Reading Across the Curriculum: Elementary

0201/5201
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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*The Praxis™ Study Companion guides you through the 10 steps to success*

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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 tests are given in both computer and paper formats. Note: Not all Praxis 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 with. 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.

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 website 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 tables, graphs, or reading passages, provide only the information that the question asks 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, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the question as it refers to the material presented. So read the question carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for, and what details are given in the question that help you find the answer.

Here is an example of a format you might not have encountered before:

**Directions:** The following question asks you to analyze teacher goals and actions intended to lead to the achievement of the goal. Decide whether the action makes it likely or unlikely to lead to the achievement of the goal.
GOAL: To increase the participation of low-achieving middle-school students in whole-class discussions.

ACTION: Instead of asking for volunteers, the teacher randomly calls on students to discuss homework assignments.

(A) Likely, because students who feel anxiety about being called on will be more at ease and will pay more attention to class discussion.

(B) Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from these students.

(C) Unlikely, because students in the middle-school grades prefer to have a choice in responding to discussions.

(D) Unlikely, because students' positive feelings toward the teacher will decrease.

To answer this question correctly you must read the directions, which explain how the paragraph marked “GOAL,” the paragraph marked “ACTION” and the answer choices fit together. The answer is (B) because it is the only action that is both “likely” to be successful and “likely” to be the right reason. To answer this question, first decide whether or not the action was likely to achieve the desired goal. Then select the reason. This two-part selection process brings you to your answer.

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 of 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 each other 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.
Step 2: Familiarize Yourself with Test Questions

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 more detailed information on constructed-response scoring, see the Scoring Guide in the Test at a Glance section.
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 those 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 that you can find at www.ets.org/praxis/states.

How do I know if I passed the test?
You will receive passing score information on your score report for the score recipients that you listed when you registered. 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 which 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](http://www.ets.org/praxis/scores/understand)
- The Praxis Series Passing Scores (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)
4. Learn About Your Test

Learn about the specific test you will be taking

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<td>20%</td>
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<td>II. Reading Materials and Instruction; Reading Environment</td>
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<td>III. Reading Comprehension</td>
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<td>IV. Assessment of Reading</td>
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<tr>
<td>• Reading Materials, Instruction, and Environment</td>
<td>1</td>
<td>33.3%</td>
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<tr>
<td>• Reading Comprehension</td>
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About This Test

The Reading Across the Curriculum: Elementary test is designed for persons completing teacher training programs with at least two or three courses in reading who are planning to teach at the elementary level or persons who are currently teaching and have the option of taking this test in lieu of state-mandated course work. The 60 multiple-choice questions and the three constructed-response questions assess knowledge of the content and skills necessary to be an effective teacher of reading as well as the ability to apply knowledge of content and skills in the teaching of reading to all students. The multiple-choice questions and the constructed-response questions each constitute about one-half of the total test. The test questions involve the selection and application of ideas and practices to reading instruction from the earliest stages of language acquisition through the development of literacy skills across the curriculum. The content is based on categories and competencies developed by the Professional Standards and Ethics Committee of the International Reading Association.

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

Topics Covered

I. Theory of Reading as a Process and Language Acquisition and Early Literacy

- Demonstrate an understanding of the major theories of language development, cognition, and learning, including acquisition of language, social interaction, use of language for communication, relationship between oral and written language, activation of prior knowledge, construction of schemata, use of text structure, use of cueing systems, and development of reader response
- Demonstrate an understanding of the relationships between and among reading, writing, listening, speaking, viewing, and thinking for all learners
- Recognize and support cultural, linguistic, and ethnic diversity and recognize linguistic differences as they are related to sociocultural environment
- Recognize the effects of emotional, social, physical, cultural, environmental, and intellectual factors on language acquisition, language development, and reading
- Demonstrate an understanding that all languages have rules for grammar and are used for communication through semantics, syntax, and phonological components
- Demonstrate an understanding of ways adults support and facilitate language acquisition
- Recognize and demonstrate understanding of the factors that influence early literacy and language acquisition

