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NCTQ Databurst

Maintaining strong elementary content requirements for prospective teachers

May 2019

Just a few decades ago, state educational agencies conducted much of their oversight of teacher preparation programs by requiring a detailed syllabus for every course required of teacher candidates. In the 1990s, many states began to abandon this practice, seen as burdensome for both state officials and the programs, in return for a more meaningful, flexible, and efficient system built on licensing test outcomes, not inputs.

Determining what and how to test candidates has always been challenging, particularly for elementary teacher candidates, because of the full range of core content that elementary teachers are responsible for teaching.

Historically, some states elected to assess only basic skills, others only professional knowledge, and others nothing at all. However, for nearly the past two decades, catalyzed in part by the *No Child Left Behind Act*, all but a few states instituted, and currently maintain some teacher licensing content tests. These tests vary significantly in quality and far too few of them require separately scored subtests by core content area. Without such subtests, a candidate's strong knowledge in one core content area may mask deficiencies in another.

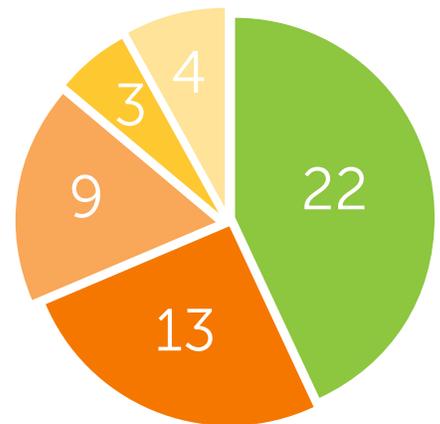
Compounding states' insufficient testing requirements, too few states publish data that demonstrate whether specific teacher preparation programs are adequately preparing candidates for these tests. These data are important to enable prospective teacher candidates to make informed decisions about which preparation programs are likely to best prepare them to succeed on their licensure tests. Institutional-level pass rate data, containing data for multiple programs within an institution, are preferable to state-level data given the [wide variation that exists among institutions within a state](#). Program-level data, as compared to data aggregated at the institutional level, are important given the [wide variance that exists among programs within institutions](#).

States and the federal government recognize the importance of this information. For more than two decades, states have been required to report pass rate data for teacher preparation "program completers." However, "program completers" may be defined to include only candidates who took and successfully passed their licensing tests. Accordingly, programs that may only have half of their candidates passing licensing tests are able to accurately report 100 percent program completion rates, which severely limits aspiring teacher candidates' and the public's access to information about program variation and quality.

Forty-nine states do not report sufficiently-detailed data to provide aspiring teacher candidates and the public with complete information about program quality. Only two states, **Florida** and **Wisconsin**, publish first-time pass rate data (albeit, at the institutional level) of all test takers. The first-time pass rate serves as a meaningful measure of how well programs are preparing candidates to pass their licensing exams on their first try, which is particularly important given that it falls on candidates to pay testing fees for multiple attempts. This issue is therefore one not only of teacher quality, but also of consumer protection. Only five states, **Arkansas**, **California**, **Massachusetts**, **Nebraska**, and **Virginia**, publish elementary test final pass rate data of all test takers for the elementary content licensure test by institution. A number of states [publish first-time pass rate data at the state level](#), but not at the institutional or program level.

Finally, a common loophole in testing requirements is also worth noting here. Among the 39 states which make it possible for a teacher with an early childhood license to teach elementary grades, only **Louisiana** and **Virginia** require those teachers to pass a sufficient content licensure test.

Elementary Content Testing Requirements



- State requires a sufficient content test for elementary teacher candidates that has separately scored subtests in math, English language arts, science, and social studies.
- State requires a content test with at least two separately scored subtests for elementary teacher candidates.
- State requires elementary teacher candidates to pass a content test that does not contain separately scored subtests.
- State requires an elementary content test that NCTQ is currently reviewing to determine whether its separately scored subtests sufficiently assess candidates' content knowledge.
- State does not require elementary teacher candidates to pass a content test.

