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](http://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* Web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).
2. Familiarize Yourself with Test Questions

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

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

**Understanding Multiple-Choice Questions**

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

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

**How would you answer this question?**

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

Try following these steps to select the correct answer.

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

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

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

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

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

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

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

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

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

Remember that with every question you will get clear instructions on how to respond. See the [Praxis Computer-delivered Testing Demonstration](https://www.education.com/Praxis) on the Praxis website to learn more about Praxis tests and to see examples of some of the types of questions you may encounter.

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

### Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

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

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

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

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

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

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

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

_Understand how tests are scored and how to interpret your test scores_

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

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

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](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, which you can find at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

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

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

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


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

Learn about the specific test you will be taking

Special Education: Teaching Students with Visual Impairments (0282)

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<tr>
<th>Test at a Glance</th>
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<tbody>
<tr>
<td><strong>Test Name</strong></td>
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<td><strong>Test Code</strong></td>
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<td><strong>Time</strong></td>
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<table>
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<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
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<td>I. Principles and Education Rights for Students with Disabilities</td>
<td>15</td>
<td>12%</td>
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<tr>
<td>II. Development and Characteristics of Students with Visual Impairments</td>
<td>23</td>
<td>19%</td>
</tr>
<tr>
<td>III. Planning and Managing the Learning and Teaching Environment</td>
<td>21</td>
<td>18%</td>
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<tr>
<td>IV. Implementing Instruction</td>
<td>27</td>
<td>23%</td>
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<td>V. Assessment</td>
<td>20</td>
<td>16%</td>
</tr>
<tr>
<td>VI. Professional Practice, Collaboration, and Counseling</td>
<td>14</td>
<td>12%</td>
</tr>
</tbody>
</table>

About This Test

The Special Education: Teaching Students with Visual Impairments test measures whether entry-level special education teachers have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

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

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

I. **Principles and Educational Rights for Students with Disabilities**
   
   **A.** Knows policies and procedures for screening, prereferral, and classification of students with visual impairments
   
   **B.** Understands federal requirements for the referral and identification of students with disabilities
   
   1. Describes the steps in referral and identification process
      
      • Parental consent
      • Case study evaluation
      • Multidisciplinary evaluation
      • Independent educational evaluation
      • Individualized Education Program (IEP)
      • Placement
      • Re-evaluation process
   
   **C.** Understands federal safeguards of stakeholders’ rights
   
   1. Describes federal safeguards of stakeholders’ rights
      
      • Prior written notice in understandable language
      • Parental consent
      • Confidentiality information
      • Access to records
      • Independent assessment at public expense
      • Mediation
      • Due process
      • Free and appropriate education and least restrictive environment
   
   2. Provides examples of how stakeholders’ rights impact educational decisions
   
   **D.** Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)
   
   1. Describes the components of an IFSP
      
      • Statement of child’s present levels of physical, cognitive, communication, social or emotional, and adaptive development
   
   • Major outcomes for the child and family
   
   • Specific early intervention services, including frequency, intensity, location, and method
   
   • Environments in which early intervention services will be provided
   
   • Objective criteria and evaluation procedures
   
   • Informed written consent of parents/caregivers
   
   2. Describes the components of an IEP
      
      • Statement of child’s present levels of academic achievement and functional performance
      • Measurable annual goals
      • Measurable short-term objectives
      • Specially designed instruction, including strategies, methods, and materials
      • Extent of inclusion in regular education programs and accommodations needed
      • Related or support services to be provided, including the nature, frequency, and duration of services
      • Objective criteria and evaluation procedures
      • Participation in testing
      • Transition services
      • Informed written consent of parents/caregivers
   
   **E.** Understands the provisions of major legislation that impact the field of special education
   
   1. Identifies legislation impacting the field of special education
      
      • Public Law 94-142
      • IDEA 2004
      • Section 504 of the Rehabilitation Act
      • Assistive Technology Act of 1998
      • Americans with Disabilities Act
      • State provisions
   
   2. Explains how the provisions of major legislation are related to educational decisions
F. Understands the basic characteristics and defining factors of the 13 areas of disabilities defined under IDEA
   1. Identifies the areas of disability and their basic characteristics
   2. Explains the implications of each area of disability within educational contexts

II. Development and Characteristics of Students with Visual Impairments
   A. Understands terminology related to the visual system and visual disorders
      1. Knows common causes of visual disorders
         • Illness
         • Trauma
         • Complications during pregnancy or delivery
         • Inherited traits
         • Neurological disorders
         • Environment factors

   B. Understands characteristics of students with visual impairments and/or additional exceptionalities
      1. Describes stereotyped behaviors and their causes
      2. Identifies impairments/behaviors associated with commonly seen etiologies and syndromes

