Special Education: Education of Deaf and Hard of Hearing Students

0272
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.

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 multiple-choice 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.
**Step 2: Familiarize Yourself with Test Questions**

**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](http://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](http://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](http://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](http://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](http://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

Special Education: Education of Deaf and Hard of Hearing Students (0272)

Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Special Education: Education of Deaf and Hard of Hearing Students</th>
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<tbody>
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<td>Test Code</td>
<td>0272</td>
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<tr>
<td>Time</td>
<td>2 hours</td>
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<tr>
<td>Number of Questions</td>
<td>120</td>
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<tr>
<td>Format</td>
<td>Multiple-choice questions</td>
</tr>
<tr>
<td>Test Delivery</td>
<td>Paper delivered</td>
</tr>
</tbody>
</table>

Content Categories

| I. Characteristics of Learners and Their Development | 19 | 16% |
| II. Assessment, Diagnosis, Evaluation, and Program Planning | 28 | 23% |
| III. Instructional Content and General Pedagogy | 28 | 23% |
| IV. Planning and Managing the Learning Environment | 21 | 18% |
| V. Foundations of Deaf Education and Professional Practice | 24 | 20% |

About This Test

The Special Education: Education of Deaf and Hard of Hearing Students test measures the knowledge, skills, and abilities judged by a survey of experts and a national advisory committee to be necessary for safe and effective practice at the time of entry into the profession.

Test takers may be asked to show their knowledge of the topics listed in multiple ways: conceptual understanding, procedural awareness, interpretation, integration, and application.

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. However, the list is representative only, not exhaustive.

1. Characteristics of Learners and their Development
   1. Stages and characteristics of human development
      • Describe the typical stages of development in children
      • Identify when a student is demonstrating differences from typical stages of development (e.g., delayed versus disorder and advanced versus typical)
      • Identify factors that affect human development (e.g., environmental, biological, and physical)
   2. Factors affecting development of deaf and hard of hearing (DHH) students (e.g., environmental, cognitive, social, and physical)
      • Recognize how hearing loss can affect social development
      • Recognize the impact of disabilities on individuals, families, and society
      • Recognize the impact of language, culture, and gender differences on identification
      • Identify co-occurring conditions and their effects on development
   3. Anatomy and physiology of speech and hearing mechanisms
      • Identify the hearing mechanism
      • Identify the structure and functions of the hearing mechanism
      • Identify components of the outer, middle, and inner ears
      • Identify the vocal mechanism and describe how sound is produced
   4. Impact of hearing loss on speech and hearing
      • Describe the impact various degrees of hearing loss have on the acquisition of speech and auditory development (e.g., mild, moderate, severe, and profound)
      • Describe types of hearing loss and their effects on the acquisition of speech and auditory development (e.g., conductive, mixed, and sensorineural)
      • Recognize the different learning styles of DHH learners
   5. Relationships among speech, hearing, language, and communication and the implications for DHH learners
      • Compare and contrast how speech, hearing, language, and communication are interrelated
      • Describe how the development of speech, hearing, language, and communication may affect DHH learners
   6. Hearing loss etiologies and resulting difficulties
      • Identify typical etiologies of hearing loss (e.g., heredity, CMV, otitis media, and auditory neuropathy)
      • Recognize which etiologies may have a secondary outcome on sensory, motor, and language learning
   7. Effects of etiology, age, and degree of loss on development of DHH students
      • Describe the potential influence a learner's audiological history has on his or her social, cognitive, behavioral, and language development
      • Recognize that DHH learners may have first and second languages
      • Recognize that some deaf students may have no formal languages or formal modes of communication
   8. Family dynamics
      • Recognize ways a family might be affected by having a child who is deaf or hard of hearing
      • Recognize that the presence or absence of a shared language or modality affects a learner's development
   9. Impact of early intervention on communication and language development
      • Describe how early communication can improve language development
      • Recognize the influence on educational placement options
10. Cochlear implantation
   • Explain the dynamics of cochlear implantation
   • Identify candidacy criteria
   • Explain the dynamics of implant therapy (e.g., speech therapy, auditory training, mapping, care of implants, and programming)
   • Identify post-implantation accommodations and modifications