STATE	VERIFICATION OF ELEMENTARY TEACHER CONTENT KNOWLEDGE		PUBLIC REPORTING OF FIRST-TIME AND/OR FINAL PASS RATE DATA				
	DOES THE STATE REQUIRE ELEMENTARY TEACHERS TO PASS A SUFFICIENT CONTENT TEST* WITH SEPARATELY SCORED SUBTESTS IN THE FOUR CORE CONTENT AREAS?		ALL TEST TAKERS			Program completer data only**	DETAILS
			State Level	Institutional Level	Program Level		
AL	Yes	Alabama's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ¹				X	Alabama publishes first-time pass rates of program completers for the elementary content test at the institutional and state level.** However, the data only include those candidates who took and eventually passed the assessment; the number of candidates who took the exam but never passed is not considered in the calculation.
AK	No	Alaska's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. However, in addition to this test, candidates have the option of taking the Praxis Elementary Education: Content Knowledge (5018) test, or the Elementary Education: Curriculum, Instruction and Assessment (5017) test. These tests only provide a composite score for the core content areas of math, English language arts, science, and social studies. The state should require a sufficient content test. ²				X	Alaska state policy does not require preparation programs to provide or publish pass rates on content assessments at either the state, institutional, or program level.
AZ	No	Arizona's National Evaluation Series (NES) Elementary Education test contains two subtests that combine the four core subjects into two separate subscores. Subtest one includes reading, English language arts, and social studies, subtest two includes math, science, and arts/health/fitness. The state should require a sufficient content test. Additionally, in lieu of passage of a content test, candidates can meet the content knowledge requirement with a bachelor's degree or higher in a relevant content area, national board certification, prior teaching, or relevant work experience. ³				X	Arizona state policy does not require preparation programs to provide or publish pass rates on content assessments at either the state, institutional, or program level.
AR	Yes	Arkansas's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ²	X	X			Arkansas publishes final pass rates of all test takers for the elementary content test at the institutional and state level.
CA	Partially	California's Subject Examinations for Teachers (CSET): Multiple Subjects Test (K-12) contains three separately scored subtests. The first subtest includes reading, language, literature, history, and social science; the second includes science and mathematics; and the third includes physical education, human development, and visual and performing arts. The state should require a sufficient content test. ²	X	X			California publishes final pass rates of all test takers for elementary content tests at the institutional and state level. These data are presented in three examinee groups: "all program completers," "all enrolled students who have completed all nonclinical courses," and "other enrolled candidates." The state also publishes an annual report on state level pass rate data by test. This report includes first-time pass rate data and final (cumulative) pass rate data for the CBEST and RICA tests. First-time pass rate data are not published for the CSET: Multiple Subjects test.
CO	Yes	Colorado's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ³				X	Colorado state policy does not require preparation programs to provide or publish pass rates on content assessments at either the state, institutional, or program level.
CT	Yes	Connecticut's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ⁴				X	Connecticut publishes first-time and final pass rates of all test takers for the following tests: Foundations of Reading, Reading Specialist and Early Childhood. However, data are not published for the state's required elementary content test.
DE	Under review	Delaware's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. The state also offers candidates the option of passing the Praxis Elementary Education: Content Knowledge for Teaching (7801) test. NCTQ is currently reviewing this test to determine whether its separately scored subtests sufficiently assess candidates' content knowledge. ⁴				X	Delaware publishes program-specific report cards that include candidate performance metrics, including content readiness and performance assessment data. Although Delaware uses test scores of all test takers to calculate a content readiness metric for program accountability purposes, the state does not publish disaggregated data for all elementary test takers.
DC	Yes	The District of Columbia's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ¹				X	The District of Columbia previously published annual summary licensure test pass rates and program completer information by institution as part of their Educator Preparation Program Profiles; however, these data were most recently published in 2014. Additionally, these data only include pass rate data for program completers.**
FL	Yes	Florida's Teacher Certification Examinations (FTCE) Elementary Education test is a sufficient content test. ⁵	X	X			Florida publishes first-time pass rates for all test takers at the institutional level and state level.
GA	Partially	Georgia's Assessments for the Certification of Educators (GACE) Early Childhood Education Assessment contains two separately scored content tests. The first subtest includes reading and language arts, social studies, and analysis; the second targets mathematics, science, health, physical education, and the arts. The state should require a sufficient content test. ²				X	Georgia's final pass rate data is collected as part of the teacher Preparation Program Effectiveness Measures (PPEMs). The percentage of the total number of eligible test takers who pass edTPA and GACE assessments within the first two attempts within the testing eligibility window are used to calculate aggregate measures for program accountability purposes. These data are not currently publicly available, but will be made public later this year. The state does not provide disaggregated data for elementary tests.

