

Understanding Your *Praxis*® Scores 2025–2026

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 <https://praxis.ets.org>.

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	1042	165	155 - 174	5.5	n/a
Algebra I (5162)	100 - 200	1	1347	161	148 - 174	7.2	n/a
American Sign Language (0634)	100 - 200	1	64	160	150 - 170	i	i
Art: Content Knowledge (5134)	100 - 200	1	4800	163	154 - 171	5.6	n/a
Art: Content and Analysis (5135)	100 - 200	1	2074	164	157 - 172	5.8	2.3
Audiology (5343)	100 - 200	1	2219	168	164 - 175	5.7	n/a
Biology (5236)	100 - 200	1	4686	160	145 - 174	5.5	n/a
Braille Proficiency (0633)	100 - 200	1	11	184	178 - 199	6.2	c
Business Education: Content Knowledge (5101)	100 - 200	1	5092	169	159 - 179	5.5	n/a
Chemistry (5246)	100 - 200	1	1558	153	141 - 172	6.0	n/a
Chinese (Mandarin): World Language (5665)	100 - 200	1	343	193	190 - 197	4.1	1.5
Citizenship Education: Content Knowledge (5087)	100 - 200	1	72	162.5	151 - 176	5.2	n/a
Communication and Literacy: Reading (5714)	100 - 200	2	70	168	158 - 182	7.5	n/a
Communication and Literacy: Writing (5724)	100 - 200	2	67	162	152 - 170	5.7	1.7
Computer Science (5652)	100 - 200	1	1774	161	147 - 181	6.1	n/a
Core Academic Skills for Educators Mathematics (5733)	100 - 200	2	19652	166	150 - 180	7.6	n/a
Core Academic Skills for Educators Reading (5713)	100 - 200	2	18898	170	158 - 184	7.5	n/a
Core Academic Skills for Educators Writing (5723)	100 - 200	2	20167	162	154 - 168	5.7	1.7
Early Childhood Education (5025)	100 - 200	1	11429	167	157 - 178	5.5	n/a
Early Childhood Education Foundational Knowledge (5533)	100 - 200	1	f	f	f	f	f
Early Childhood Education Foundational Knowledge and Content (5534)	100 - 200	1	f	f	f	f	f
Early Childhood: Math and Science (5028)	100 - 200	1	461	170	160 - 182	6.5	n/a
Early Childhood: Reading and Language Arts and Social Studies (5027)	100 - 200	1	465	172	163 - 184	6.6	n/a
Earth and Space Sciences (5572)	100 - 200	1	933	164	151 - 179	5.4	n/a
Economics (5911)	100 - 200	1	379	150	140 - 162	6.2	n/a
Education of Young Children (5024)	100 - 200	1	4699	166	159 - 174	5.4	1.9
Educational Leadership: Administration and Supervision (5412)	100 - 200	1	12655	167	159 - 174	5.7	n/a
Elementary Education: Content Knowledge (5018)	100 - 200	1	1934	164	145 - 175	5.7	n/a
Elementary Education: Curriculum, Instruction, and Assessment (5017)	100 - 200	1	4485	163	155 - 173	5.9	n/a
Elementary Education: Math Specialist (5037)	100 - 200	1	106	175	164 - 184	i	i
Elementary Education: Math and Science (5008)	100 - 200	1	5028	166	158 - 176	6.9	n/a
Elementary Education: Mathematics (7003)	100 - 200	1	2171	161	145 - 178	9.2	n/a
Elementary Education: Mathematics Subtest (5003)	100 - 200	1	37806	169	157 - 184	9.2	n/a
Elementary Education: Mathematics-CKT (7813)	100 - 200	1	13005	158	147 - 170	7.6	n/a
Elementary Education: Reading and Language Arts Subtest (5002)	100 - 200	1	36831	168	159 - 178	7.1	n/a
Elementary Education: Reading and Language Arts-CKT (7812)	100 - 200	1	5157	168	161 - 177	6.8	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
Elementary Education: Reading, Language Arts and Social Studies (5007)	100 - 200	1	4961	170	162 - 178	6.2	n/a
Elementary Education: Science (7005)	100 - 200	1	2118	161	148 - 172	8.2	n/a
Elementary Education: Science Subtest (5005)	100 - 200	1	37471	168	159 - 178	8.2	n/a
Elementary Education: Science-CKT (7814)	100 - 200	1	5002	172	160 - 185	8.0	n/a
Elementary Education: Social Studies (7004)	100 - 200	1	2152	154	142 - 167	8.0	n/a
Elementary Education: Social Studies Subtest (5004)	100 - 200	1	37749	164	155 - 176	8.0	n/a
