

Nevada's Content and Pedagogy Teacher Licensure Exams

Praxis II Review, Alternatives, and Policy
Recommendations

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Introduction

Multiple states have recently modified teacher licensure requirements to address teacher shortages and widen pathways to the profession. Since 2020, at least eight states have reconsidered using standardized assessment exams as the primary measure of teacher readiness. While these exams are intended to ensure quality in teacher preparation, they can sometimes be a barrier for otherwise qualified candidates. In response, these states have adopted new policies that provide alternative ways for candidates to demonstrate their skills and knowledge, such as using grade point average (GPA), student-teaching portfolios, or specific coursework outcomes.

Nevada Assembly Bill 428 (AB428) requires the Commission on Professional Standards in Education to 1) conduct a study during the 2023–24 interim concerning the Praxis II and pedagogy examinations; 2) present its recommendations to the Senate and Assembly Standing Committees on Education during the 83rd Session of the Nevada Legislature; and 3) adopt regulations pursuant to NRS 391.019, 391.021, and 391.023 as deemed necessary and appropriate based on its findings and recommendations related to the Praxis II and pedagogy examinations. On behalf of the Commission, the Office of Educator Development, Licensure, and Family Engagement (EDLiFE) at the Nevada Department of Education (NDE) contracted with WestEd to conduct a study of the pedagogical knowledge exams required by AB428.

Overview of Praxis Assessments for Nevada Educator Licensure

Most prospective educators in Nevada are currently required to earn passing scores on two different series of Praxis Assessments to meet the requirements for a standard license. Praxis Core is a series of tests that assess the academic skills of prospective educators in reading, writing, and mathematics, while Praxis II refers to subject-specific assessments that evaluate the knowledge and skills necessary for teaching in various content areas. Together, these

assessments are part of a comprehensive framework ensuring that educators meet the Nevada licensure standards. As mandated by state regulations, specifically NAC 391.036, all applicants for a Nevada educator license must pass the Praxis series of competency tests within 10 years before application for licensure. Per NAC 391.056, candidates who have not completed all required competency testing may receive a non-renewable provisional license, valid for three years, during which they must complete the necessary assessments.

Praxis Core

The Praxis Core is a standardized test that evaluates academic skills in reading, writing, and mathematics, which are essential for educators. Candidates need to take and pass all three of the Core Academic Skills for Educators tests to be licensed in Nevada. This test is typically taken by individuals who are in the process of applying to a teacher education program, as passing scores may be necessary for admission into the program, emphasizing the test's role in evaluating prospective educators' foundational skills.

Applicants for licensure will not be required to pass the Praxis Core Academic Skills for Educators tests if they have met one of the following requirements:

- Passed a basic skills test determined by the NDE to be equivalent to the “Praxis Core Academic Skills for Educators” in reading, mathematics, and writing
- Provided an SAT exam score of at least 1100
- Provided an ACT exam score of at least 21
- Have an advanced degree and have taken the GRE within 10 years of application with a score at or above the midpoint of the score range in effect at the time of examination
- Attempted but not passed the Praxis Core exam in reading, writing, or math, and can demonstrate taking an approved course in reading, writing, or math with a B grade or better.

Praxis II

The Praxis II exams evaluate content-specific knowledge and teaching skills in particular subject areas. These assessments are generally taken by individuals who have completed or are nearing completion of their teacher preparation programs. Praxis II exams cover a wide range of subjects, including specific grade levels, content areas, and necessary pedagogical knowledge, enabling educators to demonstrate their expertise in their respective fields.

The Praxis II is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards outline what teachers should know and be able to do to prepare every PK–12 student for college or the workforce. They establish the principles and foundations of teaching practice that span all subject areas and grade levels and are shared by all teachers.

The Praxis II test's content assesses key indicators of a beginning educator's knowledge, including human development, learning and instructional processes, diverse learners, educational psychology, and professional issues. Praxis tests undergo regular review to ensure they effectively measure the knowledge and skills necessary for licensure. In the initial review phase, Educational Testing Service (ETS) analyzes relevant state and association standards alongside current test content. This process also considers state licensure titles and job analysis results. Revised test questions are developed using standardized test development methodologies. Additionally, national advisory committees may be convened to refine test specifications and ensure test forms align with established standards.

Nevada educators are required to pass both the Principles of Learning and Teaching (PLT) test and the appropriate content area tests for licensure. The PLT test assesses pedagogical knowledge and is divided into three separate assessments tailored to grade levels: K–6, 5–9, and 7–12. Applicants must take the PLT appropriate for the grade level they seek licensure for. The content area tests ensure that candidates possess adequate subject knowledge and teaching skills specific to the subjects they aim to teach. Applicants take one or more content area test based on their area of licensure.

