



Data Mining to Drive Decisions at TACTE Institutions

April 24, 2020

Kathy Pruner, Client Relations Director

Background of ETS

- Nonprofit organization, founded in 1947
 - American Council on Education (ACE), Carnegie Foundation, College Board®
 - NTE (National Teacher Exam) one of our founding assessments
- Mission: Advance quality and equity in education for all people worldwide
- Develop, administer, score
 - 50+ million assessments
 - 180+ countries
 - 9,000+ locations worldwide



The slide features a blue gradient background with decorative diagonal lines in the corners. The top-left and bottom-left corners have lines in white, blue, green, and orange. The bottom-right corner has lines in white, blue, and orange. The text 'Recent Updates' is centered in a bold white font.

Recent Updates

COVID-19 Testing Update

- *Praxis* at Home – in mid-May students will begin taking Praxis tests at home or at secure locations
- ProctorU® trained specialists will monitor test takers remoting for secure testing
- Most frequently used tests will be offered first followed by other titles
- Information will continue to be released through the EPP Newsletter mailing list. Visit this [page](#) to sign up.
- Visit the [ETS Testing Updates webpage](#) for continuing updates.

COVID-19 Testing Update (Cont'd)

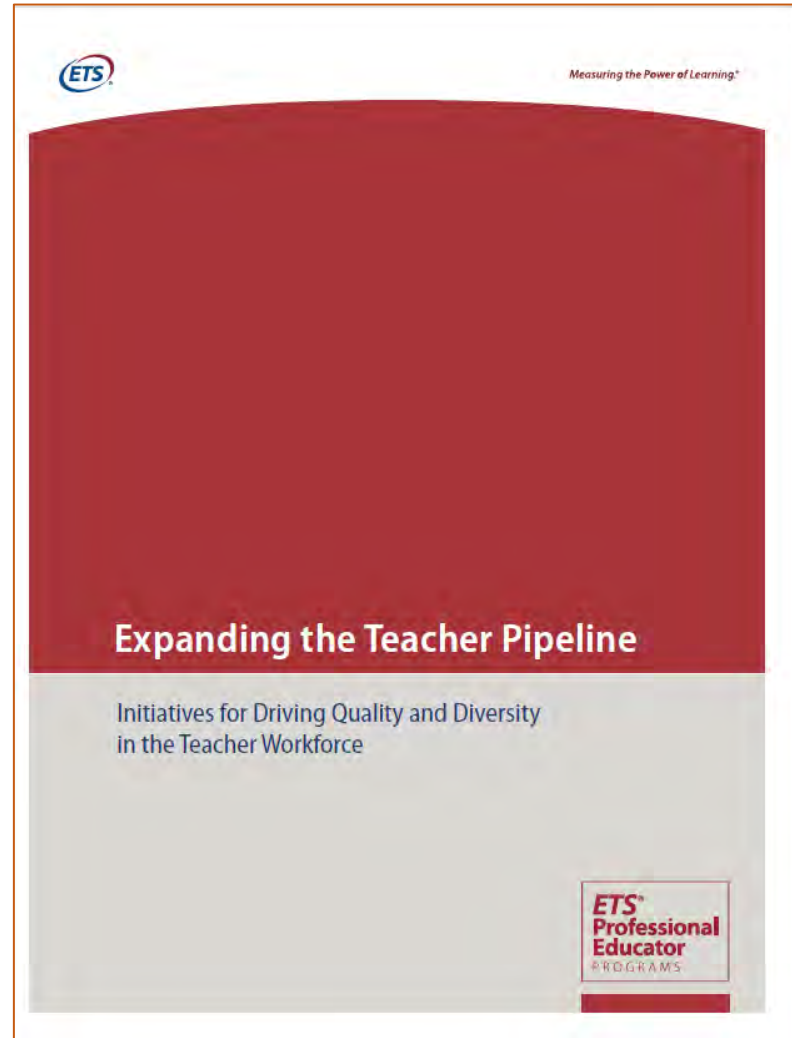
- **30% off of *Praxis* Interactive Practice Tests!** Use code **PRACTICE** at checkout.
- [Criterion Online Writing Evaluation Service](#) is being offered free of charge for spring semester (though 6/30/20):



ETS offers free access to Criterion® Online Writing Evaluation Service for spring semester

Diversity and Equity Research Results

- New publication that combines our previous research papers
- Highlight ETS's research and work exploring solutions for diversifying the teacher pipeline
- Email Kathy at kpruner@ets.org for your copy.



Key Themes for Successful Diversity Efforts

Personal relationships (with advisors, faculty, other students)

Individualized, one-on-one, personal support for academics and other aspects of life

ID student weakness and provide support in class and through tutorials

Financial support: scholarships, financial aid, jobs, assistantships

Mentoring, individual attention, and “personal touch”

ETS Data Manager (EDM)

To Obtain An Account

- A Primary User should exist at every EPP and needs an account in EDM.
- Primary User is not required to use the service(s), but to manage access to service(s) for users at his or her institution.
- All Secondary Users are approved (and removed) by the appropriate Primary User.
- Other staff requesting access to service(s) should sign up as Secondary Users.
- <https://tlcs.ets.org>

EDM Services Available

Title II Reporting Services

Title II Reporting Services Primary Secondary

ETS® Data Manager for *The Praxis Series*™ Tests

Quick and Custom Analytical Reports [more](#) Primary Secondary

Test Taker Score Reports [more](#) Primary Secondary

Test Taker Score Reports via Web Service
(Server to Server Connection) [more](#) Primary Secondary

Roster of Attending Students [more](#) Primary Secondary

ETS® Data Manager for GACE® Assessments

GACE® Quick and Custom Analytical Reports [more](#) Primary Secondary

GACE® Test Taker Score Reports [more](#) Primary Secondary

GACE® Test Taker Score Reports via Web Service
(Server to Server Connection) [more](#) Primary Secondary

ETS® Performance Assessments Submission Center

Praxis™ Performance Assessments [more](#) Primary Secondary Cooperating Teacher/Ment

Missouri Performance Assessments [more](#) Primary Secondary Cooperating Teacher/Ment



