

The Praxis™ Study Companion

English to Speakers of Other Languages

0361



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!

Table of Contents

The Praxis™ Study Companion guides you through the 10 steps to success

1. Know What to Expect	4
<i>Familiarize yourself with the Praxis tests so you know what to expect</i>	
2. Familiarize Yourself with Test Questions	5
<i>Become comfortable with the types of questions you'll find on the Praxis tests</i>	
3. Understand Your Scores	9
<i>Understand how tests are scored and how to interpret your test scores</i>	
4. Learn About Your Test	11
<i>Learn about the specific test you will be taking</i>	
5. Determine Your Strategy for Success	15
<i>Set clear goals and deadlines so your test preparation is focused and efficient</i>	
6. Develop Your Study Plan.....	18
<i>Develop a personalized study plan and schedule</i>	
7. Review Smart Tips for Success.....	22
<i>Follow test-taking tips developed by experts</i>	
8. Practice with Sample Test Questions	24
<i>Answer practice questions and find explanations for correct answers</i>	
9. Check on Testing Accommodations	32
<i>See if you qualify for accommodations that may make it easier to take the Praxis test</i>	
10. Do Your Best on Test Day.....	33
<i>Get ready for test day so you will be calm and confident</i>	
Appendix: Other Questions You May Have	35

1. Know What to Expect

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

Which test should I take?

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

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

How are the *Praxis* tests given?

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

Should I take the computer- or paper-delivered test?

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

If I'm taking more than one *Praxis* test, do I have to take them all in the same format?

No. You can take each test in the format in which you are most comfortable.

Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?

No. The computer-delivered test and paper-delivered test cover the same content.

Where and when are the *Praxis* tests offered?

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

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

2. Familiarize Yourself with Test Questions

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

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

Understanding Multiple-Choice Questions

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

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

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

Try following these steps to select the correct answer.

- 1) **Limit your answer to one of the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer multiple-choice questions on the practice tests.

Try a more challenging example

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

New question formats are developed from time to time 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:

- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of options and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

- a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.
- b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.

Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

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

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

Understanding Computer-Delivered Questions

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

Interactive question types may ask you to respond by:

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

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis Web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

3. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

4. Learn About Your Test

Learn about the specific test you will be taking

English to Speakers of Other Languages (0361)

Test at a Glance			
Test Name	English to Speakers of Other Languages		
Test Code	0361		
Time	2 hours, including a 30-minute listening section		
Number of Questions	Section 1: 20 multiple-choice questions (listening*) Section 2: 100 multiple-choice questions		
Format	Multiple-choice questions		
Test Delivery	Paper delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Foundations of Linguistics and Language Learning	48	40%
	Section 1, Parts A and B (Listening*)	20	
	Section 2	28	
	II. Planning, Implementing, and Managing Instruction	36	30%
III. Assessment	18	15%	
IV. Cultural and Professional Aspects of the Job	18	15%	
*The Listening section in Category I is composed of 20 questions and will be reported as a separate section on the score report.			

About This Test

The English to Speakers of Other Languages (ESOL) test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools.

The test is 2 hours long, including two timed 15-minute listening sections, parts A and B. This test may contain some questions that do not count toward your score.

ETS has aligned the questions on this test with the *TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education* as developed by Teachers of English to Speakers of Other Languages, Inc. (TESOL), in collaboration with the Council for the Accreditation of Educator Preparation, Inc. (CAEP), formerly known as the National Council for the Accreditation of Teacher Education, Inc. (NCATE). ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