Praxis II Workgroup Summary

EDLiFE's contract with WestEd included convening and facilitating a workgroup charged with reviewing the research and other jurisdictional policies on the use of multiple measures of demonstrating competency as required for teacher licensure and addressing AB438 (2023) codified in NRS 391.019, 391.021, and 391.023. The workgroup is comprised of educators from Mineral County School District, Nye County School District, Washoe County School District, Nevada State University, University of Nevada Las Vegas, Truckee Meadows Community College, and iteach, as well as a state assembly member, and a representative of the Public Education Foundation.

In preparing these options for the Commission on Professional Standards in Education (COPS), workgroup members examined and discussed practices in other states and research around testing requirements for teacher licensure. The team also consulted with the ETS director of educational partnerships to review detailed disaggregated data of Nevada's Praxis II examinations results.

After study and discussion at their meeting on December 17, 2024, the workgroup proposed two alternatives for candidates that nearly passed on their initial attempt of the Praxis II: adopting the Praxis Bridge, which would not require a regulation change and attestation of content knowledge by educator preparation programs (EPP), which would require a regulation change.

Praxis II Workgroup Recommendations

***Adopted Alternative: Praxis Bridge (No Regulation Change Required)**

- Candidates who missed passing Praxis II by 1 standard error of measure (SEM) are eligible to use the Praxis Bridge, a targeted professional learning module designed for individuals who struggle with specific portions of the exam.
- This option allows candidates to address their knowledge gaps without retaking Praxis II. Candidates gain access to the professional learning module for a one-time \$50 fee (instead of the full retake cost) for 6 months.
- Connecticut, Kansas, and West Virginia have piloted the Praxis Bridge for candidates who failed parts of the Elementary Subtest of Praxis II.
- ***ETS manages the administration of the Praxis Bridge program.***

(More detail on the Praxis Bridge option is in the Alternative Measures section below.)

*The Nevada Committee on Professional Standards unanimously approved this alternative on January 15, 2025. In February 2025, Nevada will begin offering Praxis Elementary Education: Multiple Subjects 5001 series test and add more tests as ETS develops the corresponding modules.

Potential Alternative: Attestation of Content Knowledge by Educator Preparation Program (EPP) (Regulation Change Required)

- In an attestation process, EPPs confirm a teaching candidate's proficiency in their subject by reviewing their academic and educational accomplishments, encompassing an assessment of their coursework, practical field experiences, and general educational performance.
- This approach may allow candidates who have significant content knowledge, as evidenced by nearly passing the Praxis II, an alternative method for demonstrating competency.

- California, Massachusetts, Oregon, and Washington currently offer EPP attestation as an option to fulfill the competency assessment requirements for licensure.
- Despite the use of attestation processes in multiple states, there is currently no universally agreed upon method for demonstrating content knowledge through attestation.
- ***This option will require foundational and ongoing work from the NDE and EPPs to determine what will satisfy this requirement and how to document it. NDE has determined this will require a full-time staff person or contractor using general funds to develop and maintain this option.***

(More detail on this attestation option is in the Alternative Measures section below.)

Potential Number of Candidates that Nearly Passed Select Praxis II Assessments

Table 1 illustrates the number of candidates who missed passing some of the most commonly taken Praxis II assessments by 1 SEM and would, therefore, be eligible for alternatives.

Table 1. Most Recent Pass Rates and Number Passing with CS-1 SEM

	N	2023–24		CS-1 SEM		
		% Passing	# Passing	% Passing	# Passing	# Increase in Passing
Elem Ed: MS Mathematics Subtest (5003)	218	73.4%	160	85.8%	187	27
Elem Ed: MS Reading & Language Arts Subtest (5002)	226	84.5%	191	90.3%	204	13
Elem Ed: MS Science Subtest (5005)	214	68.7%	147	83.6%	179	32
Elem Ed: MS Social Studies Subtest (5004)	209	68.9%	144	80.4%	168	24
Principles of Learn & Teaching: Grades K-6 (5622)	53	94.3%	50	96.2%	51	1
Principles of Learn & Teaching: Grades 7-12 (5624)	197	93.9%	185	97.5%	192	7
Special Ed: Core Knowledge & Applications (5354)	58	96.6%	56	98.3%	57	1

Nevada Praxis II Candidate Data

An analysis of initial and best attempt pass rate data from ETS for Praxis II testing in Nevada was conducted for the academic years 2020–21 through 2023–24 (see tables below and in Appendix B), revealing several patterns related to test participation and performance. During this period, the number of individuals taking the Praxis II exams declined significantly, decreasing from 3,542 test-takers in 2020–21 to 1,917 in 2023–24, a total reduction of 1,625 individuals, or approximately 45%. This percentage represents an average annual decrease of 541 test-takers.

Alongside declining participation, best attempt pass rates for some exams also show a downward trend. For example, the Elementary Education: Mathematics, Science, and Social Studies subtests have all experienced an overall decrease in pass rates since 2020–21. While initial pass rates exhibit some variations over the four years, no clear downward trends for specific tests are evident.

