Gifted Education

0357
Welcome to *The Praxis™ Study Companion*

**Prepare to Show What You Know**

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

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

The Study Companion contains practical information and helpful tools including:

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

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

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

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

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

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

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

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

Should I take the computer- or paper-delivered test?
You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats.

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

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

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

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

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

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

Understanding Multiple-choice Questions

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

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

How would you answer this question?

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

Try following these steps to select the correct answer.

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

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

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

Entries in outlines are generally arranged according to which of the following relationships of ideas?
(A) Literal and inferential
(B) Concrete and abstract
(C) Linear and recursive
(D) Main and subordinate

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

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

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

Watch out for multiple-choice questions containing “NOT,” “LEAST,” and “EXCEPT.”
This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

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

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

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

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

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

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

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

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

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

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

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

**Understanding Constructed-response Questions**

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

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

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”

- “We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”

- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with each other from computer terminals at home or at work.”

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

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

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

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

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

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

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

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

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

For more detailed information on constructed-response scoring, see the Scoring Guide in the Test at a Glance section.
3. Understand Your Scores

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

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

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

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

How do I know if I passed the test?
You will receive passing score information on your score report for the score recipients that you listed when you registered. If you test in a state with automatic score reporting, you will receive passing score information for that state.

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

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

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

Put your scores in perspective
Your score report indicates:

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

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

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

Score scale changes

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

These resources may also help you interpret your scores:

- Understanding Your Praxis Scores (PDF), found at www.ets.org/praxis/scores/understand
- 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*

**Gifted Education (0357)**

**Test at a Glance**

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Gifted Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>0357</td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
</tr>
<tr>
<td>Number of Questions</td>
<td>120</td>
</tr>
<tr>
<td>Format</td>
<td>Multiple-choice questions</td>
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<tr>
<td>Test Delivery</td>
<td>Paper delivered</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Definitions, Development, and Characteristics of Giftedness</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>II. Identification, Assessment, and Eligibility of Gifted Students</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>III. Curricular and Instructional Modifications for Gifted Students</td>
<td>42</td>
<td>35%</td>
</tr>
<tr>
<td>IV. Program Placements for Gifted Students</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>V. Professional Knowledge</td>
<td>24</td>
<td>20%</td>
</tr>
</tbody>
</table>

**About This Test**

The Gifted Education test, designed in consultation with practicing professionals in the field of gifted education, assesses whether an examinee has the knowledge, skills, and abilities necessary for a beginning teacher of gifted students. It assesses the major areas of knowledge and practical ways to use that knowledge in the education of gifted students.

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. Definitions, Development, and Characteristics of Giftedness
   • Analyze issues involved in the definition of giftedness
   • Demonstrate an understanding of different types of giftedness
   • Demonstrate an understanding of the thinking and learning styles of intellectually gifted students
   • Identify social characteristics related to intellectual giftedness
   • Identify emotional characteristics related to intellectual giftedness
   • Identify aesthetic and intuitive characteristics related to intellectual giftedness
   • Demonstrate an understanding of the characteristics and measurement problems related to creativity in gifted students
   • Demonstrate an understanding of genetic and environmental factors in the development of giftedness
   • Demonstrate an understanding of characteristics of giftedness among students (e.g., female students, minority students, disadvantaged students, students with disabilities)
   • Identify factors that may obstruct the development of giftedness
   • Identify factors that may enhance the development of giftedness
   • Demonstrate an understanding of variation among intellectually gifted students in the areas of academic achievement and classroom performance
   • Demonstrate an understanding of factors related to underachievement in gifted students

II. Identification, Assessment, and Eligibility of Gifted Students
   • Demonstrate an understanding of principles of qualitative and quantitative measurement related to gifted education
   • Demonstrate an understanding of statistical concepts commonly used in psychological measurement and evaluation in gifted education
   • Identify and interpret quantitative measures of giftedness
   • Identify and interpret qualitative measures of giftedness
   • Identify appropriate test administration procedures for the assessment of gifted students
   • Evaluate advantages and disadvantages of quantitative versus qualitative measures of intellectual giftedness
   • Apply multidimensional methods of identification and assessment of gifted students
   • Demonstrate an understanding of problems in the identification of hard-to-identify groups of gifted students
   • Identify methods and approaches for seeking out hard-to-identify gifted students
   • Demonstrate an understanding of current procedural safeguards and legal issues related to the identification, assessment, and eligibility of gifted students
   • Apply knowledge of assessment results and individual differences among gifted students to develop an appropriate IEP (Individualized Educational Program)
   • Apply regulations for eligibility to participate in programs for the gifted