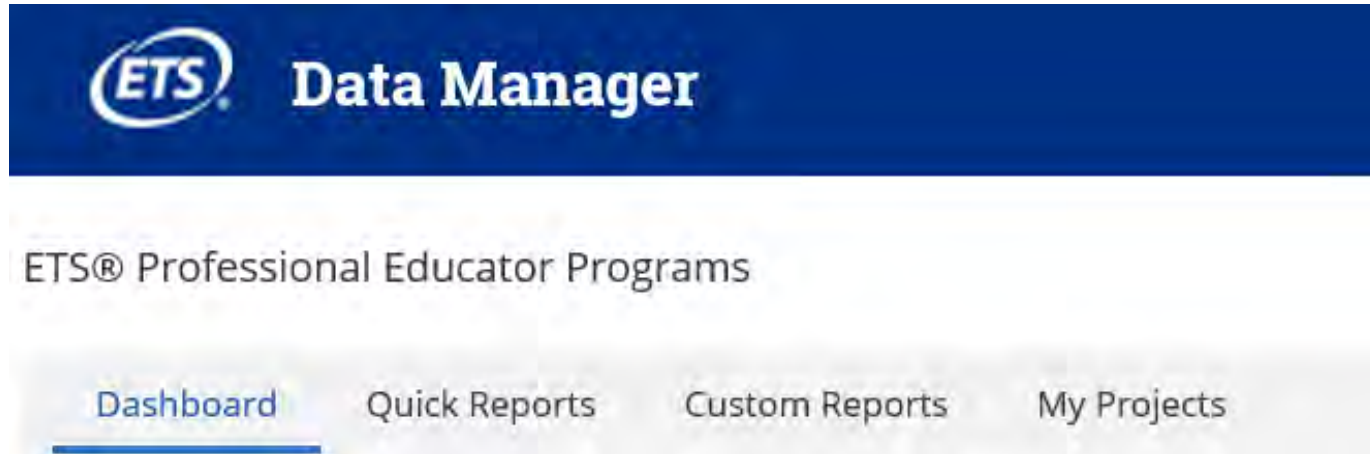
Are You Getting Your Students' Data?

- Publish your Praxis code prominently in printed and electronic campus publications
- Set expectation that students list your institution's code when registering (for both "attending institution" and as a "score recipient")
 - 4 free score reports are given before test day
 - If candidate tests in Tennessee, scores go to TN DOE automatically
- Scores sent electronically twice each week
- Help available by contacting PraxisDataManager@ets.org

