

Reading Licensure Test Ratings by State

- Read the full brief: [False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction](#)
- For more information on how NCTQ rated state' licensure tests, download the [Appendix: Methodology for the review of state reading licensure tests](#).

State	Test	Test rating	Reason for rating	Notes
Alabama	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Alaska	Praxis Elementary Education: Content Knowledge (5018)	Weak	Test does not adequately address all five core components of reading (does not adequately address fluency, vocabulary)	
Alaska	Praxis Elementary Education: Curriculum, Instruction and Assessment (5017)	Weak	Test does not adequately address all five core components of reading (does not adequately address	

			phonemic awareness, fluency, vocabulary)	
Alaska	Praxis Elementary Education Assessment (5006), Reading and Language Arts & Social Studies (5007)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, phonics, vocabulary, or comprehension)	
Alaska	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Alaska	Praxis Elementary Education: Content Knowledge for Teaching (7811), Reading and Language Arts - CKT (7812) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, or vocabulary)	
Arizona	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Arkansas	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	

California	Reading Instruction Competence Assessment (RICA) - Written Examination	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
California	Reading Instruction Competence Assessment (RICA) - Video Performance Assessment	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Colorado	Praxis Elementary Education: Teaching Reading: Elementary (5205)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Connecticut	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Delaware	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Delaware	Praxis Elementary Education: Content Knowledge for Teaching (7811), Reading and Language Arts - CKT (7812) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, or vocabulary)	

District of Columbia	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Florida	Florida Teacher Certification Examinations (FTCE) Elementary Education K-6, Subtest 1: Language arts and reading (601)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, phonics, or vocabulary)	Florida is transitioning to a new test in January 2024. This analysis reflects the quality of the licensure test required through 2023
Georgia	Georgia Assessments for the Certification of Educators (GACE) Elementary Education Assessment, Test 1 (001)	Weak	Test does not adequately address all five core components of reading (does not adequately address fluency)	
Hawaii	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Hawaii	Praxis Elementary Education Assessment (5006), Reading and Language Arts & Social Studies (5007)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, phonics, vocabulary, or comprehension)	
Idaho	Praxis Elementary Education: Multiple Subjects (5001),	Weak	Test does not adequately address all five core components of reading	

	Reading and Language Arts (5002) subtest		(does not adequately address vocabulary)	
Idaho	Praxis Elementary Education: Content Knowledge for Teaching (7811), Reading and Language Arts - CKT (7812) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, or vocabulary)	
Idaho	Idaho Comprehensive Literacy Assessment (ICLA)	Weak	Test adequately addresses the five core components of reading, but also includes four or more contrary practices	
Illinois	Illinois Licensure Testing System (ILTS) Elementary Education (grades 1-6) (305)	Weak	Test adequately addresses the five core components of reading but combines reading with other subjects	
Indiana	Praxis Elementary Education Assessment (5006), Reading and Language Arts & Social Studies (5007)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, phonics, vocabulary, or comprehension)	
Iowa	Iowa does not require a reading licensure test	N/A		
Kansas	Praxis Elementary Education: Content Knowledge for Teaching (7811), Reading and	Weak	Test does not adequately address all five core components of reading (does not adequately address	

	Language Arts - CKT (7812) subtest		phonemic awareness, fluency, or vocabulary)	
Kentucky	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Louisiana	Praxis Elementary Education: Teaching Reading: Elementary (5205)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	Louisiana will begin requiring that candidates pass either the Praxis 5205 or Praxis 5206 in January 2024. The state previously required that candidates pass the Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest, a weak test.
Louisiana	Praxis Elementary Education: Teaching Reading: K-12 (5206)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	Louisiana will begin requiring that candidates pass either the Praxis 5205 or Praxis 5206 in January 2024. The state previously required that candidates pass the Praxis Elementary Education: Multiple Subjects (5001),

				Reading and Language Arts (5002) subtest, a weak test.
Maine	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Maryland	Praxis Elementary Education: Teaching Reading: Elementary (5205)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Massachusetts	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Massachusetts	Massachusetts Tests for Educator Licensure (MTEL) Reading Specialist (62)	Acceptable	Test adequately addresses the five core components of reading and does not combine reading/ELA with other subjects	
Michigan	Michigan Test for Teacher Certification (MTTC) Lower Elementary (PK-3) [117-120], Subtest 2: Literacy	Acceptable	Test adequately addresses the five core components of reading and does not combine reading/ELA with other subjects	