11. Hearing-aid technology
   • Understand how to troubleshoot hearing devices
   • Identify the components and explain the functions of each of the components in a hearing device
   • Recognize the various types and benefits of using amplification systems in the classroom

II. Assessment, Diagnosis, Evaluation, and Program Planning

1. Referral process
   • Identify the general sequence of steps in the referral-to-placement process
   • Identify standard score, raw score, grade equivalent, and norms
   • Describe the components of a diagnostic evaluation

2. Audiological assessments
   • Interpret a pure tone audiogram
   • Describe the process of administering a hearing test
   • Identify the ranges of hearing loss (e.g., mild, moderate, severe, and profound)
   • Identify the implications that audiological assessment results may have on spoken language development and auditory perception
   • Describe the role of residual hearing in developing spoken language and sound awareness
   • Recognize the terms used in audiological assessments

3. Collaboration with stakeholders
   • Explain test results
   • Use communication techniques that reflect stage of acceptance (e.g., active listening, reflection and summary, rephrasing, and open-ended questioning)
   • Explain or describe recommendations based on test results
   • Recognize the need to act as facilitator and interpreter for different audiences (e.g., parents, caregivers, and related service providers)

4. Gathering data for recommendations
   • Recognize the need for multiple sources of information to determine program-eligibility decisions (e.g., progress notes, portfolios, language samples, and checklists)
   • Determine appropriate instructional levels and long- and short-term goals
   • Identify IEP and placement recommendations when given formal and informal assessment data

5. Stakeholder roles in the IEP process
   • Identify different ways to collaborate and communicate with other professionals and parents
   • Identify required members of IEP teams (e.g., parents, student, and teacher of the DHH)
   • Identify roles of IEP team members (e.g., speech-language pathologist and audiologist)

6. Development and maintenance of assessment record
   • Create an organized system for compiling assessment results (e.g., student portfolios, work samples, and informal observation notes)
   • Recognize confidentiality issues

7. Influence of diversity
   • Recognize the influence of diversity on assessment, eligibility, and program placement of learners
   • Recognize that assessments must be administered in a student’s first or preferred language
   • Describe accommodations that may be used in the assessment of deaf learners
   • Recognize that language skills may affect performance in content-area assessments
   • Recognize that few standardized tests are normed on DHH students

8. Legal and ethical issues related to assessment
   • Understand confidentiality issues
   • Determine appropriate accommodations
   • Understand when normed tests may not be appropriate
• Identify appropriate ways to evaluate DHH students

9. Communication with other professionals and parents
• Identify different ways to collaborate and communicate with other professionals and parents (e.g., team meetings, progress reports, conferences, IEP updates, technology, certified mail, and email)
• Recognize ways to communicate assessment results to learners, parents, colleagues, and administrators (e.g., conferences, IEP meetings, report cards, progress reports, honor roll, and recognition awards)

10. Performance data and informal input
• Develop strategies for assessing and evaluating results of instruction
• Describe methods of utilizing ongoing assessment of learner progress (e.g., portfolios, journals, and work samples)
• Modify the learning environment and evaluate the results of instruction
• Recognize the need to frequently collect data to assess the effectiveness of assessments and to implement changes as necessary

11. Language samples
• Define and calculate mean length of utterance (MLU) and mean length of sentence (MLS) for a collected-language sample of between 50–100 utterances
• Implement methods to collect an expressive-language sample
• Communicate assessment results to learners, parents, colleagues, and administrators
• Recognize how to collect and analyze a language sample (e.g., videos, conversations, audios — written and dictated) to determine a student's present level of performance

