



Tennessee Licensure Content Assessment Review: Elementary Reading

Summary of Reviewers' Analyses of Top Two Assessments

Note: The reviewers did not believe that either the Praxis 5204 or NES: Essential Components of Elementary Reading Instruction were at all aligned with Tennessee standards and expectations. They therefore focused their more in-depth comments on the top two assessments, as shown in the table below.

	Praxis 5203: Teaching Reading Elementary Education	Pearson Foundations of Reading
Strengths	<ul style="list-style-type: none"> • Candidates are familiar with this type of assessment • Good examples of student work to be analyzed • Measured foundational skills well • Aligned with the National Reading Panel 	<ul style="list-style-type: none"> • Developmental format/grouping of questions • Questions were more application-based and incorporated several standards in one • Measured foundational skills well • Aligned with the National Reading Panel
Concerns	<ul style="list-style-type: none"> • Heavy on writing process and not on writing strategies • Little to nothing on selecting complex texts • Does not include questions on literacy-rich environment • Assesses few EPP literacy standards • Lack of attention to writing • Weak in the area of technology (i.e. digital literacies) • Professional learning/collaboration with peers and colleagues is lacking • Lacks questions on student motivation • Lack of attention to diversity as strength (EPP literacy standard 2.2) • Not enough depth to assess our instructional shifts 	<ul style="list-style-type: none"> • More items that were challengeable • Grammar questions/academic knowledge that are not taught in EPPs • Virtually nothing with writing • Little to nothing on selecting complex texts • Does not include questions on literacy-rich environment • Assesses few EPP literacy standards • Weak in the area of technology (i.e. digital literacies) • Professional learning/collaboration with peers and colleagues is lacking • Lacks questions on student motivation • Lack of attention to diversity as strength (EPP literacy standard 2.2) • Not enough depth to assess our instructional shifts



Tennessee Licensure Content Assessment Review: Secondary Math

Summary of Reviewers' Analyses of ETS Assessments

	Praxis 5169: Middle School Math	Praxis 5162: Algebra I	Praxis 5161: Math Content Knowledge (High School)
Strengths	<ul style="list-style-type: none"> Partially aligns with state middle school standards Includes problem solving items 	<ul style="list-style-type: none"> Reviewers did not identify specific strengths 	<ul style="list-style-type: none"> Aligns with state high school standards fairly well Includes problem solving items
Concerns	<ul style="list-style-type: none"> Lacks sufficient coverage of fraction, proportion content Test items did not reflect level of rigor or depth of understanding expected from TN teachers and grades 6-8 students Teachers interested in teaching Algebra I/Integrated Math I must become certified for those courses separately 	<ul style="list-style-type: none"> Not rigorous enough to determine whether teachers can support depth of understanding expected from Algebra I/Integrated Math I students 	<ul style="list-style-type: none"> Includes few conceptual items Includes no to very few reasoning and proof items Depends on implied understanding ("in order to do A, we assume someone can do B") Does not include items that align to Applied Mathematical Concepts standards Does not fully align with geometry standards

Summary of Reviewers' Analyses of Pearson Assessments

	NES: Middle Grades (203)	NES: Middle Grades and Early Secondary (105)	NES: High School (304)
Strengths	<ul style="list-style-type: none"> Reviewers did not identify specific strengths 	<ul style="list-style-type: none"> Aligns with state middle school and early high school standards fairly well Reflects higher rigor and trajectory needed to teach current state standards Includes problem solving items Includes conceptual items Includes reasoning and proof items Address mathematical practices Rigorous enough to allow 6-8 licensure to also include Algebra I/Integrated Math I without additional training or competency exam 	<ul style="list-style-type: none"> Aligns with state high school standards fairly well Includes problem solving items Includes conceptual items Includes reasoning and proof items Address mathematical practices
Concerns	<ul style="list-style-type: none"> Did not align well with 6-8 licensure expectations Lacks trajectory of knowledge required for TN teachers Sporadically covered material well beyond expectations for 6-8 licensure 	<ul style="list-style-type: none"> Reviewers did not identify specific concerns 	<ul style="list-style-type: none"> Reviewers did not identify specific concerns