   C. Understands the typical and atypical development, structure, and function of the human visual system
      1. Explains the processes involved in the development of the visual system, including developmental milestones
      2. Describes the anatomical components of the visual system
         • Eyelid and conjunctiva
         • Parts of the eye
         • Optic nerve
         • Optic chiasm
         • Optic tract
         • Visual cortex
      3. Explains how the human visual system functions
         • Physiology of vision
         • Field of view
         • Eye movement
         • Binocular vision
         • Color vision
         • Depth perception
         • Optic radiation
   4. Understands the role of vision in typical development and learning across developmental domains

D. Understands the impact of visual impairment on development and learning across the lifespan
   1. Describes ways in which visual impairment affects students’ development in all domains
   2. Describes the effect visual impairment has on a variety of learning situations
      • Incidental
      • Purposeful

E. Understands how etiology, degree, and onset of visual impairment affect students’ development and learning
   1. Describes the effects of different visual conditions on learning
      • Congenital versus adventitious
      • Blind versus low vision
      • Central versus peripheral field loss

F. Understands that medication may affect visual systems and functioning

G. Understands the impact of visual impairment on sensory function

H. Understands the impact of additional disabilities on the development and learning of students with visual impairments
   • Intellectual disability
   • Neuromotor impairments
   • Deafness and hearing loss
   • Orthopedic impairments

I. Understands the impact of environmental factors on students’ development and learning
   • Socioeconomic status
   • Gender
   • Culture
   • Prior knowledge and experience
   • Language
   • Educational setting
J. Understands how motivation affects students’ learning and behavior
   1. Knows the major contributions of foundational behavioral theorists to education
      • Thorndike
      • Watson
      • Maslow
      • Skinner
      • Erickson
   2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
   3. Defines terms related to foundational motivation theories
      • Self-determination
      • Attribution
      • Extrinsic/intrinsic motivation
      • Cognitive dissonance
      • Classic and operant conditioning
      • Positive and negative reinforcement
      • Punishment
   4. Relates motivation theories to instruction, learning, and classroom management
   5. Recognizes that motivational methods may vary due to visual impairment

K. Understands the critical role of early intervention for students with visual impairments
   1. Describes the effects of early intervention on the development of a child’s communication skills
   2. Describes the role of early intervention in family support and services

III. Planning and Managing the Learning and Teaching Environment
A. Understands the specialized curricular needs of students with visual impairments at all developmental levels
   1. Knows the purpose and goals of the expanded core curriculum (ECC)
   2. Describes the nine areas of the ECC
   3. Knows the importance of integrating the ECC when planning instruction

B. Knows how to develop learning objectives
   1. Distinguishes among the different learning domains
   2. Knows how to apply Bloom’s Taxonomy to the development of instructional objectives
   3. Knows how to describe observable behaviors
   4. Knows how to describe measurable outcomes

C. Knows how to select, obtain, modify, adapt, and create instructional materials to support individual student’s learning needs
   1. Recognizes that students with exceptionalities require particular accommodations
   2. Knows how to conduct a learning media assessment to guide decisions about a student’s literary needs
   3. Knows how to select, obtain, modify, adapt, and create instructional materials to meet a recognized need
      • Literary Braille
      • Basic Nemeth Braille
      • Tactile graphics
      • Large print
      • NIMAS/NIMAC
      • Auditory process
      • Emerging technologies

D. Knows how to select and use assistive technology to facilitate student learning
   1. Knows the operation and application of a variety of assistive technologies
      • Adapted science equipment
      • Cranmer abacus
      • Tactile graphics
      • Screen reading and magnification software
      • Braille translation software
      • Braille embossers and refreshable Braille display
      • Slate and stylus
      • Scanned material access
      • Portable note-taking devices/PDAs
      • Large display and talking calculators
      • Auditory access and accessible material readers
E. Knows the care, use, and storage of a variety of media used by students who are visually impaired, and methods for instructing others in use

F. Knows the theory and practice of effective classroom management in a variety of settings (e.g., itinerant, resource, general education)
   1. Knows how to develop classroom routines and procedures
      • Knows how to maintain accurate records
      • Knows how to establish standards of conduct
      • Knows how to arrange classroom space
      • Recognizes ways of promoting a positive learning environment

G. Knows how to use a variety of instructional models and approaches to meet instructional objectives
   1. Knows the basic characteristics of predominant educational theories
      • Cognitivism
      • Social-learning theory
      • Constructivism
      • Behaviorism
   2. Knows how to apply the basic concepts of predominant educational theories in instructional contexts