Performance Data for Tennessee Candidates



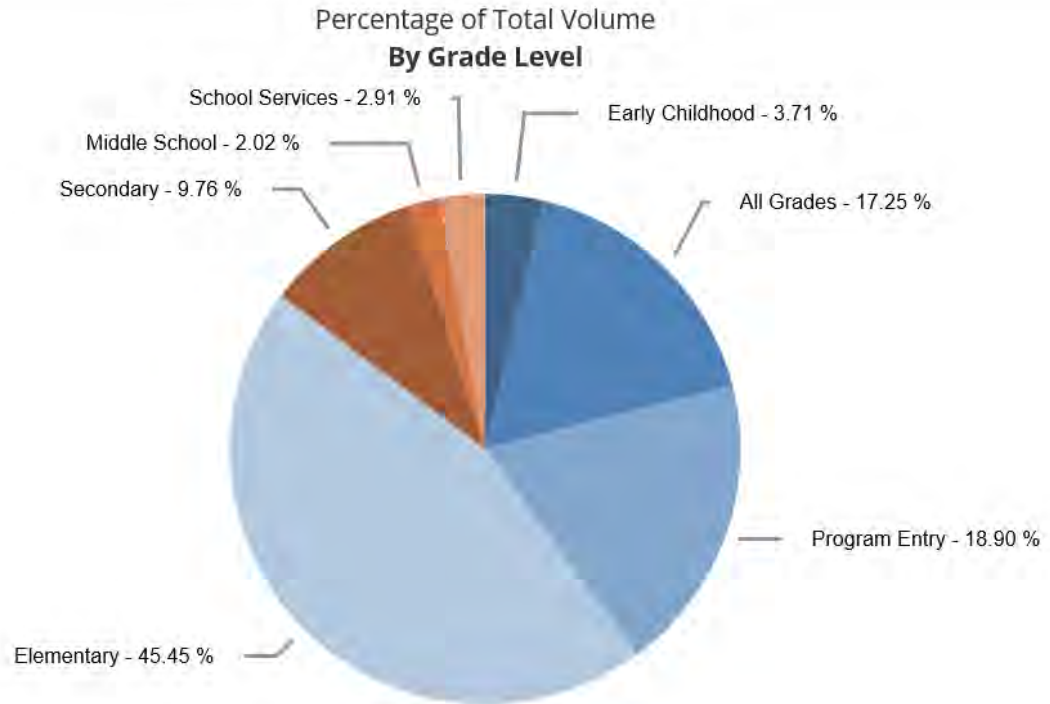
Quick and Custom Tabs



- Dashboard
- Quick Reports – Our focus today
- Custom Reports
- My Projects

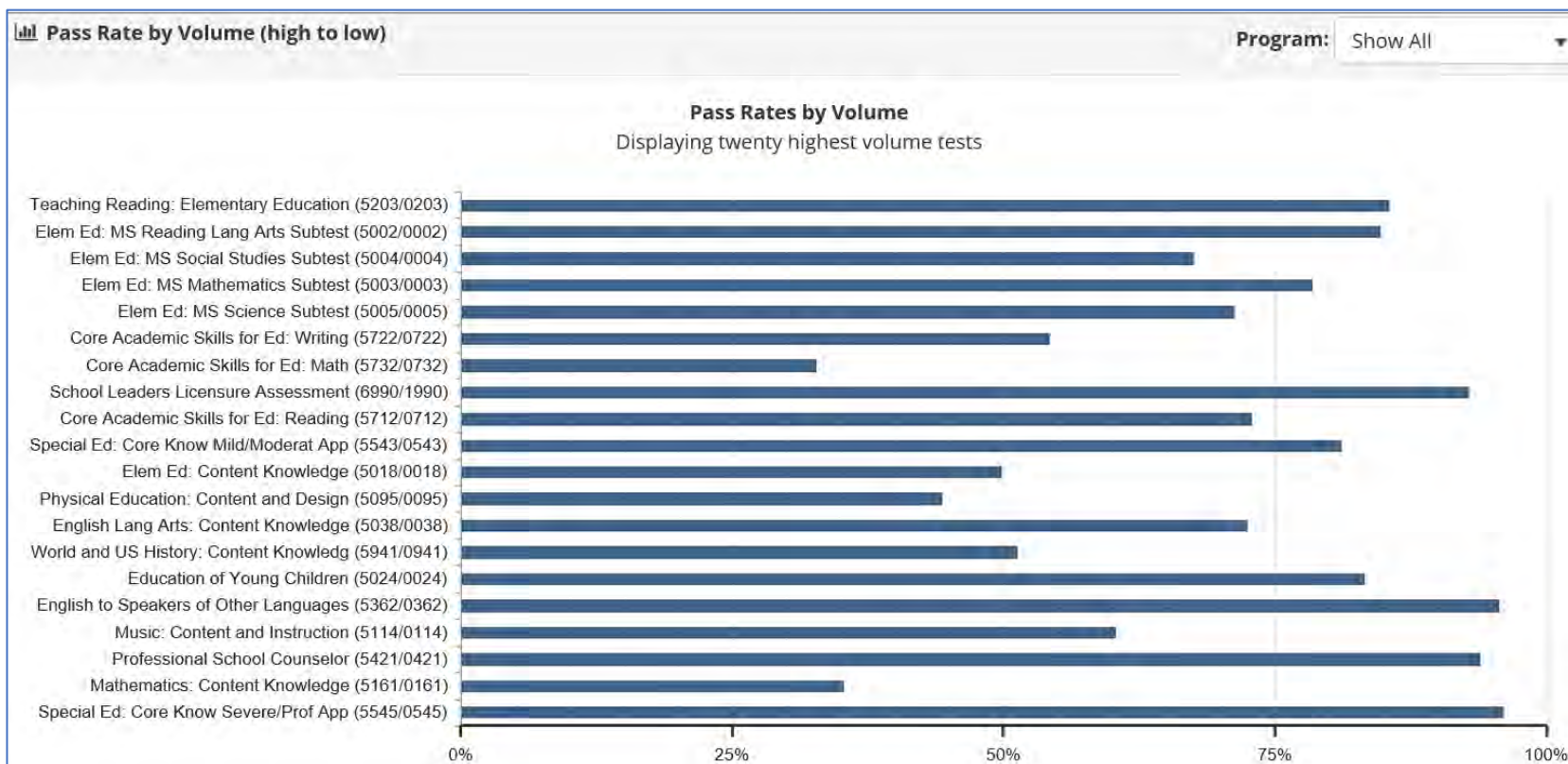
Dashboard – Volume by Grade Level

Volume by Grade Level



— Early Childhood — All Grades — Program Entry — Elementary — Secondary — Middle School — School Services

Dashboard – Pass Rate by Volume



Quick Reports Available

- Summary Reports – my most used report type
 - 1-yr. Pass Rate
 - 5-yr. Performance
 - Pass Rates for Assessments Consisting of Subtests
 - Performance Assessment Pass Rate
-
- Note: The AI (Attending Institution) Report Type will be most often used. This shows students who listed you as the institution that prepared them.
 - DI (Designated Institution) shows data for anyone who sent their scores to you for any given test title.
They may not be your students!

Tip: To Determine the Performance All Tests at a Glance, Run 1-yr. Pass Rate Reports for All Tests

Test Name	Testing Year: SEP-2019 TO AUG-2020		
	Total N	# Pass	% Pass
Agriculture (5701/0701)	23	22	95.65
Algebra I (5162/0162)	26	19	73.08
Art: Content and Analysis (5135/0135)	95	51	53.68
Biology: Content Knowledge (5235/0235)	73	47	64.38
Business Education: Content Knowledge (5101/0101)	30	26	86.67
Chemistry: Content Knowledge (5245/0245)	41	24	58.54
Chinese (Mandarin): World Language (5665/0665)	1	*	*
Core Academic Skills for Ed: Math (5732/0732)	365	119	32.60
Core Academic Skills for Ed: Math (5733/0733)	174	125	71.84
Core Academic Skills for Ed: Reading (5712/0712)	283	206	72.79
Core Academic Skills for Ed: Reading (5713/0713)	128	95	74.22
Core Academic Skills for Ed: Writing (5722/0722)	446	241	54.04
Core Academic Skills for Ed: Writing (5723/0723)	154	64	41.56
Early Childhood Education (5025/0025)	93	76	81.72
Earth and Space Sci: Content Knowledge (5571/0571)	5	2	40.00
Economics (5911/0911)	35	17	48.57
Education of Young Children (5024/0024)	148	123	83.11
Elem Ed: Content Knowledge (5018/0018)	197	98	49.75
Elem Ed: MS Mathematics Subtest (5003/0003)	639	501	78.40
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	649	549	84.59
Elem Ed: MS Science Subtest (5005/0005)	632	450	71.20
Elem Ed: MS Social Studies Subtest (5004/0004)	639	431	67.45
English Lang Arts: Content Knowledge (5038/0038)	177	128	72.32

Core Reading 5712 & 5713 (Pass = 156) Highest Score

	2018-2019		2019-2020 YTD	
CATEGORIES	National	TN	National	TN
N =	43,578	908	10,985	128
Percent Pass	82.6	77.9	75.3	74.2
Mean	172.4	168.7	168.7	165.5
Highest	200	200	200	200
Lowest	100	100	100	112

TN Data for same period in 2018-19: N=558 % Pass = 78.3

Core Writing 5722 & 5723 (Pass = 156) Highest Score

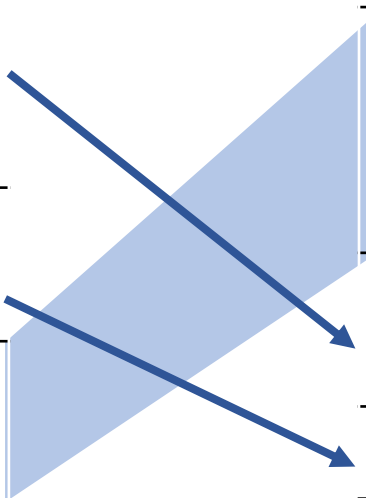
	2018-2019		2019-2020 YTD	
CATEGORIES	National	TN	National	TN
N =	49,144	1268	13,035	154
Percent Pass	64.5	61.3	50.7	41.6
Mean	163.4	162.5	160.1	157.9
Highest	200	196	200	194
Lowest	100	106	100	122

TN for same period in 2018-19: **N=796 % Pass = 59.0**

Redesigned MATHEMATICS

	Subarea	Approx. Pct.
I	Number and Quantity	30%
II	Algebra and Functions	30%
III	Geometry	20%
IV	Statistics and Probability	20%

	Subarea	Approx. Pct.
I	Number and Quantity	36%
II	Data Interpretation, Statistics and Probability	32%
III-A	Algebra	20%
III-B	Geometry	12%



Core Math 5732 & 5733 (Pass = 150) Highest Score

	2018-2019		2019-2020 YTD	
CATEGORIES	National	TN	National	TN
N =	51,420	1034	14,424	174
Percent Pass	58.4	47.2	76.5	71.2
Mean	152.8	146.2	163.6	158.2
Highest	200	200	200	200
Lowest	100	100	100	100

TN for same period in 2018-19: **N=697 % Pass = 44.9**

When are students taking Core?