Notes:

* A sufficient content test assesses candidates' core content knowledge with separately scored subtests in math, English language arts, science, and social studies. Candidates must pass each subtest in order to pass the test.

** Under Title II of the Higher Education Act, as amended, states provide the U.S. Department of Education with pass rate data for program completers. These data are publicly available on the [Title II website](#). In addition to data provided to the U.S. Department of Education, some states also produce their own reports for program accountability or public informational purposes that only provide program completer pass rate data. Because many programs require passing licensure tests as a condition of program completion, these data may not reflect pass rates for all program test takers.

Program test takers: All candidates enrolled in a specific teacher preparation program taking licensure tests, regardless of whether they have completed all program requirements or have passed their licensure tests.

STATE	VERIFICATION OF ELEMENTARY TEACHER CONTENT KNOWLEDGE		PUBLIC REPORTING OF FIRST-TIME AND/OR FINAL PASS RATE DATA				
	DOES THE STATE REQUIRE ELEMENTARY TEACHERS TO PASS A SUFFICIENT CONTENT TEST** WITH SEPARATELY SCORED SUBTESTS IN THE FOUR CORE CONTENT AREAS?		ALL TEST TAKERS			Program completer data only**	DETAILS
			State Level	Institutional Level	Program Level		
HI	No	Hawaii's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. However, in lieu of passage of a content test, candidates can meet the content knowledge requirement with additional coursework or degrees in the content area or national board certification. ³				X	Hawaii state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
ID	Yes	Idaho's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ¹				X	Idaho state policy does not require preparation programs to provide or publish pass rates on content assessments at either the state, institutional, or program level.
IL	Partially	Illinois's Licensure Testing System (ILTS) Elementary Education (Grades 1-6) assessment contains four separately scored subtests in language and literacy; mathematics; science and social science; and fine arts, physical development, and health. The state should require a sufficient content test. ⁴	X				Illinois publishes first-time and final pass rates of all test takers for elementary content tests at the state level. The state also requires institutions to submit program completer pass rates on the tests required for the receipt of the professional educator license.** Although the state requires institutions to, "make this information readily available to the public on an annual basis..." Illinois's publicly-accessible websites do not appear to make these data publicly available.
IN	Partially	Indiana's CORE Elementary Education Generalist test requires passing scores on four subtests: reading and English language arts; math; science, health, and physical education; and social studies, and fine arts. The state should require a sufficient content test. ⁶	X				Indiana publishes first-time and final pass rates of all test takers for elementary content tests at the state level. Indiana also publishes first-time pass rates of all program completers at the institutional level.**
IA	No	Iowa requires either the Praxis Elementary Education: Content Knowledge (5018) test which only provides a composite score for the core content areas of math, English language arts, science, and social studies; or the edTPA performance assessment, which is not a content test. The state should require a sufficient content test. ⁷				X	Iowa published state level pass rate data in its 2016 Report on the State of Educator Preparation in Iowa. However, these data only included pass rate data for program completers.** Additionally, subsequent reports in 2017 and 2018 did not include pass rate data.
KS	Under review	Kansas's Praxis Elementary Education: Content Knowledge for Teaching (7801) test is currently under review by NCTQ to determine whether its separately scored subtests sufficiently assess candidates' content knowledge. ⁴				X	Kansas state policy does not require preparation programs to provide or publish pass rates on content assessments at either the state, institutional, or program level.
KY	Yes	Kentucky's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ²				X	Kentucky publishes the top 25% and first-time pass rates at the institutional level based on the 2016-2019 cohort on its teacher preparation dashboard. Additionally, the state publishes final pass rates for elementary content tests at the institutional level on the Kentucky Educator Preparation Program Report Cards (KEPP). The report cards contain information on passing scores, total number of test takers, total number passing, and pass rates from 2014-2015. It is not clear when this data will be updated. Because the manner in which pass rates are calculated for both the dashboard data and KEPP data is not defined, it is not clear whether the state requires pass rates calculated using program completers only or all test takers.
LA	Yes	Louisiana's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ⁸				X	Louisiana publishes final pass rates of program completers at the institutional level.**
ME	Partially	Maine's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. Maine also offers an early elementary license covering grades K-3. This license only requires passage of the Praxis Education of Young Children (5024) test, which is not a content test. ²				X	Maine state policy requires programs to provide the Maine Department of Education with the number of program completers who pass certification tests.** However, Maine's publicly-accessible websites do not appear to make these data publicly available.
MD	Under review	Maryland's Praxis Elementary Education: Content Knowledge for Teaching (7801) test is currently under review by NCTQ to determine whether its separately scored subtests sufficiently assess candidates' content knowledge. ¹				X	Maryland state policy does not require preparation programs to publish pass rate data on content assessments at either the state, institutional, or program level.
MA	Partially	Massachusetts's Tests for Educator Licensure (MTEL) General Curriculum test contains two subtests. The first subtest contains: English language arts, history, social science, science, technology/engineering, and integration of knowledge and understanding. The second subtest reports a separate score for math. The state should require a sufficient content test. ⁴	X	X			Massachusetts publishes final pass rates of all test takers for elementary content tests at the institutional and state level. The state also publishes first-time pass rates for all test takers at the state level.

