Welcome to The Praxis™ Study Companion

Prepare to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a Praxis™ test.

Using The Praxis Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the tests
- Specific information on the Praxis test you are taking
- A template study plan
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!
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1. Know What to Expect

Familiarize yourself with the Praxis tests so you know what to expect

Which test should I take?
Each state or agency that uses the Praxis tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency’s testing requirements at www.ets.org/praxis/states.

How are the Praxis tests given?
Praxis I® and Praxis II® tests are given in both computer and paper formats. **Note:** Not all Praxis II tests are offered in both formats.

Should I take the computer- or paper-delivered test?
You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats. To help you decide, watch the What to Expect on Test Day video for computer-delivered tests.

If I’m taking more than one Praxis test, do I have to take them all in the same format?
No. You can take each test in the format in which you are most comfortable.

Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?
No. The computer-delivered test and paper-delivered test cover the same content.

Where and when are the Praxis tests offered?
You can select the test center that is most convenient for you. The Praxis tests are administered through an international network of test centers, which includes some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the Praxis Web site for more detailed test registration information at www.ets.org/praxis/register.
2. Familiarize Yourself with Test Questions

*Become comfortable with the types of questions you’ll find on the Praxis tests*

The Praxis tests include two types of questions — multiple-choice (for which you select your answers from a list of choices) and constructed-response (for which you write a response of your own). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don’t spend time during the test figuring out how to answer them.

**Understanding Multiple-Choice Questions**

Many multiple-choice questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?
(A) Strawberry
(B) Cherry
(C) Vanilla
(D) Mint

**How would you answer this question?**

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

1) **Limit your answer to one of the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer multiple-choice questions on the practice tests.
Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

(A) Literal and inferential
(B) Concrete and abstract
(C) Linear and recursive
(D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don’t be intimidated by words you may not understand. It might be easy to be thrown by words like “recursive” or “inferential.” Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for multiple-choice questions containing “NOT,” “LEAST,” and “EXCEPT”

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

From time to time, new multiple-choice formats are developed to find new ways of assessing knowledge. The latest tests may include audio and video components, such as a movie clip or animation, instead of the more traditional map or reading passage. Other tests may allow you to zoom in on details of a graphic or picture. Tests may also include interactive questions that take advantage of technology to assess knowledge and skills. They can assess knowledge more than standard multiple-choice questions can. If you see a format you are not familiar with, read the directions carefully. They always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to select a single answer from a list of options. Other questions may ask you to respond in the following ways:
Step 2: Familiarize Yourself with Test Questions

- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer or, if the test has an on-screen calculator, you may need to transfer the calculated result from the calculator to the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.

- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of options and drag your answers to the appropriate location in a table, paragraph of text or graphic.

- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions on how to respond. See the Praxis Computer-delivered Testing Demonstration on the Praxis website to learn more about Praxis tests and to see examples of some of the types of questions you may encounter.

**QUICK TIP:** Don’t make the questions more difficult than they are. Don’t read for hidden meanings or tricks. There are no trick questions on Praxis tests. They are intended to be serious, straightforward tests that accurately assess your knowledge.

**Understanding Constructed-Response Questions**

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay and problem solving are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”
- “We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”
- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work.”

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.

b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.
Keep these things in mind when you respond to a constructed-response question

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP:** You may find that it helps to circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in “4. Learn About Your Test” on page 11.

**Understanding Computer-Delivered Questions**

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

Interactive question types may ask you to respond by:

- Typing in an entry box, particularly for a constructed-response question.
- Clicking an oval answer option for a multiple-choice question.
- Clicking on sentences. In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](https://www.PraxisWeb.com) on the Praxis Web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.
3. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the Praxis test is important to you so you need to understand what your scores mean and what your state requirements are.

**What are the score requirements for my state?**

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

**If I move to another state, will my new state accept my scores?**

The Praxis Series tests are part of a national testing program, meaning that they are required in more than one state for licensure. The advantage of a national program is that if you move to another state that also requires Praxis tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

**How do I know whether I passed the test?**

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

**What your Praxis scores mean**

You received your score report. Now what does it mean? It’s important to interpret your score report correctly and to know what to do if you have questions about your scores.