IV. Implementing Instruction

A. Knows a variety of strategies to help students acquire, maintain, and transfer knowledge to a variety of educational settings
   1. Understands the theoretical foundations of how students learn
      • Knows how knowledge is constructed
      • Knows a variety of means by which skills are acquired
      • Understands a variety of cognitive processes and how they are developed
   2. Understands the concepts and terms related to a variety of learning theories
      • Metacognition
      • Schema
      • Transfer/generalization

B. Understands how to select and implement interventions, accommodations, modifications, and adaptations for students with visual impairments

C. Knows a variety of methods, materials, and resources to promote the communication skills of students with visual impairments
   • Slate and stylus
   • Brailled materials
   • Optical devices
   • Electronic note takers/PDAs
   • Large print
   • Tactile graphics
   • Auditory access
   • Manual communication
   • Communication boards
   • Computer software
   • Emerging technologies

D. Knows a variety of strategies and materials for teaching and supporting literacy
   1. Distinguishes among functional, emergent, and academic literacy
   2. Knows how to use information from a functional vision assessment (FVA) and a learning media assessment (LMA) to guide the selection of literacy media and tasks
   3. Knows how to collaborate with peers to provide students with access to literacy materials used by sighted peers
   4. Knows how to instruct students in the use of literacy aids
   5. Knows how to modify or adapt materials to enable access to information
   6. Knows how to conduct assessments to inform literacy skills instruction

E. Knows a variety of strategies and materials for teaching concept development
   1. Knows a variety of methods for teaching concrete and abstract concepts
2. Knows how to determine concepts that may need to be pretaught
3. Knows how to guide others in explaining visual material to students with visual impairments
4. Knows strategies for generalizing concepts

F. Knows strategies and environmental adaptations for developing students' basic visual efficiency skills
1. Identifies basic visual skills of localizing, scanning, tracing, and tracking
2. Knows basic techniques for promoting the use of visual skills across environments to assist in mobility
3. Knows adaptations related to glare, lighting, contrast, and positioning
4. Knows how to customize adaptations based on a student's eye condition and functional vision

G. Knows strategies for developing listening comprehension and compensatory auditory skills
1. Knows the components necessary for listening comprehension
   • Retaining auditory information in short-term memory
   • Recognizing stress, rhythm, and tone patterns
   • Recognizing word patterns and vocabulary
   • Detecting key words
   • Deriving meaning from context
2. Knows techniques for teaching listening comprehension skills
   • Identifying the purpose for listening
   • Determining relevant information
   • Using listening strategies flexibly and appropriately
   • Checking for comprehension
   • Following written materials
3. Understands strategies for effective listening
   • Attending to the speaker
   • Restating key points
   • Asking appropriate questions
   • Interpreting information
   • Providing relevant feedback
   • Being respectful

H. Knows strategies to help students use their senses of touch, smell, and taste, as appropriate, to gather information about their environment

I. Knows basic strategies for the development of orientation and mobility skills
1. Sensory awareness
2. Spatial concepts
3. Systematic search patterns
4. Independent movement
5. Sighted guide
6. Protective techniques

J. Knows strategies for teaching social-emotional, daily living, and functional life skills
1. Knows how to assess students' social and daily living skills
2. Knows how to use role play, problem-solving scenarios, and peer-mediated interventions
3. Knows how to provide information about sexuality, as appropriate
4. Knows strategies for teaching self-advocacy skills and provides opportunities for advocating independently
5. Knows how to foster positive self-esteem
6. Knows strategies for teaching daily living skills

K. Knows strategies for developing prevocational and career education skills
1. Knows how to work with team members to assess students' vocational and career interests, preferences, and aptitudes
2. Knows how to explain the impact of visual impairment on students' ability to obtain and maintain employment
3. Knows how to support students' development of organizational, study, and time management skills
4. Knows how to provide opportunities for career exploration
5. Knows how to communicate workplace behavior and a work ethic
V. Assessment

A. Understands the basic terminology associated with assessment
   1. Validity, reliability, norm referenced, criterion referenced
   2. Raw score, scaled score, percentile
   3. Mean, median, mode, range, standard deviation
   4. Grade-equivalent scores, age-equivalent scores

B. Understands terminology associated with assessment of students with visual impairments
   1. Functional vision assessment (FVA)
   2. Learning media assessment (LMA)
   3. Low-vision evaluation (LVE)
   4. Assistive technology assessment
   5. Orientation and mobility assessment

C. Understands the legal and ethical issues related to assessment
   1. Validity
   2. Reliability
   3. Bias related to gender, language, culture, socioeconomic status
   4. Qualifications of examiners
   5. Accommodations/modifications
   6. Socioeconomic status

