoring for a selected-response test is not applicable, because selected-response scoring is a purely mechanical process with no possibility of disagreement between scorers.

Validity—The extent to which test scores actually reflect what they are intended to measure. The *Praxis* tests are intended to measure the knowledge, skills, or abilities that groups of experts determine to be important for a beginning teacher.

III Frequently Asked Questions About *Praxis*® Scores

Q. Did I pass?

A Your Test Taker Score Report will indicate a PASSED or NOT PASSED status for the highest score earned on each test taken. Your highest score will be compared to the state or agency's passing score indicated on your score report.

The passing scores used in the Test Taker Score Reports are the passing scores in effect, according to our records, at either the date the test was taken (Test Date) or at the time the score reports are produced (Report Date). You can find more about passing scores at **www.ets.org/praxis**. ETS does not set passing scores for the *Praxis* tests. Each state or agency sets its own passing score for a *Praxis* test. If you have additional questions regarding the establishment of passing scores or want to verify passing scores, please contact the appropriate state or agency directly.

Q. How many questions do I need to get right to pass the test?

A Unfortunately, there is no way to predict this. There are several editions of each of the *Praxis* tests, and each edition contains different questions. The questions on one edition may be slightly more difficult (or easier) than those on another edition. To make all editions of a test comparable, raw scores are converted to scaled scores that adjust for difficulty among editions. There is no way to predict which edition of the test you will take next.

Q. Can I have my selected-response, essay, or constructed-response test score verified?

A Yes. The *Praxis* score verification service is described in the *Praxis Information Bulletin* and at **www.ets.org/praxis**.

Q. Who receives a copy of my score report?

A If you take a *Praxis* test in Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, or Wyoming, your scores are automatically reported to the state education agency responsible for teacher licensure. Some additional situations under which scores are reported are listed in the *Information Bulletin*. Aside from these, your scores will be sent only to you and the institutions or agencies you designated as score recipients.

Q. How can I send my scores to recipients other than those listed on my score report?

A Sign in to your *My Praxis* account at **www.ets.org/praxis** and select "Order Score Reports," or download and complete the Additional Score Report Request Form at **www.ets.org/praxis** and mail it with the appropriate fee to the address listed on the form.

Q. Why didn't I receive scores for all the tests I took on a particular day?

A Some tests, particularly those including essay questions, take longer to score than others. Because important decisions often depend on your scores, some *Praxis* test scores are reported earlier than others. If all of your scores were not reported, you will receive the rest of your test scores in a second report.

Q. I need to take one of the *Praxis* tests again. What should I study to improve my score?

A The best preparation for taking any *Praxis* test is the knowledge and experience you acquired in college. The detailed information in your score report may help you identify the content categories that offer the greatest opportunity to improve your score. ETS publishes a variety of study aids to help you do your best. Study Companions are available to download at **www.ets.org/praxis**, and include content outlines and sample questions. Interactive Practice Tests are also available for many of the tests. Interactive Practice Tests are full-length tests that include correct answers and explanations of answers.

IV Summary Statistics

This section gives the Possible Score Range, Score Interval, Number of Test Takers, Median, Average Performance Range, Standard Error of Measurement, and Standard Error of Scoring for many of The *Praxis* tests. Notes at the end of the section provide information about the statistics themselves.