Michigan	Michigan Test for Teacher Certification (MTTC) Upper Elementary (3-6) [121-124], Subtest 2: Literacy	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, phonics,	
Minnesota	Minnesota Teacher Licensure Examinations (MTLE) Elementary Education (Grades K-6), Subtest 1	Acceptable	Test adequately addresses the five core components of reading and does not combine reading/ELA with other subjects	
Mississippi	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Missouri	Missouri Educator Gateway Assessment (MEGA): Elementary Education Multi-Content (073 & 074), Subtest II (Field 074)	Weak	Test adequately addresses the five core components of reading but combines reading with other subjects	
Montana	Praxis Elementary Education: Content Knowledge (5018)	Weak	Test does not adequately address all five core components of reading (does not adequately address fluency, vocabulary)	
Nebraska	Praxis Elementary Education: Curriculum, Instruction and Assessment (5017)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, vocabulary)	

Nevada	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
New Hampshire	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
New Jersey	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
New Mexico	Praxis Elementary Education: Teaching Reading: Elementary (5205)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
New York	New York State Teacher Certification Exams (NYSTCE) Multi-Subject: Teachers of Childhood (Grades 1-6), Part One: Literacy and English Language Arts (221)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, phonics, fluency, or vocabulary)	
North Carolina	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	

North Dakota	Praxis Elementary Education: Curriculum, Instruction and Assessment (5017)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, vocabulary)	
Ohio	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Oklahoma	Certification Examinations for Oklahoma Educators (CEOE) Elementary Education, Subtest 1: Reading/Language Arts (150)	Acceptable	Test adequately addresses the five core components of reading and does not combine reading/ELA with other subjects	
Oklahoma	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Oregon	National Evaluation Series: Elementary Education, Subtest I (102)	Weak	Test adequately addresses the five core components of reading but combines reading with other subjects	
Pennsylvania	Pennsylvania Educator Certification Test (PECT) PreK-4, Module 2	Weak	Test adequately addresses the five core components of reading but combines reading with other subjects	

Rhode Island	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
South Carolina	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
South Carolina	Praxis Elementary Education: Content Knowledge for Teaching (7811), Reading and Language Arts - CKT (7812) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, or vocabulary)	
South Dakota	Praxis Early Childhood Education (5025)	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, vocabulary)	
South Dakota	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
South Dakota	Praxis Elementary Education: Content Knowledge for Teaching (7811), Reading and	Weak	Test does not adequately address all five core components of reading (does not adequately address	

	Language Arts - CKT (7812) subtest		phonemic awareness, fluency, or vocabulary)	
Tennessee	Praxis Elementary Education: Teaching Reading: Elementary (5205)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Texas	The Science of Teaching Reading Exam	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Utah	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Vermont	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
Virginia	Praxis Elementary Education: Teaching Reading: Elementary (5205)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Washington	National Evaluation Series: Elementary Education, Subtest I (102)	Weak	Test adequately addresses the five core components of reading but	

			combines reading with other subjects	
West Virginia	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	
West Virginia	Praxis Elementary Education: Content Knowledge for Teaching (7811), Reading and Language Arts - CKT (7812) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address phonemic awareness, fluency, or vocabulary)	
Wisconsin	Foundations of Reading (190)	Strong	Test addresses more than 75% of topics in each component and does not combine reading/ELA with other subjects	
Wyoming	Praxis Elementary Education: Multiple Subjects (5001), Reading and Language Arts (5002) subtest	Weak	Test does not adequately address all five core components of reading (does not adequately address vocabulary)	

Key Info + Definitions

Data collected by the National Council on Teacher Quality (NCTQ). Ratings were shared with state education agencies and testing companies for review, verification, and feedback in advance of publication.

For the purposes of this state policy brief, [False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction](#), we defined the ratings for elementary teacher licensure tests as follows:

Strong tests go beyond the criteria to be considered acceptable (described below). Tests designated as strong also assess an average of at least 75% of the topics identified within each component, in addition to addressing how to support struggling readers and English learners, as well as either speakers of English language varieties or advanced readers (or both).

Acceptable tests address at least half of all topics identified within each of the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension), do not combine reading with other subjects (e.g., math or science) and include few practices contrary to the research.

Weak tests either address less than half of the topics in one or more components, combine reading with one or more other subjects (e.g., math or science), or include four or more practices contrary to the research (without clearly identifying that these are undesirable teaching practices).

Unacceptable tests cover none of the topics in one or more components, or do not cover all five components adequately and also include four or more contrary practices.

See [Appendix: Methodology for the review of state reading licensure tests](#) for more details.