Notes:

* A sufficient content test assesses candidates' core content knowledge with separately scored subtests in math, English language arts, science, and social studies. Candidates must pass each subtest in order to pass the test.

** Under Title II of the Higher Education Act, as amended, states provide the U.S. Department of Education with pass rate data for program completers. These data are publicly available on the [Title II website](#). In addition to data provided to the U.S. Department of Education, some states also produce their own reports for program accountability or public informational purposes that only provide program completer pass rate data. Because many programs require passing licensure tests as a condition of program completion, these data may not reflect pass rates for all program test takers.

Program test takers: All candidates enrolled in a specific teacher preparation program taking licensure tests, regardless of whether they have completed all program requirements or have passed their licensure tests.

STATE	VERIFICATION OF ELEMENTARY TEACHER CONTENT KNOWLEDGE		PUBLIC REPORTING OF FIRST-TIME AND/OR FINAL PASS RATE DATA				
	DOES THE STATE REQUIRE ELEMENTARY TEACHERS TO PASS A SUFFICIENT CONTENT TEST* WITH SEPARATELY SCORED SUBTESTS IN THE FOUR CORE CONTENT AREAS?		ALL TEST TAKERS			Program completer data only**	DETAILS
			State Level	Institutional Level	Program Level		
MI	No	Michigan's Test for Teacher Certification (MTTC) Elementary Education Test only provides a composite score for the core content areas of math, English language arts and world languages, science, and social studies. The test also includes sections that assess knowledge of Visual and Performing arts and Health and Physical Education. The state should require a sufficient content test. ⁹				X	Michigan publishes final pass rates of all test takers (as an aggregate three-year passing percentage) at the institutional level for Educator Preparation Institution (EPI) score reports. These reports contain an aggregate three-year passing percentage of all Michigan Tests for Teacher Certification (MTTC) content area tests. However, pass rates are not disaggregated by test. The passing percentages represent the "cumulative" or "best attempt" across an unlimited number of testing opportunities. Pass rates are based on all "eligible test takers" which the state defines in part as those candidates eligible for student teaching/internship. The three-year average passing rate is calculated by taking the number of best attempts passing results divided by the total number of first-time registrations. ¹³
MN	Partially	Minnesota's Teacher Licensure Examinations (MTLE) Elementary Education test contains three subtests: reading and communication arts; math and health/fitness and fine arts; and science and social studies. The state should require a sufficient content test. ¹⁰	X				Minnesota publishes first-time pass rates of all test takers for elementary content tests at the state level.
MS	No	Mississippi's Praxis Curriculum, Instruction and Assessment (5017) test only provides a composite score for the core content areas of math, English language arts, science, and social studies. The test also assesses art, music, and physical education. The state should require a sufficient content test. ²				X	Mississippi requires institutions to provide, "Evidence of a three-year average of an 80 percent pass rate on state licensure tests (Praxis exams)." However, the state does not require publication of pass rate data at the program level and these data do not appear to be publicly-available on the state's publicly-accessible websites.
MO	Yes	Missouri's Educator Gateway Assessments (MEGA) Elementary Education Multi-content test is a sufficient content test. ⁴				X	Missouri publishes final pass rate data of program completers for elementary content tests at the institutional level.**
MT	No	Montana's Praxis Elementary Education: Content Knowledge (5018) test only provides a composite score for the core content areas of math, English language arts, science, and social studies. The state should require a sufficient content test. ¹					Montana state policy does not require preparation programs to publish pass rate data on content assessments at either the state, institutional, or program level.
NE	No	Nebraska's Praxis Curriculum, Instruction and Assessment (5017) test only provides a composite score for the core content areas of math, English language arts, science, and social studies. The test also assesses art, music, and physical education. The state should require a sufficient content test. ¹¹		X			Nebraska publishes final pass rate data of all test takers for elementary tests at the institutional level. Pass rates are published for "all program completers" and "other enrolled students." Other enrolled students refer to all those formally admitted to a program and therefore these two data points published by the state encompass all test takers.
NV	No	Nevada's Praxis Elementary Education: Instructional Practice and Applications (5019) test only provides a composite score for the core content areas of math, English language arts, science, and social studies. The test also assesses art, music, physical education, and contains essay questions on content. The state should require a sufficient content test. ¹				X	Nevada state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
NH	Yes	New Hampshire's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ⁴				X	New Hampshire state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
NJ	Partially	New Jersey's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. However, New Jersey allows a test exemption to candidates who fail by 5% or less with a GPA of 3.5 or higher. ¹				X	New Jersey state policy requires institutions to provide, "Candidate performance assessment scores and pass rates;" and "Scores and pass rates on State test(s) of subject matter knowledge and a Commissioner-approved test of basic reading, writing, and mathematics skills." However, the state's publicly-accessible websites do not appear to make these data publicly available. New Jersey's Educator Preparation Provider reports publish average scores – based on test scores of all program completers – on content assessments but do not contain pass rate data.
NM	Partially	New Mexico's National Evaluation Series (NES) Elementary Education content test is comprised of two subtests. Subtest one includes reading, English language arts, and social studies and subtest two includes math, science, and arts/health/fitness. The state should require a sufficient content test. ⁴				X	New Mexico publishes final pass rates of program completers at the institutional level of all New Mexico Teacher Assessments (NMTA) content tests. However, pass rates are not disaggregated by test. New Mexico requires institutions to provide pass rate data on the percentage of candidates passing licensure exams on the first attempt. State's Educator Preparation Program Scorecards publish the "Proportion Passing Licensure Tests" and "Average Licensure Test Score." These are presented by institution and only include program completers.** First-time pass rates are published for the state's basic skills test only and are used as part of an institution's admissions score.