D. Understands the legal and ethical issues related to assessment of students with visual impairments
   1. Flagging
   2. Testing accommodations
   3. Testing modifications
   4. Proctoring issues
   5. Use of tactile graphics
   6. Equivalent questions
   7. Test format and content

E. Knows the distinctions between the legal and functional definitions of terms related to visual impairment
   1. Functionally blind
   2. Low vision
   3. Legally blind
   4. FDB (functions at the definition of blindness)

F. Knows how to gather background information and family history related to a student's visual status

G. Knows how to interpret eye reports and other vision-related diagnostic information

H. Knows how to use data from disability-specific assessment instruments

I. Knows how to conduct formal and informal assessment of areas of development impacted by visual impairment

J. Knows how to conduct assessments of the progress and academic achievement of students with visual impairments

K. Knows how to adapt non-disability-specific instruments for students with visual impairments

L. Knows how to seek and synthesize information from a range of sources to develop comprehensive profiles of students with visual impairments

M. Knows how to collaborate with parents/caregivers and school and community personnel in assessments of students with visual impairments

N. Knows how to use assessment data to make eligibility, program, and placement recommendations for students with visual impairments

O. Knows how to create and maintain records of assessment procedures, resulting actions, and ongoing progress for students with visual impairments

P. Knows how to communicate assessment results to students, parents/caregivers, and school and community personnel, using language appropriate for the audience

Q. Understands the role of formal and informal assessment in guiding the instructional process
   1. Defines and provides uses and examples of formal and informal assessment modes
   2. Explains how the results of formal and informal assessments are used in making educational decisions
R. Understands the uses, strengths, and limitations of a variety of assessment instruments used to evaluate student performance
1. Essay
2. Selected response
3. Portfolio
4. Conference
5. Observation
6. Performance

S. Knows how to select or adapt assessment tools and procedures for assessment of the performance of students with visual impairments
1. Describes the uses, strengths, and limitations of a variety of assessments for students with visual impairments

T. Knows how to use technology to conduct and/or adapt assessments

U. Knows how to interpret and use assessment data for instructional planning

VI. Professional Practice, Collaboration, and Counseling
A. Knows how to locate information on current research, practice, issues, and movements in the field of education
B. Knows how to locate information on current research, practice, issues, and movements in the field of education of students with visual impairments
C. Knows organizations and publications relevant to the field of education of students with visual impairments
1. Is familiar with organizations serving students with visual impairments, their families, and educators
   • American Council of the Blind
   • American Foundation for the Blind
   • International Council for Education of People with Visual Impairment
   • National Alliance of Blind Students
   • National Association for Visually Handicapped
   • National Association of Blind Students
   • National Federation of the Blind
2. Is familiar with publications serving students
   • Journal of Visual Impairment and Blindness
   • Teaching Exceptional Children
   • Technology and Disability
   • Access World
   • The Educator
   • Braille Monitor
   • Future Reflections

D. Knows the legal and ethical implications of laws and regulations related to the education of students with disabilities and specifically to students with visual impairments
1. IDEA 2004, ADA, Section 504 of the Rehabilitation Act
2. Federal quota funds, Federal entitlements, American Printing House for the Blind (APH)

E. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers
1. Equal access
2. Privacy and confidentiality
3. First Amendment issues
4. Intellectual freedom
5. Mandated reporting of child neglect/abuse
6. Due process
7. Liability
8. Licensing and tenure
9. Copyright

F. Knows strategies for planning and conducting collaborative conferences with students with visual impairments, their families, and school and community members
1. Knows the elements of successful collaboration
   • Developing an action plan
   • Identifying the stakeholders
   • Identifying the purpose of the collaboration
   • Supporting effective communication
   • Seeking support
Welcome to the Praxis™ Study Companion

G. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs
   1. Knows how to work and communicate within a team context
   2. Knows how to observe, record, and assess the performance and behaviors of special education students
   3. Knows how to contribute to development of interventions and strategies
   4. Knows how to contribute to determinations of supplementary aids and services
   5. Knows how to implement an IEP

H. Knows how to communicate with school personnel about the characteristics and needs of students with visual impairments

I. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with visual impairments
   1. Facilitating career exploration
   2. Providing opportunities for job shadowing or work experience
   3. Training in compensatory skills

J. Knows techniques for structuring and supervising the activities of paraprofessionals who work with students with visual impairments
   1. Communicating needs
   2. Planning instructional support
   3. Modeling strategies
   4. Scheduling
   5. Providing specific training

K. Knows a variety of resources for students with visual impairments and their families, as well as methods for accessing those resources