To access Understanding Your Praxis Scores, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

**Put your scores in perspective**

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test
- Your Recognition of Excellence (ROE) Award status, if applicable (found at www.ets.org/praxis/scores/understand/roe)

If you have taken the same test or other tests in The Praxis Series over the last 10 years, your score report also lists the highest score you earned on each test taken.
Content category scores and score interpretation

On many of the Praxis tests, questions are grouped into content categories. To help you in future study or in preparing to retake the test, your score report shows how many "raw points" you earned in each content category. Compare your "raw points earned" with the maximum points you could have earned ("raw points available"). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates Praxis tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

These resources may also help you interpret your scores:

- Understanding Your Praxis Scores (PDF), found at www.ets.org/praxis/scores/understand
- The Praxis Series Passing Scores (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states
4. Learn About Your Test

Learn about the specific test you will be taking

Social Studies: Content and Interpretation (0086/5086)

Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Social Studies: Content and Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>0086</td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
</tr>
<tr>
<td>Number of Questions</td>
<td>90 multiple-choice questions (Part A), 3 constructed-response questions (short-answer essays) (Part B)</td>
</tr>
<tr>
<td>Format</td>
<td>Multiple-choice and constructed-response questions</td>
</tr>
<tr>
<td>Test Delivery</td>
<td>Paper delivered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. United States History</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>II. World History</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>III. Government/Civics</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>IV. Economics</td>
<td>13</td>
<td>11%</td>
</tr>
<tr>
<td>V. Geography</td>
<td>13</td>
<td>11%</td>
</tr>
<tr>
<td>VI. Behavioral Sciences</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>VII. Short Content Essays</td>
<td>3</td>
<td>25%</td>
</tr>
</tbody>
</table>

Pacing and Special Tips

In allocating time on this assessment, it is expected that about 90 minutes will be spent on the multiple-choice section and about 30 minutes will be spent on the constructed-response section; the sections are not independently timed.

About This Test

The Social Studies: Content and Interpretation test assesses the knowledge and skills necessary for a beginning secondary school social studies teacher. The test is based on the understanding and application of social studies knowledge, concepts, methodologies, and skills across the fields of United States History, World History, Government/Civics, Geography, Economics, and Behavioral Sciences. Some of the multiple-choice and all of the short-essay questions are interdisciplinary, reflecting the complex relationship among the social studies fields. Some questions are based on interpreting stimulus material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs.

The three equally weighted short-answer/essay questions will focus on important historical events and issues as well as on fundamental social studies concepts. These questions, which should take about 10 minutes each to complete and will together comprise 25 percent of the examinee’s score, will emphasize the exercise of critical thinking skills, requiring the reading and interpreting of social studies materials (such as maps, charts,
Step 4: Learn About Your Test

quotations); drawing inferences from such materials; and placing these materials in their historical, geographical, political, and economic contexts. The 90 equally weighted multiple-choice questions will constitute 75 percent of the examinee’s score.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. United States History

- Understands basic North American geography, peoples, and cultures prior to European colonization
- Understands how and why European colonies in North America were founded and developed
- Understands how European, African, and Native American peoples interacted in North America during the colonial period
- Understands the origins of the American Revolution and its impact on the founding of the United States
- Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States
- Understands the causes and consequences of territorial expansion of the United States
- Understands the causes and consequences of 19th-century sectionalism, the Civil War, and Reconstruction
- Understands the relationships among industrialization, urbanization, and immigration in the late 19th and early 20th centuries
- Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal
- Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad
- Understands the origins, development, and consequences of the Cold War both abroad and domestically
- Understands the impact of social, economic, and technological changes in the latter half of the 20th century (e.g., counterculture, globalization, information age)
- Understands the political realignment from the New Deal and the Great Society through the rise of conservatism
- Understands the ongoing impact of race, gender, and ethnicity throughout American history
- Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy
- Understands the emergence of the United States as a world power and the evolving role of the United States in the world
- Understands the influence of religion on American society throughout American history
- Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor)
- Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States
- Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history

II. World History

- Knows the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.
- Knows the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 C.E. to 1400 C.E.
- Knows the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment
- Knows the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
- Knows the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.
- Knows the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
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III. Government/Civics/Political Science
- Understands political theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)
- Understands United States government and politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs, and behaviors; electoral process, political parties, interest groups, and mass media
- Understands comparative politics and international relations: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy; the theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law

IV. Geography
- Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective
- Is familiar with the use of mental maps to organize spatial information
- Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global
- Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau)
- Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data
- Understands how physical processes, climate patterns, and natural hazards affect human societies
- Knows the characteristics and spatial distribution of Earth's ecosystems
- Understands the interrelationships of humans and their environments
- Understands renewable and nonrenewable natural resources
- Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities
- Understands patterns of migration (internal and international) and settlement (urban and rural)
- Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies)
- Knows contemporary patterns and impacts of development, industrialization, and globalization
- Understands demographic patterns (e.g., composition, density, distribution) and demographic change
- Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict
V. Economics

- Understands Microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency, and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets, and behavior of firms
- Understands Macroeconomics: measures of economic performance, unemployment, inflation, business cycle, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth

