The Praxis Study Companion

Assessment of Signed Communication: American Sign Language

0632

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www.ets.org/praxis
Welcome to the Praxis® Study Companion

Prepare to Show What You Know

You have been working to acquire 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 Series® 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 test
• Specific information on the Praxis test you are taking
• 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 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!

Know What to Expect

Which tests 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 is the Assessment of Signed Communication: American Sign Language test given?

The test is conducted as an interview. There are no test books or written responses associated with this test. The interview is structured as a conversation between you and an interviewer and covers topics of general interest. The interview is conducted solely in American Sign Language. The interviewer has a prepared set of questions and prompts for stimulating communication. Responding to these questions and prompts will require you to demonstrate five communication competencies in American Sign Language and use a range of signing levels.

Where and when are the Praxis tests offered?

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. See the Praxis website for more detailed test registration information at www.ets.org/praxis/ct/asc_asl.
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1. Learn About Your Test

Learn about the specific test you will be taking

Assessment of Signed Communication: American Sign Language (0632)

Test at a Glance

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<td>Test Code</td>
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<tr>
<td>Time</td>
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<tr>
<td>IV. Problem Solving</td>
<td>1</td>
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<tr>
<td>V. Supported Opinion</td>
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About This Test

The Assessment of Signed Communication: American Sign Language (ASL) test assesses sign proficiency in American Sign Language. It is designed for candidates who plan to seek certification to teach sign language to students as a language other than English. The test uses an interview format in which an experienced interviewer conducts a one-on-one conversational interview with a candidate. Although the test session is approximately 30–45 minutes in length, part of this time is for directions and completing forms. The actual test portion of the interview lasts approximately 20 minutes and is digitally recorded for scoring. If non-ASL grammatical constructions or vocabulary are used, the interviewer will not stop the conversation. However, reliance on non-ASL signing, such as Signed English or Contact Sign vocabulary and syntax, will result in a lower score on the test.

The interviewer has a prepared set of questions and prompts for stimulating communication. Responding to these questions and prompts require you to demonstrate competency in five content categories in American Sign Language, using a range of signing levels. The interviewer asks follow-up questions to further the conversation or explore a response more fully. You, in turn, should feel free to ask the interviewer questions or make any comments appropriate to the conversation. If you do not understand a question/prompt or sign, it is acceptable to ask for clarification during the interview. The direction of the interview is, in part, determined by your questions and responses.
Step 1: Learn About Your Test

The combination of the prepared set of questions and prompts, and the interviewer’s questioning strategies within the conversation that occurs, is designed to allow you to demonstrate your highest level of proficiency in American Sign Language within a natural and dynamic conversation. The combination provides the scorers, experts who evaluate your performance, with information by which to assess your expressive and receptive signed communication proficiency.

Topics Covered

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

I. Description
   This category elicits descriptive conversation during the interview. During the interview, there are questions that require description of familiar activities, events, etc.

II. Instructions
   This category focuses on the "how to" questions. During the interview, there are questions that require an explanation of how to complete procedures or steps involved in various activities.

III. Hypothetical Situations
   This category asks for a forecast of what would happen in a given situation. During the interview, there are questions that ask what would happen if a particular event occurred.

IV. Problem Solving
   This category asks for a solution to an imagined problem. During the interview, there are questions that require communication of an imagined problematic situation and the communication of a possible solution posed by that situation.

V. Supported Opinion
   This category requires an opinion or position on one or more topics. The topics are selected to be general and noncontroversial. During the interview, questions request that the position taken is expressed and supported with an opinion. Communication skills should be used to be persuasive when possible.
I. Holistic Rating Scale

Scorers use the Assessment of Signed Communication: ASL holistic rating scale to assign an overall score to your signed performance. The holistic rating scale presents the criteria on which your signed performance is evaluated.

The holistic rating scale is a five-point scale, with 5 the highest rating and 1 the lowest. Each point of the scale represents a different level of overall signed communication proficiency. The score point descriptions reflect typical levels of signed performance at each score point. Although the score assigned corresponds to one of the score points, individual responses may include attributes not specifically mentioned in the rating scale and/or attributes of more than one score point.