Notes:

* A sufficient content test assesses candidates' core content knowledge with separately scored subtests in math, English language arts, science, and social studies. Candidates must pass each subtest in order to pass the test.

** Under Title II of the Higher Education Act, as amended, states provide the U.S. Department of Education with pass rate data for program completers. These data are publicly available on the [Title II website](#). In addition to data provided to the U.S. Department of Education, some states also produce their own reports for program accountability or public informational purposes that only provide program completer pass rate data. Because many programs require passing licensure tests as a condition of program completion, these data may not reflect pass rates for all program test takers.

Program test takers: All candidates enrolled in a specific teacher preparation program taking licensure tests, regardless of whether they have completed all program requirements or have passed their licensure tests.

STATE	VERIFICATION OF ELEMENTARY TEACHER CONTENT KNOWLEDGE		PUBLIC REPORTING OF FIRST-TIME AND/OR FINAL PASS RATE DATA				
	DOES THE STATE REQUIRE ELEMENTARY TEACHERS TO PASS A SUFFICIENT CONTENT TEST* WITH SEPARATELY SCORED SUBTESTS IN THE FOUR CORE CONTENT AREAS?		ALL TEST TAKERS			Program completer data only**	DETAILS
			State Level	Institutional Level	Program Level		
NY	Partially	North Carolina's Pearson General Curriculum test contains two subtests. The first subtest includes literacy and English language arts, the second subtest focuses on math and the third subtest combines science, social studies, and the arts/health/fitness/family and consumer science/career development. The state should require a sufficient content test. ⁶				X	New York state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level. ¹⁴
NC	Partially	North Carolina's Pearson General Curriculum test contains two subtests. The first subtest contains: English language arts, history, social science, science, technology/engineering, and integration of knowledge and understanding. The second subtest reports a separate score for math. The state should require a sufficient content test. Additionally, teachers may have until their second year to pass this test, if they attempt to pass it during their first year. ²				X	North Carolina publishes final pass rates for elementary tests at the institutional level by undergraduate or graduate program. Because the manner in which pass rates are calculated is not defined, it is not clear whether the state requires pass rates calculated using program completers only or all program test takers.
ND	No	North Dakota's Praxis Curriculum, Instruction and Assessment (5017) test only provides a composite score for the core content areas of math, English language arts, science, and social studies. The test also assesses art, music, and physical education. The state should require a sufficient content test. ¹				X	North Dakota state policy does not require preparation programs to provide or publish pass rates on content assessments at either the state, institutional, or program level.
OH	No	Only teachers of grades 4 and 5 are required to pass the Ohio Assessments for Educators (OAE) Elementary Education exam, which is divided into two separately scored subtests. The first subtest includes reading, English language arts, and social studies. The second includes math, science, and arts, and health and fitness. The state should require a sufficient content test. ²				X	Ohio publishes final pass rate data of program completers for elementary content test by institution at the program level.**
OK	Partially	Oklahoma's Certification Examinations for Oklahoma Educators (CEOE) General Elementary content test contains two subtests. The first subtest includes reading and language arts, and the second includes social studies, math, science and health, fitness, and the arts. The state should require a sufficient content test. ⁴				X	Oklahoma publishes an annual report containing aggregate pass rate data by institution for all Oklahoma Subject Area Tests (OSAT) content tests. However, pass rates are not disaggregated by test. Oklahoma also publishes final pass rate data for elementary content tests at the state level. Because the manner in which pass rates are calculated is not defined, it is not clear whether the state requires pass rates calculated using program completers only or all program test takers.
OR	Partially	Oregon's National Evaluation Series (NES) Elementary Education content test is comprised of two subtests. Subtest one includes reading, English language arts, and social studies. Subtest two comprises math, science, and arts/health/fitness. The state should require a sufficient content test. ²				X	Oregon state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
PA	Partially	Pennsylvania's Educator Certification PreK-4 (PECT) test comprises three content modules. The first module includes child development, learning and assessment/collaboration, and professionalism. The second includes language and literacy development/social studies, arts, and humanities. The third module includes mathematics, science, and health. The state should require a sufficient content test. ²				X	Pennsylvania previously published first-time and final pass rates of all test takers for elementary content tests at the institutional level. The pass rates on the state DOE website "are based on all examinees' self-reported scores." However, the links to pass rate data by program and college appear to be nonfunctional and the state indicated that it is working on a forward facing website that will include the pass rates of all test takers.
RI	Yes	Rhode Island's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ¹²				X	Rhode Island state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
SC	Yes	South Carolina's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ⁴				X	South Carolina state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
SD	No	South Dakota's teacher candidates have the option of taking one of the following tests: Praxis Elementary Education: Multiple Subjects (5001), Content Knowledge for Teaching (7801) test, or the Early Childhood Education (5025) test. The 5001 test is a sufficient content test. NCTQ is currently reviewing the 7801 test to determine whether its separately scored subtests sufficiently assess candidates' content knowledge. The 5025 test only provides a composite score for the core content areas of math, English language arts, science, and social studies. ⁴				X	South Dakota state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.

Notes:

* A sufficient content test assesses candidates' core content knowledge with separately scored subtests in math, English language arts, science, and social studies. Candidates must pass each subtest in order to pass the test.

** Under Title II of the Higher Education Act, as amended, states provide the U.S. Department of Education with pass rate data for program completers. These data are publicly available on the [Title II website](#). In addition to data provided to the U.S. Department of Education, some states also produce their own reports for program accountability or public informational purposes that only provide program completer pass rate data. Because many programs require passing licensure tests as a condition of program completion, these data may not reflect pass rates for all program test takers.

Program test takers: All candidates enrolled in a specific teacher preparation program taking licensure tests, regardless of whether they have completed all program requirements or have passed their licensure tests.