12. Assessment instruments
• Identify tests that have been normed for use with deaf students (e.g., the American Sign Language Proficiency Assessment [ASL-PA], Test of Early Reading Ability [TERA-3], Comprehensive Test of Nonverbal Intelligence [CTONI-2], Carolina Picture Vocabulary Test [CPVT], and Meadow-Kendall Social-Emotional Assessment Inventories for Deaf and Hearing-Impaired) and their importance
• Identify the purposes, strengths, and limitations of a variety of assessments administered to DHH students
• If given a profile of a particular student, select and justify appropriate instruments for assessment
• Identify instruments used to assess DHH students (e.g., Woodcock-Johnson® III, Wechsler Intelligence Scale for Children [WISC], Bayley Scales of Infant and Toddler Development®, and Stanford Achievement Test, 9th Edition [Stanford 9])
• Recognize the importance of gathering and reviewing background information on DHH learners

III. Instructional Content and General Pedagogy

1. Curriculum materials and instructional practices
• Assist DHH learners with meeting state standards
• Identify opportunities for generalization and application of targeted skills
• Identify how background information informs instructional planning

2. Language development
• Identify ways to help students develop language
• Identify ways to help learners become independent communicators (e.g., role-play, through interpreters, and task analysis)
• Identify ways to help learners use technology (e.g., hearing devices, augmentative systems, and video-relay services)

3. Literacy and communication skills
• Assist students with the development of their communicative competency in academic and nonacademic situations (e.g., asking questions, making complete statements, formulating accurate descriptions, and developing communication-repair strategies)
• Model appropriate modes of communication for a variety of situations (e.g., writing for non-ASL users)
• Identify strategies to foster self-advocacy (e.g., counseling, peer tutoring, and role-playing)

4. Instructional techniques
• Recognize the unique learning styles of DHH students and the implications for instruction
• Identify strategies to develop social skills and conflict resolution (e.g., role-play, social stories, literature, and media)
• Identify ways to teach mathematics, science, and social studies to DHH students
• Identify meaningful ways to include DHH students in the arts (e.g., music, dance, and art) and physical education curricula
• Identify ways to help DHH learners generalize targeted skills

5. Lesson plans
• Use data and technology to plan appropriate instructional activities and to modify IEP goals and objectives
• Plan instruction that provides opportunities for real-life learning
• Integrate social skills development into academic curricula
• Identify how to create a learning environment that encourages positive social skills (e.g., role-play, character education, and social stories)
• Identify how background information informs instructional planning

6. Communication during instruction
• Identify ways to prepare learners on the appropriate and effective use of interpreters, notetakers, and peer tutors
• Recognize the importance of being a role model for DHH students
• Identify ways to help DHH students know and express their rights
• Identify ways to cultivate a multicultural perspective and diversity appreciation
• Recognize strategies for helping learners establish ongoing interactions with peers, role models, and members of the Deaf community

7. Transitions
• Plan activities to facilitate successful student movement from one activity to another within the current placement
• Plan activities to facilitate successful student movement from one setting to another in anticipation of future placements
• Prepare plans that include timelines for anticipated outcomes
• Communicate details of a transition timeline to stakeholders
• Identify the community personnel who need to be involved in transitions
• Work with teachers who need to be involved in transitions

IV. Planning and Managing the Teaching and Learning Environment

1. Best practices in classroom management
• Communicate and maintain high behavioral expectations
• Monitor classroom activities
• Give students feedback and reinforcement regarding behavior
• Develop and implement positive classroom rules and individual and group-management programs

2. Classroom and in-school transitions
• Communicate and monitor transition plans
• Identify problems associated with transitions in the school environment
• Implement transition activities to facilitate successful student movement

3. Assistive listening and communication devices
• Select, manage, and maintain assistive listening and communication devices
• Provide opportunities for students to use communication devices
• Check and utilize personal and classroom amplification systems, including hearing aids, FM, cochlear implants, and sound-field systems
• Design an environment that maximizes opportunities for visual and auditory learning

4. Establishing and maintaining a safe classroom
• Identify how to create a learning environment to encourage positive social skills (e.g., role-play, character education, and social stories)
• Design classroom modifications for diverse learners (e.g., preferential seating, signal-to-noise ratio, light source, and captioning)
• Describe and identify appropriate classroom arrangements and modifications for deaf learners (e.g., acoustic treatment and clear line of view)
• Maintain the care, welfare, and safety of students in a classroom environment
• Differentiate among situations that require different forms of intervention
5. Contributions of others