Listening Portion: Section I, Parts A and B

- The 20 questions in Section I, Parts A (Oral Grammar and Vocabulary) and B (Pronunciation), are based on an audio recording.
- At the beginning of Section I, the test supervisor will play an introductory statement to check the volume. Be sure to notify the supervisor if the volume needs to be adjusted or if there are any other problems with the recording.
- The recorded questions in Section I are based on speech samples recorded by students who are not native speakers of English; you will be asked to identify errors in the students' speech. Therefore, before taking the test, you should be familiar with the speech of nonnative speakers who are learning English.
- Each of the recorded speech samples is printed in the test book. As you listen to the recordings, mark the students' errors directly on the printed version of the speech samples to help focus your listening.
- After each speech sample, there will be a pause for you to choose and mark your answer. Be prepared to answer within the time provided. The speech samples in Part A will be played one time only. The speech samples in Part B will be played twice.
- Ten questions cover oral grammar and vocabulary via recorded excerpts of English spoken by a nonnative speaker. The excerpts, questions, and suggested answers are printed in the test book.
- The format for the next 10 questions is similar. The questions concern pronunciation, and each excerpt is played twice.

Topics Covered

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

I. Foundations of Linguistics and Language Learning

A. Linguistic Theory

1. Phonetic transcription and terminology, stress and intonation patterns, and the effects of phonetic environment on pronunciation
2. Types of morphemes (e.g., stem/root and affix, bound and free, derivational and inflectional) and how words are morphologically related to each other

3. English syntax (e.g., how words are combined into phrases and sentences, and transformations such as question formation)
4. The parts of speech and the tenses of English verbs
5. Basic features of semantics and how combinations of words convey meaning (e.g., phrases, sentences, and idioms)
6. Familiarity with differences among languages in terms of their phonology, morphology, syntax, and semantics

B. Language and Culture

1. Basic concepts of pragmatics and sociolinguistics (i.e., that language varies according to a speaker's identity, purpose, and context)
2. Understanding the nature and value of World Englishes and dialect variation
3. The concept of communicative competence
4. Range of social and academic language functions required for English-language proficiency

C. Second-Language Learning

1. Familiarity with research-based models for second-language learning and acquisition (e.g., cognitive, behaviorist, constructivist)
2. Second-language acquisition, first-language acquisition, and how learners' first language can affect their second-language productions (e.g., L1 interference, accent, code switching)
3. Stages of second-language acquisition (e.g., silent period, interlanguage, morpheme acquisition order)
4. Types of student motivations (intrinsic and extrinsic) and their implications for the second-language learning process
5. Language modeling, comprehensible input, and scaffolding in language learning

D. Literacy

1. Relationships between English phonemes and graphemes as well as the differences between English pronunciation and spelling
2. Conventions of standard written English and the range of genres and rhetorical patterns used in written English
3. Familiarity with current approaches to literacy development

4. Stages of English literacy development and the importance of oral language skills to literacy development
5. First-language literacy influences on the development of English literacy

II. Planning, Implementing, and Managing Instruction

A. Instructional Theory

1. Characteristics, theoretical foundations, and appropriate use of methods and approaches in second-language learning (e.g., the direct method, Total Physical Response, the Natural Approach)
2. Various instructional delivery models (e.g., push in, pull out, sheltered instruction)

B. Teaching Techniques

1. Organizing learning around content and language objectives and aligning learning with standards
2. Language instruction should be age appropriate
3. Collaboration with general education and content area teachers when designing classroom activities appropriate to the language acquisition levels of English-language learners
4. Various methods for promoting students' acquisition of productive and receptive language skills in both social and academic contexts
5. Strategies for teaching language skills both discretely and integratively
6. Strategies for supporting content-based language learning
7. Lessons and activities that help students become more effective language learners by developing their cognitive and metacognitive strategies
8. Techniques that help students activate prior knowledge and support appropriate transfer of language and literacy skills from L1 to L2
9. Activities and assignments that provide students with authentic language use and meaningful interaction in English
10. Best practices for teaching English literacy to both literate and nonliterate English-language learners

C. Materials

1. Locating, selecting, modifying, and/or creating instructional materials that support individual students' learning styles and needs

2. Selecting culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources
3. Resources (e.g., audiovisual aids, realia, computer software) that support ESL and content instruction