Elementary Education: Social Studies-CKT (7815)	100 - 200	1	5248	169	162 - 179	7.3	n/a
Elementary Education: Teaching Reading (7002)	100 - 200	1	2805	152	142 - 162	6.5	n/a
Elementary Education: Three Subject Bundle-Mathematics (5903)	100 - 200	1	7270	169	155 - 184	9.2	n/a
Elementary Education: Three Subject Bundle-Science (5905)	100 - 200	1	7066	169	159 - 181	8.2	n/a
Elementary Education: Three Subject Bundle-Social Studies (5904)	100 - 200	1	7083	165	154 - 180	8.0	n/a
English Language Arts: Content Knowledge (5038)	100 - 200	1	14992	176	168 - 184	5.0	n/a
English Language Arts: Content and Analysis (5039)	100 - 200	1	4431	172	165 - 179	4.7	2.2
English to Speakers of Other Languages (5362)	100 - 200	1	16164	175	165 - 184	5.2	n/a
Family and Consumer Sciences (5123)	100 - 200	1	257	169	162 - 174	5.0	n/a
French: World Language (5174)	100 - 200	1	631	170	156 - 181	4.9	2.0
Fundamental Subjects: Content Knowledge (5511)	100 - 200	1	6494	170	157 - 183	5.9	n/a
General Science (5436)	100 - 200	1	3435	154	137 - 172	6.2	n/a
Geography (5921)	100 - 200	1	236	171	158 - 182	5.1	n/a
Geometry (5163)	100 - 200	1	226	145	132 - 158	8.7	n/a
German: World Language (5183)	100 - 200	1	178	177	157 - 198	5.2	2.1
Gifted Education (5358)	100 - 200	1	2431	163	158 - 169	5.0	n/a
Government/Political Science (5931)	100 - 200	1	647	166	156 - 177	5.2	n/a
Health Education (5551)	100 - 200	1	2685	164	155 - 173	5.1	n/a
Health Occupations (5052)	100 - 200	1	32	175.5	168 - 188	i	i
Health and Physical Education: Content Knowledge (5857)	100 - 200	1	7142	163	155 - 171	5.6	n/a
Interdisciplinary Early Childhood Education (5023)	100 - 200	1	815	177	169 - 184	4.6	n/a
Japanese: World Language (5661)	100 - 200	1	29	200	168 - 200	i	i
Journalism (5224)	100 - 200	1	152	180.5	172 - 187	4.9	n/a
Latin (5601)	100 - 200	1	59	184	159 - 199	4.9	n/a
Marketing Education (5561)	100 - 200	1	589	165	153 - 175	5.7	n/a
Mathematics (5165)	100 - 200	1	12574	168	150 - 185	7.0	n/a
Middle School English Language Arts (5047)	100 - 200	1	6327	161	150 - 169	5.7	2.3
Middle School Mathematics (5164)	100 - 200	1	11520	166	152 - 179	7.1	n/a
Middle School Science (5442)	100 - 200	1	6785	160	147 - 175	5.9	n/a
Middle School Social Studies (5089)	100 - 200	1	4728	164	150 - 178	6.2	2.3
Middle School Social Studies (5589)	100 - 200	1	f	f	f	f	f
Music Instrumental and General Knowledge (5115)	100 - 200	1	595	161	152 - 173	5.9	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 Vocal and General Knowledge (5116)	100 - 200	1	402	163	154 - 173	5.8	n/a
Music: Content Knowledge (5113)	100 - 200	1	4257	164	155 - 173	5.7	n/a
Music: Content and Instruction (5114)	100 - 200	1	2209	163	152 - 170	6.0	1.7
ParaPathways: Mathematics (5759)	310 - 350	1	f	f	f	f	f
ParaPathways: Reading and Writing (5758)	310 - 350	1	f	f	f	f	f
ParaPro Assessment (1755)	420 - 480	1	99086	468	459 - 474	3.5	n/a
Pennsylvania Grades 4-8 Core Assessment: English Language Arts and Social Studies (5154)	100 - 200	1	3371	160	149 - 171	8.1	n/a
Pennsylvania Grades 4-8 Core Assessment: Mathematics and Science (5155)	100 - 200	1	3316	170	156 - 182	8.1	n/a
Pennsylvania Grades 4-8 Core Assessment: Pedagogy (5153)	100 - 200	1	1717	177	169 - 184	5.6	n/a
Pennsylvania Grades 4-8 Subject Concentration: English Language Arts (5156)	100 - 200	1	825	164	153 - 177	6.9	n/a
Pennsylvania Grades 4-8 Subject Concentration: Mathematics (5158)	100 - 200	1	1042	174	155 - 184	7.5	n/a
Pennsylvania Grades 4-8 Subject Concentration: Science (5159)	100 - 200	1	558	160	147 - 172	6.7	n/a