L. Understands the role of educational service personnel and paraprofessionals in the education of students with visual impairments
   1. Orientation and mobility specialist
   2. Teacher of visually impaired students (TVI)
   3. Members of interdisciplinary team
   4. School nurse, physical therapist, paraprofessionals
   5. Itinerant, special education, general education teachers
   6. Transcriber, reader, counselors

M. Understands ways a visual impairment affects families and the reciprocal effects on the student
   1. Knows common reactions of family members
      • Grief, denial, anger, anxiety, depression, rejection
      • Protectiveness, acceptance, advocacy
   2. Knows the effects of family reactions on students
      • Anxiety, dependence, depression
      • Reduced self-esteem, social withdrawal
      • Acceptance, trust, self-advocacy, perseverance

N. Knows strategies for assisting families in understanding the implications of a student’s visual impairment for a student’s learning and experience and provides strategies for supporting the student’s development and learning

O. Knows how to integrate observations provided by students and parents/caregivers in instructional planning and decision making

P. Knows a variety of strategies for communicating with parents/caregivers about a student’s progress and needs
   1. Knows how to use a variety of verbal, written, and electronic communication methods
   2. Is able to communicate using language appropriate for the audience

Q. Understand the teacher’s role as a resource for parents/caregivers, school personnel, and members of the community in providing information about students with visual impairments
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 “4. Learn About Your Test” on page 11 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.
Step 5: Determine Your Strategy for Success

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

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

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 25 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

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

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

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

- **Plan the group's study program.** Parts of the study plan template, beginning on page 23 can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Dates I will study the content”), you can create an overall schedule for your group's study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 12 to select topics, and then select practice questions, beginning on page 29.

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

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

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

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

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

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

Develop a personalized study plan and schedule

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

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

<table>
<thead>
<tr>
<th>Praxis Test Name:</th>
<th>Praxis I Pre-Professional Skills Test: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Test Code(s):</td>
<td>0710</td>
</tr>
<tr>
<td>Test Date:</td>
<td>11/15/12</td>
</tr>
</tbody>
</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 the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal Comprehension</td>
<td></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>
</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>
</tr>
</tbody>
</table>

(continued on next page)
### 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 the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical and Inferential Comprehension</strong></td>
<td></td>
<td></td>
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</tr>
<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>
</tr>
<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>
</tr>
<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>
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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>
<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>
<td>10/27/12</td>
</tr>
</tbody>
</table>
# My Study Plan

Use this worksheet to:

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

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<th>Content covered</th>
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</table>
7. Review Smart Tips for Success

*Follow test-taking tips developed by experts*

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

**Should I Guess?**

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

**Can I answer the questions in any order?**

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

**Are there trick questions on the test?**

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

**Are there answer patterns on the test?**

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

**Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?**

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

**Smart Tips for Taking the Test**

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

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

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

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

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

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

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

Answer practice questions and find explanations for correct answers

Sample Test Questions

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

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

1. Which of the following is the most common refractive error occurring among children with visual disabilities?
   (A) Myopia
   (B) Hyperopia
   (C) Diplopia
   (D) Astigmatism

2. A student with an abnormality in the cones of the eye will most likely
   (A) have poor color vision
   (B) be uncomfortable in bright light
   (C) require corrective lenses for reading
   (D) benefit from patching one eye

3. Infants born prematurely have a greater risk of vision problems than infants born full-term primarily because
   (A) their eyes are not yet ready to function in daylight
   (B) medications given to mothers to aid in delivery are harmful to the eyes
   (C) the development of the eyes is not complete until the final months of gestation
   (D) medical interventions given to premature infants can result in eye damage

4. Which of the following is the most difficult concept for elementary school children who have been totally blind from birth to acquire?
   (A) Kernels of corn grow in rows on an axis called a cob.
   (B) The horizon is the point where Earth and sky seem to meet.
   (C) When liquid water freezes, it becomes a solid called ice.
   (D) A songbird can be identified by the song it sings.

5. Which of the following is the communication skill that a preschool child who is totally blind is most likely to learn first?
   (A) Localizing the speaker's voice by sound and facing the speaker
   (B) Touching the speaker to communicate that the speaker is being heard
   (C) Using expressive gestures to indicate confusion about a message
   (D) Repeating what a speaker says to indicate that it was comprehended

6. The term “legally blind” applies to individuals with corrected central visual acuity in the better eye at or below which of the following levels?
   (A) 20/50
   (B) 20/70
   (C) 20/100
   (D) 20/200
7. Under federal law, which of the following is a right that parents of students with disabilities are NOT guaranteed?
   (A) To examine all educational records relevant to their child’s evaluation and placement
   (B) To obtain an independent evaluation if they are dissatisfied with the data collected by the school
   (C) To receive the program placement that they requested for their child
   (D) To receive written notice in their primary language prior to the initial evaluation of their child