II. Reading Materials and Instruction and Reading Environment

- Identify and use texts, trade books, and other print and non-print materials to foster appreciation of reading for students who are at various levels and from various cultures
- Identify strategies appropriate for a variety of printed materials and identify texts that are appropriate for a specific reading purpose
- Identify strategies for recognizing and evaluating students’ attitudes and needs, and suggest books/materials in a variety of genres at appropriate difficulty levels to meet those needs
- Identify techniques for providing opportunities for creative and personal responses to reading
- Demonstrate an understanding of a variety of approaches to teaching reading and of methods to organize instruction effectively
- Identify strategies for exposing students to a variety of genres and help them understand the characteristics of each genre
- Identify various purposes for reading
- Demonstrate an understanding of how to use a variety of non-print sources, how to use study aids, and how to interpret graphics
- Identify strategies to purposefully integrate the language arts in all content areas, including the use of technology
- Identify components of a balanced literacy program (word study, reading aloud, shared reading, guided reading, independent reading, writing, speaking, viewing, and listening) and sensitivity to a developmental continuum
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III. Reading Comprehension
- Identify the influences of family and peers as well as ethnic, socioeconomic, regional, and cultural factors as they relate to reading development
- Identify ways to include parents as partners in the literacy development of their children
- Identify techniques for creating a literate environment in which students can connect purposes of reading to their personal lives
- Identify ways to increase learners' motivation to read independently for information and pleasure
- Identify ways to use flexible grouping to accommodate students' needs
- Identify ways to use the connection between reading and writing to foster and enhance communication skills in all students

IV. Assessment of Reading
- Identify appropriate strategies to assess students' awareness of letter-sound correspondences, vocabulary, and reading comprehension
- Understand formal and informal assessments such as criterion- and norm-referenced standardized tests, running records, anecdotal records, work samples, Informal Reading Inventories (IRI's), portfolios, and self-assessment
- Analyze and interpret assessment information for the purpose of informing reading instruction, advising parents and students, and making referrals to other professionals
- Recognize and identify various types of reading difficulties, such as the inability to decode or comprehend, and implement appropriate instructional techniques

V. Vocabulary, Spelling, and Word Study
- Demonstrate an understanding of strategies and skills (phonemic awareness, print concepts, conceptual vocabulary, experience with print, and stories) contributing to the development of reading
- Demonstrate an understanding of word study strategies, as well as the effective use of phonics (graphophonic cues), context (syntactic and semantic cues), and sight words (instant recognition)
- Demonstrate an understanding of the use of phonics, along with other awareness and cues in text, e.g., phonemes, morphemes, endings, prefixes, suffixes, to analyze and decode words that are not recognized instantly
- Demonstrate an understanding of the role that spelling plays in enhancing and informing instruction
- Demonstrate strategies for teaching vocabulary (roots, affixes, context, word origins) and helping students use these strategies to enhance their reading comprehension

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**Constructed Response**

This part of the test contains three constructed-response questions. In each edition of the test, one question will deal with a topic in each of the following content areas: Analysis of Student Work and Behavior; Reading Materials, Instruction, and Environment; and Reading Comprehension. Each question emphasizes a particular area and, because of the nature of reading, includes elements of other areas.

I. **Problem-Solving Exercises**

A. **Analysis of Student Work and Behavior**

This question assesses one or more of the following competencies:

- Recognize and identify various types of reading difficulties, such as the inability to decode or comprehend, and implement appropriate instructional techniques
- Identify appropriate formal and informal assessments
- Analyze and interpret assessment information for the purpose of informing reading instruction, advising parents and students, and making referrals to other professionals

B. **Reading Materials, Instruction, and Environment**

This question assesses one or more of the following competencies:

- Identify ways to use flexible grouping to accommodate students' needs
- Identify and use texts, trade books, and other print and non-print materials to foster appreciation of reading for students who are at various levels and from various cultures
- Identify strategies appropriate for a variety of printed materials and identify texts that are appropriate for a specific purpose
- Demonstrate an understanding of a variety of approaches to teaching reading and of methods to organize instruction effectively
- Demonstrate an understanding of how to use a variety of non-print sources, how to use study aids, and how to interpret graphics
- Identify strategies to purposefully integrate the language arts in all content areas, including the use of technology
- Demonstrate an understanding of strategies and skills contributing to the development of reading

C. **Reading Comprehension**

This question assesses one or more of the following competencies:

- Demonstrate an understanding of the role that spelling plays in enhancing and informing instruction
- Identify strategies for teaching vocabulary