- Identify roles and responsibilities of members of the school community
- Identify research materials and community organizations
- Foster relationship with parents and agencies in the larger community
- Select examples of ways that students can connect to the Deaf community (e.g., sports, clubs, and guest speakers)

6. Cochlear implants

- Describe the function of a cochlear implant, its benefits, and its complications
- Define the basic components (e.g., microphone, speech processor, receiver, and electrode ray)
- Explain the importance of follow-up mappings and ongoing training in listening skills
- Identify the role of service providers and paraprofessionals

V. Foundations of Deaf Education and Professional Practice

1. Developments in deaf education

- Interpret historical events—perspectives and developments—and their effects on the field of deaf education
- Identify major events, figures, issues in deaf education (e.g., oral-manual controversy, development of ASL, Thomas Gallaudet, Alexander Graham Bell)
- Interpret how research has affected the education of DHH students
- Distinguish between Deaf culture and Deaf community
- Identify characteristics of membership of the Deaf community

2. Service delivery models

- Identify learning environments in the education of DHH learners and their goals, benefits, and disadvantages
- Compare and contrast learning environments that support the education of DHH learners

3. IDEA legislation

- Identify the components of IDEA
- Recognize the components of a 504 plan and an IEP
- Apply eligibility criteria to DHH students
- Identify federal safeguards (e.g., due process)
- Identify the rights of DHH students

4. Legal and ethical implications of laws, regulations, and court cases

- Interpret First Amendment rights, equal access, and privacy
- Interpret court cases (e.g., Hendrick Hudson District Board of Education v. Rowley)
- Interpret federal and state requirements for the identification, referral, and placement of DHH students
- Recognize the implications of least restrictive environment
- Interpret timelines for providing services
- Identify the components of the referral-to-placement process
- Recognize implications of parental and student rights

5. IEPs and Individualized Family Service Plans (IFSPs)

- Identify the members of an IEP team
- Interpret an IEP for placement needs and services
- Identify appropriate IEP goals
- Identify the components of an IFSP
- Identify the eligibility requirements for an IFSP
- Interpret an IFSP

6. Program models

- Compare and contrast the philosophies of deaf education
- Identify models for teaching DHH students
- Identify attributes of the approaches to teaching DHH students (e.g., auditory-oral, bilingual and bicultural (Bi-Bi), auditory verbal therapy (AVT), and Cued Speech)
7. Research and best practices
• Identify resources and services of concern to parents
• Recognize how to serve as a resource for parents
• Identify cultural influences on learners, families, and schools
• Identify characteristics of a reflective practitioner
• Suggest ways to improve one’s own performance
• Use self-evaluation checklists
• Compare and contrast the ways to practice reflective teaching

8. Communicating with diverse audiences
• Provide information to diverse audiences about DHH students
• Create and evaluate written reports
• Explain the educational implications of being a deaf student
• Address stakeholders’ concerns about available services, organizations, and publications

9. Technology
• Recognize features of modern hearing aids and amplification systems
• Troubleshoot problems with hearing devices
• Identify and explain the functions of each of the components of a hearing device
• Recognize the various types and benefits of amplification systems
• Identify media and technologies available to instruct learners
• Use effective record-keeping technologies
• Use technology to plan and implement instructional activities
• Identify technological resources available for students and teachers
• Maintain effective record-keeping tools
• Interpret information in student records
• Identify the impact of technology on deaf education

10. Transitions
• Identify ways to integrate career and vocational skills with academic curricula to prepare learners for transitions
• Propose transition activities (e.g., job fairs, résumé writing, opportunities to interact with guest speakers from various careers, and Internet search techniques)
• Recognize personnel who could provide transitional assistance to students
• Recognize the need for community-based experiences and learning
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 21 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 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 on page 21 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 page 12 to select topics and then select practice questions, beginning on page 27.