Pass rates vary widely across the exams. Tests such as Physical Science, General Science: Content Knowledge, and Music: Content and Instruction have maintained average best attempt pass rates of around 50% since 2020, reflecting ongoing challenges in these subject areas. In contrast, exams like Principles of Learning & Teaching: Grades 5–9 and Special Education: Core Knowledge and Applications consistently exhibit higher pass rates, averaging above 90% over the last four years. The majority of tests fall within the middle range, with average best attempt pass rates between 65–89%. Initial attempt pass rates follow similar trends, with a few tests consistently showing pass rates below 65% or above 90%, yet most initial pass rates reside within the 65–89% range.

Disaggregating best attempt data by race and ethnicity reveals performance disparities across demographic groups, as evidenced by lower best attempt pass rates for Black or African American and Hispanic test-takers in all four Elementary Education tests when compared to their White and Asian peers. However, this pattern is not consistent across all tests. Notably, in the Special Education: Core Knowledge and Applications and the Principles of Learning & Teaching: Grades 7–12 tests, Black or African American and Hispanic candidates often achieved pass rates comparable to, or in some cases exceeding, those of their White and Asian peers. Initial pass rates reveal a similar yet slightly more variable pattern. In three of the four Elementary Education tests—Reading, Science, and Social Studies—Black or African American and Hispanic test-takers generally have lower initial pass rates than their White peers. However, the pass rates varied over the four years in the other tests WestEd analyzed. In some years, Black or African American and Hispanic candidates achieved pass rates comparable to those of White test-takers, while in other years, there were clear differences. The limited

sample sizes confine the scope of this analysis; of the more than 60 tests administered, only 9 had sufficient data to facilitate meaningful analyses of pass rates by race and ethnicity. (See Appendix B for tables with disaggregated pass rates.)

Tables 2 and 3 present the initial and best attempt pass rates for the seven most frequently taken Praxis II exams over the last four years. The analysis by date reveals differing numbers of candidates in the samples for initial and best attempt pass rates. This variation occurs because some candidates complete their initial test attempt in one year and subsequent attempts in later years. For example, within the analyzed date range of 2020–21 through 2023–24, candidates who initially tested in earlier years could have completed additional attempts in later years, contributing to uneven sample sizes across the time span.

Table 2. Initial Pass Rates for Praxis II Most Commonly Taken Tests

	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Elem Ed: MS Mathematics Subtest (5003)	528	75.6%	420	72.6%	329	69.3%	218	73.4%
Elem Ed: MS Reading & Language Arts Subtest (5002)	531	81.0%	412	78.4%	324	78.4%	226	84.5%
Elem Ed: MS Science Subtest (5005)	518	66.2%	421	69.4%	310	67.4%	214	68.7%
Elem Ed: MS Social Studies Subtest (5004)	519	71.5%	412	69.9%	315	69.8%	209	68.9%
Principles of Learn & Teaching: Grades K-6 (5622)	117	89.7%	93	86.0%	87	89.7%	53	94.3%
Principles of Learn & Teaching: Grades 7-12 (5624)	332	93.7%	292	94.5%	281	94.3%	197	93.9%
Special Ed: Core Knowledge & Applications (5354)	119	98.3%	109	97.3%	108	88.9%	58	96.6%

Table 3. Overall Pass Rates for Praxis II Most Commonly Taken Tests

	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Elem Ed: MS Mathematics Subtest (5003)	579	81.5%	491	78.0%	390	75.9%	280	74.6%
Elem Ed: MS Reading & Language Arts Subtest (5002)	572	86.7%	481	82.1%	367	81.5%	258	86.4%
Elem Ed: MS Science Subtest (5005)	580	78.6%	498	79.5%	372	75.8%	273	71.8%
Elem Ed: MS Social Studies Subtest (5004)	571	80.0%	487	75.6%	379	76.3%	259	74.1%
Principles of Learn & Teaching: Grades K-6 (5622)	121	92.6%	100	85%	90	92.2%	56	94.6%
Principles of Learn & Teaching: Grades 7-12 (5624)	337	95.5%	301	95.4%	290	94.8%	204	94.1%
Special Ed: Core Knowledge & Applications (5354)	123	96.8%	111	97.3%	116	87.1%	61	95.1%

Overview of the Research Literature

The existing body of research on standardized testing for teacher licensure predominantly examines data aggregated across two distinct categories of assessments. The first category measures candidates' foundational academic skills, such as reading, writing, and mathematics—for example, the Praxis Core test in Nevada. The second category evaluates specific content and pedagogical knowledge relevant to the subject area in which candidates seek licensure, such as Nevada's Praxis II. This data aggregation makes it challenging to disentangle the distinct impacts of foundational academic skills assessments and subject-specific knowledge assessments on teacher licensure and entry into the profession. Two recent studies, summarized below,

exclusively examine the effect of content-area tests on Connecticut's licensure requirements without incorporating the impact of foundational academic skills assessments.