8. A wide variety of reading materials in braille appropriate for children and youths is available without charge to educational facilities on a quota basis from which of the following sources?
   (A) The American Printing House for the Blind
   (B) Office of Special Education and Rehabilitation
   (C) Learning Ally
   (D) The American Foundation for the Blind

9. A medical description of a child with multiple disabilities, including blindness, defines the disabilities in two ways: by etiology, the physiological condition of the child, and by current functioning as determined by average child growth and development scales. Additional information is needed to make decisions about the educational services to be provided for the child. It is most appropriate to include in the additional information all of the following EXCEPT
   (A) a school psychologist’s evaluation of the child’s current academic abilities
   (B) a social worker’s description of the child’s previous developmental opportunities
   (C) a clinical psychologist’s analysis of the child’s social skills
   (D) a physician’s opinion of the child’s ability to achieve academically

10. Which of the following is the most inexpensive magnifying device?
    (A) A set of clip-on microscopic or telescopic lenses
    (B) A handheld bar magnifier
    (C) A rear-view projection screen
    (D) An overhead projector

11. When reinforcing behavior during a discrete trial or when using applied behavior analysis, satiation occurs when
    (A) the student desires the reinforcer and performs the desired behavior
    (B) the directions become too complex for the student to respond appropriately
    (C) the reinforcer no longer elicits the desired response
    (D) the stimulus to which the student will respond is effective

12. Before light rays focus on the retina of the eye, they must pass through the eye in which of the following orders?
    (A) Lens, cornea, pupil, vitreous humor
    (B) Cornea, pupil, lens, vitreous humor
    (C) Pupil, vitreous humor, lens, cornea
    (D) Lens, vitreous humor, cornea, pupil

13. Which of the following is an example of a teaching practice that best addresses the unique needs of a student with a visual disability?
    (A) An itinerant teacher and a classroom teacher discussing teaching strategies
    (B) Two certified professionals teaching parallel lessons
    (C) A classroom teacher and a paraprofessional supervising an experiment
    (D) A consultant and a supervisor giving a presentation on available community services
14. Which of the following is the most appropriate nonoptical accommodation for a student with a visual impairment?
(A) Providing a stand magnifier that has a built-in illumination system
(B) Seating the student facing a filtered but natural light source
(C) Removing all surfaces that produce glare from the classroom
(D) Matching the lighting level to the student’s visual needs

15. A student with glaucoma sometimes falls asleep in class. The most reasonable explanation for the student’s behavior is that
(A) eye strain and headaches related to glaucoma can cause drowsiness
(B) children with glaucoma and other visual impairments often do not sleep well
(C) medications for pediatric glaucoma can cause drowsiness
(D) sleep apnea is common in children who have glaucoma

16. Maria is a ninth-grade student with low vision that includes loss of contrast sensitivity function (CSF). Which of the following will best address Maria’s loss of CSF?
(A) Using video disks in place of textbooks
(B) Using an antiglare filter screen on a computer
(C) Using a line guide to maintain focus on what is being read
(D) Using simple diagrams with sharp, bold lines

17. Which of the following specialists is trained to collaborate with a teacher of the visually impaired to ensure that students who are blind improve their fine motor skills?
(A) Orientation and mobility instructor
(B) Physical therapist
(C) Assistive technology specialist
(D) Occupational therapist

18. Joan, a bright eleventh-grade student who is totally blind, is enrolled in a chemistry class. She is experiencing difficulty with experiments and requests assistance from the chemistry teacher. Which of the following strategies is likely to be most effective in helping Joan learn the skills needed to do well in chemistry lab?
(A) Relieving Joan of the responsibility of participating in the experiments since she does well on the chemistry content knowledge tests
(B) Assigning Joan a sighted partner and having Joan act as the recorder in experiments done with the partner
(C) Enlisting sighted class members to team with Joan so she can be involved in every phase of the experiments
(D) Having Joan do the experiments with a vision specialist outside of the regularly scheduled laboratory time

19. Kelly is a student with a visual impairment who cannot divide three-digit numbers by two-digit numbers using the standard division algorithm. Which of the following is most likely to help Kelly develop the requisite understanding to use the algorithm successfully?
(A) Undoing multiplication problems on the abacus
(B) Using a talking calculator to perform the division
(C) Practicing division of 100s by multiples of 10
(D) Using manipulatives to model the number facts to 20