III. Curricular and Instructional Modifications for Gifted Students
   • Identify procedures involved in the development, implementation, and evaluation of an IEP
   • Demonstrate an understanding of current procedural safeguards and legal issues related to the development, implementation, and evaluation of instructional plans of gifted students
   • Demonstrate an understanding of the relationship between content and process skills education
   • Demonstrate an understanding of research, programs, practices, and issues related to acceleration for gifted students
   • Demonstrate an understanding of research, programs, practices, and issues related to enrichment for gifted students
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- Demonstrate an understanding of research, programs, practices, and issues related to metacognitive skills development for gifted students
- Demonstrate an understanding of accelerative practices and programs in mathematics education for gifted students at the elementary and secondary levels
- Demonstrate an understanding of enrichment approaches in mathematics education for gifted students at the elementary and secondary levels
- Demonstrate an understanding of current issues in mathematics education for gifted students
- Demonstrate an understanding of accelerative practices and programs in science education for gifted students at the elementary and secondary levels
- Demonstrate an understanding of enrichment approaches in science education for gifted students at the elementary and secondary levels
- Demonstrate an understanding of current issues in science education for gifted students
- Demonstrate an understanding of accelerative practices and programs in social studies for gifted students at the elementary and secondary levels
- Demonstrate an understanding of enrichment approaches in social studies for gifted students at the elementary and secondary levels
- Demonstrate an understanding of current issues in social studies education for gifted students
- Demonstrate an understanding of accelerative practices and programs in language arts education for gifted students at the elementary and secondary levels
- Demonstrate an understanding of enrichment approaches in language arts education for gifted students at the elementary and secondary levels
- Demonstrate an understanding of current issues in language arts education for gifted students
- Demonstrate an understanding of programs, practices, and current issues in visual and performing arts education for gifted students
- Demonstrate an understanding of programs, practices, and current affective education issues in gifted students at the elementary and secondary levels
- Demonstrate an understanding of issues in advising gifted students with special needs (e.g., female students, minority students, disadvantaged students) at the elementary and secondary levels
- Demonstrate an understanding of problem finding and problem solving as key mental processes in gifted education
- Demonstrate an understanding of cognitive process models used in gifted education
- Demonstrate an understanding of affective process models used in gifted education
- Identify methods for the effective use of instructional technology in gifted education
- Demonstrate an understanding of educational practices and attitudes that tend to enhance creativity
- Demonstrate an understanding of educational practices and attitudes that tend to stifle creativity
- Identify approaches that may enhance the performance of underachievers
- Apply appropriate criteria for selection of curriculum materials for gifted students
- Demonstrate an understanding of models of curriculum development for gifted students

IV. Program Placements for Gifted Students

- Demonstrate an understanding of current procedural safeguards and legal issues related to placement options for gifted students
- Analyze factors involved in matching specific program options to the individual needs of gifted students
- Identify program placement options in the education of gifted students
- Demonstrate an understanding of problems in the implementation of program placement options for gifted students
- Demonstrate an understanding of the placement option of regular education with resource services for gifted students
- Demonstrate an understanding of the placement option of regular education with special classes for gifted students
- Demonstrate an understanding of the placement option referred to as a special education program: self-contained, for gifted students
- Demonstrate an understanding of the placement option referred to as special education program: special school, for gifted students
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- Demonstrate an understanding of cluster grouping of gifted students
- Demonstrate an understanding of the collaborative consultative model
- Demonstrate an understanding of the community resources for gifted students
- Demonstrate an understanding of independent study for gifted students
- Demonstrate an understanding of out-of-school programs and activities for gifted students
- Demonstrate an understanding of research and issues involved in the acceleration of gifted students
- Demonstrate an understanding of program placement models in gifted education