D. Managing the Classroom and Students

1. Student performance may be affected by various factors (e.g., age, limited formal schooling, educational interruptions)
2. Understanding how classroom management is essential to creating a safe and orderly environment for English-language learners
3. Using correction and constructive feedback and their implications for student learning and motivation
4. Providing students with a language-, text-, and print-rich environment at an appropriate level
5. Techniques for teaching English-language learners strategies to become more independent (e.g., using dictionaries, using context clues, self-editing)

III. Assessment

A. Knowledge of Tests and Standards

1. Individual and group literacy assessments
2. National requirements regarding ESL students' identification, assessment, placement, and exit from language-support programs
3. Methods, both formal and informal, to assess productive and receptive language skills and progress
4. Identifying, selecting, and/or developing assessments to determine English-language learners' language skills
5. Assessments that measure English-language learners' progress toward meeting state and national standards
6. Formal and informal techniques that may be used to assess students' content-area learning at varying levels of language and literacy development
7. Preparing English-language learners to use self- and peer-assessment techniques

B. Appropriate Use of Tests

1. Accommodations for English-language learners
2. ESL students and special education and/or gifted and talented services and referring individuals
3. Assessment-related issues such as validity, reliability, language and cultural bias, and scoring concerns
4. Norm-referenced and criterion-referenced assessments and how to use them with English-language learners

C. Interpreting and Applying Assessment Results

1. Using assessment results to plan and differentiate instruction
2. Using assessment results to inform a variety of decisions (e.g., placement, advancement, exit)
3. Interpreting and communicating the results of assessments to English-language learners and their parents

IV. Cultural and Professional Aspects of the Job

A. Cultural Understanding

1. Relationships between language and culture
2. Cultural variables (e.g., individualism versus collectivism, high context or low context in language, meaning of nonverbal behaviors) that affect second-language acquisition and teaching and students' identities
3. Awareness that teaching and learning styles vary across cultures
4. Incorporating the diverse cultures of students into instruction
5. Implications of cultural stereotyping in the school setting
6. Modeling positive attitudes toward second-language learners
7. Cultural conflicts and other events in students' lives that have an impact on English-language learners' dispositions and learning
8. Factors (e.g., parents' educational attainment, students' previous schooling, gender) that may influence an English-language learner's language development
9. Teacher's personal and cultural experiences that may influence teaching style
10. Knowing how to explain United States cultural norms to English-language learners
11. Knowing how past and present patterns of migration and immigration in the United States are relevant to the field of ESL

B. Legal and Ethical Issues

1. Legal provisions and ethical implications of laws and court decisions related to the education of English-language learners (e.g., *Castañeda v. Pickard*, *Lau v. Nichols*)
2. Ways in which the ESL teacher is affected by local, state, and national regulations (e.g., design and implementation of a variety of ESL programs and models)
3. Legal and ethical issues related to the assessment of English-language learners

C. Role of the ESL Teacher

1. The connection between language instruction and content instruction and English-language learners' academic success
2. Serving as a resource and advocate for students and families
3. The need to communicate with school personnel about the characteristics and emotional/physical needs of English-language learners
4. Strategies for planning and conducting collaborative conferences with English-language learners, their families, and school/community members
5. Strategies for involving families, school personnel, and community members in planning transitions (e.g., grade levels, programmatic, school-to-work) for English-language learners
6. Techniques for collaboration with paraprofessionals, classroom/content-area teachers, and other instructional staff who work with English-language learners
7. Awareness that English-language learners and their families may have a need for a variety of outside resources (e.g., services, networks, organizations)
8. Integrating the feedback of parents/caregivers in instructional planning and decision making
9. Strategies for consulting with parents/caregivers and communicating with them about students' progress and needs

D. Professional Development

1. Locating information on relevant research, practice, and issues pertaining to the education of English-language learners
2. Organizations and publications relevant to the field of ESL (e.g., TESOL, NABE)
3. Knowing the importance of pursuing opportunities to grow in the field of ESL

5. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

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

7) Develop a study plan.

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

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

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

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

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

- **Plan the group's study program.** Parts of the study plan template, beginning on page 18 can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 11 to select topics, and then select practice questions, beginning on page 24.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

Praxis Test Name: Praxis I Pre-Professional Skills Test: Reading
Praxis Test Code(s): 0710
Test Date: 11/15/12

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Literal Comprehension						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Critical and Inferential Comprehension						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

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.