The passing score is the minimum level of sign communication proficiency required for an entry-level educator to perform successfully.

Level 5

The candidate consistently shows a very high level of proficiency in expressive and receptive communication in ASL.

The candidate demonstrates the communicative ability necessary to discuss a wide range of topics and can perform conversational communication functions, fully elaborated, with ease. The candidate exhibits the communication skills needed to effectively explain in detail, hypothesize at the abstract level, express and support opinions and persuade. Few or no semantic or pronunciation/enunciation errors (such as misused or malformed vocabulary or grammar) are evident.

Level 4

The candidate is a full partner in expressive and receptive communication in ASL.

The candidate shows a high level of proficiency and comprehension across a variety of topics. The candidate may describe, narrate, compare, clarify, explain, and/or persuade in smooth and connected discourse, with little circumlocution (the use of an unnecessarily large number of signs or gestures to express an idea). Occasional semantic and pronunciation/enunciation errors (such as misused or malformed vocabulary or grammar) are evident, but these do not detract from or affect intelligibility or communication.

Level 3

The candidate is generally a partner in expressive and receptive communication in ASL.

The candidate may describe, narrate, compare, and/or clarify regarding routine social and work-related topics and some novel, unusual, or abstract topics. Some lapses in comprehension and/or fluency may occur (such as unnecessary pauses or rephrasing), which do not generally impede communication, and at times circumlocution may occur. Some semantic and pronunciation/enunciation errors (such as misused or malformed vocabulary or grammar) are evident.

Level 2

Expressive and/or receptive communication occurs on a limited basis in ASL.

The candidate is able to participate in conversation, although participation may be halting or fragmented, and can describe some familiar topics within social or work contexts. The candidate can ask and answer basic questions and create some utterances, although only a limited range of expression, limited fluency and/or incomplete comprehension are demonstrated. Frequent semantic and pronunciation/enunciation errors (such as misused or malformed vocabulary or grammar) are distracting.

Level 1

Expressive and/or receptive communication is very limited or does not occur in ASL.

The candidate is able to participate only in rudimentary conversation. Communication is hindered by a lack of fluency (frequent long pauses, rephrasing, and unfinished ideas) and/or a lack of comprehension. The candidate is able to understand and use only common nouns and basic vocabulary (e.g., food, family members, time). Numerous and severe semantic and pronunciation/enunciation errors (such as misused or malformed vocabulary or grammar) interfere with communication.
2. Succeeding on the Test

Follow these preparation and readiness guidelines

Preparing for the Test

The following steps may be helpful in preparing for the test.

- Become familiar with the format of the test by reading through the description of the test and the content categories that you will be expected to perform in American Sign Language (see Chapter 3).
- Read the description of each content category to get a more specific idea of what you will be required to do to demonstrate your signed communication ability in American Sign Language. You may wish to use this to set priorities for your study time (see Chapter 3).
- Become familiar with how your performance will be scored.

General Preparation

Here are some ideas on preparing for the Assessment of Signed Communication: American Sign Language test and some tips to focus on when preparing for the interview. This study material cannot replace a reasonable background in academic studies and practical experience. Instead, it is intended to provide an overview of the test.

Signed communication proficiency in American Sign Language is acquired over a period of time through continual practice and use of the language. The purpose of the Assessment of Signed Communication: American Sign Language test is to allow you to demonstrate your signed communication proficiency in American Sign Language; therefore, there are no "right" or "wrong" answers to the questions nor to the prompts used to initiate responses.

It is to your advantage, however, to know what level of ability you are expected to demonstrate to receive a passing score on the test, and to become familiar with the unique testing format of this test before you actually take the test. The test requires you to respond in American Sign Language to several content categories in an interview format. The interviewer has a prepared set of questions for stimulating communication at the appropriate levels, and the interviewer's questioning strategies within the conversation that occurs is designed to allow you to demonstrate your highest level of proficiency of American Sign Language within a more natural and dynamic conversation.

The information in the rest of this section is designed to help you obtain information and practice materials that will assist you in doing your best during the interview.
Readiness for the Test

The following describes the level of sign communication proficiency a person who achieves a passing score on the test is generally expected to demonstrate.