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			State Level	Institutional Level	Program Level		
TN	Partially	Tennessee's candidates must pass the Praxis Elementary Education: Curriculum, Instruction and Assessment (5017) and the Praxis Elementary Education: Multiple Subjects (5001) test. The Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. However, Tennessee allows teachers to delay passage of content tests if they possess a bachelor's degree in a core content area. ⁷				X	Tennessee state policy does not require preparation programs to publish pass rates of all program test takers on content assessments at either the state, institutional, or program level. ¹⁵
TX	Yes	Texas's Examinations of Educator Standards (TExES) Core Subjects EC-6 (291) examination requires candidates to earn a "satisfactory level of performance" in each core subject covered by this test and is a sufficient content test. ²	X				Texas publishes final pass rates of all test takers for elementary content tests at the state level. Although Texas annually publishes final pass rate data of all test takers by institution in its Accountability System for Educator Preparation (ASEP) reports, data are not disaggregated by test.
UT	Yes	Utah's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ¹²				X	Utah state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
VT	Yes	Vermont's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ¹				X	Vermont uses pass rate data as one component to identify "low performing programs" during their program approval process. But the state does not publish pass rate data or require institutions to publish data. Because the manner in which pass rates are calculated is not defined, it is not clear whether the state requires pass rates calculated using program completers only or all program test takers.