V. Professional Knowledge

- Identify rationales, philosophical principles, and goals of gifted education
- Identify major trends and events in the history of gifted education
- Identify current national trends and practices in gifted education
- Demonstrate an understanding of the relationship between gifted education and general education
- Demonstrate an understanding of the relationship between gifted education and special education
- Identify types and functions of professional organizations and publications in the field of gifted education
- Identify federal laws, regulations, and policies concerned with gifted education
- Demonstrate an understanding of the characteristics of effective teachers of gifted students
- Demonstrate an understanding of current issues and controversies related to the provision of special programs for gifted students
- Demonstrate an understanding of parental issues and concerns related to gifted education
- Demonstrate an understanding of the role of parents in gifted education programs
- Demonstrate an understanding of teachers’ and administrators’ issues and concerns related to gifted education
- Demonstrate an understanding of the role of administrators and other school personnel in gifted education
- Identify school staff involved in school decision making that affects gifted education
- Demonstrate an understanding of the principles of program development for gifted students
- Demonstrate an understanding of the principles of program evaluation
- Demonstrate an understanding of special issues and problems related to the evaluation of gifted education programs
- Demonstrate an understanding of the influences of the general community on gifted education
5. Determine Your Strategy for Success

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

Effective *Praxis* test preparation doesn’t just happen. You’ll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) **Learn what the test covers.**

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

You’ll find specific information on the test you’re taking in the Test at a Glance section, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](http://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](http://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](http://www.ets.org/praxis/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.
5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found in the Learn About Your Test section on page 11.

7) Develop a study plan.

A study plan provides a roadmap to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 18 to organize your efforts.

And most important—get started!

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

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

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

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

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

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

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance on page 12 to select topics and then select practice questions, beginning on page 24.

- **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
Step 5: Determine Your Strategy for Success

• **Take the practice test together.** The idea of the practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

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

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

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

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

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

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

**Develop a personalized study plan and schedule**

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

**Use this worksheet to:**

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

<table>
<thead>
<tr>
<th>Praxis Test Name:</th>
<th>Praxis I Pre-Professional Skills Test: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Test Code:</td>
<td>0710</td>
</tr>
<tr>
<td>Test Date:</td>
<td>11/15/12</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal Comprehension</strong></td>
<td></td>
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<tr>
<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/15/12</td>
<td>9/15/12</td>
</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>

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## Step 6: Develop Your Study Plan

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
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<th>Dates I will study this content</th>
<th>Date completed</th>
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<tbody>
<tr>
<td>Critical and Inferential Comprehension</td>
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<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
</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>
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<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
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<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Draw inferences/implications from directly stated content of reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/8/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/8/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/15/12</td>
<td>10/17/12</td>
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<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
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<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>
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<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/27/12</td>
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**My Study Plan**

**Use this worksheet to:**
1. **Define Content Areas:** List the most important content areas for your test as defined in the Test at a Glance and Topics Covered sections.
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7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

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

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

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

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

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

Smart Tips for Taking the Test

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

2. Skip the questions you find extremely difficult. Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you
Step 7: Review Smart Tips for Success

can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

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

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

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

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

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

Answer practice questions and find explanations for correct answers

Sample Test Questions

The 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. Students who score exceptionally well on IQ tests most often excel in which of the following areas?
   (A) Creativity
   (B) Convergent thinking
   (C) School grades
   (D) Critical thinking

2. Which of the following assignments would a young elementary student who is intellectually gifted typically prefer?
   (A) Looking at pictures of leaves and classifying them according to key
   (B) Reading an encyclopedia article on leaves
   (C) Collecting leaves and finding ways to organize them
   (D) Drawing pictures of commonly occurring leaves

3. Matthew is a highly gifted 15-year-old student whose multidisciplinary assessment indicates outstanding achievement in all academic areas. However, observations by several of his teachers as well as his scores on a personality test battery indicate that Matthew has difficulties in several affective areas. He tends to be shy, he is excessively concerned with perfection, and he strongly prefers working by himself to engaging in group projects. Matthew’s IEP would most appropriately include provisions that
   (A) encourage self-initiated learning
   (B) develop skills in making judgments using standards and criteria
   (C) encourage participation in academic group problem-solving competitions
   (D) develop the habit of reading for pure enjoyment

4. In general, most curricula pay relatively little attention to the affective education of gifted students. The main reason for this is that
   (A) school staff tend to be more oriented toward meeting the cognitive needs of gifted students rather than their affective needs
   (B) the affective issues faced by gifted students tend to be virtually identical to those faced by their nongifted peers
   (C) studies indicate that school instruction designed to improve students’ affective skills is generally ineffective
   (D) the knowledge base on which to build affective education programs is as yet too limited to justify the expenditure of limited education funds
5. Which of the following teaching approaches is most likely to enhance the creativity of gifted students?
   (A) Emphasize concrete, real-life applications of topics rather than abstract concepts
   (B) Structure assignments in ways that encourage divergent thinking
   (C) Accelerate coverage of required content to allow time for creative activities
   (D) Encourage students to choose their own educational goals and to seek out their own resources

6. Which of the following should be a primary consideration in the selection of a curriculum model for gifted students?
   (A) The model should be focused primarily on content that is appropriate for gifted students, leaving process-related decisions up to the individual teacher.
   (B) The model should be a feasible adjunct to the regular curriculum.
   (C) The model should maximize opportunities for the integration of gifted and regular students in instructional activities.
   (D) The model should provide multiple paths to reach specified goals.