Variables	Number Of Test Takers	% Pass
		mid: 150
Total	952	47.9
Highest Education Level		
Freshman (First Year)	61	52.6
Sophomore (Second Year)	280	45.4
Junior (Third Year)	190	43.7
Senior (Fourth or Final Year)	131	50.4
Earned Bachelor's Degree	113	52.2
Earned Bachelor's Degree Plus Additional Credits	30	80.0
Earned Master's Degree	18	55.6
Earned Master's Degree Plus Additional Credits	5	60.0
Earned Doctoral Degree	2	*
No Response	122	40.9

2018-19 Core Math 5732

Core Math 5732 Category Performance 2018-2019

Variables	Maximum Points Available	Average % Correct	
		National	State/ Agency
Category: I. Number and Quantity	15 - 16	64.04	59.47
Category: II. Algebra and Functions	15	62.17	58.02
Category: III. Geometry	9 - 10	51.11	45.97
Category: IV. Statistics and Probability	10	65.29	61.32

Core Math 5733 Category Performance 2019-2020 YTD

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Category: I. Number and Quantity	18	66.3	62.3	
Category: II. Data Interpretation and Representation, Statistics, and Probability	16	68.6	65.2	
Category: III. Algebra and Geometry	16	65.0	59.6	

EE: Multiple Subjects – Run Pass Rate for Tests Consisting of Subtests First

Variables	Testing Year: SEP-2018 TO AUG-2019		
	Total N	# Pass	% Pass
Total	222	130	58.56
Test Taken Count (Attempt Number)			
1st Attempt	221	129	58.37
2nd Attempt	55	32	58.18
3rd Attempt	22	16	72.73
4th Attempt	3	*	*
5th Attempt	1	*	*
6th Attempt	1	*	*

New Report: Pass Rates for Assessments Consisting of Subtests

All Test Taker Statistics | State / Agency Statistics | **Institutional Statistics** | Category Scores

Test: 5001 Elementary Education Multiple Subjects
Testing period: SEP-2018 TO AUG-2019

Test Taker Attempts: Highest Score
Include All Delivery Modes: Yes
Scale score range: 100-200 by 5

Variable	Total N	# Pass	% Pass
Total	222	130	58.56

Total N	#Pass	%Pass
222	130	58.56

EE: MS Reading Language Arts – Highest Score & Category Performance 2018-19

Note: Category data only retained for last 24 months. Download and save every year!

CATEGORIES	National	TN	Your Data Here
N =	21,218	263	
Percent Pass	84.6	82.1	
Mean	168.0	167.6	

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Total				
Category: I. Reading	31	69.0	68.9	
Category: II. Writing; Speaking; Listening	34	70.8	70.3	

EE: MS Mathematics – Highest Score & Category Performance 2018-19

CATEGORIES	National	TN	Your Data Here
N =	21,168	250	
Percent Pass	81.9	73.6	
Mean	171.0	167.1	

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Category: I. Numbers and Operations	16	78.6	76.6	
Category: II. Algebraic Thinking	12	65.7	62.3	
Category: III. Geometry and Measurement; Data; Statistics; Probability	12	62.8	59.5	

EE: MS Social Studies – Highest Score & Category Performance 2018-19

CATEGORIES	National	TN	Your Data Here
N =	22,213	242	
Percent Pass	77.0	69.8	
Mean	164.2	162.8	

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Category: I. United States History; Government; Citizenship	25	67.0	66.0	
Category: II. Geography; Anthropology; Sociology	16	67.8	67.1	
Category: III. World History and Economics	14	63.7	62.4	

EE: MS Science – Highest Score & Category Performance 2018-19

CATEGORIES	National	TN	Your Data Here
N =	21,951	239	
Percent Pass	78.3	67.0	
Mean	167.1	162.7	

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Category: I. Earth Science	16	67.0	62.4	
Category: II. Life Science	17	73.4	70.6	
Category: III. Physical Science	17	70.0	67.9	

Dive Deeper - Frequency Distribution for EE: MS Science Subtest Score Placement

160		2.09	37.66
159	6	2.51	35.56
158	1	0.42	33.05
157	1	0.42	
156	3	1.26	
155	3	1.26	
154	4	1.67	
153	6	2.51	28.03
152	2	0.84	25.52
151	7	2.93	24.69
150	2	0.84	21.76
149	1	0.42	20.92
148	3	1.26	20.5
147	1	0.42	19.25
146	6	2.51	18.83

Cut Score

Are students missing cut score by many points?

New Resource for EE: MS Subtests – Khan Resource Links!

Match of Praxis Elementary Education: Science (5005) to Khan Academy Videos

Praxis Elementary Education: Science (5005)	Khan Academy Videos
I. Science	
A. Earth Science	
1. Understands the structure of the Earth system (e.g., structure and properties of the solid Earth, the hydrosphere, the atmosphere)	Structure of the earth Compositional and mechanical layers of the earth How we know about the earth's core
2. Understands processes of the Earth system (e.g., earth processes of the solid Earth, the hydrosphere, the atmosphere)	Plate tectonics: Evidence of plate movement Plate tectonics: Geological features of divergent plate boundaries Plate tectonics: Geological features of convergent plate boundaries Plates moving due to convection in mantle Seismic waves Biogeochemical cycles overview The water cycle
3. Understands Earth history (e.g., origin of Earth, paleontology, the rock record)	Earth formation Beginnings of life Hawaiian islands formation Pangaea Fossils: Rocking the Earth

Math 5161 (Pass = 160) Highest Score

CATEGORIES	National	Tennessee	Your Data Here
N =	6623	228	
Percent Pass	45.1	42.1	
Mean	153.5	151.4	
Average Range	138 - 167	137 - 167	
Highest	200	200	
Lowest	100	100	

Math 5161 – by Teacher Prep Program Description

Variables	Number Of Test Takers	% Pass
		mid: 160
Total	228	42.11
Teacher Ed Program Enrollment		
Currently	124	48.39
Formerly	62	33.87
Never	39	35.90
Out of Range	0	*
No Response	3	*