Praxis Test Name: _____
Praxis Test Code: _____
Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

(continued on next page)

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I Guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

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

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

Smart Tips for Taking the Test

- 1. For a paper-delivered test, put your answers in the right bubbles.** It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.
- 2. Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you

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

- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as "Which of the following does NOT ..." is asking for the one answer that is NOT a correct statement or conclusion.
- 5. Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
- 6. Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*[®] or other similar-looking (but in fact very different) tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.
- 7. Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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: In this part of the test you will hear and read a series of short speeches of nonnative speakers of English. Then you will be asked questions about each student's problems in grammar or vocabulary as evidenced by the speech. You will be allotted ample time to answer the questions.

1. Listen to an ESL student talk about her experience upon arriving in the United States.

(Recorded excerpt)

When I arrive in United States, the first three months for me here were the most difficult experience in my life. . . .

The verb "arrive" in the first line is incorrect with respect to

- (A) tense
- (B) gender
- (C) person
- (D) number

Directions: In this part of the test you will hear and read more speeches of nonnative speakers of English. Then you will be asked questions about the students' problems in pronunciation as evidenced in the speech. You will NOT be asked to evaluate the students' grammar or vocabulary usage. To help you answer the questions, the speech will be played a second time. You will be allotted ample time to answer the questions.

2. Listen to an ESL student read aloud the following sentence.

(Recorded excerpt)

He finally went to bed. (Student pronounces "bed" as [bet])

The error in pronunciation in the word "bed" indicates a problem with

- (A) final intonation patterns
- (B) places of articulation
- (C) voiced and voiceless sounds
- (D) word stress patterns

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.

3. The following is based on an excerpt from a student's essay about the student's favorite summer job.

Mr. Hunter also a good president. Since Mr. Hunter had big confidence, he led the company fluently.

The errors in the second sentence involve primarily

- (A) word choice
- (B) word structure
- (C) word order
- (D) word spelling

4. A native speaker of standard American English would pronounce “laughed” in which of the following ways?
- (A) [lɛft]
 (B) [læghd]
 (C) [læfd]
 (D) [læft]
5. Which of the following best represents the natural stress pattern of the word “phonology” for a native speaker of Standard American English?
- (A) • ● ● ●
 (B) • ● ● ●
 (C) • • ● ●
 (D) • ● ● ●
6. All of the following are examples of minimal pairs EXCEPT
- (A) flower . . flour
 (B) tower . . cower
 (C) bore . . corps
 (D) core . . four
7. Which of the following approaches to language learning makes the greatest use of active participation, including gestures and bodily movement?
- (A) Cognitive Approach
 (B) Total Physical Response
 (C) Natural Approach
 (D) Direct Method
8. Because of their low level of English-language proficiency, the ELLs in a third-grade class are struggling with science lessons. Which of the following is the most appropriate first step for the ESL teacher to take based on the students’ needs?
- (A) Identifying both language objectives and content objectives
 (B) Providing students with background information about topics to be studied in the future
 (C) Limiting the amount of content covered in each lesson
 (D) Varying the types of interactions, from whole-group instruction to working in pairs
9. Which of the following would be most appropriate as a first step in the writing process for intermediate-level English-language learners who are writing short essays about a content-area topic?
- (A) Having them develop semantic maps
 (B) Having them write a rough draft
 (C) Having them plan for presenting their writing to the class
 (D) Having them review an editing checklist
10. Which of the following methods encourages individual accountability in cooperative group learning?
- (A) Grouping students by their level of language proficiency
 (B) Allowing students with similar personalities to form their own groups
 (C) Assigning each group member a specific role
 (D) Giving the materials to only one individual in each group

Question 11 is based on the following section of a table of contents in an ESOL textbook.