7. When a gifted student is involved in independent study, a major responsibility of the teacher or mentor is to assist the student in
   (A) identifying appropriate human and material resources
   (B) analyzing data and drawing conclusions
   (C) determining an appropriate format for presentation of results
   (D) focusing the student’s topic of study

8. Which of the following principles is most appropriate for guiding the development of a gifted education program?
   (A) Gifted students should have ample educational opportunities to realize their potential to the fullest extent possible.
   (B) The primary aim of instruction for gifted students should be to provide students with learning experiences that help translate the affective domain into thoughts and actions.
   (C) Gifted students should be instructed in homogeneous groupings to the maximum extent possible.
   (D) Education for the gifted should be administered as a separate program from the regular education program to maximize available funding and other resources
Answers to Sample Questions

1. The correct answer is (B). Intelligence tests consist mainly, if not exclusively, of questions to which there are specific correct responses. This type of question calls for a combination of memory and logical reasoning skills, a type of mental activity that is known as convergent thinking. Because students who obtain high scores on IQ tests have demonstrated, almost by definition, that they are good at convergent thinking, (B) is the correct response. Creativity, on the other hand, is almost synonymous with divergent thinking, which is the ability to generate novel, unpredictable ideas. Because individuals who excel at convergent thinking may have only average or low divergent thinking skills, a high IQ score is not necessarily associated with high creativity, and (A) is incorrect. Although intelligence test results often have a high-positive correlation with school grades, it is not unusual for specific individuals to be very intelligent and yet earn undistinguished school grades. Because the association between IQ and school grades is not as strong as the association between IQ and convergent thinking skills, (C) is incorrect. Critical thinking, which involves evaluative skills, is not typically measured by standard IQ tests. As with divergent thinking, individuals may be highly intelligent without being skilled in critical thinking. Therefore, (D) is also incorrect.

2. The correct answer is (C). Research on the thinking and learning styles of gifted students indicates that these students tend both to need and to derive considerable satisfaction from activities that involve organizing ideas and objects in a meaningful way, preferably according to principles that they themselves have generated. Gifted children also tend to prefer active exploration over more passive modes of learning. Of the choices listed in the question, only (C) meets all these criteria. For example, collecting leaves is a more active assignment than looking at pictures (A) or reading an article (B). Similarly, finding ways to organize leaves, which involves both generating and applying an organizing principle, is an activity that gifted children would tend to prefer over the activity of simply applying someone else’s classification scheme (A). Option (D) is incorrect because drawing pictures of commonly occurring leaves would offer these children no opportunity to explore, to generate ideas, or to use or derive organization principles.

3. This question calls for the selection of an educational activity that meets both the cognitive and affective needs of a particular gifted student. Effective IEPs must build on students’ strengths, as well as address areas in need of remediation. Although Matthew, the student in the example, excels in academic achievement, his shyness and his strong preference for solitary work indicate some weaknesses in his social interaction skills. By encouraging him to participate in academic group problem-solving competitions, he has an opportunity to utilize his strengths (i.e., his knowledge and intelligence) to build up one of his weaker areas (i.e., his difficulty with peer interaction). Therefore, (C) is the correct response. The other choices are incorrect because they do not address Matthew’s strengths and weaknesses. The description of Matthew does not include information about his capacity for self-initiated learning; therefore, (A) is irrelevant and incorrect. (B) is incorrect because Matthew’s perfectionism implies that he already excels in the scrupulous application of standards and criteria to his own work and the work of others. (D) is incorrect because although Matthew may benefit from a less task-oriented approach to reading, this would only encourage more, rather than less, solitary activity.