Content Area Licensure Assessments for Teacher Certification

The Connecticut State Department of Education (CSDE) conducted a study under Section 384 of Public Act 21-2ss to explore a multiple measures approach for demonstrating content-area mastery relevant to educator certification. This study, conducted by the CSDE in collaboration with Boston University's Wheelock Educational Policy Center (WEPC), examined the effectiveness and implications of current licensure testing requirements for educators in Connecticut. It analyzed the relationship between Praxis II test performance and teacher certification outcomes, focusing on pass rates, candidate demographics, and the impact of failing these assessments on candidates entering the teaching profession. The findings revealed that while a significant majority of candidates ultimately pass their tests, there were notable disparities in first attempt pass rates, particularly among candidates of color. The research suggests that existing testing policies may deter prospective teachers from pursuing certification, especially after initial failures. **The study advocates for exploring alternative pathways to demonstrate content-area mastery, such as flex test options and attestation by EPPs, to enhance access and diversity within the teaching workforce while maintaining rigorous standards for educator competency.**

Licensure Tests and Teacher Supply

Connecticut's licensure test and teacher supply study investigated the impact of failing the Praxis II licensure test on teacher certification and employment outcomes, particularly in shortage areas such as STEM and special education. Using a regression discontinuity design applied to administrative data from Connecticut between 1995–2021, researchers found that failing the first attempt at Praxis II significantly reduced the likelihood of a candidate obtaining any teaching certification by approximately 8.4%. The deterrent effect is especially pronounced for candidates seeking endorsements in high-need subjects; those with an initial failure are about 15.4% less likely to become public school teachers in STEM fields and 13% less likely in to become special education teachers. Additionally, the research team examined whether the initial failure of a Praxis II exam differs by the candidate's latent value-add, defined as the contribution they would make to their students' test scores if they were to become a teacher. To assess this, researchers again used a regression discontinuity design, and results indicated that failing the Praxis II disproportionately reduced the likelihood of observing candidates with higher value-added scores. **These findings suggest that failing Praxis II may disproportionately deter potentially higher-quality teachers from entering a classroom in Connecticut.**

National Use of Praxis II, Content-Area Tests, and Alternative Measures

While the use of tests that assess content-area knowledge remains prevalent, with 46 states continuing to require them for teacher certification, a growing number of states are adding alternative assessment methods as an option for certain prospective educators (Mottes & Wylen, 2024).

Research using the key search terms “subject matter competency options,” “alternative assessment methods,” “competency-based,” “portfolio-based,” “educator certification,” and “teacher certification” yielded public information detailing seven states’ approaches to providing teacher candidates with alternatives to measuring content-area knowledge.

The following section provides an overview of the various measures that states offer or consider as alternatives to the Praxis II exam or equivalent subject-matter tests required for teacher certification. These alternatives include

- Praxis Bridge (competency-based learning module)
- Flex test
- Attestation processes
- Considerations of reduced cut scores
- Combination of these and other strategies

Praxis Bridge

The Praxis Bridge is a module-based pathway for teacher candidates to demonstrate competency without retaking the full Praxis II test. Candidates who score within -1 SEM can engage in a specialized competency-based professional learning module. This module is tailored to strengthen their content understanding in areas where their test performance was weaker. Successful completion of the module will lead to certification.

Connecticut, Kansas, West Virginia

Connecticut, Kansas, and West Virginia have participated in an ETS pilot program called the Praxis Bridge, aimed at providing targeted professional learning modules for individuals who fail portions of the Elementary Subtest of Praxis II. The Praxis Bridge offers an alternative to candidates who did not pass their first attempt within 1 SEM; instead of retaking the entire test, these candidates can take part in a professional learning module that aligns with their specific area of weakness as identified by their test performance.

The module is designed to be completed in approximately 45 minutes and includes a content overview, practice questions with feedback, and a knowledge check focused on the subtest they initially failed. To complete the module, candidates must score 80% or higher on their first attempt at the knowledge check. If they do not achieve the required score, they will be provided with hints for their incorrect answers and can attempt the knowledge check an unlimited number of times until they reach the correct responses. The Praxis Bridge costs \$50, and candidates have six months to complete it.

The launch of the Praxis Alternative Passing Option will begin with the Praxis Elementary Education: Multiple Subjects 5001 series test in February 2025. Connecticut, Kansas, and West Virginia received early access to a pilot version in 2024. At least one of those states, Connecticut, is already using this for select candidates. ETS plans to offer additional Praxis II content areas in the coming years. In 2025, ETS will also allow additional states to begin offering existing modules to candidates within 1 SEM of that state's passing score. (See Appendix A for more information on the Praxis Bridge)

Flex Test

Flex tests are targeted assessments for candidates 1 SEM below passing on licensure exams, including focused content areas, adaptable formats, and remediation to address knowledge gaps.

Massachusetts

Massachusetts introduced the flex test, a cost-effective option for teacher certification candidates who score within 1 SEM of passing the Massachusetts Tests for Educator Licensure (MTEL). This test offers a targeted assessment of content knowledge in specific areas, allowing candidates to demonstrate competence without retaking the entire MTEL. It features reduced fees, a flexible testing format, and streamlined content to help qualified candidates overcome hurdles to obtaining licensure.