CONTENTS

Lesson 1	Try Our Special Offer.....	Page 1
	WHAT: to describe specific people and things; to give reasons; to emphasize; to show uncertainty	
	HOW: relative clauses	
Lesson 2	An “Excellent Opportunity”.....	Page 8
	WHAT: to read an ad; to write a letter of application	
	HOW: paragraph construction	
Lesson 3	Buying a Computer.....	Page 35
	WHAT: to discuss the future; to read ads; to describe features of a computer; to use some language of contemporary technology	
	HOW: collective nouns; “the” with plural and mass nouns; “the” with the names of places	

11. The textbook uses which of the following organizational patterns?
- (A) Hierarchical
 - (B) Grammatical
 - (C) Notional-functional
 - (D) Core
-
12. Which of the following sentences contains a bound morpheme?
- (A) The girl and I will go to the beach together.
 - (B) It is mandatory for dogs to walk every day.
 - (C) My mother is a great cook.
 - (D) The office where I work can get very loud.
13. A first-grade teacher recently welcomed a new English-language learner named Hassan into the classroom. Hassan’s records show that he had limited formal schooling in his home country and is currently functioning at the beginning level of English-language proficiency. Which of the following instructional strategies would most appropriately assist Hassan in increasing his communication skills?
- (A) Providing Hassan with a study guide that includes all topics discussed in class
 - (B) Supplying Hassan with an English dictionary and a thesaurus to use during activities
 - (C) Having Hassan use pictures and gestures when interacting with others
 - (D) Setting the expectation that Hassan must respond in English when called on in class
14. Mr. Jenkins, an ESL teacher, took his students on a field trip to a museum. The following day, Mr. Jenkins asked the class to recount their trip to the museum as he transcribed their dictated speech. Next, Mr. Jenkins distributed copies of the transcriptions and had students work in groups to find and correct any errors. Finally, he had the students expand the corrected transcriptions into a narrative essay as a homework assignment. Which of the following is the instructional approach Mr. Jenkins used?
- (A) Language experience approach
 - (B) Multisensory approach
 - (C) Natural approach
 - (D) Phonics approach
15. Subtractive bilingualism is most likely to occur when second-language learners
- (A) have difficulty understanding content-area vocabulary
 - (B) have little opportunity to continue using their first language
 - (C) use their first language with their family but not in schools
 - (D) are provided with language immersion experiences

16. The majority of the English-language learners in the United States speak which of the following as their first language?
- (A) Mandarin
 - (B) Vietnamese
 - (C) French
 - (D) Spanish
17. An ESL teacher is conducting a lesson on the woolly mammoth. Sandra, an intermediate-level ELL, is having trouble with taking notes on the characteristics of the animal during the lesson. Based on Sandra's needs, the ESL teacher should provide her with a
- (A) KWL chart
 - (B) Web diagram
 - (C) T-chart
 - (D) Venn diagram
18. Mr. Abbott notices that a few of his ESL students have not been doing classwork or homework assignments. Which of the following is the best action for Mr. Abbott to take to generate intrinsic motivation in his students?
- (A) Offering them verbal praise after they complete an assignment properly
 - (B) Rewarding them with a small prize after they successfully complete a certain number of assignments
 - (C) Determining their interests and incorporating those interests into classroom lessons
 - (D) Calling the students' parents to inform them of the missing assignments

Question 19 is based on the following excerpt from an essay describing the student's hometown.

19. My hometown is Suzuka City, central place in Japan. Suzuka is surrounded with sea, east-side and mountains, west-side. We can eat many kind of foods, seafood, beef, rice and vegetables. And there is Suzuka circuit, where Formula-1 have been held. Suzuka is the best city for people who like motor sports and foods in the world.