4. The correct answer is (A). Historically, educators concerned with providing services to the gifted have attended primarily to the dimension that most obviously distinguishes gifted students from regular students; that is, their intellectual talents. The need to pay attention to gifted students’ affective development is less immediately obvious and is only beginning to be recognized by educators of the gifted. (B) is incorrect because gifted individuals do not face affective issues identical to those faced by nongifted students. To the contrary, the gifted need to develop certain skills and understandings, with regard to themselves and others, that are a direct consequence of their being different from others in important ways. (C) is incorrect because researchers have, in fact, provided evidence for the effectiveness of various programs designed to improve gifted students’ affective skills. (D) is incorrect for similar reasons: researchers and practitioners have built and continue to build a body of knowledge about the needs and characteristics of gifted students that is useful for the development of affective education programs for these students. Furthermore, the expenditure of limited funds to address only the cognitive needs of
gifted students implies an unwarranted dichotomy between cognitive and affective education. Indeed, unmet affective needs may often prevent gifted students from deriving any real benefits from unidimensional instruction.

5. The correct answer is (B). The concept of intellectual creativity refers to the ability to generate new, unanticipated ideas and connections between ideas. This type of thinking is referred to as divergent thinking and is best promoted when teachers present students with open-ended questions, with problems that require new perspectives for their solution, and with issues that invite a wide range of responses. (A) is incorrect because creative thought can be elicited by or applied to abstract concepts as well as to concrete real-life situations. (C) reflects a basic misunderstanding: creative activities should not be separated from regular school tasks and tacked on to the end of “regular” tasks as a type of bonus. To the contrary, required educational content can and should be presented in ways that encourage creative thinking. (D) implies another basic misunderstanding: it is the responsibility of professionals, not students, to set educational goals. Furthermore, although students may demonstrate some creativity in identifying resources for specific tasks and projects, it is, again, the responsibility of educators to provide the basic resources required by students to attain educational goals.

6. The correct answer is (D). When educators select a curriculum model for gifted students, a number of principles should guide them. One of these principles involves flexibility in reaching specified goals. This factor is important in allowing teachers to be responsive to the diverse needs, interests, and talents of their students, as well as to the particular constellation of resources that may be available in a given situation. (A) is incorrect because a curriculum for gifted students should define not only the type of content that is most appropriate, but also how to present this content in ways that will best challenge the particular intellectual strengths and interests of gifted students. Concerning (B) and (C), the feasibility of linking the gifted curriculum to the regular curriculum, or the gifted students to the regular students, may be an issue to consider in some particular circumstances. However, because these considerations have nothing inherently to do with the question of how best to serve gifted students, they should not be the guiding principles in curriculum development.

7. The correct answer is (D). An important aspect of independent study for a gifted student is ensuring that the student selects an appropriate topic to serve as a focus for his or her project. However, because students often have difficulty determining the appropriate level of specificity for a study topic, the teacher has a major responsibility to help students focus their study topics in such a way that a productive project is possible, given limitations of time, of resources, and of the student’s intellectual maturity (D). In specific situations, a teacher may sometimes decide to assist a student in identifying resources (A) in analyzing data and drawing conclusions (B), or in determining an appropriate format for presentation of results (C). However, since none of these activities is in all cases a major responsibility of the teacher, choices (A), (B), and (C) are incorrect.
8. The correct answer is (A). A fundamental principle that should guide the development of all educational programs, including those designed for gifted students, is that ample opportunities should be provided to allow students to realize their full potential. With respect to this principle, gifted programs differ from other educational programs only in that the application of the principle should lead to different educational provisions that reflect the fact that gifted students’ learning styles and learning potential differ in many ways from those of regular students. (B) is incorrect because translating the affective domain into thoughts and actions is an objective that would apply only occasionally in specific situations; this is by no means a guiding principle of gifted education. Similarly, (C) is incorrect because the homogeneous grouping of gifted students in instruction is a desirable aim for some, but by no means all, instructional situations. Therefore, among the choices listed, this consideration is not the most appropriate guiding principle for the development of a gifted education program. Regarding (D), although concerns about financial and other resources do affect educational decisions to some extent, such concerns are not basically educational in nature and should not be the principle that guides the development of a gifted education program. In addition, (D) involves questionable reasoning: administering gifted education separately from regular education does not necessarily, or even usually, maximize available funding and other resources.
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](http://www.ets.org/praxis/register/accommodations/plne).

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

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

- religious convictions
- duties as a member of the U.S. Armed Forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You’ll find details at [www.ets.org/praxis/register/accommodations/monday_testing](http://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](http://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](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](http://www.ets.org/disabilities).
10. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

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

☐ Have you followed all of the test registration procedures?

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

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

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

☐ Have you considered how you will pace your work?

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

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

☐ Have you practiced by working through the practice questions in this Study Companion or in a Study Guide or Practice Test?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Why does my state require The Praxis Series tests?

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

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