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Agriculture (5701)	100 - 200	1	990	166	154 - 174	5.2	n/a
Algebra I (5162)	100 - 200	1	1398	161.5	148 - 174	7.2	n/a
American Sign Language (0634)	100 - 200	1	50	160	150 - 170	i	i
Art: Content Knowledge (5134)	100 - 200	1	4267	163	155 - 172	5.6	n/a
Art: Content and Analysis (5135)	100 - 200	1	2121	164	157 - 172	5.8	2.3
Audiology (5343)	100 - 200	1	2096	169	164 - 175	5.8	n/a
Biology (5236)	100 - 200	1	2157	158	142 - 174	5.5	n/a
Braille Proficiency (0633)	100 - 200	1	15	183	166 - 196	6.2	c
Business Education: Content Knowledge (5101)	100 - 200	1	4769	170	159 - 178	5.5	n/a
Chemistry (5246)	100 - 200	1	832	153	140 - 171	6.0	n/a
Chinese (Mandarin): World Language (5665)	100 - 200	1	313	195	190 - 198	4.1	1.5
Citizenship Education: Content Knowledge (5087)	100 - 200	1	72	165.5	150 - 177	5.2	n/a
Communication and Literacy: Reading (5714)	100 - 200	2	71	168	158 - 182	7.5	n/a
Communication and Literacy: Writing (5724)	100 - 200	2	62	164	152 - 172	5.7	1.7
Computer Science (5652)	100 - 200	1	1493	165	149 - 183	6.1	n/a
Core Academic Skills for Educators Mathematics (5733)	100 - 200	2	24685	166	152 - 182	7.6	n/a
Core Academic Skills for Educators Reading (5713)	100 - 200	2	23585	170	158 - 184	7.5	n/a
Core Academic Skills for Educators Writing (5723)	100 - 200	2	25415	162	154 - 170	5.7	1.7
Early Childhood Education (5025)	100 - 200	1	10332	168	158 - 179	5.5	n/a
Early Childhood: Math and Science (5028)	100 - 200	1	415	170	161 - 181	6.5	n/a
Early Childhood: Reading and Language Arts and Social Studies (5027)	100 - 200	1	424	171	165 - 182	6.6	n/a
Earth and Space Sciences (5572)	100 - 200	1	465	164	151 - 179	5.4	n/a
Economics (5911)	100 - 200	1	449	152	140 - 164	6.2	n/a
Education of Young Children (5024)	100 - 200	1	4739	167	160 - 175	5.4	1.9
Educational Leadership: Administration and Supervision (5412)	100 - 200	1	11706	167	159 - 174	5.7	n/a
Elementary Education: Content Knowledge (5018)	100 - 200	1	2883	165	151 - 176	5.7	n/a
Elementary Education: Curriculum, Instruction, and Assessment (5017)	100 - 200	1	4345	164	156 - 174	5.9	n/a
Elementary Education: Math Specialist (5037)	100 - 200	1	35	168	162 - 180	i	i
Elementary Education: Math and Science (5008)	100 - 200	1	4661	167	158 - 176	6.9	n/a
Elementary Education: Mathematics (7003)	100 - 200	1	35	147	134 - 165	9.2	n/a
Elementary Education: Mathematics Subtest (5003)	100 - 200	1	38452	170	158 - 184	9.2	n/a
Elementary Education: Mathematics-CKT (7813)	100 - 200	1	13873	158	148 - 170	7.6	n/a
Elementary Education: Reading and Language Arts Subtest (5002)	100 - 200	1	37888	169	160 - 178	7.0	n/a
Elementary Education: Reading and Language Arts-CKT (7812)	100 - 200	1	5892	169	161 - 177	6.8	n/a
Elementary Education: Reading, Language Arts and Social Studies (5007)	100 - 200	1	4783	170	162 - 178	6.2	n/a
Elementary Education: Science (7005)	100 - 200	1	39	154	145 - 164	8.1	n/a

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Elementary Education: Science Subtest (5005)	100 - 200	1	38260	168	160 - 179	8.1	n/a
Elementary Education: Science-CKT (7814)	100 - 200	1	5765	174	162 - 185	8.0	n/a
Elementary Education: Social Studies (7004)	100 - 200	1	43	151	137 - 157	7.9	n/a
Elementary Education: Social Studies Subtest (5004)	100 - 200	1	38457	164	156 - 176	7.9	n/a
Elementary Education: Social Studies-CKT (7815)	100 - 200	1	5958	169	162 - 179	7.3	n/a
Elementary Education: Teaching Reading (7002)	100 - 200	1	24	152	140 - 159	i	i
Elementary Education: Three Subject Bundle-Mathematics (5903)	100 - 200	1	6616	169	156 - 185	9.2	n/a
Elementary Education: Three Subject Bundle-Science (5905)	100 - 200	1	6551	169	159 - 180	8.1	n/a
Elementary Education: Three Subject Bundle-Social Studies (5904)	100 - 200	1	6526	165	154 - 179	7.9	n/a
English Language Arts: Content Knowledge (5038)	100 - 200	1	14362	177	169 - 185	4.7	n/a
English Language Arts: Content and Analysis (5039)	100 - 200	1	4914	173	165 - 180	4.7	2.2
English to Speakers of Other Languages (5362)	100 - 200	1	15603	175	166 - 184	5.2	n/a
Family and Consumer Sciences (5122)	100 - 200	1	2745	161	155 - 168	4.7	n/a
Family and Consumer Sciences (5123)	100 - 200	1	f	f	f	f	f
French: World Language (5174)	100 - 200	1	645	169	155 - 183	4.9	2.0
Fundamental Subjects: Content Knowledge (5511)	100 - 200	1	6047	171	158 - 184	5.9	n/a
General Science (5436)	100 - 200	1	1634	152	133 - 172	6.1	n/a
Geography (5921)	100 - 200	1	259	171	158 - 181	5.1	n/a
Geometry (5163)	100 - 200	1	198	148	129 - 161	8.7	n/a
German: World Language (5183)	100 - 200	1	198	177	154 - 195	5.2	2.1
Gifted Education (5358)	100 - 200	1	2238	164	158 - 169	5.0	n/a
Government/Political Science (5931)	100 - 200	1	730	166	155 - 177	5.2	n/a
Health Education (5551)	100 - 200	1	2602	165	155 - 174	5.1	n/a
Health Occupations (5052)	100 - 200	1	14	175	168 - 180	i	i
Health and Physical Education: Content Knowledge (5857)	100 - 200	1	6506	164	156 - 172	5.6	n/a
Interdisciplinary Early Childhood Education (5023)	100 - 200	1	791	178	171 - 184	4.6	n/a
Japanese: World Language (5661)	100 - 200	1	27	200	166 - 200	i	i
Journalism (5224)	100 - 200	1	154	179	171 - 187	4.9	n/a
Latin (5601)	100 - 200	1	87	179	156 - 194	4.9	n/a
Marketing Education (5561)	100 - 200	1	558	165	153 - 175	5.8	n/a
Mathematics (5165)	100 - 200	1	8771	168	150 - 184	7.1	n/a
Middle School English Language Arts (5047)	100 - 200	1	6246	162	150 - 169	5.7	2.3
Middle School Mathematics (5164)	100 - 200	1	8039	164	151 - 178	7.1	n/a
Middle School Science (5442)	100 - 200	1	5956	161	147 - 175	5.9	n/a
Middle School Social Studies (5089)	100 - 200	1	4581	164	151 - 178	6.2	2.3
Middle School: Content Knowledge (5146)	100 - 200	1	705	156	147 - 169	6.2	n/a
Music Instrumental and General Knowledge (5115)	100 - 200	1	566	162	152 - 173	5.9	n/a
Music Vocal and General Knowledge (5116)	100 - 200	1	351	164	154 - 174	5.7	n/a