- Communicate as a general partner in American Sign Language in a clearly participatory manner.
- Initiate, sustain, and bring to closure a wide variety of content categories, including description, instructions, hypothetical situations, problem solving, and supported opinion.
- Demonstrate comprehension skills in general, understanding most of the interviewer’s signing in American Sign Language.
- Demonstrate fluency in American Sign Language by appropriately using ASL signs, grammar, structure, and syntax in an understandable fashion at a pace that does not impede meaning.
- Demonstrate an adequate American Sign Language vocabulary for familiar topics and enough for unfamiliar topics to communicate with the interviewer.
- Use nonlinguistic cues and facial expressions appropriately in communicating with the interviewer.
- Use sign space appropriately, establishing referents in space and using verb directionality.

Level of signing required to achieve a passing score

A person who passes the test is generally a partner in expressive and receptive communication in American Sign Language. In chapter 3, review the various descriptions and the description of the performance features demonstrated by a signer at each level.

Practice to enhance your American Sign Language communication ability

Even if you are well versed in American Sign Language, you should spend some time practicing by communicating with others who know American Sign Language or by taking a class in which only American Sign Language will be taught.

Become familiar with the five content categories

Review the description in chapter 3 of the content categories that are included on the test.

Conduct a practice filmed interview to become more comfortable with the test format

Ask your preparation program (or a friend with a camera) to film you, if possible, in an American Sign Language conversation with a teacher or friend. You may want to ask the person interviewing you to ask you questions involving the content categories you will be asked to perform on the test interview. Watch the filmed interview, paying close attention to how well you are communicating your ideas and to the grammar, structure, and syntax of American Sign Language. Evaluate how well you are signing by considering the following questions:

- Is your grammar that of American Sign Language?
- Do your classifiers match up to your size and shape specifiers?
- Are you utilizing mouth movements for morphemic structures?
- Are you using facial grammar for sentence types and conversational markers?
- Are your vocabulary choices based on meaning?
- Are you articulating signs clearly?

This self-analysis and practice should help you become more at ease during the actual test.
Test-taking Tips

The list below may be useful as you prepare for the day of the test interview.

- **Relax.** Do whatever helps you to relax and feel confident before the interview. It is normal to be nervous. As necessary, stop during the interview for a few seconds to regain your composure. You may wish to admit that you are nervous and joke about it; often this is enough to make you comfortable. During the interview, you will be asked to communicate in American Sign Language about a variety of subjects. At times, the interviewer will need to interrupt you to move to another topic or question to complete the entire interview; this does not reflect on the quality of your responses.

- **Use ASL signs with which you are most comfortable.** You will want to demonstrate your best American Sign Language in the interview. Therefore, you should show your best signing of American Sign Language. The interviewer will sign in American Sign Language only. They will not match other sign systems that you may employ.

- **Sign at a speed that is comfortable for you.** If you know that you have difficulty when you sign fast, plan to sign more slowly so that you can be confident and reduce the number of signing errors.

- **Use both short and long signed sentences.** Short and long responses are appropriate because both are common in conversation. You are not making a public speech. Short sentences can reduce the chance that you will get lost in the middle of your thought and may help you to relax, giving the impression of ease, confidence and skill. Long sentences can convey the full meaning of your thoughts. Both lengths of sentences add to the richness of your communication.

- **Keep signing.** Keep the conversation flowing. You are trying to demonstrate your best performance. Don't stop the conversation about a topic by simply giving a "yes" or "no" response. Expand on your thoughts and give complete responses to questions that are asked. Give details, explain your point(s), develop your thoughts and make comparisons. Avoid signs whose meanings and/or usage are not clear to you. If you have difficulty signing exactly what you wish to say, think of another way to say it and keep signing. If you can't think of a sign, use another sign, or mime it.

- **Stop. Think.** If you are lost in a long sentence or draw a blank, let the interviewer know that you are going to start over, or that what you are trying to convey may be complicated.