The error in the last sentence is in the relative order of

- (A) a noun and an adjective
 - (B) the direct and indirect objects
 - (C) the subject and object
 - (D) the prepositional phrase
20. A social studies teacher plans to administer a chapter test that includes multiple-choice and short-answer questions. Which of the following testing accommodations would be most appropriate for the intermediate-level English-language learners (ELLs) in the class?
- (A) Permitting the ELLs to use the test study guide during the test
 - (B) Allowing the ELLs to take the test in their native languages
 - (C) Allotting the ELLs more time to complete the test
 - (D) Reducing the number of questions on the ELLs' version of the test
21. A useful way for ESL teachers to help learners build English vocabulary is through the process of derivational affixation. Which of the following words is a result of the process?
- (A) Prettiest
 - (B) Worse
 - (C) Becam
 - (D) Adviser

22. Ms. Yamamoto teaches an introductory high school writing class composed of learners from a variety of cultural and linguistic backgrounds. Her primary objective is to encourage her students to brainstorm ideas on a given topic and develop their English writing skills as a result of brainstorming. Which of the following is the most effective strategy Ms. Yamamoto can use to benefit the English-language learners (ELLs) in the class during the brainstorming process?
- (A) Encouraging ELLs to use their first languages and cultural knowledge in brainstorming discussions
 - (B) Providing ELLs with a detailed outline where they can summarize the beginning, middle, and end of future essays during brainstorming discussions
 - (C) Asking ELLs to consult an English dictionary for all necessary words during brainstorming discussions
 - (D) Advising the ELLs to look for relevant outside references prior to their brainstorming discussions
23. Juan, a seventh grader who recently arrived in the United States, is now enrolled in a beginning-level ESL class. Since Juan's arrival, the ESL teacher has noticed that he appears nervous in his new school surroundings. He also seems reluctant to interact with his peers and professional staff. Based on the ESL teacher's observations, which of the following teacher actions will be the most appropriate in assisting Juan?
- (A) Referring Juan to a bilingual school counselor to discuss his social anxiety in detail
 - (B) Allowing Juan to go through a silent period and working to provide a secure classroom environment
 - (C) Tutoring Juan after school until his language proficiency shows significant improvement
 - (D) Holding a parent meeting to discuss concerns and emphasizing that it is important for Juan to assimilate as soon as possible
24. An ESL teacher plans to evaluate the students' midyear progress by referencing various examples of their work taken from the current semester. Which of the following will most accurately assist the teacher in assessing the students' English-language development?
- (A) Standardized test scores that demonstrate ESL students' academic performance in specific content areas
 - (B) Report card grades and comments from all content area classroom teachers
 - (C) Individualized portfolios that include all essays, projects, and tests
 - (D) A norm-referenced midterm exam that was recently administered to ESL students
25. Which of the following is the most accurate example of an ELL using code-switching?
- (A) An ELL says, "Yesterday I doed my homework."
 - (B) An ELL wants to say the word "bat" but says "vat."
 - (C) An ELL says to a sibling, "We have to call *mami* and *papi*. *Ya son las tres*."
 - (D) An ELL writes in an essay, "I have lived in United States since five years."
26. Which of the following is the primary benefit of having ELLs review what they have written in journals as a tool for self-assessment?
- (A) ELLs can read about topics that they are familiar with.
 - (B) ELLs can identify strengths and weaknesses in their writing.
 - (C) ELLs can reflect on their thoughts and feelings privately.
 - (D) ELLs can proofread and edit one another's entries.

27. Which of the following court cases resulted in a ruling that district-implemented programs for ELLs must be evaluated for effectiveness?

- (A) *Lau v. Nichols*
- (B) *Brown v. Board of Education*
- (C) *Plyler v. Doe*
- (D) *Castañeda v. Pickard*

28. An ESL teacher gives the following work sheet to advanced-level ELLs and asks them to match the prompts in the first column with the most appropriate oral response or gesture from the second column.

Prompt	Appropriate Response
1. You are sharing an elevator with a stranger.	(A) You say, "Don't worry, it's almost done."
2. When you ask a friend if a math test was difficult, he responds, "Ha! Is the sky blue?"	(B) You look up toward the ceiling. (C) You say, "Oh no, I'd better study a little more."
3. During class, your teacher says, "The due date for your report is coming down to the wire."	(D) You nod your head.
4. On a sunny day, your classmate says, "I love when we can go outside for physical education, you know?"	