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Music: Content Knowledge (5113)	100 - 200	1	4223	164	156 - 173	5.7	n/a
Music: Content and Instruction (5114)	100 - 200	1	2512	163	153 - 170	6.0	1.7
ParaPro Assessment (1755)	420 - 480	1	97392	468	460 - 475	3.4	n/a
Pennsylvania Grades 4-8 Core Assessment: English Language Arts and Social Studies (5154)	100 - 200	1	3281	160	150 - 172	8.2	n/a
Pennsylvania Grades 4-8 Core Assessment: Mathematics and Science (5155)	100 - 200	1	3273	170	157 - 182	8.3	n/a
Pennsylvania Grades 4-8 Core Assessment: Pedagogy (5153)	100 - 200	1	1671	178	170 - 184	5.6	n/a
Pennsylvania Grades 4-8 Subject Concentration: English Language Arts (5156)	100 - 200	1	840	165	152 - 177	6.9	n/a
Pennsylvania Grades 4-8 Subject Concentration: Mathematics (5158)	100 - 200	1	1061	174	156 - 184	7.6	n/a
Pennsylvania Grades 4-8 Subject Concentration: Science (5159)	100 - 200	1	565	160	149 - 170	6.7	n/a
Pennsylvania Grades 4-8 Subject Concentration: Social Studies (5157)	100 - 200	1	503	163	150 - 177	7.1	n/a
Physical Education: Content Knowledge (5091)	100 - 200	1	5108	153	148 - 158	3.9	n/a
Physical Education: Content and Design (5095)	100 - 200	1	2685	169	161 - 174	5.5	2.3
Physical Science (5485)	100 - 200	1	182	151	130 - 166	6.1	n/a
Physics (5266)	100 - 200	1	446	164	143 - 182	5.6	n/a
Pre-Kindergarten Education (5531)	100 - 200	1	245	169	159 - 181	5.7	n/a
Principles of Learning and Teaching: 5-9 (5623)	100 - 200	1	4215	175	167 - 182	5.0	2.1
Principles of Learning and Teaching: 7-12 (5624)	100 - 200	1	20283	175	167 - 183	5.4	2.3
Principles of Learning and Teaching: Early Childhood (5621)	100 - 200	1	4695	166	159 - 174	5.0	2.1
Principles of Learning and Teaching: K-6 (5622)	100 - 200	1	22252	175	167 - 182	5.1	2.1
Principles of Learning and Teaching: Pre K-12 (5625)	100 - 200	1	3609	167	158 - 177	6.4	n/a
Psychology (5391)	100 - 200	1	376	166	156 - 178	5.1	n/a
Reading Specialist (5302)	100 - 200	1	3201	171	165 - 178	5.5	2.1
Russian: World Language (5671)	100 - 200	1	1	i	i	i	i
STEM for the Elementary Grades (5036)	100 - 200	1	327	187	180 - 192	5.6	n/a
School Counselor (5422)	100 - 200	1	3567	164	155 - 171	5.1	n/a
School Librarian (5312)	100 - 200	1	1212	171	160 - 178	5.5	n/a
School Psychologist (5403)	100 - 200	1	2374	172	165 - 178	4.8	n/a
Social Studies (5581)	100 - 200	1	f	f	f	f	f
Social Studies: Content Knowledge (5081)	100 - 200	1	11381	165	155 - 176	4.6	n/a
Social Studies: Content and Interpretation (5086)	100 - 200	1	2767	158	146 - 169	5.7	2.1
Sociology (5952)	100 - 200	1	164	172	160 - 181	4.9	n/a
Spanish: World Language (5195)	100 - 200	1	4522	177	162 - 187	5.2	2.3
Special Education: Core Knowledge and Applications (5354)	100 - 200	1	16715	173	164 - 180	4.9	n/a
Special Education: Core Knowledge and Mild to Moderate Applications (5543)	100 - 200	1	14202	171	164 - 178	4.6	2.0
Special Education: Core Knowledge and Severe to Profound Applications (5545)	100 - 200	1	2199	177	169 - 183	4.1	1.8
Special Education: Early Childhood/Early Intervention (5692)	100 - 200	1	756	169	160 - 176	5.8	n/a