The traditional MTEL primarily consists of multiple-choice questions with some open-response questions. In contrast, the MTEL-Flex requires candidates to submit a three-page written analysis on a topic from the curricular frameworks. The candidate completes the analysis at their own pace, and they may use primary sources, such as textbooks, during their preparation. On average, candidates dedicate approximately 10 hours preparing their MTEL-Flex submission.

This approach offers candidates a chance to thoroughly explore and analyze the content, providing a comprehensive demonstration of their subject matter expertise.

Preliminary Findings

The MTEL pilot alternatives were introduced beginning in February 2021. The first interim report released in October 2023 focused on the pilot participants up through the 2022–23 school year. It is important to note that the study was constrained by a small sample size that contained a disproportionate number of teachers with emergency licenses.

Preliminary demographic findings revealed teacher candidates who successfully passed the MTEL-Flex were more likely to be Black or Hispanic, with 4% and 7% representation, respectively, compared to 3% and 6% for those who passed the traditional MTEL. This suggests that the MTEL-Flex may offer a more inclusive pathway for underrepresented groups in the teaching profession, potentially diversifying the education workforce.

Regarding effectiveness, preliminary findings indicated that teachers who participated in the MTEL-Flex pilot and were observed teaching demonstrated a similar level of effectiveness as those candidates who met the requirements by retaking the traditional MTEL. This suggests that the MTEL-Flex could provide an alternative yet equally competent route for teacher certification, warranting further investigation and consideration in educational policy decisions.

Attestation Processes

EPPs validate a teaching candidate's subject matter expertise based on academic and educational achievements: this can include evaluation of coursework, fieldwork, and overall educational performance.

California

EPPs in California have the discretion to attest to the content knowledge of their candidates by evaluating their performance in relevant coursework and educational experiences. EPPs are permitted to submit supporting documentation encompassing course grades, the completion of specific subject matter programs, and other accomplishments demonstrating a candidate's preparedness for licensure. This practice validates candidates who possess substantial knowledge yet may not thrive in standardized test-taking environments, providing a more comprehensive assessment of their capabilities.

Massachusetts

Massachusetts' attestation model allows EPPs to certify candidates who have shown content knowledge through their academic performance. EPPs create subject matter attestations based on guidelines specific to licensure areas and MTEL requirements. This system offers flexibility in

assessment, enabling EPPs to provide recommendations based on candidates' academic achievements and their ability to meet educational standards.

Appendix C includes an example of Massachusetts' attestation process.

Oregon

Oregon employs an evaluation model that permits EPPs to attest to a candidate's content knowledge through a comprehensive assessment strategy. This strategy encompasses performance in coursework, fieldwork experiences, and overall contributions to the educator preparation process. EPPs can utilize various metrics to demonstrate that candidates possess sufficient content knowledge and pedagogical skills.

Appendix C includes an example of Oregon's attestation process.

Washington

Washington's attestation process acknowledges the disparities in testing outcomes between different candidate populations and uses a case-by-case exception process. To qualify for a case-by-case exception, candidates must have failed the content knowledge assessment once and have satisfied all other certification requirements. The EPP can then convene a committee of at least three individuals to review at least two forms of evidence provided by the candidate to determine whether they have the requisite knowledge and skills for that content knowledge assessment. Alternative forms of evidence can include a variety of items such as coursework, letters of recommendation, or documented observations in educational settings. This process introduces flexibility to support aspiring teachers from diverse backgrounds and aims to create more equitable routes into the teaching profession.

Appendix C includes an example of Washington's Case-By-Case Exception process.

Reduced Cut Scores

Reduced cut scores lower the minimum passing marks for licensure exams: this adjustment modifies the threshold candidates must meet to demonstrate readiness for certification.

Arkansas

Candidates must achieve a score within -2 SEM of the national standard or a score approved by the state board on the relevant content area assessment.

Kentucky

In December 2022, the Kentucky Education Professional Standards Board approved expanded assessment options for educators seeking teaching certification, including a -1 SEM for Praxis assessments and using the Praxis Performance Assessment for Teachers.

New Jersey

New Jersey has recognized the potential impact of existing standards on workforce diversity and educational opportunities and is considering reducing the cut score for passing Praxis II. This initiative involves multiple facets, including rigorous data analysis of pass rates, focusing on historically underrepresented groups. The findings revealed disparities that could potentially be mitigated by adjusting cut scores. Additionally, state educational leaders propose that lowering cut scores might maintain teaching effectiveness standards while broadening access for promising candidates who may struggle with high-stakes testing. To ensure a balanced and inclusive decision-making process, New Jersey has actively engaged various interest holders, including education associations and EPPs, in discussions about the implications of cut score adjustments and their potential to promote equitable access to teacher certification.

Combination of Approaches

Some states employ a combination of the strategies discussed above, integrating multiple approaches and, in some cases, additional techniques to address licensure requirements.