- Identify ways to use the connection between reading and writing to foster and enhance communication skills in students
- Demonstrate an understanding of instructional techniques to enhance students' understanding of text
- Identify strategies for using context to define words and strategies to learn and extend word meanings
- Demonstrate an understanding of techniques for teaching study skills
- Identify techniques that teach students how to connect prior knowledge with new information
- Identify techniques that teach students how to self-regulate and monitor comprehension
- Identify techniques to help students develop comprehension skills in the content areas
- Demonstrate an understanding of reading as a complex process of constructing meaning
- Demonstrate an understanding of word study strategies
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.

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 the Test at a Glance section, 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 the Learn About Your Test section on page 11.

7) Develop a study plan.

A study plan provides a roadmap 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 18 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 each other, 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 persons 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 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 planned for study of 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 on "4. Learn About Your Test" 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 turn to 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 each other’s answer sheets. For the constructed-response questions, look at the Sample Test Questions, which also contains 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 partners 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 and therefore earned points.

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 these 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 Test at a Glance 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 Test at a Glance 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.
4. Study: Create and commit to a schedule that provides for regular study periods.

<table>
<thead>
<tr>
<th>Praxis Test Name:</th>
<th>Praxis I Pre-Professional Skills Test: Reading</th>
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<tbody>
<tr>
<td>Praxis Test Code:</td>
<td>0710</td>
</tr>
<tr>
<td>Test Date:</td>
<td>11/15/12</td>
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<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study this content</th>
<th>Date completed</th>
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</thead>
<tbody>
<tr>
<td>Literal Comprehension</td>
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<td></td>
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</tr>
<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>
</tr>
<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>Organization</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>
</tr>
<tr>
<td>Organization</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>
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<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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### Step 6: Develop Your Study Plan

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
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<tbody>
<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>
</tr>
<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>
<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 Test at a Glance 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 these 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
Step 7: Review Smart Tips for Success

...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 website 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*

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 for both test codes.

To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test.

Here is the same sample question as it would appear on a paper-delivered test:

Which of the following is the capital of the United States?

(A) New York, NY
(B) Washington, DC
(C) Chicago, IL
(D) Los Angeles, CA

For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.
Sample Practice Questions

This section presents sample multiple-choice questions that illustrate the types of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the sample questions.

Directions: Each of the questions or incomplete statements below is followed by four choices (A, B, C, and D). Choose the best response from the choices for each question. Pay careful attention to test questions which use phrases such as “LEAST likely” or “all of the following EXCEPT.”

1. Which of the following is the most helpful knowledge for students in decoding and understanding new words?
   (A) Sight words and medial vowel sounds
   (B) Beginning and ending consonant sounds
   (C) Sight words and consonant sounds
   (D) Initial sounds and context

2. Which of the following is the most accurate statement about the language acquisition process of young children?
   (A) The child understands full sentences at a relatively late stage in language development.
   (B) The child exhibits random, highly variable errors in sentence construction.
   (C) The child infers the underlying rules of language to which the child is exposed.
   (D) The child requires planned early instructional intervention to master the language’s grammar

3. A student for whom English is a second language is having difficulty retelling a story after reading it silently in English. According to current research, the teacher is likely to get the most accurate assessment of the student’s comprehension of the text by
   (A) selecting a less difficult story for the student so that retelling it in English will be easier for the student
   (B) having the student reread the story orally to determine which words he may be having difficulty understanding
   (C) having him read the story with a partner for whom English is a first language, and having the other student retell the story in order to avoid language interference
   (D) having him retell the story in his first language to someone who can assess his comprehension in that language

4. Of the following, which is LEAST likely to foster a student’s interest in reading?
   (A) Parental support shown by their involvement in the reading program
   (B) The availability of a variety of printed texts in various genres for independent reading
   (C) Assignments that engage students in literal level thinking exclusively
   (D) Availability of media components in addition to printed materials

5. Howard Gardner’s theory of multiple intelligences in classroom instruction could be best applied by
   (A) teaching a concept in a variety of ways
   (B) using student understanding to teach a standardized approach
   (C) teaching development of skills autonomous of community influences
   (D) teaching a great deal of material to advance the understanding of many topics
6. Syntactic cues can be a useful strategy to identify an unfamiliar word in context because these cues
   (A) rely exclusively on letter-sound correspondences
   (B) encourage the use of spelling patterns to recognize the word
   (C) use the structure of the language to provide meaning
   (D) depend upon syllabication rules to pronounce the word