VI. Behavioral Science

- Understands how human behavior is influenced by society and society's groups and institutions
- Understands how culture and cultural change, human adaptation, and diversity influence human behavior
- Understands how individual behavior is affected by learning, personal identity, and development
5. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective Praxis test preparation doesn’t just happen. You’ll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day. A helpful resource is the Strategies for Success video, which includes tips for preparing and studying, along with tips for reducing test anxiety.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It’s true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You’ll find specific information on the test you’re taking in “4. Learn About Your Test” on page 11, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other Praxis tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The Praxis tests are demanding enough to require serious review of likely content, and the longer you’ve been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you’ve studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the Praxis tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many Praxis tests at www.ets.org/praxis/testprep. Each guide provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.
5) **Practice explaining the key concepts.**

*Praxis* tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you’ll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) **Understand how questions will be scored.**

Scoring information can be found in “3. Understand Your Scores” on page 9.

7) **Develop a study plan.**

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 20 to organize your efforts.

And most important—get started!

**Would a Study Group Work for You?**

**Using this guide as part of a study group**

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group’s study program.** Parts of the study plan template, beginning on page 18 can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Dates I will study the content”), you can create an overall schedule for your group’s study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 11 to select topics, and then select practice questions, beginning on page 24.

- **Prepare your presentation for the group.** When it’s your to turn present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
• **Take the practice test together.** The idea of the practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

• **Learn from the results of the practice test.** Score one another’s answer sheets. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.

• **Be as critical as you can.** You’re not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.

• **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.

• **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.
6. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the Praxis I® Pre-Professional Skills Test: Reading test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 11 to help complete it.

Use this worksheet to:
1. Define Content Areas: List the most important content areas for your test as defined in the Topics Covered section.
2. Determine Strengths and Weaknesses: Identify your strengths and weaknesses in each content area.
3. Identify Resources: Identify the books, courses, and other resources you plan to use for each content area.
4. Study: Create and commit to a schedule that provides for regular study periods.

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<tr>
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</tr>
<tr>
<td>Test Date:</td>
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<th>Content covered</th>
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<tbody>
<tr>
<td><strong>Literal Comprehension</strong></td>
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<tr>
<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/15/12</td>
<td>9/15/12</td>
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<tr>
<td>Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/17/12</td>
<td>9/17/12</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/20/12</td>
<td>9/21/12</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Identify key transition words/phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/25/12</td>
<td>9/26/12</td>
</tr>
<tr>
<td>Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
<td>9/25/12</td>
<td>9/27/12</td>
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<tr>
<td><strong>Critical and Inferential Comprehension</strong></td>
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<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
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<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author’s discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
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<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
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<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Draw inferences/implications from directly stated content of reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/8/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/8/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/15/12</td>
<td>10/17/12</td>
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<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/22/12</td>
<td>10/24/12</td>
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<tr>
<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/24/12</td>
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<tr>
<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/27/12</td>
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# My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in the Learn about Your Test and Topics Covered sections.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
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7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the Praxis test and make the best use of your time.

Should I Guess?
Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?
Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the “Skip” function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

Are there trick questions on the test?
No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?
No. You might have heard this myth: the answers on multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?
Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

1. **For a paper-delivered test, put your answers in the right bubbles.** It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.

2. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you
can go back over the questions you left blank. Even if you don't know the answer the second time you read
the questions, see if you can narrow down the possible answers, and then guess.

3. **Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you
to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate
test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you
to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if
you find yourself becoming bogged down in one section, you might decide to move on and come back to
that section later.

4. **Read all of the possible answers before selecting one.** Then reread the question to be sure the answer
you have selected really answers the question. Remember, a question that contains a phrase such as “Which
of the following does NOT …” is asking for the one answer that is NOT a correct statement or conclusion.

5. **Check your answers.** If you have extra time left over at the end of the test, look over each question and
make sure that you have answered it as you intended. Many test takers make careless mistakes that they
could have corrected if they had checked their answers.

6. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the
questions correctly. Your score on this test is not analogous to your score on the GRE® or other similar-looking
(but in fact very different) tests. It doesn't matter on the Praxis tests whether you score very high or barely
pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for
obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum
passing score. You can find passing scores for all states that use The Praxis Series tests at
http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are
seeking certification/licensure.

7. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress
and decreases the likelihood that you will do your best. Highly qualified educators and test development
professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure
of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure
requirement. The best thing to do is concentrate on answering the questions.
8. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

This test is available via paper delivery or computer delivery. Other than the delivery method, there is no difference between the tests. The test content is the same in both test formats.

To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.

Mr. Harrison, a fifth-grade social studies teacher, recognizes that students are experiencing difficulty comprehending a chapter in the textbook. Mr. Harrison decides to use a strategy in which he and his students share responsibility for discussions as they predict, clarify, and summarize while reading the text. Mr. Harrison is most likely using which of the following instructional strategies?

