

**New Business Item 24-36**

Introduced April 25, 2025

Approved April 25, 2025

**TITLE: Adoption of Updated Praxis Licensure Exams**

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The Hawai'i Teacher Standards Board (HTSB) approves the following Praxis exams:

HTSB will notify its Educator Preparation Programs (EPPs) and the Hawai'i Department of Education (HIDOE) about the adoption of the updated licensure exams.

<b>License Field</b>	<b>Title to be Discontinued</b>	<b>Replacement Test</b>	<b>New Test Available</b>	<b>Cut Score</b>
Early Childhood	Education of Young Children (5024)	Early Childhood Education: Foundational Knowledge and Content (5534)	Sept 2025	163
Middle School Social Studies	Middle School Social Studies (5089)	Middle School Social Studies (5589)	Sept 2025	149
Special Education	Special Education: Core Knowledge and Applications (5354)	<a href="#">Special Education: Foundational Knowledge (5355)</a>	Sept 2025	145
Special Education: Mild to Moderate	Special Education: Core Knowledge and Mild to Moderate Applications (5543)	<a href="#">Special Education: Foundational Knowledge (5355)</a>	Sept 2025	145
Social Studies	Social Studies: Content Knowledge (5081)	<a href="#">Social Studies (5581)</a>	Available now	153
Career and Technical Education (CTE) Architectural Design and Engineering Technology	Technology Education (5051)	<a href="#">Technology and Engineering Education (5053)</a>	Available now	157

**Rationale/Background:**

[The Educational Testing Service \(ETS\)](#) keeps the content of the Praxis tests up to date and aligned with professionally accepted standards. Tests are reviewed annually. ETS involves stakeholders in this process by asking them to nominate teachers and teacher educators to serve on Test Development Standing Committees and National Advisory Committees (NACs).

ETS actively recruits educators, educators from educator preparation programs at universities and colleges, organizational representation, and other stakeholders with the content and teaching backgrounds from across the nation.

**Cost:**

All costs are included in the current staff job duties/responsibilities.

**Submitted by:** Kristi Miyamae

**Referred to:** Teacher Education Committee

# Praxis 5534 Early Childhood Education: Foundational Knowledge and Content

## Purpose:

The Early Childhood Education: Foundational Knowledge and Content (5534) assessment was developed to replace the Interdisciplinary Early Childhood Education (5023) assessment. The purpose of this update was to streamline the assessment process and better align the content with current standards and practices in early childhood education.

## Overall Design Notes and Changes:

- The testing time and number of questions remain the same for both assessments: **120 minutes, 120 selected-response questions.**
- The content categories have been updated and redistributed to better reflect **foundational knowledge and current practices in early childhood education.**
- The new assessment (5534) places a greater emphasis on **Developmentally Appropriate Teaching Practices** and **Knowledge, Application, and Integration of Academic Content in the Curriculum**, compared to the previous test.
- The focus on "Educational and Service Requirements for Children with a Range of Abilities and Special Needs" in the old test (5023) has been refocused into broader categories of **Child Observation, Documentation, and Assessment** and **Professionalism, Family-Teacher Partnerships, and Community Connections.**
- The 5023 category regarding "Play and Learning Environment for Young Children" has been integrated into broader topics in the new assessment, reflecting a holistic approach to child development and learning environments.
- The new assessment emphasizes the integration and application of academic knowledge within the curriculum, a shift from the previous focus on specific developmental stages and individual needs.

## Standards:

The content of the updated 5534 test aligns with:

- National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation
- The Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards

# Praxis 5534 Early Childhood Education: Foundational Knowledge and Content

5023 Interdisciplinary Early Childhood Education Testing Time: 120 Minutes		5534 Early Childhood Education: Foundational Knowledge and Content Testing Time: 120 Minutes	
Category	Approximate Number of Questions	Category	Approximate Number of Questions
I. Growth and Development of Young Children Across the Spectrum of Development	24	I. Child Development and Learning	26
II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs	19-20	II. Child Observation, Documentation, and Assessment	23
III. Curriculum, Instruction, and Assessment for Young Children	26-27	III. Developmentally Appropriate Teaching Practice	28
IV. Play and Learning Environment for Young Children	24	IV. Professionalism, Family-Teacher Partnerships, and Community Connections	14
V. Collaboration with Families and Colleagues	14-15	V. Knowledge, Application, and Integration of Academic Content in the Curriculum	29
VI. Professionalism and Growth through Professional Development	12	Total	120
Total	120		