New Jersey

New Jersey offers flexible certification pathways that incorporate a range of requirements, allowing for the consideration of multiple factors for candidates who may not meet specific qualifications. Candidates can seek waiver options based on endorsements that include strong recommendations from their EPP. Furthermore, evaluations of GPA and performance in subject area coursework play a crucial role, enabling candidates who may lack certain traditional criteria to still qualify for certification.

Massachusetts

Massachusetts established an integrated assessment system for teacher candidates, utilizing a combination of licensure test performance, required coursework completion, and EPP recommendations. For candidates within 1 SEM of passing the licensure test, the state offers flex-test options alongside EPP attestation of content knowledge.

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Appendix A. Praxis Bridge Overview



Praxis Bridge: Closing the Gap Between Potential and Performance

Praxis Bridge has been designed to provide flexibility when placing additional qualified teacher candidates into the classroom. It bolsters the teacher pipeline without compromising the vital content-knowledge skills needed for effective instruction.

HOW PRAXIS BRIDGE CAN HELP YOUR TEACHER CANDIDATES:

This alternative encourages eligible candidates, who have attempted the Praxis test at least once and scored within a certain threshold, to complete a professional-learning module instead of retaking the entire test.



Greater flexibility: a module can be completed at the test taker’s convenience within a six-month window. Each module lasts just forty-five minutes.

Dynamic engagement: interactive materials target specific content at the subcategory level rather than mandating a one-size-fits-all solution.

Low cost: a module is \$50 (less than a full test retake).

Praxis Bridge is available for Elementary Education Multiple Subjects 5001/7001 - English Language Arts, Mathematics, Social Studies and Science. It is not yet available for 7002 Teaching Reading.



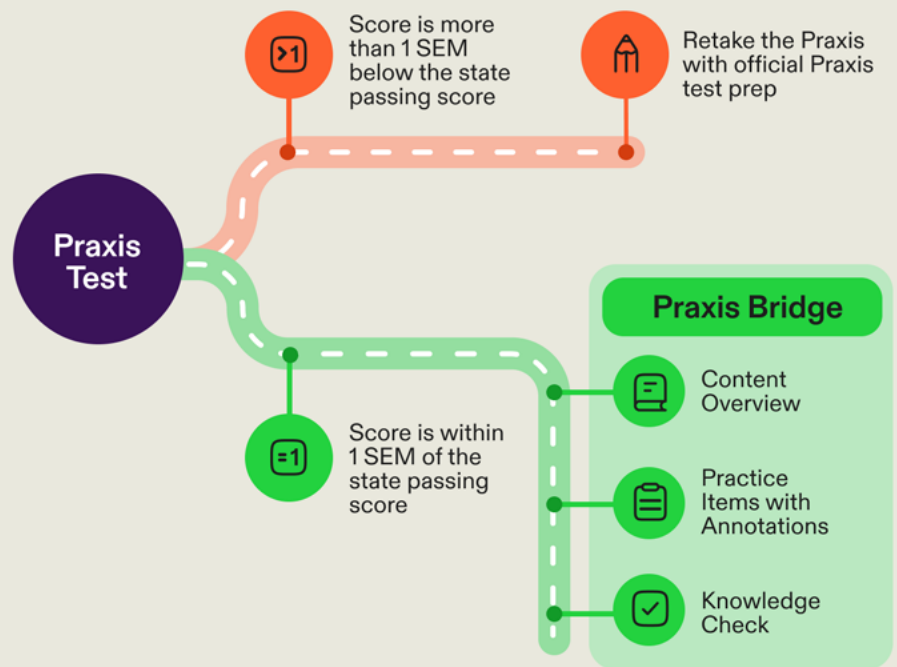
ETS is excited to offer this option to state partners, which is fully aligned with the Praxis assessments they’ve adopted. We look forward to continued engagement as we roll out these modules for numerous test titles over the coming year.

- Vince Dean, Executive Director, Praxis



HOW PRAXIS BRIDGE WORKS:

Depending on the candidate's Praxis test performance, ETS identifies a professional development module that represents the greatest area of growth. The module provides content overviews and practice items with annotations, all of which help test takers define key concepts and affirm their understanding of the material. Candidates will have unlimited opportunities to pass a knowledge check to complete the module.



The ultimate goal: candidates get support on the Praxis-test concepts that challenged them the most. Successful completion results in a certificate of completion and an updated Praxis score report. The licensing agency can view that as equivalent to passing the test.



HOW PRAXIS BRIDGE WORKS:

A dynamic, low-cost opportunity to meet licensing requirements that helps states more quickly move qualified candidates into the classroom.

Easy access and asynchronous remote learning.

Engaging content linked directly to the Praxis blueprint and based on national standards for the academic discipline.

Scaffolded learning with practice items that provide feedback and analysis.

HOW TO GET STARTED:

Praxis Bridge for Elementary Education launches in February 2025. **Contact your Director of Educational Partnerships** to discuss how the Praxis Bridge can support teacher candidates in your state.