The primary purpose of the worksheet is to develop the ELLs'

- (A) sociolinguistic competence
- (B) use of complex grammar
- (C) cross-cultural understanding
- (D) academic language

29. An ESL teacher plans to incorporate skits into a lesson by breaking the skit activity into four steps.

- 1) Students will be split into pairs.
- 2) Each pair will receive a scripted dialogue about a certain mode of transportation, such as taking a bus or riding a bike.
- 3) Students will practice their dialogue with their partners for several minutes.
- 4) Each pair will take turns acting out the dialogue in front of the class.

Which of the following learning styles is best addressed by step four of the activity?

- (A) Kinesthetic
- (B) Linguistic
- (C) Musical
- (D) Visual

30. Which of the following theories of language acquisition is associated with Jim Cummins?

- (A) A second-language learner must be exposed to sufficient comprehensible language input in order to acquire the language.
- (B) Basic interpersonal communication skills (BICS) are developed through daily living, and cognitive academic language proficiency (CALP) is attained in academic settings.
- (C) The degree to which a learner acculturates will predict the degree to which the second language is acquired.
- (D) Second-language learners who do not continually revise their interlanguage systems in the direction of the target language will experience fossilization.

Answers to Sample Questions

1. In the recorded excerpt, the verb “arrive” is in the present tense. The context is the student’s past experience, and the rest of the sentence is in the past tense (“the first three months were”). “Arrive” should also be in the past tense (“arrived”). Therefore, (A) is the correct answer.
2. Stress and intonation do not determine final consonant forms, and [t] and [d] have the same place of articulation. However, [t] is a voiceless sound and [d] is voiced. Therefore, (C) is the correct answer.
3. The second sentence contains incorrect lexical collocation. That is, certain words in English can’t idiomatically and customarily be used to modify certain other words even though the overall meaning is decipherable. Hence, errors in word choice were made. Therefore, (A) is the correct answer.
4. A native speaker of English uses an unstressed mid vowel (schwa) between the verb root and the past tensed ending only when the root ends in an alveolar stop ([t] or [d]). The vowel in “laughed” is correctly transcribed as [æ]. Therefore, (D) is the correct answer.
5. In natural speech of a native speaker, the second syllable in the word “phonology” would be stressed, and the remaining syllables would be unstressed. Therefore, (B) is the correct answer.
6. In (A) “flower ... flour” are homophones that share the same pronunciation; therefore, they are phonemically noncontrastive and do not constitute a phonological minimal pair. Therefore, (A) is the correct answer.
7. Total Physical Response (TPR) is a language-teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Therefore, (B) is the correct answer.
8. Clear content and language objectives are critical for content-based learning and should be the first things the teacher establishes before planning additional instruction. Therefore, (A) is the correct answer.
9. Semantic maps, which graphically organize a student’s knowledge and ideas about a topic, are particularly appropriate in the first stage of the writing process—prewriting and brainstorming. The other three activities would be more appropriate in the later stages of the writing process—drafting and revising, editing and proofreading, and publishing and presenting. Therefore, (A) is the correct answer.
10. Cooperative learning is based on the principle of equal contribution of each member in a group to benefit all members of the group. By assigning each group member a role, every student will be held accountable for a specific task. Therefore, (C) is the correct answer.
11. Although the patterns of the (A), (B), and (D) options may be contained in this text, the focus of the textbook is on notional-functional patterns. Therefore, (C) is the correct answer.
12. A bound morpheme cannot function independently, meaning it must be used with another morpheme. In the sentence “It is mandatory for dogs to walk every day” the “s” in “dogs” serves as a bound morpheme that modifies the noun “dog” by making it plural. Therefore, (B) is the correct answer.
13. The instructional goal is to increase the student’s communication skills. Using visuals and gestures will help the student communicate given his current level of English-language proficiency and his educational background. Therefore, (C) is the correct answer.
14. The language experience approach uses students’ spoken language to develop materials for reading and writing instruction. This approach incorporates students’ oral language levels and personal experiences. Therefore, (A) is the correct answer.
15. “Subtractive bilingualism” refers to the phenomenon in which first-language attrition occurs in learners as a result of their acquiring a new language. This phenomenon is typically caused by learners of a second language who no longer have opportunities to use their first language in a new environment. Therefore, (B) is the correct answer.
16. As of 2002, the summary report of the *Survey of the States’ Limited English Proficient Students and Available Educational Programs and Services* showed that roughly 79 percent of ELLs in the United States speak Spanish as their first language. This was followed in rank by native speakers of Vietnamese (1.9%) and Hmong (1.5%). Therefore, (D) is the correct answer.
17. Based on Sandra’s needs, a web diagram is the most helpful graphic organizer listed because it allows for a visual representation of parts of a whole. Sandra can write “woolly mammoth” in the central web space and the characteristics of the animal in the circles branching out of the central web space. Therefore, (B) is the correct answer.