- Modeling
- Reciprocal teaching
- Coaching
- Guided reading

Answer the question above by clicking on the correct response.
Step 8: Practice with Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. President Abraham Lincoln’s Emancipation Proclamation declared free only those slaves who
   (A) were living in the areas still in rebellion
   (B) were serving in the Union armies
   (C) were living in the border states
   (D) had escaped to Northern states

2. The legal basis for the escalation of United States involvement in the Vietnam War was the
   (A) declaration of war by Congress
   (B) passage of the Gulf of Tonkin Resolution by Congress
   (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
   (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)

3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
   (A) Music
   (B) Theology
   (C) Mathematics
   (D) Law

4. The term “Cold War” refers to the
   (A) race between the United States and the Soviet Union to claim ownership of Antarctica
   (B) contest between the United States and the European Union for economic domination in the West
   (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
   (D) competition between the Soviet Union and China for the resources of the Pacific Rim

5. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?
   (A) Government authority is created as the result of a social contract.
   (B) Government must enforce religious law to prevent moral decay.
   (C) Government must enforce the majority’s will regardless of the wishes of the minority.
   (D) Government must bend to the will of the educated minority.

6. Which of the following is an example of a concurrent power?
   (A) The printing and coining of money
   (B) The power to declare war
   (C) The process of naturalization
   (D) The levying of taxes

7. According to Erik Erikson, the primary dilemma faced in adolescence is
   (A) industry versus inferiority
   (B) identity versus identity confusion
   (C) generativity versus stagnation
   (D) integrity versus despair
8. The map above shows which of the following to be true about precipitation in China?
   (A) The north receives more precipitation than the south.
   (B) The driest region is the northeast.
   (C) The southeast receives the most precipitation.
   (D) The west receives more precipitation than the east.

9. If the tax rate for a single person with $25,000 in taxable income is 24 percent, and the tax rate for a single person with $20,000 in taxable income is 20 percent, the tax rate over this income range is
   (A) regressive
   (B) progressive
   (C) proportional
   (D) revenue neutral
10. On the map above, which number indicates a region that was NOT a center of early urban civilization?
   (A) 1  
   (B) 2  
   (C) 3  
   (D) 4

11. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?
   (A) A United States car dealer importing Japanese cars  
   (B) A Japanese tourist vacationing in the United States  
   (C) A worker in the United States food industry  
   (D) A Japanese baker buying United States wheat

12. The graph above indicates that rapid population growth is most likely to occur in
   (A) stage I only  
   (B) stage II only  
   (C) stages I and III only  
   (D) stages II and III only
13. An increase in the real interest rate in the United States relative to its trading partners will most likely result in which of the following?
   (A) An increase in United States imports
   (B) An increase in United States exports
   (C) A decrease in the demand for the United States dollar
   (D) A decrease in the United States trade deficit

14. Operant conditioning would be most useful for
   (A) determining the attachment level of a toddler
   (B) increasing on-task behavior in the classroom
   (C) measuring a dependent variable
   (D) preventing anterograde amnesia

15. Poverty as defined by the United States government is best understood as
   (A) the index value of government services such as Medicaid and public housing
   (B) the concept of relative deprivation and based on changes in the distribution of income
   (C) an absolute level set in the 1960s and since adjusted to reflect inflation at the consumer level
   (D) a concept based on lifestyle and measured on a sliding scale based on the needs of an individual

16. In one hour, Amanda can type five pages of a report or she can make 10 sandwiches. The opportunity cost of typing one page of a report is
   (A) 2 sandwiches
   (B) 5 sandwiches
   (C) 10 sandwiches
   (D) 50 sandwiches

17. Some observers argue that a limitation of the official unemployment rate is that it understates the true unemployment level because it fails to include which of the following?
   (A) New entrants to the labor market
   (B) People who are laid off and are looking for new jobs
   (C) Discouraged people who have given up looking for jobs
   (D) Full-time students looking for part-time jobs

18. The use of inexpensive labor in Asian countries by footwear companies based in the United States and Europe is an example of which of the following?
   (A) Primary economic activity
   (B) Global division of labor
   (C) Intervening opportunity
   (D) Global-local continuum

19. Reindeer herding as an economic activity of the Sami in Norway is an example of which of the following types of diffusion?
   (A) Stimulus
   (B) Hierarchical
   (C) Relocation
   (D) Contagious

20. The federal government can influence the policies of state governments through use of
   (A) grants-in-aid
   (B) the line-item veto
   (C) executive privilege
   (D) separation of powers
21. According to Article III, Section 1, of the United States Constitution, judges “shall hold their offices during good behavior…” A consequence of this clause is that
(A) Congress cannot remove federal judges from office
(B) federal judges have political independence to fulfill their duties
(C) the president has no influence over the composition of the Supreme Court
(D) federal judges lack opportunity for advancement or promotion

22. People who believe their political views are important, that government will respect these views, and that their views can influence political affairs are said to have a strong sense of
(A) political partisanship
(B) political alienation
(C) political allegiance
(D) political efficacy

23. Which of the following has reduced the power of political parties?
(A) An increase in the number of direct primary elections
(B) A surge in soft-money campaign contributions
(C) Stricter voter registration requirements
(D) A decline in the number of political action committees

24. The quotation above describes group participation in an event that was most characteristic of which of the following?