Appendix B. Nevada Praxis II Pass Rate Data

Initial Attempt Pass Rate, Disaggregated by Race and Ethnicity

Table B1. Initial Pass Rate, Elementary Ed: MS Mathematics (5003)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	33	42.4%	31	77.4%	17	58.8%	22	50.0%
American Indian or Alaskan Native	6	83.3%	4	*	0	*	2	*
White	365	77.0%	287	69.3%	231	70.1%	167	73.1%
Other	4	*	6	83.3%	5	80.0%	4	*
Two or more races	29	62.1%	33	72.7%	28	64.3%	13	69.2%
Asian	16	75.0%	16	75.0%	14	71.4%	9	88.9%
Hispanic	43	62.8%	44	43.2%	32	46.9%	33	39.4%

Table B2. Initial Pass Rate, Elementary Ed: MS Reading & Language Arts (5002)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	26	76.9%	30	66.7%	20	65.0%	22	68.2%
American Indian or Alaskan Native	3	*	5	80.0%	0	*	0	*
White	364	81.6%	285	76.8%	214	82.7%	147	89.1%
Other	3	*	5	40.0%	5	80.0%	4	*
Two or more races	33	81.8%	30	90.0%	29	75.9%	11	90.9%
Asian	16	75.0%	15	86.7%	7	85.7%	10	80.0%
Hispanic	42	64.3%	42	69.1%	31	58.1%	28	67.9%

Table B3. Initial Pass Rate, Elementary Ed: MS Social Studies (5004)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	27	59.3%	31	45.2%	21	47.6%	22	40.9%
American Indian or Alaskan Native	1	*	4	*	2	*	0	*
White	373	74.3%	289	70.6%	220	75.5%	153	71.9%
Other	4	*	5	80.0%	3	*	4	*
Two or more races	30	63.3%	32	68.8%	28	64.3%	10	100.0%
Asian	16	75.0%	14	71.4%	13	61.5%	6	83.3%
Hispanic	39	48.7%	41	46.3%	31	51.6%	33	41.2%

Table B4. Initial Pass Rate, Elementary Ed: MS Science (5005)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	30	36.7%	32	62.5%	21	38.1%	25	44.0%
American Indian or Alaskan Native	1	*	5	60.0%	0	*	1	*
White	368	69.0%	290	72.1%	220	73.2%	158	69.6%
Other	3	*	5	60.0%	3	*	3	*
Two or more races	31	48.4%	33	75.8%	25	72.0%	12	83.3%
Asian	17	70.6%	15	73.3%	11	54.6%	6	100.0%
Hispanic	41	48.8%	47	53.2%	30	40.0%	33	51.5%

Table B5. Initial Pass Rate, Special Education: Core Content Knowledge and Applications (5354)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	9	88.9%	10	90.0%	18	66.7%	9	88.9%
American Indian or Alaskan Native	2	*	2	*	1	*	0	*
White	78	97.4%	57	96.5%	65	90.8%	18	94.4%
Other	2	*	1	*	2	*	3	*
Two or more races	8	100.0%	12	100.0%	3	*	4	*
Asian	3	*	3	*	3	*	6	100.0%
Hispanic	7	85.7%	10	90.0%	6	50.0%	8	100.0%

Table B6. Initial Pass Rate, Principles of Learning & Teaching: Grade 7–12 (5624)

Ethnicity	2020-21		2021-22		2022-23		2023-24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	18	77.8%	19	94.7%	19	100.0%	7	85.7%
American Indian or Alaskan Native	4	*	1	*	1	*	0	*
White	201	95.0%	179	95.5%	145	94.5%	108	95.4%
Other	5	60.0%	6	83.3%	3	*	6	83.3%
Two or more races	22	95.5%	26	92.3%	25	100.0%	13	100.0%
Asian	21	95.2%	15	86.7%	19	84.2%	10	100.0%
Hispanic	20	95.0%	16	87.5%	21	81.0%	29	82.8%

Table B7. Initial Pass Rate, Principles of Learning & Teaching: Grade K–6 (5622)

Ethnicity	2020–21		2021–22		2022–23		202324	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	8	62.5%	8	87.5%	8	62.5%	6	100.0%
American Indian or Alaskan Native	2	*	1	*	1	*	0	*
White	74	90.5%	57	87.7%	56	92.9%	27	96.3%
Other	1	*	0	*	3	*	2	*
Two or more races	9	100.0%	10	90.0%	4	*	4	*
Asian	4	*	4	*	2	*	4	*
Hispanic	7	71.4%	8	50.0%	7	57.1%	6	83.3%