20. What does the ophthalmic abbreviation “Dx” appearing on a visual screening report stand for?
(A) Diopter
(B) Distance vision
(C) Diagnosis
(D) Disease
21. Which of the following is most likely to foster the best collaborative relationship between the home and the school?
   (A) Assigning daily homework that students can complete independently at home or in class
   (B) Ensuring that the paraprofessionals who work directly with students know how to contact students’ parents
   (C) Increasing time allotted for professional learning communities during the school week
   (D) Providing multiple opportunities during the year for parental involvement in school activities

22. A parent of a student with a visual impairment notifies the teacher that his child has been complaining of eye strain after school each day. Appropriate ways for the teacher to adjust the learning environment for the student include all of the following EXCEPT
   (A) seating the student facing a window when reading or working on class assignments
   (B) using black markers and simple diagrams when teaching with a white board
   (C) pairing the student with a peer who can occasionally read to the student
   (D) ensuring the availability of large-print reading materials

23. Which of the following is the expanded core curriculum skill that a student with a visual impairment is primarily trained to use during a conversation?
   (A) Orientation and mobility
   (B) Sensory efficiency
   (C) Visual efficiency
   (D) Social interaction

24. Bart is a ninth-grade student who is hard of hearing and legally blind in one eye. He is of above-average intelligence but is currently functioning slightly below grade level. Which of the following accommodations is most likely to help Bart develop and self-monitor his study skills?
   (A) Assigning a paraprofessional to work with him in all his classes
   (B) Shortening written assessments and eliminating oral assignments
   (C) Allowing additional time to complete tests and classroom assignments
   (D) Providing a checklist to use as assigned activities and tasks are completed
Answers to Sample Questions

1. Nearsightedness or myopia is the most common refractive error occurring among children. Therefore, the correct answer is (A).

2. Cones, located in the retina of the eye, allow for color perception. A student with an impairment affecting the cones is likely to be color-blind. Therefore, the correct answer is (A).

3. The human eyes develop rapidly in the last month of gestation and premature birth impedes this development. Therefore, the correct answer is (C).

4. An elementary school child totally blind from birth can gain a knowledge of the world through use of his or her remaining senses—touch, smell, hearing, and taste. Many things, such as the horizon, are inaccessible because they depend on the physical process of seeing, although they can be explained. Therefore, the best answer is (B).

5. The young child who is totally blind lacks the advantage of the visual cues utilized by the sighted child to identify where a speaker is. The child who is blind must auditorily locate the speaker. Both blind and sighted children must learn that communication involves action, such as turning to the speaker that indicates attention to what is being said. Therefore, the best answer is (A).

6. The most widely used definition of blindness, applied largely for legal purposes, describes a person as blind if that person has central visual acuity of 20/200 or less in the better eye, with correcting glasses; or central visual acuity of more than 20/200 if there is a field defect in which the peripheral field has contracted to such an extent that the widest diameter of visual field subtends an angular distance no greater than 20 degrees. The best answer is (D).

7. According to federal laws pertinent to individuals with disabilities, such as the Individuals with Disabilities Education Improvement Act, parents are to be involved in the evaluation and placement of their children, including being given notice in their primary language that an evaluation will take place, access to all records relevant to the evaluation and placement, and recourse to appeal for an independent evaluation if they are dissatisfied with the initial evaluation and placement. The placement is decided on the basis of the evaluation, not on what the parents request. Therefore, the best answer is (C).

8. Established as a national agency in 1858, the American Printing House for the Blind annually registers all blind children and youths enrolled in public educational facilities and determines on the basis of congressional appropriations a current per capita quota for each student. Educational facilities are assigned a multiple of that quota corresponding to their enrollment and can order books and materials according to their needs. The best answer is (A).

9. Evaluation of children who are blind with additional disabilities appropriately involves medical professionals, psychologists, and social workers, who provide information specifically related to their respective fields of expertise. However, in making a decision about a child’s educational services, it is not appropriate to consider a professional person’s opinion when that opinion is not relevant to that person’s training. Therefore, the best answer is (D).

10. The most inexpensive magnifying device is a simple handheld magnifier, such as a bar magnifier, because this device does not require special fitting or expensive production and/or installation costs. The best answer is (B).

11. Satiation is a term in behavioral psychology that means that a behavior has been reinforced so often with a particular reinforcer that the reinforcer has lost its power to satisfy. An individual has essentially had the appetite for the reinforcer satisfied, and no longer responds to it. Therefore, the best answer is (C).

12. Before the light reaches the retina of the eye, it must pass through the clear sclera or outer covering of the eyeball, then through the cornea, pupil, and the lens. Next it travels through the vitreous gel in the eyeball and finally enters the retina. Therefore, the correct answer is (B).