Pennsylvania Grades 4-8 Subject Concentration: Social Studies (5157)	100 - 200	1	472	163	150 - 177	7.1	n/a
Physical Education: Content Knowledge (5091)	100 - 200	1	5904	153	148 - 158	4.0	n/a
Physical Education: Content and Design (5095)	100 - 200	1	2438	169	161 - 174	5.5	2.3
Physical Science (5485)	100 - 200	1	239	149	131 - 165	6.1	n/a
Physics (5266)	100 - 200	1	872	164	145 - 182	5.6	n/a
Pre-Kindergarten Education (5531)	100 - 200	1	255	168	156 - 180	5.7	n/a
Principles of Learning and Teaching: 5-9 (5623)	100 - 200	1	3971	174	167 - 182	5.0	2.1
Principles of Learning and Teaching: 7-12 (5624)	100 - 200	1	18156	175	167 - 183	5.4	2.3
Principles of Learning and Teaching: Early Childhood (5621)	100 - 200	1	4540	166	159 - 174	5.0	2.1
Principles of Learning and Teaching: K-6 (5622)	100 - 200	1	20195	175	166 - 182	5.1	2.1
Principles of Learning and Teaching: Pre K-12 (5625)	100 - 200	1	4291	166	158 - 176	6.5	n/a
Psychology (5391)	100 - 200	1	350	167	156 - 179	5.1	n/a
Reading Specialist (5302)	100 - 200	1	3740	171	165 - 178	5.1	1.9
Russian: World Language (5671)	100 - 200	1	6	i	i	i	i
STEM for the Elementary Grades (5036)	100 - 200	1	506	187	180 - 192	5.6	n/a
School Counselor (5422)	100 - 200	1	7477	164	157 - 171	5.1	n/a
School Librarian (5312)	100 - 200	1	2421	171	161 - 179	5.5	n/a
School Psychologist (5403)	100 - 200	1	5348	172	165 - 178	4.8	n/a
Social Studies (5581)	100 - 200	1	1385	165	153 - 178	5.0	n/a
Social Studies: Content and Interpretation (5086)	100 - 200	1	2366	158	146 - 168	5.7	2.1
Sociology (5952)	100 - 200	1	150	171.5	160 - 180	5.0	n/a
Spanish: World Language (5195)	100 - 200	1	4335	176	162 - 187	5.2	2.3
Special Education: Early Childhood/Early Intervention (5692)	100 - 200	1	1525	169	161 - 177	5.8	n/a
Special Education: Education of Deaf and Hard of Hearing Students (5272)	100 - 200	1	408	166	159 - 172	5.5	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: Foundational Knowledge (5355)	100 - 200	1	13366	171	162 - 179	5.3	n/a
Special Education: Severe to Profound (5547)	100 - 200	1	1188	177	168 - 183	5.1	n/a
Special Education: Teaching Speech to Students with Language Impairments (5881)	100 - 200	1	54	152	149 - 161	5.8	n/a
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372)	100 - 200	1	264	174	166 - 182	4.2	n/a
Special Education: Teaching Students with Intellectual Disabilities (5322)	100 - 200	1	102	176.5	165 - 183	4.9	n/a
Special Education: Teaching Students with Learning Disabilities (5383)	100 - 200	1	457	165	155 - 173	5.2	n/a
Special Education: Teaching Students with Visual Impairments (5282)	100 - 200	1	356	168	163 - 175	5.4	n/a
Speech Communication: Content Knowledge (5221)	100 - 200	1	484	158	147 - 168	4.6	n/a
Speech and Theatre (5222)	100 - 200	1	57	156	147 - 162	i	i
Speech-Language Pathology (5331)	100 - 200	1	27077	174	168 - 182	5.1	n/a
Teaching Reading K-12 (5206)	100 - 200	1	1296	165	157 - 173	5.1	1.8
Teaching Reading: Elementary (5205)	100 - 200	1	30395	168	160 - 176	4.9	1.6
Technology and Engineering Education (5053)	100 - 200	1	165	169	163 - 177	i	i
Theatre (5641)	100 - 200	1	835	168	160 - 176	5.4	n/a
World Languages Pedagogy (5841)	100 - 200	1	526	173	161 - 184	7.0	2.0
World and U.S. History: Content Knowledge (5941)	100 - 200	1	3047	159	148 - 171	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 2022 and July 2025, 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 2025–26 testing year.

c = Consensus scoring.

i = Insufficient data.

f = New test. Data not yet available.

n/a = not applicable.

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