Best Attempt Pass Rate, Disaggregated by Race and Ethnicity

Table B8. Best Attempt Pass Rate, Elem Ed: MS Mathematics Subtest (5003)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	33	57.6%	31	87.1%	17	64.7%	22	59.1%
American Indian or Alaskan Native	2	*	4	*	0	*	2	*
White	365	85.2%	287	79.1%	231	78.8%	167	80.8%
Other	4	*	6	100.0%	5	100.0%	4	*
Two or more races	30	73.3%	34	76.5%	28	75.0%	13	84.6%
Asian	14	84.0%	23	78.3%	21	71.4%	14	78.6%
Hispanic	71	78.3%	95	71.6%	73	67.1%	52	63.5%

Table B9. Best Attempt Pass Rate, Elem Ed: MS Reading & Language Arts Subtest (5002)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	26	80.7%	30	70.0%	20	65.0%	22	72.7%
American Indian or Alaskan Native	3	*	5	100.0%	0	*	0	*
White	364	88.5%	285	82.8%	214	86.5%	146	93.8%
Other	3	*	5	60.0%	5	100.0%	4	*
Two or more races	34	88.2%	30	90.0%	29	86.2%	11	90.9%
Asian	25	88.0%	22	95.5%	12	83.3%	15	73.3%
Hispanic	103	83.5%	91	79.1%	74	67.6%	53	73.6%

Table B10. Best Attempt Pass Rate, Elem Ed: MS Social Studies Subtest (5004)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	27	70.4%	31	64.5%	21	52.4%	22	59.1%
American Indian or Alaskan Native	1	*	4	*	2	*	0	*
White	373	81.8%	289	81.0%	220	81.8%	152	81.6%
Other	4	*	5	80.0%	3	*	4	*
Two or more races	31	80.7%	32	75.0%	28	82.1%	10	100.0%
Asian	25	92.0%	22	72.7%	19	73.7%	12	75.0%
Hispanic	98	70.4%	94	63.8%	72	63.9%	52	51.9%

Table B11. Best Attempt Pass Rate, Elem Ed: MS Science Subtest (5005)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	30	56.7%	32	75.0%	21	52.4%	25	52.0%
American Indian or Alaskan Native	1	*	5	80.0%	0	*	1	*
White	368	81.0%	290	80.7%	220	81.4%	157	78.3%
Other	3	*	5	80.0%	3	*	3	*
Two or more races	32	78.1%	33	81.8%	25	88.0%	12	100.0%
Asian	26	92.3%	23	78.3%	17	64.7%	13	84.6%
Hispanic	108	71.3%	99	77.8%	72	61.1%	57	54.4%

Table B12. Best Attempt Pass Rate, Special Ed: Core Knowledge and Applications (5354)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	9	88.9%	10	90.0%	18	66.7%	9	88.9%
American Indian or Alaskan Native	2	*	2	*	1	*	0	*
White	78	98.7%	57	96.5%	65	90.7%	18	94.4%
Other	2	*	1	*	2	*	3	*
Two or more races	8	100.0%	12	100.0%	3	*	4	*
Asian	6	83.3%	5	100.0%	7	71.4%	8	87.5%
Hispanic	15	93.3%	18	100.0%	15	93.3%	17	100.0%

Table B13. Best Attempt Pass Rate, Principles of Learn & Teaching: Grades 7–12 (5624)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	18	83.3%	19	100.0%	19	100.0%	7	100.0
American Indian or Alaskan Native	4	*	1	*	1	*	0	*
White	201	97.0%	179	97.2%	145	96.6%	108	95.4%
Other	5	60.0%	6	83.3%	3	*	6	83.3%
Two or more races	22	95.5%	26	100.0%	25	100.0%	13	100.0%
Asian	26	96.2%	21	81.0%	26	92.3%	17	100.0%
Hispanic	53	98.1%	37	89.2%	58	89.7%	44	86.4%

Table B14. Best Attempt Pass Rate, Principles of Learn & Teaching: Grades K-6 (5622)

Ethnicity	2020–21		2021–22		2022–23		2023–24	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Black or African American	8	75.0%	8	87.5%	8	87.5%	6	100.0%
American Indian or Alaskan Native	2	*	1	*	1	*	0	*
White	74	94.6%	57	89.5%	56	94.6%	27	96.3%
Other	1	*	0	*	3	*	2	*
Two or more races	9	100.0%	10	90.0%	4	*	4	*
Asian	7	100.0%	5	100.0%	3	*	6	83.3%
Hispanic	17	82.4%	16	62.5%	11	72.7%	9	88.9%

Appendix C. State Attestation Examples

Massachusetts

Massachusetts's [Competency Review Guide](#) provides robust and comprehensive guidance, offering numerous options and covering multiple endorsements and license areas. However, the guidance is focused on time and courses rather than specific quality indicators.

Oregon

Oregon's [Multiple Measures Content Knowledge Guidance](#) provides comprehensive guidance on the different options candidates have to demonstrate content knowledge and does not offer specific quality indicators for attestation.

Washington

Washington's [Case-by-case Exemption Process for Content Knowledge Assessments](#) in teacher preparation programs is aimed at promoting equity and providing alternative pathways for certification. The process incorporates diverse evidence to assess candidates' competencies while providing support systems to enhance candidates' likelihood of success.