Test Name (Test Code)	Possible Score Range	Score Interval	Number of Test Takers	Median	Average Performance Range	Standard Error of Measurement	Standard Error of Scoring
Special Education: Education of Deaf and Hard of Hearing Students (5272)	100 - 200	1	422	165	161 - 172	5.5	n/a
Special Education: Foundational Knowledge (5355)	100 - 200	1	2994	171	161 - 179	5.3	n/a
Special Education: Severe to Profound (5547)	100 - 200	1	236	179	169 - 185	5.0	n/a
Special Education: Teaching Speech to Students with Language Impairments (5881)	100 - 200	1	60	153	149 - 162	5.8	n/a
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372)	100 - 200	1	370	176	168 - 185	4.2	n/a
Special Education: Teaching Students with Intellectual Disabilities (5322)	100 - 200	1	129	177	169 - 183	4.9	n/a
Special Education: Teaching Students with Learning Disabilities (5383)	100 - 200	1	655	165	155 - 174	5.2	n/a
Special Education: Teaching Students with Visual Impairments (5282)	100 - 200	1	338	168	163 - 175	5.4	n/a
Speech Communication: Content Knowledge (5221)	100 - 200	1	488	158.5	147 - 168	4.6	n/a
Speech and Theatre (5222)	100 - 200	1	f	f	f	f	f
Speech-Language Pathology (5331)	100 - 200	1	24518	174	167 - 182	5.4	n/a
Teaching Reading K-12 (5206)	100 - 200	1	1775	164	157 - 172	5.1	1.8
Teaching Reading: Elementary (5205)	100 - 200	1	22699	167	160 - 174	5.1	1.5
Technology Education (5051)	100 - 200	1	1784	178	167 - 187	5.1	n/a
Technology and Engineering Education (5053)	100 - 200	1	f	f	f	f	f
Theatre (5641)	100 - 200	1	900	168	161 - 176	5.4	n/a
World Languages Pedagogy (5841)	100 - 200	1	508	175	162 - 185	6.8	1.9
World and U.S. History: Content Knowledge (5941)	100 - 200	1	3314	159	148 - 172	5.5	n/a

NOTES: (Section II. Glossary of Terms, provides definitions for each of the statistics provided.)

"Number of Test Takers," "Median," and "Average Performance Range" were calculated from the records of test takers who took the test between August 2021 and July 2024, and who are in the particular educational group described below. If a test taker took the test more than once in this period, the most recent score was used. Test takers were selected according to their responses to the question, "What is the highest educational level you have reached?"

The Median and Average Performance Range for the Core and Communication and Literacy tests were calculated on college freshmen, sophomores, juniors, and earned associates degree. The Median and Average Performance Range for the ParaPro Assessment were calculated on test takers from all educational levels.

The Median and Average Performance Range for all other tests were calculated on test takers who were college seniors, college graduates, graduate students, or holders of master's or doctoral degrees.

Summary Statistics are not available for new tests administered for the first time in the 2024–25 testing year.

c = Consensus scoring.

i = Insufficient data.

f = New test. Data not yet available.

n/a = not applicable.