13. Most general education classroom teachers need assistance when they have a student who is visually impaired in their class. An itinerant teacher of the visually impaired (VI) is trained to teach both VI students and support the general classroom teacher. Preparing lessons together and devising appropriate instructional strategies is most likely to result in the VI student accessing the same curriculum in the same way as his or her classmates, and that is the goal of the Individuals with Disabilities Education Act (IDEA). Therefore, the best answer is (A).
14. A nonoptical accommodation is one that does not involve a tool or technology that enhances vision. A stand magnifier is an optical tool. A student should not be seated facing the light. It is not possible to remove all surfaces in a classroom that produce glare. Therefore (D), making sure the level of the light the student needs to do the work of the class is adapted for him or her, is the best answer.

15. There are several approved drugs for pediatric glaucoma, and they all cause side effects. Drowsiness is one such side effect and can explain why a student might nod off in class. Therefore, the best answer is (C).

16. Low vision with a loss of contrast sensitivity function means that the student needs to use materials that are enlarged and contain illustrations that are simply presented using sharply contrasting elements. This can be achieved by using simple fonts, diagrams, maps, charts, and figures that contain sharp, bold lines. Therefore, the best answer is (D).

17. An orientation and mobility specialist teaches a student who is blind to orient himself or herself in space and move around safely; a physical therapist helps a student develop gross motor skills, such as sitting and standing; an assistive technology specialist teaches a student to use technology to access the curriculum and develop life skills; an occupational therapist teaches a student to develop fine motor skills, such as those involved in eating, writing, and dressing. Therefore, the correct answer is (D).

18. By conducting experiments in chemistry class, students learn from each other as well as from the activity in a way not readily achieved through other activities. Therefore, active participation in conducting experiments in class should be a part of Joan’s learning experiences. Having sighted team members willing to work along with Joan allows her the experience. The best answer is (C).

19. To help Kelly develop an understanding of the algorithm for dividing three-digit numbers by two-digit numbers, Kelly needs to use numbers that are easy to work with. The tens and hundreds are such numbers. They can be easily represented by tactile number tiles and separated into groups to reveal the division process. An abacus and a calculator are for the student who understands the algorithm and knows what to tell the technology to do. Modeling the number facts to 20 does not use three-digit numbers and is not likely to be helpful. Therefore, the best answer is (C).

20. The abbreviation “Dx” is the one used to indicate diagnosis in all visual and medical reports. It is usually the first word on a prescription. It appears on reports that a vision specialist might need to explain to others. Therefore, the correct answer is (C).

21. Parents who are kept informed by the school administration and staff through newsletters, emails, and conferences, for example, and who are invited to participate in school activities are more likely to support school personnel and school goals for their children. They are more likely to come to parent conferences and to volunteer even if they have many other commitments. They advocate actively for their children and help teachers understand the special needs of a student who is visually impaired. Therefore, the best answer is (D).

22. (B), (C), and (D) are all effective ways to help reduce eye strain experienced by a student who is visually impaired (VI). Option (A) is not appropriate because a student who is visually impaired cannot and should not work with strong light aimed directly at his or her eyes. The light source must be modified according to the work the student is expected to accomplish. Therefore, the best answer is (A).

23. The expanded core curriculum (ECC) for children and youths who are blind and visually impaired (VI) consists of a body of knowledge and skills that are needed by students with visual impairment due to their unique disability-specific needs. Details of the ECC can be found at www.afb.org/. According to the ECC, a student is trained to behave in socially appropriate ways during a conversation by listening politely, taking his or her turn, not interrupting, looking at the speaker, and asking polite questions. Therefore, the best answer is (D).

24. If Bart is to be successful in school, he needs to become an independent and intrinsically motivated student. Of the ways listed, the one that is most likely to help him develop the ability to work independently, completely, and in a timely manner is the use of a checklist provided by his teacher. Therefore, the best answer is (D).
9. Check on Testing Accommodations

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

What if English is not my primary language?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

On the day of the test, you should:

• be well rested
• wear comfortable clothes and dress in layers
• eat before you take the test and bring food with you to eat during break to keep your energy level up
• bring an acceptable and valid photo identification with you
• bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response 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, smart phones (e.g., BlackBerry®, devices, iPhones®, etc.), PDAs, and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen USING such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.
Step 10: Do Your Best on Test Day

Are You Ready?
Complete this checklist to determine whether you are ready to take your test.

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

☐ Have you followed all of the test registration procedures?

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

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

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

☐ Have you considered how you will pace your work?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Do all states require these tests?
The Praxis Series tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires Praxis testing for licensure. You can find details at www.ets.org/praxis/states.
What is licensure/certification?
Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

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

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

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

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

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

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

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

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

www.ets.org/praxis/store