“I counted seven ministers all preaching at once . . . . Some of the people were singing, others praying, some crying for mercy in the most piteous accents.”

25. During President Dwight Eisenhower’s administration in the 1950s, the federal government promoted significant changes in transportation in the United States by
(A) establishing generous subsidies for urban mass transit
(B) sponsoring research to develop less polluting automobiles
(C) funding the construction of the interstate highway system
(D) funding the establishment of a national railroad passenger system

26. The construction of a transportation network that included roads, canals, and steamboats that took shape in the United States in the early decades of the 19th century had which of the following effects in the years before the Civil War?
(A) It decreased the need for immigrant labor.
(B) It stimulated the development of a market revolution.
(C) It weakened the plantation system in the Southern states.
(D) It transformed the United States into an international military power.
27. Which of the following statements reflects the Confucian worldview that figured prominently in classical Chinese culture?

(A) Having faith in God will be rewarded in the afterlife.
(B) Life’s ultimate goal is to escape the suffering inherent in the endless cycle of death and reincarnation.
(C) A life of quiet contemplation and isolation from worldly temptations will result in self-perfection.
(D) Observing rules of proper behavior toward others will ensure social and political harmony.

28. The map above best illustrates which of the following aspects about the unification of Germany between 1866 and 1871?

(A) It was achieved through a combination of diplomatic and military means.
(B) It was led by the government of German-speaking Austria.
(C) The states that became part of unified Germany in 1871 had previously been allies of Austria.
(D) Prussians could vote for Parliament in the unified German state, but Germans from other states could not vote for Parliament.

29. Which of the following groups was converted to Christianity by missionaries from the Byzantine Empire?

(A) Franks
(B) Vikings
(C) Russians
(D) Anglo-Saxons
Answers to Sample Questions

1. The correct answer is (A). The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, President Abraham Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.

2. The correct answer is (B). There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the president to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”

3. The correct answer is (C). At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the 12th century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.

4. The correct answer is (C). The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.

5. The correct answer is (A). Hobbes and Locke both agreed that government authority was established through a social contract, although their views of the nature of that authority differed.

6. The correct answer is (D). A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes. The powers described in (A), (B), and (C) are reserved to the federal government alone.

7. The correct answer is (B). Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of ego identity.

8. The correct answer is (C). The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).

9. The correct answer is (B). A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning $25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.

10. The correct answer is (A). City civilizations developed early along the Nile River, the Sindhu (Indus) River, and the Yangtze, but not along the Amazon.

11. The correct answer is (A). Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so (B) and (D) are incorrect. (C) is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. food industry.

12. The correct answer is (B). In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.

13. The correct answer is (A). If the real interest rate (that is, the interest rate adjusted for inflation) increases in the United States, foreign investors will transfer money to the United States in order to get a better return on investment. As a result, the dollar will increase in value relative to other currencies. The increase in the value of the dollar will in turn make imports to the United States cheaper, and consumers and businesses in the United States will therefore buy more imported goods.
14. The correct answer is (B). Operant conditioning involves the use of reinforcement to increase or decrease the frequency or intensity of a behavior. So, for example, a reward provided for on-task behavior might increase the frequency of this behavior. Operant conditioning is involved in creating behavior, not evaluating it, so (A) and (C) are incorrect. Also, because anterograde amnesia is caused by an organic process, such as disease or injury, operant conditioning cannot prevent it.

15. The correct answer is (C). The United States government in the 1960s set the poverty line as an absolute—the threshold below which families or individuals are considered to be lacking the resources to meet the basic needs for healthy living: having insufficient income to provide the food, shelter, and clothing needed to preserve health. The measure hasn’t changed much since then, with the exception of periodic adjustment for inflation, using the consumer price index.

16. The correct answer is (A). The opportunity cost of typing one page of the report is calculated as the reduction in the number of sandwiches divided by the gain in number of pages typed. Therefore, the opportunity cost of typing one page is 10/5, which equals two sandwiches.

17. The correct answer is (C). One of the reasons for understating the true unemployment level is that the official measure excludes discouraged workers—people who, after a long search, give up looking for jobs. These people are still unemployed, but they are not counted when calculating the unemployment rate. (A) and (B) are incorrect since both new entrants and laid-off workers looking for new jobs are classified as unemployed. (D) is incorrect since full-time students are not part of the labor force.

