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| --- |
| **pedagogy-early childhood completers** |
| **YEAR** | **TEST TAKERS** | **PASS RATE** | **1ST TIME****PASS RATE** | **SCORE MEAN****Best Attempt** | **SCORE****RANGE****Best Attempt** | **# ATTEMPTS****MEAN** | **# ATTEMPTS RANGE** |
| **2023-2024** | 1 | 100% | 100% | 179 | -- | 1.00 | -- |
| **2022-2023** | 6 | 83% | 83% | 162 | 139-173 | 1.00 | 1-1 |
| **2021-2022** | 11 | 100% | 73% | 165 | 157-176 | 1.82 | 1-8 |

23-24 Number of Completers: 5
22-23 Number of Completers: 8
21-22 Number of Completers: 16

|  |
| --- |
|  **ETS PRAXIS TEST 5621-principles of learning and teaching: early childhood** |
| **1st ATTEMPT DOMAIN SCORES** |
|  |  |  | **% Correct – Domains** |
| **Year** |  | **Scaled****Score** | **I** | **II** | **III** | **IV** | **V** |
| **24-24** | Mean | 179 | 90% | 95% | 86% | 86% | 69% |
|  | Max | 179 | 90% | 95% | 86% | 86% | 69% |
|  | Min | 179 | 90% | 95% | 86% | 86% | 69% |
| **Year** |  | **Scaled****Score** | **I** | **II** | **III** | **IV** | **V** |
| **22-23** | Mean | 162 | 63% | 67% | 62% | 73% | 65% |
|  | Max | 173 | 85% | 79% | 71% | 86% | 94% |
|  | Min | 139 | 40% | 42% | 29% | 57% | 19% |
| **Year** |  | **Scaled****Score** | **I** | **II** | **III** | **IV** | **V** |
| **21-22** | Mean | 160 | 61% | 65% | 59% | 73% | 62% |
|  | Max | 176 | 85% | 79% | 93% | 86% | 75% |
|  | Min | 142 | 40% | 47% | 36% | 50% | 25% |

**Average Performance Range/Percentage Correct:**

Domain I Students as Learners 11-15 Max Raw Score 20 55% - 75%
Domain II Instructional Process 10-14 Max Raw Score 19 53% - 74%
Domain III Assessment 8-11 Max Raw Score 14 57% - 79%
Domain IV Prof. Dev., Leadership, and Community 10-13 Max Raw Score 14 71% - 93%
Domain V Analysis of Instructional Scenarios 7-11 Max Raw Score 16 44% - 69%

**Minimum Pass Score:** 157

\*Data does not include double major students who tested in the other pedagogy area (Elementary or Special Education)

**\*2023-2024** data is based on data received by ETS after adjustments were made to the registration process that prevented students from easily submitting their school of origin for score reporting. The data listed is for available scores, however there could be other students who tested and did not report their scores to the university. Efforts will be made to update this information, but it will be a manual process.