- **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.
Step 5: Determine Your Strategy for Success

- **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 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 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>
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<tr>
<td>Test Date:</td>
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</table>

<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>
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</thead>
<tbody>
<tr>
<td>Literal Comprehension</td>
<td></td>
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<td></td>
</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>
</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>Critical and Inferential Comprehension</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>
<td>10/1/12</td>
</tr>
<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>
<td>10/8/12</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
<td>10/24/12</td>
</tr>
<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.
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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
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](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*

**Sample Test Questions**

The 24 sample questions are examples of the kinds of questions on the test. These sample questions do not cover all of the content on the test. Also, on the actual test, the questions may be easier or more difficult than the sample questions. The sample multiple-choice questions are followed by brief explanations of the correct responses.

**Note:** The Study Companion for this test uses certain acronyms, including IDEA (Individuals with Disabilities Education Act), IEP (Individualized Education Program), ASHA (American Speech-Language-Hearing Association), DHH (deaf and hard of hearing), ASL (American Sign Language), and LRE (least restrictive environment). The names of tests used in the field are spelled out, and their acronyms are given in parentheses.

**Directions:** Each of the questions or statements below is followed by four choices (A, B, C, and D). Select the best response to each question.

1. Which of the following statements is true about the acquisition of American Sign Language (ASL)?
   - (A) The grammar of ASL can be acquired by deaf children by the age of five.
   - (B) The grammar of ASL is uncomplicated compared to that of American English.
   - (C) ASL can be mastered at any time in life.
   - (D) ASL can be naturally acquired by deaf children as a first language.

2. What is most characteristic of the cause and effect of a malformed or missing outer ear?
   - (A) The cause is congenital and has no effect on hearing.
   - (B) The cause is congenital and can result in conductive hearing loss.
   - (C) The cause is acquired and has no effect on hearing.
   - (D) The cause is acquired and results in mixed hearing loss.
Questions 3–6 are based on the case description below.

STUDENT: Alex Chen
- Alex is a 7-year-old student.
- Alex has a severe bilateral sensorineural hearing loss.
- Alex’s parents are hearing, and they speak Cantonese at home.
- Alex has poor skills in both English and sign language.
- Alex’s family moved to the school district three months ago.
- Alex frequently is sent to the principal’s office for misbehaving in class.

A teacher of the deaf and hard of hearing is responsible for planning Alex’s first Individualized Education Program (IEP) conference at school.

3. Which of the following is the most important task for the teacher of the deaf to complete first when preparing for Alex’s IEP conference?
   (A) Making arrangements for a Cantonese interpreter to be present at the meeting
   (B) Informing the school psychologist of the IEP conference date
   (C) Gathering data on how well Alex functions in all academic areas, as well as on how he functions socially and emotionally
   (D) Drafting an IEP covering academics to give to Alex’s parents and teachers before the conference

4. The psychologist tells the IEP team that Alex’s WISC scores indicate that his IQ is 87. Which of the following is the most appropriate way for the team to respond to this information?
   (A) By rejecting the information, because IQ scores are invalid for deaf students
   (B) By identifying programs for mildly retarded students who are DHH
   (C) By using Alex’s IQ score, and beginning to develop her IEP goals and objectives for the year
   (D) By asking the psychologist for the subscores from the performance scale and the verbal scale of the IQ test

5. At the IEP conference, the local education authority (LEA) representative must inform Alex’s parents that
   (A) the availability of in-school services for Alex is limited
   (B) they will have time to review the proposed IEP plan before signing it
   (C) they are required to keep a record of the means by which Alex communicates at home
   (D) they must pay for Alex’s transportation to and from any special services outside the school

6. If Alex’s parents are dissatisfied with the IEP, they may
   (A) request that Alex be independently evaluated
   (B) ask that another IEP conference be scheduled in six months
   (C) require the school to provide the services the parents want Alex to have
   (D) transfer Alex to another placement at the school district’s expense
7. Bella, a deaf student with behavioral problems, is being taught to interact appropriately with peers on the playground. After each recess, the playground supervisor provides Bella’s teacher with feedback on her behavior. Bella earns points when she behaves appropriately during recess, and she loses points when she commits an infraction. This contingent withdrawal of reinforcing stimuli is known as
   (A) negative reinforcement
   (B) discrimination learning
   (C) response cost
   (D) generalization training