VA	Yes	Virginia's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ⁸		X	X		Virginia biennially publishes final pass rate data of all test takers by institution and program.
WA	Partially	Washington's National Evaluation Series (NES) General Elementary content test contains two subtests. The first subtest includes English language arts and social studies; the second includes science, math, health and fitness, and the arts. The state should require a sufficient content test. ⁴				X	Washington requires institutions to provide individual licensure scores and the number of times a candidate takes a test, and generates an average score for each test at the program level. However, state does not publish first-time or final pass rate data for all program test takers. Additionally, Washington's publicly-accessible websites do not appear to make these data publicly available.
WV	Yes	West Virginia's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ⁴				X	West Virginia state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.
WI	No	Wisconsin's Praxis Content Knowledge (5018) test only provides a composite score for the core content areas of math, English language arts, science, and social studies. The state should require a sufficient content test. ¹	X	X			Wisconsin publishes first-time pass rates of all test takers for elementary required content assessments at the institutional and state level.
WY	Yes	Wyoming's Praxis Elementary Education: Multiple Subjects (5001) test is a sufficient content test. ⁴				X	Wyoming state policy does not require preparation programs to publish pass rates on content assessments at either the state, institutional, or program level.

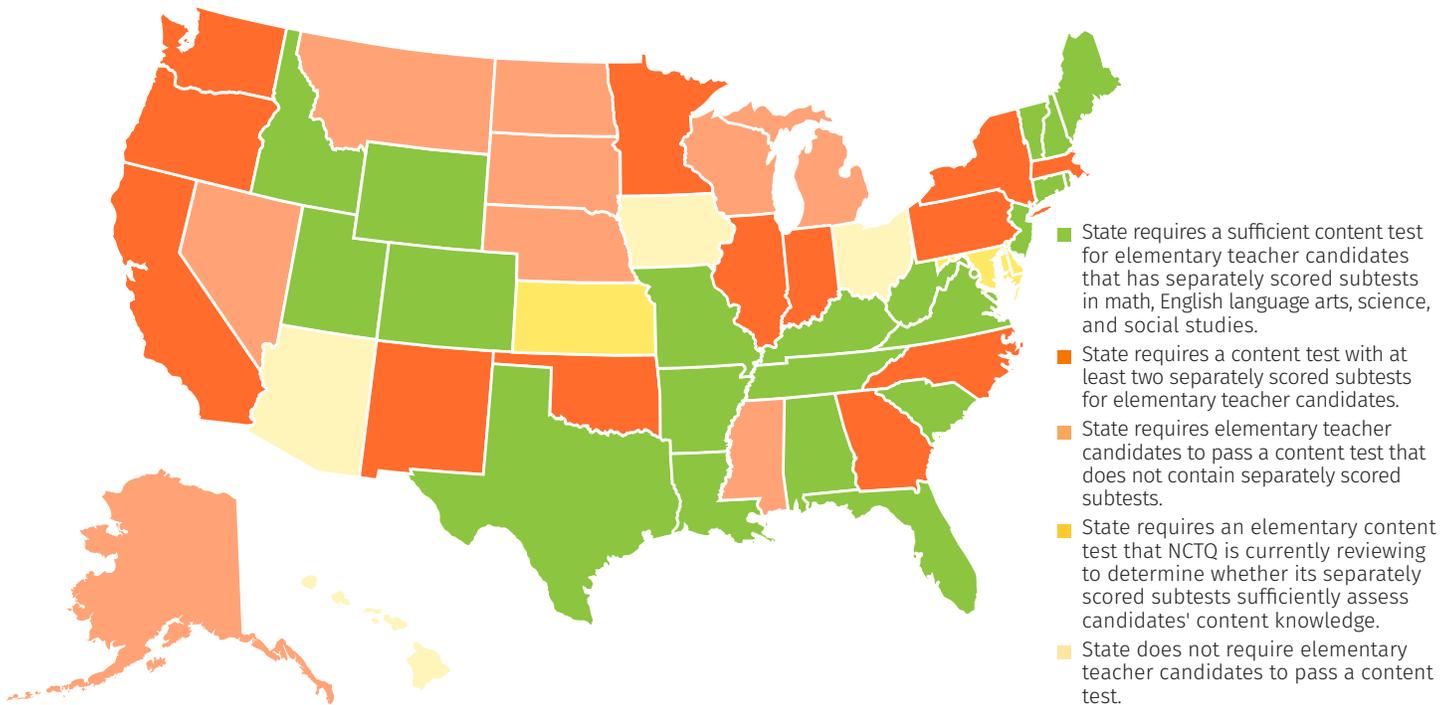
Notes:

* A sufficient content test assesses candidates' core content knowledge with separately scored subtests in math, English language arts, science, and social studies. Candidates must pass each subtest in order to pass the test.

** Under Title II of the Higher Education Act, as amended, states provide the U.S. Department of Education with pass rate data for program completers. These data are publicly available on the [Title II website](#). In addition to data provided to the U.S. Department of Education, some states also produce their own reports for program accountability or public informational purposes that only provide program completer pass rate data. Because many programs require passing licensure tests as a condition of program completion, these data may not reflect pass rates for all program test takers.

Program test takers: All candidates enrolled in a specific teacher preparation program taking licensure tests, regardless of whether they have completed all program requirements or have passed their licensure tests.

National Overview



Promising State Policies

Requires sufficient demonstration of content knowledge for all elementary teachers:

Currently, 22 states require elementary candidates to pass a test with a separate subscore for each core content area. Such tests ensure that elementary candidates demonstrate a firm grasp of the core content they are required to teach in the elementary grades. These states are: Alabama, Arkansas, Colorado, Connecticut, the District of Columbia, Florida, Idaho, Kentucky, Louisiana, Maine, Missouri, New Hampshire, New Jersey, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, and Wyoming.

First-time pass rates:

Florida and **Wisconsin** are the only states requiring preparation programs to provide first-time pass rate data of all candidates taking elementary licensure tests by institution. First-time pass rate data are necessary to provide teacher candidates with an important measure of a program's ability to prepare teacher candidates with thorough knowledge and understanding of the core content knowledge necessary to be an effective teacher.

Recommendations

■ Require all elementary teacher candidates to pass a content test designed to ensure sufficient content knowledge of all subjects.

All states should require a rigorous elementary content test as a condition of initial licensure. This test should report separate, meaningful passing scores for each discrete core content area including, English language arts, mathematics, science, and social studies. Tests that use a composite passing score or offer three or fewer subtests that combine content areas offer no assurance of adequate knowledge in each content area.

■ Publish first-time and final pass rate data at the program level for all test takers.

All states should publicly report first-time and final pass rate data for all test takers in elementary programs. Doing so allows the state, programs, and prospective teacher candidates to analyze the strength of programs' ability to prepare teachers in core content areas. Prospective teacher candidates deserve access to relevant information to determine which programs are most likely to enable them to earn a standard teaching license.

Want to learn more?

- A Fair Chance: Simple steps to strengthen and diversify the teacher workforce. <https://www.nctq.org/publications/A-Fair-Chance>
- Undergraduate programs' coverage of core topics, by state. <https://www.nctq.org/elementaryContentProgramReqsbyState/>
- Available first-time pass rates on elementary content tests. https://www.nctq.org/dmsView/A_Fair_Chance_Appendix_E
- What tests/subtests does the state require? https://www.nctq.org/dmsView/elem_licensure_content_tests
- Endnotes/Citations: https://www.nctq.org/dmsView/elem_content_databurst_endnotes_citations



National Council on Teacher Quality

Tel: 202 393-0020 Web: www.nctq.org

For more information, please contact: Elizabeth Ross, *Managing Director, Teacher Policy* at eross@nctq.org