7. A first-grade teacher shows Michael a book opened to the middle of a story and asks, “Where should I begin reading?” The teacher is most likely attempting to evaluate Michael’s
   (A) concepts about print
   (B) syntax understanding
   (C) knowledge of phonology
   (D) ability to draw inferences from text

8. In a middle-grades reading/language arts program, which of the following would be a developmentally appropriate practice for most students?
   (A) Shared reading of books that have predictable patterns
   (B) Employed metacognitive strategies during reading
   (C) Concentrated the texts solely on teacher-selected books
   (D) Selected reading such as round-robin style on a regular basis

9. According to research, effective vocabulary instruction integrates new information with the familiar. Students are most likely to achieve that integration by
   (A) sing a dictionary
   (B) developing a semantic map
   (C) analyzing word structure
   (D) memorizing words
1. (D) is the correct answer. It combines the use of the phonics and context cueing systems. The latter cue helps clarify the meaning of the word. A reader who is reading independently is attending to many sources of information, or cues, in the text. These cues include meaning, or semantic cues; structural, or syntactic cues; and letters and their corresponding sounds. A successful reader integrates all the sources as he reads fluently and expressively with a focus on meaning.

2. The best answer is (C). According to psycholinguists and others who specialize in human growth and development, young children begin to acquire the ability to communicate through hypothesis testing. Children’s perception of adult speech helps them form hypotheses about how different ideas are expressed in the language they are acquiring, and then they test their hypotheses.

3. (D) is the correct answer. The student must negotiate his way through a series of unfamiliar sociolinguistic and sociocultural acts to make the English language express what he may know about the content of the text he has read. He must focus on both cognitive and linguistic tasks rather than on primarily cognitive ones.

4. The best answer is (C). It does not encourage students to engage in critical thinking to develop their individual interests and abilities. Parental support and involvement, a wide variety of reading materials in both print and media, and setting aside classroom time for students to read materials of their own choosing are all ways to foster students’ interest in reading.

5. (A) is the correct answer. The theory validates educators’ everyday experience: students think and learn in many different ways. It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classroom.

6. The best answer is (C). Context cues fall into two categories—semantic, using the meaning constructed from the text, and syntactic—using the structure of the language and knowledge of how words go together.

7. (A) is the best answer. Concepts about print identified by Clay, 1979, include a basic concept about directionality, i.e., readers and writers move from left to right and top to bottom. The conventions of written language control how readers direct their attention and what they attend to. Concepts of print helps teachers understand specifically what children know about print so they can establish priorities in the early stages of guided reading.

8. The best answer is (B). Metacognition is the conscious awareness and control of one’s own cognitive processes, which involve knowing when one does or does not understand or know something and knowing how to go about achieving a cognitive goal, such as successful comprehension.

9. The best answer is (B). A semantic map is a visual representation of ideas and the relationships among them. It usually has a key word or concept at the center, with other information radiating outward. It may be used before, during, and after reading to represent what students already know about a topic, to keep ongoing notes, to reorganize information, and to review and enhance information because of new information gained.
About the Constructed-Response Questions

The test contains three constructed-response questions that require the candidate to demonstrate the ability to apply knowledge and theory about reading to specific classroom scenarios and samples of student work and behavior. The candidate must be specific and provide details from the material provided. The information cited should serve to recognize and identify students’ strengths and weaknesses in reading, make appropriate recommendations to secure relevant information about students’ literacy development, and design reading instruction identifying strategies and materials appropriate for specific students and texts. In addition, the candidate must demonstrate an understanding of classroom management during reading instruction and of reading as a complex process of constructing meaning. To be scored, the responses must be written in English.