9. Which of the following is the most appropriate least restrictive environment for a deaf student who has multiple disabilities?
   (A) A setting that maximizes contact with other students who have disabilities and reduces exposure to a mainstreamed environment
   (B) A traditional early childhood program in which students with disabilities do not receive special services
   (C) The same educational program that other students her age are receiving, plus supportive services
   (D) An alternative education setting that provides each student with a trained paraprofessional

8. As mandated in IDEA, the IEP team must consider a student’s need for transition services before she or he leaves school. If the team determines that a student requires transition services, which of the following is the most important task for the team to complete when preparing the student’s transition plan?
   (A) Adopting a transition plan that was previously drafted by officials of the state department of education, the vocational rehabilitation agency, and the local school district
   (B) Gathering information from adult agency personnel regarding postschool educational services, community-living options, and employment options that are available for the student
   (C) Providing written information for the family and student to review, and suggesting a placement for postsecondary special services
   (D) Conducting meetings to determine the student’s and family’s goals and responsibilities, the information they need to provide and when they need to provide it, and the resources needed to meet each goal

10. Stephen is a tenth-grade student who is hard of hearing and is classified with having a language-based learning disability. He receives direct reading instruction in decoding skills to facilitate his ability to recognize vocabulary words. Stephen’s instruction represents
    (A) a remedial approach
    (B) a compensatory approach
    (C) a metacognitive strategy
    (D) scripted reading instruction

11. Jon is a 7-year-old student who had a cochlear implantation when he was 18 months old. His functioning in all areas other than expressive language is age appropriate. Which of the following is the most appropriate placement for Jon?
    (A) A self-contained special education class, plus speech and language services
    (B) A part-time placement in a resource room for developmental and oral reading
    (C) A full-time general education placement, plus speech and language services
    (D) A full-time general education placement, plus reading support
12. Using a student’s classwork as a means for evaluating progress and adapting instruction is known as
   (A) curriculum-based assessment
   (B) standardized-achievement testing
   (C) summative assessment
   (D) guided practice

13. Which of the following is an accurate statement about IDEA requirements for IEPs?
   (A) IEPs must include a multiyear outline of instructional objectives.
   (B) IEPs must include a section on assistive devices, regardless of the nature or degree of the student’s disability.
   (C) An IEP must be in effect before special education services or related services are provided to an eligible student.
   (D) An IEP must not be made available to any school personnel except special education teachers.

14. Ms. Smith wants to improve the quality of responses from and the level of participation by all students during class discussion. Which of the following techniques has the greatest potential for improving the thoughtfulness of students’ responses and stimulating wider participation?
   (A) Keeping a seating chart that includes a record of each student’s participation
   (B) Using peer tutoring in which students who are more able work with students who are less able
   (C) Pausing between posing a question and calling on a student to respond
   (D) Giving verbal and visual clues to the kind of response she is seeking

15. The concept of placing students in the least restrictive educational environment developed as a result of efforts to
   (A) equalize educational opportunities for female students and students who belong to a minority group
   (B) normalize the lives of students with disabilities who were being educated in isolation from their peers
   (C) obtain increased federal funding for the noneducational support of children living in poverty
   (D) reduce the overall cost of educating students with special needs

16. Which of the following instructional strategies is most commonly observed in middle-grade classes in which core subjects are integrated into the curriculum?
   (A) The teacher focuses on individualized instruction, although small groups are used more for reading than for mathematics.
   (B) The teacher is careful to prepare students for seat work so that they have opportunities to complete tasks successfully.
   (C) The teacher focuses on whole-group discussions and uses various questioning, explaining, and probing techniques.
   (D) The teacher stops and reteaches material whenever necessary for students who do not understand the material.