Math 5161 2018-19

Variable: Teacher Prep Program Description

Variables	Number Of Test Takers	% Pass
		mid: 160
Total	228	42.1
Teacher Preparation Program Description		
Undergraduate Teacher Education Program	91	47.3
Fifth-Year Post-Baccalaureate Program	6	50.0
Master's Degree Education Program	77	36.4
Alternate Route Program	42	40.5
Other	8	37.5
No Response	4	*

5-yr Reports Can Reveal Trends

- Can differences be linked to
 - Cohort differences
 - Changes in faculty
 - Curriculum changes

Passing Score	Testing Year	# Exams Taken	# Individuals	Mean Score	# Passing	% Passing	Median Score
160	2013-2014	417	304	145.83	102	33.55	146.00
160	2014-2015	544	347	147.76	123	35.45	148.00
160	2015-2016	566	328	150.47	124	37.80	151.00
160	2016-2017	546	319	148.77	119	37.30	152.00
160	2017-2018	374	228	155.63	113	49.56	159.00
160	2018-2019	379	228	151.36	96	42.11	154.00

Math CK 5161 Category Performance 2018-19

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Category: I. Number & Quantity; Algebra; Functions; Calculus	34	59.1	57.2	
Category: II. Geometry; Probability & Statistics; Discrete Mathematics	16	57.7	56.3	

□

□

□

□



Curriculum Analysis and Gap Analysis

- Materials:
 - Test at a Glance (TAAG)
 - Data for the selected test
 - Curriculum crosswalk for the selected test
- Complete curriculum crosswalk if not already done
- Review pass rates
- Review category performance
- Analyze curriculum gaps
- Link knowledge/skills to course lessons, benchmark assessments if possible
- Develop action plan for performance improvement

Math 5161 Crosswalk



Praxis® Mathematics: Content Knowledge (5161) Curriculum Crosswalk

⌘

1

	Required Course Numbers									
Test Content Categories										
I. Number and Quantity, Algebra, Functions, and Calculus (68%)										
A. Number and Quantity										
1. Understand the properties of exponents										
a. perform operations involving exponents, including negative and rational exponents										
b. demonstrate an understanding of the properties of exponential expressions										
c. use the properties of exponents to rewrite expressions that have radicals or rational exponents										
2. Understand the properties of rational and irrational numbers, and the interactions between those sets of numbers										
a. recognize that the sum or product of two rational numbers is rational										
b. recognize that the sum of a rational number and an irrational number is irrational										
c. recognize that the product of a nonzero rational number and an irrational number is										



Find All Curriculum Crosswalks at Institution Services and Tools Web Page



For Test Takers | **For Institutions** | For States and Agencies

ETS Home > Praxis > For Institutions > Services and Tools > Curriculum Crosswalks

Curriculum Crosswalks

About the Tests

Preparing Test Takers

Scores

Services and Tools

Title II Reporting Services

ETS Data Manager

Data Requests

> Curriculum Crosswalks

Resources

Frequently Asked Questions

Research

State Requirements

Select

Curriculum Crosswalks are test-specific charts that help institutions confirm that the courses offered in their programs cover the necessary content from required licensure/certification tests.

Preparation programs can also use these test-specific charts in a number of other ways:

- as a component of accreditation reports
- for analysis of weak content category areas of their candidates
- for curriculum planning
- as a guide for new faculty
- as a guide for new students entering your program

For more information on using Curriculum Crosswalks, contact Praxis@ets.org.

- + Core Academic Skills for Educators
- + Early Childhood Education



Get official *Praxis* test prep

Find interactive practice tests, study companions, workshops and more to help test takers prepare for a *Praxis* test.

You might also be interested in...

Drop down category list



Teaching Reading: El Ed 5203 - Highest Score & Category Perf 2018-19 (Pass=162)

CATEGORIES	National	TN	Your Data Here
N =	4513	2068	
Percent Pass	92.4	91.5	
Mean	174.4	173.5	

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Category: I. Assessment and Diagnostic Teaching of Reading	19 - 20	75.00	74.12	
Category: II. Reading Development	39 - 40	70.11	69.16	
Category: III. Writing in Support of Reading	19 - 20	73.48	72.74	
Category: IV. Constructed Response	18	71.46	71.13	

Teaching Reading: El Ed – Five Year Report

Passing Score	Testing Year	# Exams Taken	# Individuals	Mean Score	# Passing	% Passing	Median Score
162	2014-2015	30	30	178.80	28	93.33	180.00
162	2015-2016	17	16	175.38	14	87.50	176.50
162	2016-2017	22	21	180.33	21	100.00	178.00
162	2017-2018	26	25	177.60	23	92.00	179.00
162	2018-2019	26	26	180.38	25	96.15	180.00
162	2019-2020	8	8	179.38	8	100.00	178.50

English Language Arts: Content Knowledge 5-yr Performance

Passing Score	Testing Year	# Exams Taken	# Individuals	Mean Score	# Passing	% Passing	Median Score
167	2014-2015	558	459	176.43	381	83.01	178.00
167	2015-2016	539	459	176.38	376	81.92	178.00
167	2016-2017	445	391	175.92	314	80.31	179.00
167	2017-2018	373	323	177.11	277	85.76	178.00
167	2018-2019	497	382	176.19	314	82.20	177.50
167	2019-2020	209	177	172.38	128	72.32	174.00

PE: Content & Design 5095 2018-19 by Gender & Category

Variables	Number Of Test Takers	Percent Pass At		
		left: 164	mid: 169	right: 174
Total	1367	69.9	55.7	25.7
Gender				
Male	835	68.1	54.6	26.2
Female	532	72.7	57.5	24.8

Variables	Maximum Points Available	Average % Correct		
		National	State/ Agency	Institution
Category: I. Content Knowledge and Student Growth & Development	24	65.5	64.4	
Category: II. Management; Motivation; Communication	20 - 21	73.6	71.8	
Category: III. Planning; Instruction; Student Assessment	19 - 20	76.5	75.6	
Category: IV. Collaboration; Reflection; Technology	15 - 17	75.1	72.6	
Category: V. Instructional Design	12	57.0	57.2	

World and U.S. History: CK 5941

2018-19 High Score

Variables	Number Of Test Takers	Percent Pass At		
		left: 152	mid: 157	right: 162
Total	1195	69.29	60.17	47.11
Teacher Ed Program Enrollment				
Currently	585	70.94	61.20	47.18
Formerly	326	72.09	62.58	49.39
Never	267	61.80	54.68	43.07
Out of Range	0	*	*	*
No Response	17	76.47	64.71	64.71