# Praxis 5589 Middle School Social Studies

## Purpose:

The Middle School Social Studies (5589) was created to replace the Middle School: Social Studies (5089) assessment. The purpose of the redesign was to modernize the content and format to better assess the skills necessary for teaching social studies at the middle school level. The new assessment focuses on understanding of historical and geographical concepts, government structures, economic principles, and the interpretation of various social studies materials. The test emphasizes critical thinking and the ability to make connections among historical events, geographical locations, and economic trends.

## Overall Design Changes:

- The updated assessment (5589) has increased the total number of questions from **90 multiple-choice questions** to **140 multiple-choice questions**.
- The total allotted time has been increased from **120 minutes** to **150 minutes**.
- The content categories have been reorganized, with notable changes in the number of questions and percentage of examination for each category.
- The updated assessment focuses **solely on selected-response questions**, eliminating the three constructed-response questions present in the older version (5089).

5089 Middle School Social Studies Testing Time: 120 Minutes	
Category	Approximate Number of Questions
I. United States History	22
II. World History	18
III. Government/Civics	17
IV. Geography	17
V. Economics	16
VI. Short Essay	3
Total	93

5589 Middle School Social Studies Testing Time: 150 Minutes	
Category	Approximate Number of Questions
I. United States History	40
II. World History	29
III. Geography	25
IV. Civics	30
V. Economics	16
Total	140

## Content Topics and Distribution:

The new Middle School Social Studies assessment (5589) has been updated to better reflect the comprehensive knowledge and skills required for middle school social studies educators. The revised test places a stronger emphasis on a broader range of topics within the social studies domain. Additionally, the test includes a secondary dimension that incorporates historical thinking and other social studies skills for 10-15% of test items.

# Praxis 5589 Middle School Social Studies

In the updated assessment, each content category has been expanded and realigned to ensure a more balanced and thorough evaluation of key areas:

- **United States History:** The new test includes an increased focus on U.S. history, with the number of questions rising from 22 to 40. This section assesses knowledge of significant events, individuals, developments, and processes in U.S. history.
- **World History:** The number of questions in this category has increased from 18 to 29, allowing for a more extensive assessment of global historical events, themes, and interactions among different world civilizations.
- **Geography:** This section now includes 25 questions, up from 17, and evaluates understanding of physical and human geography, including spatial patterns and the interconnections between places and environments.
- **Civics:** Formerly labeled as Government/Civics, this category now has 30 questions, reflecting an increased emphasis on the principles, structures, and functions of government as well as civic participation and responsibilities.
- **Economics:** The number of questions in this category has been slightly reduced from 16 to 15. This section assesses knowledge of economic principles, systems, and the influence of economic activities on societies.

The previous version of the test (5089) included 3 short content essays, which have been removed in the updated assessment (5589). The new test format now exclusively features selected-response questions, providing a more streamlined approach to evaluating the examinee's breadth of knowledge across social studies disciplines. Additionally, some items incorporate one of four historical thinking or inquiry skills, including perspective-taking of historical figures, determining causes and effects, understanding how individuals and groups cooperate, and analyzing evidence to draw conclusions. These skills apply to 10 to 15% of items across the test.

By redistributing content areas and updating the topics assessed, the new Middle School Social Studies assessment aims to provide a more comprehensive and accurate reflection of the essential skills and knowledge required in the field of social studies.

## Standards:

The content of the updated 5589 test aligns with:

- National Council for the Social Studies (NCSS) National Standards for Social Studies Teachers
- National Council for the Social Studies (NCSS) National Curriculum Standards for Social Studies
- College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- National Standards for History (National Center for History in the Schools, 1996)
- National Geography Standards (National Council for Geographic Education, 2012)
- Voluntary National Content Standards for Economics (Council for Economic Education, 2010)