17. Studies indicate that teachers most frequently ask questions that elicit which of the following?
   (A) Applications of information to real-life situations
   (B) Critical analysis of relationships
   (C) Literal recall of information
   (D) Creative interpretations of text
18. Which of the following activities most effectively helps students practice vocabulary at the intermediate level?

(A) Writing each new word a specified number of times while subvocalizing its pronunciation

(B) Engaging in word-association activities to help students develop a broader range of choices for expressing their ideas

(C) Using a dictionary to look up and copy the definition of each new word

(D) Consulting a thesaurus to find other words that mean nearly the same as the new words

19. Which of the following is the first step in a directed reading lesson?

(A) The students read the text to themselves or aloud to a partner.

(B) The students answer literal comprehension questions.

(C) The teacher summarizes the text for the students before they read it.

(D) The teacher discusses with the students key concepts related to the text topic.

20. Students who are hard of hearing will benefit most from a guest speaker who does which of the following when speaking to a class?

I. Speaks loudly

II. Faces the students

III. Uses visual aids

(A) II only

(B) I and III only

(C) II and III only

(D) I, II, and III

21. DHH students can find it useful to use syntactic cues because such cues

(A) rely exclusively on letter-sound correspondences

(B) encourage the use of spelling patterns to recognize words

(C) use the structure of the language to provide meaning

(D) depend on syllabication rules for word pronunciation

22. Which of the following is the best classroom seating arrangement for a class that includes a deaf student?

(A) A circle

(B) Paired desks

(C) Paired rows

(D) Individual rows

23. Which of the following is the most accurate statement about the language-acquisition process of young children?

(A) Children understand full sentences at a relatively late stage in language development.

(B) Children exhibit random, highly variable errors in sentence construction.

(C) Children infer the underlying rules of the language to which they have been exposed.

(D) Children require planned early instructional intervention to master their language's grammar.
24. A student who is deaf will benefit most from an interpreter who does which of the following during a classroom lesson?

I. Stands so that the student can see the interpreter and the teacher simultaneously

II. Answers lesson-related questions from the student

III. Speaks to the teacher on behalf of the student

IV. Stands in a well-lit area that has no glare

(A) I and IV only
(B) II and III only
(C) I, III, and IV only
(D) I, II, III, and IV
Answers to Sample Questions

1. According to certain researchers, ASL is like other languages, spoken or signed. It is acquired in a developmental sequence that parallels that of spoken languages. If it is to be a child's first language, it must be learned early to be learned well. The correct answer, therefore, is (D).

2. People who are born with an occluded or malformed outer ear commonly have a conductive hearing loss of up to 60 decibels (dB). The cause is therefore congenital and can result in conductive hearing loss. The correct answer, therefore, is (B).

3. The IEP team needs all of the data that has been gathered in the process of evaluating Alex's functioning. The team will use the data to determine the placement it will recommend for Alex when it meets with his parents at the IEP conference. The correct answer, therefore, is (C).

4. The IEP team must know the basis for the IQ score so that it can determine whether it is appropriate to use the score when developing Alex's IEP program. The Wechsler Intelligence Scale for Children (WISC) is an administered intelligence test for children between the ages of six and 16 inclusive that can be completed without their having to read or write. The WISC takes 65–80 minutes to administer and generates an IQ score that represents a child's general cognitive ability. It includes verbal and performance subtests. The correct answer, therefore, is (D).

5. According to federal laws relevant to individuals with disabilities, parents are to have access to all records relevant to their child's evaluation and placement. Parents may have time to consider the evaluation and the placement before signing the IEP. The correct answer, therefore, is (B).

6. If Alex's parents are dissatisfied with her initial evaluation and placement, according to federal laws relevant to individuals with disabilities, Alex's parents may request and obtain an independent evaluation. The correct answer, therefore, is (A).

7. The withdrawal of reinforcing stimuli upon the performance of an undesirable behavior is known as response cost. The correct answer, therefore, is (C).

8. A student's transition to postschool life will be most effective when the student's goals and family are considered, when all responsible agencies work together to develop a plan for the student, and when specific tasks toward the student's goals are scheduled, monitored, and completed. The correct answer, therefore, is (D).