SPED: Mild to Moderate 5543 by Ethnicity 2018-19

Variables	N for National		N for TN	% Pass @ 158
		% Pass @ 158		
Total	5568	90.6	366	84.4
Ethnicity				
African American or Black	612	60.6	58	44.8
Asian American/Asian	58	79.3	2	*
Southeast Asian American/Southeast Asian	20	70.0	0	*
Pacific Island American/Pacific Islander	16	81.3	0	*
Mexican, Mexican American, or Chicano	47	97.8	0	*
Puerto Rican	22	81.8	0	*
Other Hispanic, Latino, or Latin American	84	89.3	2	*
Native American, American Indian, Alaskan Native	30	73.3	0	*
White	4204	95.7	282	92.6
Other	96	64.6	5	40.0
Two or more races	147	89.1	9	88.9
Out of Range	0	*	0	*
No Response	232	97.4	8	100.0

ESOL 5362 – Pass = 155 Highest Score 2018-19

CATEGORIES	National	TN	Your Data
N =	4905	329	
Percent Pass	94.5	97.6	
Mean	175.6	174.8	

Support for Core Tests - It's free too! -



Identify Strengths and Weaknesses

Quit Praxis Core Diagnostics
0 of 3 tests diagnostics complete Complete 3 diagnostics


PRAXIS CORE

Praxis Core Diagnostics

Congratulations on getting started with your Praxis Core prep experience! To proceed, complete a diagnostic for each Praxis Core test (22 minutes for reading and writing and ~55 minutes for Math) so that we can generate your recommendations.

*Note: Time does not factor into your recommendations. You can take diagnostics in any order you choose.


Complete all 3 Praxis Core tests' diagnostics



Math

0/4 sections, untimed


[Start](#)



Reading

0/2 sections, untimed

[Start](#)



Writing

0/2 sections, untimed

[Start](#)

Create a Study Plan That Fits Life Situation and Needs

Subjects ▾Khan Academy
Jessica Appleseed

Overview Practice Lessons Settings
A collaboration with the makers of the Praxis Core

Settings

Tests taking

Official test dates

Practice tests

Practice Schedule

Goal score

Reminders

Accommodations

Create practice schedule

Before each practice test, set time to practice questions and build your skills. We'll identify your weaknesses and offer tips and strategies for you to improve your score. To progress towards your goal, stick with this schedule!

Since your test is in 6 weeks, we recommend practicing at least 3 hours per week.

Days to practice on

Su	M	T	W	Th	F	Sa
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sunday practice


Tuesday practice


Friday practice

Schedule [Calenda](#) [List](#)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
August 2017						
	1	2	3	4	5	6
		☆			☆	
7	8	9	10	11	12	13
☆		☆			☆	
16	15	16	17	18	19	20
☆		☆			☆	
21	22	23	24	25	26	27
☆		☆			☆	
28	29	30	31			
☆	🏆	🏆x2				
September 2017						
				1	2	3
					☆	
4	5	6	7	8	9	10

Get Personalized Recommendations to Focus Learning

Subjects ▾  Jessica Appleseed

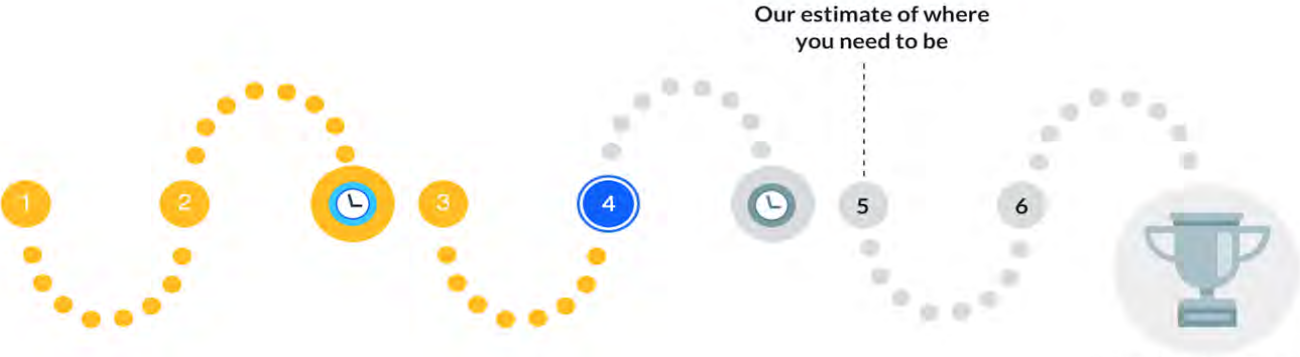
[Overview](#) [Practice](#) [Lessons](#) [Settings](#) A collaboration with the makers of the Praxis Core 

Up next in your Praxis Core plan

Math: A little off track ⚠️ [Get on track](#)

Priority: High Ⓞ

You are **2 stages behind** where we estimated you need to be to meet your next practice test goal score.



Math Practice Test #1



Gain a Comprehensive Understanding of Every Skill

Ordering set 1

0 of 12 questions answered

Get at least 5/10 questions correct

Line 1 After 1820, the leading publishing towns were New York and
 2 Philadelphia, with the Erie Canal soon giving New York an advantage in the Ohio trade. Boston remained only a provincial publishing center until after 1850, when publishers realized the value of the new railroad connections to the West. Despite the aggressive merchandising techniques of a few firms, the creation of a national book-buying market for literature, especially American literature, was long delayed.

The problem was that the economic interests of American publisher-booksellers were antithetical to the interests of American writers. A national copyright law became effective in the United States in 1790, but it was 1891 before American writers had international protection and foreign writers received protection in the United States. Until the end of the century, American printers routinely pirated British writers, paying nothing to Sir Walter Scott or Charles Dickens for their novels, which were rushed into print and sold very cheaply in New York, Philadelphia, and other cities. American readers benefited from the situation, for they could buy the best British—and continental—writings cheaply, but American writers suffered, since if they were to receive royalties, their books had to be priced above the prices charged for works of the most famous British writers.

 [Lesson on how to approach this passage](#)

The author of the passage uses the word “provincial” in line 2 to indicate which of the following?