18. The correct answer is (B). Innovations in communication and transportation systems have made it possible for corporations to move labor-intensive manufacturing activities to peripheral countries where labor is cheap, tax rates are low, and there are few regulations. Primary economic activity (A) refers to extractive industries such as mining. Intervening opportunity (C) is not correct, because the concept relates to the attractiveness of a near site for an activity that diminishes the prospects of a site farther away. Although the global-local continuum is the idea that the world is comprised of interconnected series of relationships across space, (D) is not correct, because the concept primarily refers to the direct effect that events at the global level have at the local level.

19. The correct answer is (A). Stimulus diffusion is a type of diffusion in which the concept is taken and applied to an established way of life. Thus, the activity of herding that developed first with cattle was transferred to the Sami who applied herding to their native reindeer, animals of the North. Cattle would not survive the environment of the Sami, but the concept of herding was definitely useful.

20. The correct answer is (A). A grant-in-aid is money coming from central government for a specific project. This kind of funding is used when the government and Congress have decided that the recipient should be publicly funded but operate with reasonable independence from the federal government. This is a clear way to exercise influence over the policies of state governments. The line-item veto pertains to the power of an executive (the president in case of the federal government) to nullify or cancel specific provisions of a bill, usually budget appropriations made by Congress. Executive privilege is the power claimed by the president and other members of the executive branch to resist certain subpoenas and other interventions by the legislative and judicial branches of government. It makes no reference to federal government influence over state governments. Separation of powers is a model for the governance in democratic states, whereby authority is divided into branches or estates, each with separate and independent powers and areas of responsibility.

21. The correct answer is (B). The principle of separation of powers, most clearly spelled out in Article III, Section 1, is intended to render the judiciary free of executive or legislative influence. This life tenure arguably ensures judicial objectivity and impartiality. The other distractors do not work, as judges can be removed by impeachment and conviction by congressional vote; note the use of the term “good behavior.” Presidents do have influence over Supreme Court appointments, and federal judges have ample opportunities for advancement through the court system.

22. The correct answer is (D). Political efficacy is defined as a person’s faith in his or her influence on the political process. It is indicative of trust in government and is commonly measured by surveys and used as an indicator for the broader health of civil society. As such, efficacy is not about allegiance to a political party or ideology, or about the lack of such allegiance.
23. The correct answer is (A). The direct primary enabled individual voters to get around the system of entrenched party machine politics of the early 20th century. The direct primary system allowed individual politicians to build power free from the encumbrances that the parties provided. Party organization and party leaders increasingly became less important and marginalized along with party principles and ideologies, as the identity of the candidate became the most visible factor. Voter registrations still tend to draw out ideological affiliation and self-identification as a Democrat or a Republican. Parties, however, have increasingly become less relevant as the ideological space they inhabit shrinks. All this comes at a time when issue-driven political action committees (PACs) and funding sources have continued to proliferate.

24. The correct answer is (B). Emotionalism and a high degree of mass participation were characteristic of the revivals of the Second Great Awakening. In comparison, a meeting of Quakers in the 18th century or a presentation to the Chautauqua Assembly or the Women's Christian Temperance Union were likely to have been more restrained.

25. The correct answer is (C). The construction of the interstate highway system was a major federal initiative of the 1950s, funded by an act of Congress in 1956. The federal government did not spend substantial amounts of money on research related to automobile pollution control, urban mass transit, or a national railroad system during this period.

26. The correct answer is (B). By 1850, the United States had put in place a transportation network based on roads, canals, and steamboats. This network enabled factories and farms to get their goods to market much more efficiently and cheaply. Economic expansion increased the demand for immigrant labor; the plantation economy was also strengthened. The nation did not, however, become an international military power during this period.

27. The correct answer is (D). Confucianism teaches that the duty of mutually appropriate behavior in various interpersonal relationships is central to all human interaction. Relationships within the family, such as parent-child and husband-wife, as well as more general social and political relationships, such as elder-junior and ruler-ruled, all entail an expectation of proper behavior by either side.

28. The correct answer is (A). The map shows that some German states joined the North German Confederation and joined the German Empire on their own accord, while other German states were annexed by Prussia as a result of military victories (in the Prussian-Austrian War of 1866, and in the Franco-Prussian War of 1870–1871). The southern states that joined the Empire in 1871 (Bavaria, Baden, Württemberg, and Hesse-Darmstadt) had previously been allies of Austria (in the Prussian-Austrian War of 1866), but that is not reflected in the map.