9. According to IDEA, to the maximum extent appropriate, students with disabilities should be educated with students who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment should occur only when the nature or severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The correct answer, therefore, is (C).

10. Remedial instruction is one-on-one or small-group instruction that focuses on the needs of the individual student. The correct answer, therefore, is (A).

11. Since Jon's functioning is age appropriate in most respects, it is probable that he could work at the level of the class in a general education setting as long as he is provided with appropriate support services to address his hearing and expressive language deficit. The correct answer, therefore, is (C).

12. All student work reflects the curriculum; thus, the assessment is curriculum based. (B) is incorrect because standardized tests compare students' data with those of other students in the same age group. (C) is incorrect because summative assessments are used to determine whether the student is meeting the curriculum requirements; it is not used to guide instruction. (D) is incorrect because guided practice is a teaching strategy used to provide instruction; it is not used to evaluate progress. The correct answer, therefore, is (A).

13. According to IDEA, an IEP must be in effect before special education and related services are provided to an eligible student. None of the other choices is required. The objectives in an IEP are ordinarily for a single year, so (A) is not correct. (B) is incorrect because many students with disabilities do not require such devices. Although special education teachers certainly have access to their students' IEPs, IDEA requires that regular education teachers and other service providers who are responsible for implementing a student's IEP have access to it as well, so (D) is incorrect. The correct answer, therefore, is (C).
14. The question asks about "wait time," an instructional technique that is especially helpful in eliciting responses to higher-level questioning. Providing more time for reflection and using higher-level questioning stimulates students to think at a more complex cognitive level and to provide longer, often unsolicited, more speculative responses. To encourage such responses, teachers must pose questions and then wait for students to think before they respond. The correct answer, therefore, is (C).

15. The concept of least restrictive stems from PL 94–142 and subsequent legislation regarding the education of students with disabilities and implies that students with special needs are not to be classified by disability and given permanent special placement on the basis of these classifications. Rather, they are to be moved to special settings only if necessary and only for as long as necessary. The correct answer, therefore, is (B).

16. The most common instructional strategy is one in which the teacher facilitates whole-class discussions, asks questions, listens carefully to answers, explains, probes, corrects, and asks more questions. Many of the questions focus on short stories or articles that the whole class has read and that address more than one content area, such as science and technology or art and history. The other options are more common in elementary-grade classrooms. The correct answer, therefore, is (C).

17. Researchers observed teachers who assigned readings to students and then asked the students questions about what they had read. The data collected and analyzed by the researchers indicates that about 60 percent of teachers’ questions are devoted to the assessment of literal comprehension, 20 percent to higher-order thinking, and 20 percent to procedural knowledge. The correct answer, therefore, is (C).

18. Semantic feature analysis, based on the way students organize knowledge, is a sound visual-instructional practice that builds on the reader’s prior knowledge. It shows students how words that are closely related can have some similar characteristics as well as some that are different. The correct answer, therefore, is (B).

19. In a directed reading lesson, teachers first help students access background knowledge about the content related to the text they are to read. The correct answer, therefore, is (D).

20. Students who are hard of hearing need to have a clear view of a speaker’s face, especially if the students are speechreading. The use of visual aids is also an important component of communicating with students who are hard of hearing. Speaking loudly is not recommended, but speaking slowly is. The correct answer, therefore, is (C).

21. Context cues fall into two general categories: semantic cues (using the meaning constructed from the text) and syntactic cues (using the structure of the language and knowledge of how words go together). The correct answer, therefore, is (C).

22. A circular arrangement provides students with an unobstructed view of the teacher and the other students. The best answer, therefore, is (A).

23. 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 that they are acquiring, and then they test their hypotheses. The correct answer, therefore, is (C).

24. The interpreter should stand in an area that has good lighting and where the student can see both the teacher and the interpreter at the same time. Interpreters should not answer lesson-related questions or speak to the teacher on behalf of the deaf student. The correct answer, therefore, is (A).
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](http://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](http://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)