Choose 1 answer:

- A The influence of Boston publishers was limited. ***
- B The subjects of works published in Boston were unsophisticated. ***
- C Boston publishers mistrusted the new railroads. ***
- D Boston publishers primarily published works written by local authors. ***
- E Boston publishers were more concerned with profits than with quality. ***

Tips, strategies, and related content

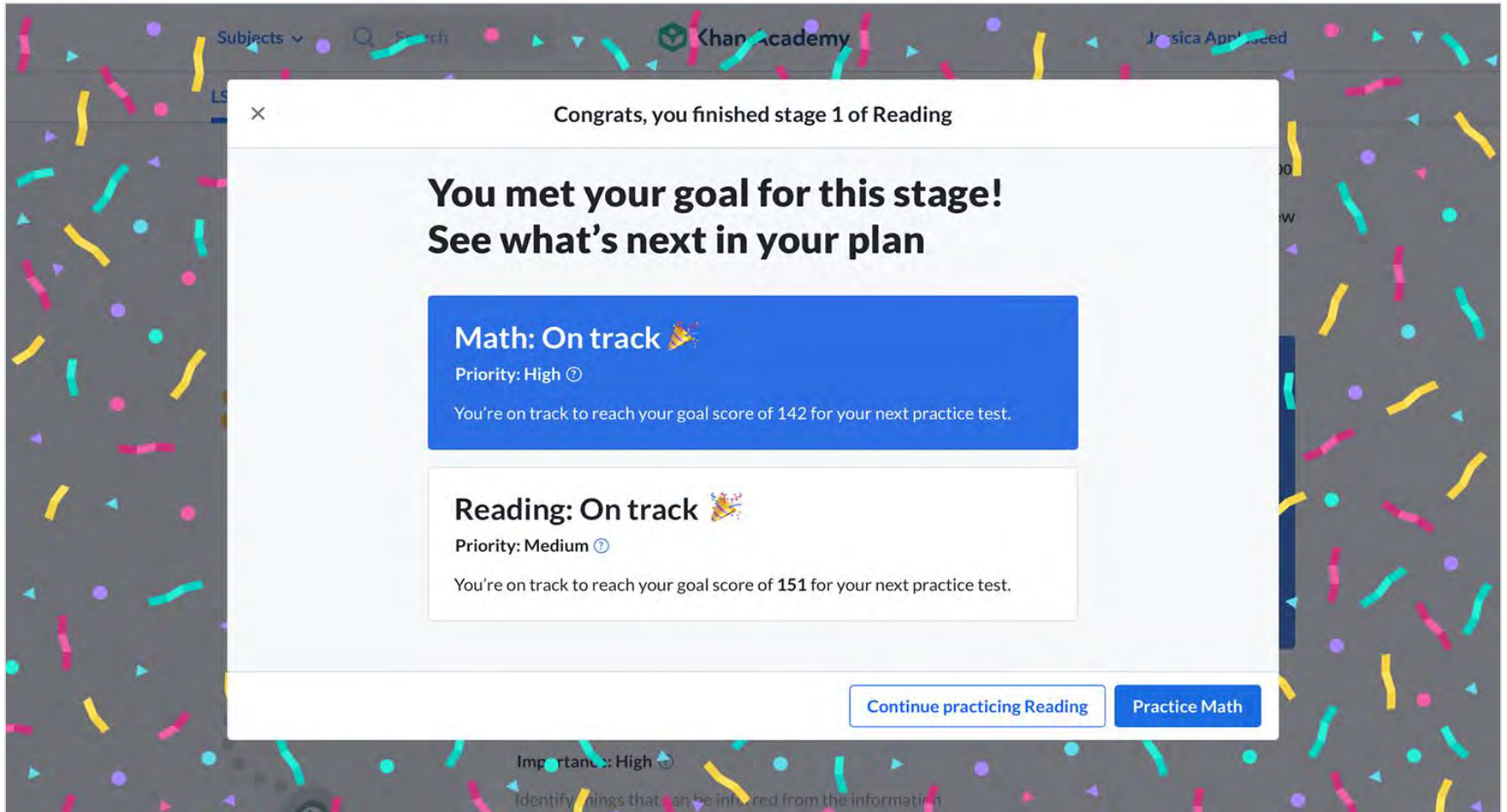
Sufficient assumptions |
nple

Sufficient assumptions |
worked example

Sufficient assumptions |
worked example



Track Learning Progress in a Motivating Way



The image shows a screenshot of a Khan Academy interface. At the top, there is a navigation bar with 'Subjects' and a search icon. The main content area is a white modal window with a close button (X) in the top left corner. The modal title is 'Congrats, you finished stage 1 of Reading'. Below the title, the text reads 'You met your goal for this stage! See what's next in your plan'. There are two main sections: 'Math: On track' with a party popper icon, 'Priority: High', and 'You're on track to reach your goal score of 142 for your next practice test.'; and 'Reading: On track' with a party popper icon, 'Priority: Medium', and 'You're on track to reach your goal score of 151 for your next practice test.' At the bottom right of the modal, there are two buttons: 'Continue practicing Reading' and 'Practice Math'. The background of the entire page is dark grey with colorful confetti (yellow, pink, teal, purple) scattered throughout. In the bottom left corner of the background, there is a small text snippet: 'Importance: High' and 'Identify things that can be inferred from the information'.

Subjects

Search

Khan Academy

Josica App...eed

LS

✕

Congrats, you finished stage 1 of Reading

You met your goal for this stage!
See what's next in your plan

Math: On track 🎉
Priority: High ⓘ
You're on track to reach your goal score of 142 for your next practice test.

Reading: On track 🎉
Priority: Medium ⓘ
You're on track to reach your goal score of 151 for your next practice test.

Continue practicing Reading

Practice Math

Importance: High ⓘ

Identify things that can be inferred from the information

Build Upon a Track Record of Impact

- SAT® precedent: 20 hours of practice on Khan Academy associated with an average 115-point score increase from the PSAT/NMSQT to the SAT
 - Score gains **consistent** across gender, family income, race, ethnicity and parental education
 - Nearly double the average gain without Khan Academy
 - Study conducted jointly between Khan Academy and College Board in 2017
- SAT precedent: strong usage rates among underserved populations
- Planning in progress to measure efficacy and equity of Khan Academy Official *Praxis*® Core Prep

New! Candidate Webinar for Praxis Core

- Designed to highlight the new math section and use of Khan Academy
- Will cover all three sections of the test
- 12:00 – 1:00 PM CT
- Schedule for 2019-20:
 - June 23, 2020



The slide features a blue gradient background with decorative diagonal lines in the corners. The top-left and bottom-left corners have lines in white, green, blue, and orange. The bottom-right corner has lines in white, orange, and blue. The text is centered in a large, bold, white font.