29. The correct answer is (C). The Russian Grand Prince of Kiev, Vladimir I, converted to Christianity in A.D. 988 and ordered the conversion of his subjects in the Byzantine (Greek Orthodox) rite. The Franks and Vikings were converted by papal emissaries from Rome, and the Anglo-Saxons were converted in part by Celtic Irish and Scottish missionaries and in part by Augustine of Canterbury, a missionary appointed by Pope Gregory the Great.
About the Constructed-response Questions

The test contains three constructed-response questions that require you to demonstrate the ability to understand and analyze important historical events and issues as well as fundamental social studies concepts. All of the short-essay questions are interdisciplinary, reflecting the complex relationship among the social studies fields; each essay question will draw on economics, government, or geography, in addition to historical subject matter. All of the essay questions are based on interpreting stimulus material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs. These questions, which should take about 10 minutes each to complete and will together comprise 25 percent of your score, will require you to exercise critical thinking skills and to draw inferences from the stimulus material and place them in an appropriate context.

Sample Test Questions (Constructed Response)

This section presents sample questions and responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses. Readers will assign scores based on the following scoring guide.

Scoring Guide

Score of 3

- Shows a thorough understanding of the stimulus (where appropriate)
- Provides an accurate and complete response
- Provides the analysis required by the question
- Applies appropriate subject-matter knowledge
- May contain minor errors

Score of 2

- Shows an adequate understanding of the stimulus (where appropriate)
- Provides a mostly accurate and complete response
- Provides most of the analysis required by the question
- Applies mostly appropriate subject-matter knowledge
- May contain significant errors

Score of 1

- Shows little understanding of the stimulus (where appropriate)
- Provides a basically inaccurate and incomplete response
- Provides little of the analysis required by the question
- Applies mostly inappropriate subject-matter knowledge

Score of 0

- A totally or almost completely incorrect response; or simply rephrases the question
Sample Question 1

“I submit that an individual who breaks a law that conscience tells him is unjust, and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law.”

Martin Luther King, Jr., “Letter from Birmingham Jail” (1963)

(A) Briefly describe the approach to civil rights advocated by Martin Luther King, Jr., in the quotation above.

(B) Explain how TWO historical events or developments presented significant challenges to Martin Luther King, Jr.’s approach to civil rights issues.

Sample Response That Received a Score of 3

The Reverend Martin Luther King, Jr., emerged in the late 1950s and early 1960s as the preeminent leader in the African American Civil Rights movement. He preached nonviolent protest as the means by which African American rights would be recognized. He was arrested and jailed multiple times, each time accepting his sentence as part of his mission. The above statement is derived from a body of letters written by King while he was incarcerated. His letters communicated his goals and philosophies to his followers on the outside.

The growth of King’s ideals was stunted by increasing perceptions of the ineffectiveness of non-violence in the face of violent White police and vigilante oppression. Malcolm X became the figurehead of the “by any means necessary” movement that did not shy away from more confrontational protest tactics. Stokely Carmichael had been a young leader of the Student Nonviolent Coordinating Committee but he too became frustrated with peaceful protest and shifted toward a philosophy of violent resistance.

King’s own death in 1968 sparked race riots across the U.S. wherein built-up tensions in largely poor Black urban neighborhoods exploded into deadly violence and destruction.

Out of this urban fabric of racial tensions came the Black Panthers. The Panthers were largely a benevolent group in urban Black neighborhoods but the general feeling was that they were a militant group set on violent change.

Rationale

The response received a score of 3 because it accurately describes Martin Luther King, Jr.’s approach to civil rights issues as one based on nonviolent protest. It also explains various challenges to that approach, including the development of groups advocating violent tactics, supporting this explanation with specific details.
Welcome to the Praxis™ Study Companion

Sample Response That Received a Score of 2

Historical Context

Martin Luther King Jr., the leader of the Civil Rights movement, was arrested in Birmingham, AL for peacefully protesting. While in his jail cell, MLK wrote his famous letter addressing the clergy, the police and the people of Birmingham, AL. MLK’s letter addressed the lack of support from the government. He spoke of the injustice forced upon African Americans. He recognized the fact that America wanted to help the Jews of Germany from Hitler’s wrath, yet we could not help African Americans receive their equal rights. Martin Luther King’s peaceful protests helped eventually gain equal rights for African Americans and other minorities.

Two events

The first event that sparked a challenge for MLK was the Montgomery Bus Boycott in 1955. MLK was a young preacher when Ms. Rosa Parks refused to give up her seat on the bus. This event is considered the spark of the Civil Rights movement. MLK was able to gather the African American community of Montgomery and help them unite. He spoke of justice and peacefulness, and was able to lead a peaceful bus boycott for 387 days. The people of Montgomery joined together to support each other emotionally and physically through organized car pools. It was through the Montgomery Bus Boycott that MLK’s leadership came alive.