General Scoring Guide for the Constructed-Response Questions

Score of 3

- Demonstrates a thorough understanding of instructional, learning, and assessment strategies and issues involved in teaching reading skills to students
- Responds appropriately to all parts of the question

Score of 2

- Demonstrates a basic understanding of instructional, learning, and assessment strategies and issues involved in teaching reading skills to students
- Responds appropriately to most parts of the question

Score of 1

- Demonstrates a very limited understanding of instructional, learning, and assessment strategies and issues involved in teaching reading skills to students
- Responds appropriately to some parts of the question

Score of 0

- Totally incorrect response; does little more than rephrase the question
Directions: Read the passage below and then respond to all three tasks in the response book enclosed in this test book.

Reading Passage Selected for Use in a Social Studies Class

A new volcano had just been born half a mile from a town on the tiny island called Heimaey (pronounced HAY-may) off the coast of Iceland.

A few hours earlier, when Magnus went to bed, he had no idea that a gigantic plume of magma had risen from 8 miles beneath the earth to a spot just outside his town. Now the earth had split open in a mile-long gash, and a curtain of red-hot lava spurted 500 feet into the air.

Magnus, who was mayor of the town, acted quickly. By eight o'clock in the morning, boats had taken about 5,000 people from Heimaey to safety on the mainland. All the chickens went by boat, too. Sheep got special treatment—they were flown out.

About 300 people stayed behind, hoping they could do something to save their town. Hot ash that looked like fine black gravel fell in a dark blizzard that buried some of their homes. Lava flowed toward town, making a tinkling sound. Slowly, it covered and burned building after building in its path. Worst of all, lava crept toward the island’s harbor. If it flowed much farther, it could close the mouth of the harbor, and hundreds of fishermen would have nowhere to bring their catch.

1. Below, under the headings “Reading Comprehension” and “Writing,” you will find two phrases that appear in the reading passage. For the phrase under the “Reading Comprehension” heading, describe one instructional strategy that you could use to facilitate students’ comprehension of this particular phrase. Then, while focusing on the sentence that appears under the heading “Writing,” describe one instructional strategy that you could use to facilitate students’ understanding of good writing.

Reading Comprehension:
“...split open in a mile-long gash, and a curtain of red-hot lava spurted...”

Writing:
“Hot ash that looked like fine black gravel fell in a dark blizzard that buried some of their homes.”

2. Explain how the instructional strategies that you selected in Task 1 would help students develop their capacities within the areas of Reading Comprehension and Writing, respectively.

3. Applying your knowledge of reading as a complex process of constructing meaning, explain how your chosen teaching strategies would effectively integrate multiple areas of reading instruction.
Sample Responses

Sample Response That Received a Score of 3:
Task 1, Reading Comprehension: You could get a little gross and compare the gash in the earth to a gash in the knee. Start out by getting a feeling for what the students think the statement to mean and then ask them to put “gash” and “spurt” in another context. You could use the body comparison or maybe give an orange and a plastic knife to demonstrate this particular phrase.

Task 1, Writing: Write the sentence on the board and have the students illustrate it. Talk about how good writing lets you easily make pictures in your mind about what’s going on.

Task 2, Reading Comprehension: Allows students to see that they can connect things they read with things they are already familiar with to gain a better understanding of the text. Background knowledge can aid comprehension.

Task 2, Writing: Helps the student realize that they need to be descriptive in their writing. They are familiar with what they’re writing about because it’s their story. They need to make sure the reader of their work can have a good understanding of the story just from their writing since the reader doesn’t have the same insight.

Task 3, Reading Comprehension: The instructional strategy I used draws on students' background knowledge, their ability to make mental images, and their comprehension skills. These are needed many times to make sense of a passage they are reading and even when the students are writing their own work.

Task 3, Writing: This strategy allows students to use mental pictures, activate prior knowledge, and critically think about another person's writing. Students see the importance of clarity and creativity in writing a passage.

Sample Response That Received a Score of 1:
Students could practice writing metaphors after reading the phrase. It would reinforce their understanding of literal meaning and metaphoric meaning.

Have students write a variety of similes using the story as a prompt. Then have them rewrite the story using the similes they created.

They would understand literal and metaphoric meaning. They would be able to distinguish between both and then use them when they write.
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 U.S. 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 tests
• 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, smartphones (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 if you’re 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 U.S. 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 pre-defined 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.

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](http://www.ets.org/praxis/testprep)

To purchase official test prep made by the creators of the Praxis tests, visit the ETS Store:

[www.ets.org/praxis/store](http://www.ets.org/praxis/store)