Supporting Higher Education and Candidates

Support and Services for Prep Programs

- **Institutional support:** Denee Greene (866) 243-4088
 - Email: TeachingandLearning@ETS.ORG
- **Title II Reporting Service** – title2@ets.org
- **ETS Data Manager** for The *Praxis Series*[™]
 - datamanager@ets.org
 - http://www.ets.org/praxis/institutions/services_tools/data_manager/
- **BULK PURCHASE** of test vouchers for institutions:
http://www.ets.org/praxis/institutions/about/voucher_orders/
- **INTERACTIVE PRACTICE TESTS** - institutional discount of 20% for purchases of 2 or more
http://www.ets.org/s/praxis/pdf/praxis_interactive_test_order_form.pdf

Praxis II Candidate Webinars

- Remaining schedule for 2019-20
- June 16, 2020
- All start at 12 p.m. CT
- One hour in length
- Prerecorded webinar also available



Student Support Services Reminders

- **ACCOMMODATIONS** - register 6-8 weeks in advance
http://www.ets.org/praxis/register/disabilities?WT.ac=praxishome_disabilities_121126
- **EXTENDED TIME** for students whose Primary Language is Not English (PLNE – aka ESL) (register 3 weeks in advance):
<http://www.ets.org/praxis/register/accommodations/>
- **FEE WAIVERS** for tests – first come, first served so apply early
https://www.ets.org/s/praxis/pdf/cdt_fee_waiver_request.pdf

If You Plan to Test Between:	Closing Date for Requesting a Fee Waiver
<input type="checkbox"/> September–November	August 29, 2019
<input type="checkbox"/> December–February	November 20, 2019
<input type="checkbox"/> March–May	February 13, 2020
<input type="checkbox"/> June–August	May 21, 2020

Study Plans Available on Praxis Website Test Prep Pages

About the Tests

Registration, Test Dates and Centers

Prepare for a Test

► Preparation Materials

Khan Academy Official Praxis Core Prep

Interactive Practice Test Release Dates

Strategy and Tips

Develop a Study Plan

Test Prep Webinars

Preparation Materials

--Select a Praxis test by name--



Elementary Education: Multiple Subjects (5001; Subtests 5002, 5003, 5004, 5005)

- [Study Companion \(PDF\)](#)
- [Elementary Education: Reading and Language Arts Subtest \(5002\) Study Plan \(Word\)](#)
- [Elementary Education: Mathematics Subtest \(5003\) Study Plan \(Word\)](#)
- [Elementary Education: Social Studies Subtest \(5004\) Study Plan \(Word\)](#)
- [Elementary Education: Science Subtest \(5005\) Study Plan \(Word\)](#)

Other Free Test Preparation



Feedback

Ready to take a *Praxis*® Test?

[Register Now](#)

[Explore *Praxis* Test Preparation](#)

Prepare for your test with interactive practice tests and study companions.

Study Plan Example

ETS PRAXIS® *Praxis*® Elementary Education: Reading and Language Arts Subtest (5002)
Study Plan

Test Content Categories	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
I. Reading (47%)					
A. Foundational Skills					
1. Understands the role of phonological awareness in literacy development					
a. Explains the importance of phonological awareness as a foundational skill for literacy development					
b. Identifies and provides examples of phonemes, syllables, onsets, and rimes					
c. Identifies and provides examples of blending, segmenting, substituting, and deleting phonemes, syllables, onsets, rimes					
2. Understands the role of phonics and word analysis in literacy development					
a. Explains the importance of phonics and word analysis in literacy development					

Computer-Delivered Testing Demonstration

www.ets.org/praxis/computertestingdemo

Currently under revision and launching in May....

The screenshot displays the Praxis computer-delivered testing interface. At the top, there is a navigation bar with tabs for different sections: 1. Intro, 2. Login, 3. Navigation, 4. Question Types (selected), 5. Math, Science, and Music Tests, 6. World Language Tests, 7. Finishing a Test, and QUIT. Below this, a 'QUESTION TYPES:' section contains buttons for A. Stand Alone, B. Answer Graphics, C. Stimulus Materials, D. Sets, E. Scrolling, F. Case Study (selected), G. Constructed Response, and H. Other. The main interface area shows 'DEMO: Case Study' with a progress bar at 0:03 / 0:14 and buttons for Practice and NEXT DEMO. The title of the test is 'The Praxis Series™ PLT: Early Childhood 5621'. On the right side, there are buttons for Review, Mark, Help, Back, and Next. The question is identified as 'Question 1 of 74' with a 'Show Time' button. The question content is displayed in a window with tabs for 'Case Study', 'Document 1', 'Document 2', and 'Document 3'. The text in 'Document 1' reads: 'Six-year old Sara lives with her mother, who has a relaxed schedule. Ms. Mercer, Sara's teacher, notes that Sara is often tired and inattentive after arriving late. Sara says she frequently stays up past midnight if others are up. Ms. Mercer, a second-year teacher, has asked her mentor to observe Sara and suggest ways to help Sara achieve Ms. Mercer's purposes.' To the right of the text is a list of instructions: 'Ms. Mercer is concerned that Sara is often tired and inattentive after arriving late to school.' followed by two bullet points: '• Identify TWO specific actions Ms. Mercer might take to connect school and Sara's home environment for the benefit of Sara's learning.' and '• For each action, explain how that action will benefit Sara's learning. Base your response on principles of fostering positive relationships with family to support student learning and well-being.' At the bottom of the window, there are buttons for Cut, Paste, Undo, and Redo.

Test Review Screen Assists Time Management

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

To review a specific question from the list, click on the question to highlight it, then click on **Go to Question** at the top of the screen. When there are more questions than will fit on the screen, you can use the scroll bar to view the others.

To leave Review and return to where you were in the test, click on **Return**.

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

Number	Marked	Status
54		Not seen
55		Not seen
56		Not seen
57		Not seen
58		Not seen
59		Not seen
60		Not seen
61		Not seen
62		Not seen
63		Not seen
64		Not seen
65		Not seen
66		Not seen
67		Not seen
68		Not seen
69		Not seen
70		Not seen
71		Not seen
72		Not seen
73		Not seen
74		Not seen
75		Not seen
76		Not seen
77		Not seen
78		Not seen
79		Not seen

Your Contact

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