Another challenge for MLK was the development of SNCC - Student Nonviolent Coordinating Committee. MLK was the founder and leader of the SCLC - Southern Christian Leadership Conference, which practiced non-violence and peaceful protesting. The members of SCLCC were either members of the clergy or of a church, while the members of SNCC were young college students. The challenge was that SNCC wanted immediate results. They grew impatient with non-violence and often times found themselves reacting violently. MLK was challenged with the restructuring and unity of the two groups.

Rationale

The response received a score of 2 because it notes that Martin Luther King, Jr., emphasized peaceful protest. It explains only one challenge, the rise of the Student Nonviolent Coordinating Committee. The Montgomery bus boycott does not constitute a “challenge” as it was rather an example of the civil rights movement’s approach.

Sample Response That Received a Score of 1

Influenced by the non-violence campaign Mahatma Ghandi pursued, Martin Luther King Jr. attempted to address the question of Civil Rights in a law-abiding and non-violent way. King Jr. believed that if put in jail without a just cause would prove to strengthen his own cause as Ghandi’s imprisonment had done him. His idea was also that serving time in reaction to an unjust law will rally support to repeal such a law. While King’s policy may seem more appropriate for lower level laws and actions - history has shown that when passions ignite in anti-war protests like those held in the U.S. during the Vietnam War - non-violent acts become an afterthought. In moments like these, protesters were pushed to “do something” instead of voicing their opinions, and quietly serving their time in jail. As a result riots ensued with death the outcome.

Another more recent event, the attack in New York City on September 11, 2001 led to a nationwide bloodlust. Should the men who crashed the planes caused the death of so many people have been allowed to sit in a jail cell afterwards because they didn’t agree with the laws or workings of the United States?

Rationale

The response received a score of 1 because it identifies Martin Luther King, Jr.’s approach as a nonviolent one. However, the response does not clearly identify any challenge to King’s approach.
9. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/accommodations/plne.

What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the United States armed forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at www.ets.org/praxis/register/accommodations/monday_testing.

What if I have a disability or other health-related need?

The following accommodations are available for Praxis test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs (PDF), which can be found at http://www.ets.org/praxis/register/disabilities.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.
10. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You are prepared for the test. Now it’s time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you’re sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the Praxis test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response questions for a paper-delivered test
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can’t control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don’t let it bother you if the test doesn’t start exactly on time. You will have the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you’ve got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- scrap paper
- any electronic, photographic, recording, or listening devices

Note: All cell phones, smart phones (e.g., BlackBerry®, devices, iPhones®, etc.), PDAs, and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen USING such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.
Are You Ready?
Complete this checklist to determine whether you are ready to take your test.

☐ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?

☐ Have you followed all of the test registration procedures?

☐ Do you know the topics that will be covered in each test you plan to take?

☐ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?

☐ Do you know how long the test will take and the number of questions it contains?

☐ Have you considered how you will pace your work?

☐ Are you familiar with the types of questions for your test?

☐ Are you familiar with the recommended test-taking strategies?

☐ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?

☐ If constructed-response questions are part of your test, do you understand the scoring criteria for these items?

☐ If you are repeating a Praxis test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the Praxis test, do your best, pass it—and begin your teaching career!
Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the Praxis tests.

What do the Praxis tests measure?
The Praxis tests measure the specific pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual’s disposition toward teaching or potential for success. The assessments are designed to be comprehensive and inclusive, but are limited to what can be covered in a finite number of questions and question types.

What are the Praxis I tests?
The Praxis I tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. Praxis I tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

What are the Praxis II tests?
Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 Praxis II tests, which contain multiple-choice or constructed-response questions, or a combination of both.

What is the difference between Praxis multiple-choice and constructed-response tests?
Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific Praxis II pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the Praxis test.

Who takes the tests and why?
Some colleges and universities use the Praxis I tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Praxis I scores as part of their teacher licensing process.

Individuals entering the teaching profession take the Praxis II tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require Praxis II tests for professional licensing.

Do all states require these tests?
The Praxis Series tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires Praxis testing for licensure. You can find details at www.ets.org/praxis/states.
What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require The Praxis Series tests?

Your state chose The Praxis Series tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of The Praxis Series test development process. First, ETS asked them which knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and ETS Standards for Quality and Fairness.*

When your state adopted the research-based Praxis tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the Praxis tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

Appendix: Other Questions You May Have

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the Web?

All test takers can access their test scores via their Praxis account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log in to your Praxis account at www.ets.org/praxis and click on your score report. If you do not already have a Praxis account, you must create one to view your scores.

Note: You must create a Praxis account to access your scores, even if you registered by mail or phone.
Your teaching career is worth preparing for, so start today!
Let the Praxis™ Study Companion guide you.

To search for the Praxis test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

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