18. By incorporating the students' interests into future lessons, the teacher will help students gain a sense of personal value from doing school work. As a result, they will begin to enjoy what they are learning and develop a sense of intrinsic motivation to continue learning. Therefore, (C) is the correct answer.

19. In the last sentence, the prepositional phrase "in the world" should precede the prepositional phrase "for people who like motor sports and foods." Therefore, (D) is the correct answer.

20. Allotting more time is a commonly used accommodation with ELLs on high-stakes achievement tests and content-area exams. Therefore, (C) is the correct answer.

21. Derivational affixation involves the addition of a morpheme to a word that results in the change of the original word's class/meaning. In this regard, the suffix "-er" changes the verb "advise" to the noun "adviser," which results in a change of both meaning and word class. Therefore, (D) is the correct.

22. ELLs' first language and culture are rich sources of knowledge for the brainstorming process and will help facilitate the L1-L2 connection. Therefore, (A) is the correct answer.

23. Many new ESL students go through a silent period which the teacher should recognize and accommodate. In addition, providing the student with a stable, sound learning environment will help make the student feel safe and secure. Therefore, (B) is the correct answer.

24. A portfolio that spans the work done over the semester and includes a wide representation of assessment that addresses all four modes of language learning would be the best tool to use when evaluating ESL students' English-language development. Therefore, (C) is the correct answer.

25. In (C), the student is speaking to a sibling mixing English and their shared native language in conversation. By definition, the use of two or more languages during communication is code-switching. Therefore, (C) is the correct answer.

26. By reviewing journal entries, ELLs can identify strengths and weaknesses in their writing over a span of time. In doing so, they are self-assessing the development of their writing skills. Therefore, (B) is the correct answer.

27. *Castañeda v. Pickard* ruled that district programs for ELLs must be evaluated for effectiveness using a set of established criteria. Therefore, (D) is the correct answer.

28. The idioms, gestures, and rhetorical questions on the worksheet test the ELLs' ability to use the correct verbal or nonverbal response within a specific pragmatic context. Using verbal and nonverbal responses falls under the scope of sociolinguistics. Therefore, (A) is the correct answer.

29. Acting out a scenario will help ELLs establish connections with linguistic content through movement. Kinesthetic learning is primarily addressed through bodily movement. Therefore, (A) is the correct answer.

30. Jim Cummins made the distinction between BICS, which are typically acquired first by ELLs, and CALP, which are often acquired after a number of years, within the context of second/foreign language acquisition. Therefore, (B) is the correct answer.

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 Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

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

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

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

10. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

What are the *Praxis I* tests?

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

What are the *Praxis II* tests?

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

What is the difference between *Praxis* multiple-choice and constructed-response tests?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require *The Praxis Series* tests?

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

How were the tests developed?

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

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

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

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

*ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

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

Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logo, LISTENING. LEARNING. LEADING., GRE, PRAXIS I and PRAXIS II are registered trademarks of Educational Testing Service (ETS). PRAXIS and THE PRAXIS SERIES are trademarks of ETS. All other trademarks are property of their respective owners. 19117



Listening. Learning. Leading.®

www.ets.org