- **Don't worry about finding the “right” answer.** Questions are intended for you to demonstrate your American Sign Language proficiency. This includes your range of communication, comprehension, and intelligibility (which includes fluency, vocabulary/grammar, and use of space). Questions are not intended to test your factual knowledge. In many circumstances there are no "right" or "wrong" answers.

- **Correct your mistakes.** If you make a mistake, correct it and continue. Mistakes are expected. Do not worry about what happened. Worrying about a mistake may distract you during the interview. Focus on signing in American Sign Language rather than on the content of your response. Don't try to impress the interviewer with your knowledge of a subject. It is not what you know that is of greatest importance, but how well you sign the information you know in American Sign Language.

- **Ask questions.** Ask questions of the interviewer if you need to clarify your understanding. It is not a reflection on your signing ability to ask questions. This is a common practice in conversation. If you think you understand what was asked, respond confidently. If you make a mistake, correct it and continue. Alert your interviewer to anything that may be interfering with your signing. If the air conditioner or lighting bothers you, say so. If you can't see the interviewer clearly, say so. The interviewer wants you to have the best possible interview conditions.

- **Monitor your feelings about how the interview is going.** If you feel the interview is too easy, try to sign on a higher level to be sure you are demonstrating your highest level of skill in American Sign Language. It is normal to feel the interview is becoming difficult: when that happens, you are near the level where you begin to feel the pressure. The interviewer cannot gauge your highest level unless you are challenged and asked to go beyond it.
3. Sample Interview Questions

Try practicing with a few sample questions

This section presents some sample interview questions for you to review as part of your preparation for the test. To demonstrate how each content category may be assessed, each sample interview question is accompanied by the content category that it measures. While studying, you may wish to read the content category before and after you consider each sample interview question. Please note that the content category statements are not identified in the actual interview.

The sample questions are included to illustrate the formats and types of interview questions you will experience on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

Content Category: Describe
Sample Question: Describe a group project you helped with where everyone worked cooperatively towards a goal.

- Describe the project and the goal.
- How did cooperation by the individual group members help achieve the goal?
- What did you learn from this experience?

Content Category: Instructions
Sample Question: Tell me the steps involved in:

- preparing and writing a research paper for school.
- registering for a college or university.

Content Category: Hypothetical Situations
Sample Question: Suppose you are the mayor of a city.

- What is the first thing you would change? Why?
- How would you bring about this change?

Content Category: Problem Solving
Sample Question: Imagine you are working on a class project and the other people in your group are not contributing.

- How would you solve the problem?
- What would you do first to encourage equal participation? What else could you do if your first attempt was unsuccessful?

Content Category: Supported Opinion
Should the use of seat belts be required by law?

- Provide reasons for your position.
- Persuade me to agree with your opinion.
4. 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 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 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/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf](http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf).

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).
5. Do Your Best on Test Day

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

Are You Ready?

Complete this checklist to determine if you’re ready to take your test.

☐ Have you followed all of the test registration procedures?
☐ Have you reviewed the test center identification document requirements?
☐ Do you know how long the test will take?
☐ Are you familiar with the test directions for your test?
☐ Are you familiar with the recommended test-taking strategies and tips?
☐ Are you familiar with the types of questions for your test?
☐ Have you practiced by working through the signs at a pace similar to that of an actual test?
☐ If you are repeating this test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

The Day of the Test

You should end your preparation a day or two before the actual test date. Many clichés you may have heard about the day of the test are true. You should:

• Be well rested
• Bring the appropriate identification document(s) to the test center. Refer to www.ets.org/praxis/test_day/id
• Check The Praxis Series Information Bulletin to see if there is anything else you need to bring with you to the test center for the test you are taking. Refer to www.ets.org/s/praxis/pdf/praxis_information_bulletin.pdf
• Eat before you take the test.
• Wear a solid color that contrasts your skin tone. Avoid wearing black, dark blue, red, or white clothing as these colors blend in with the backdrop and may cause difficulty in scoring the recorded interview. Additionally, it is critically important for scoring that you present a clear view of your face during the interview session. Therefore, consider how you wear your hair this day, avoid wearing such accessories as scarves or hats, and minimize large jewelry around the face, neck, fingers, and wrists. Lastly, be aware of your sitting position throughout the interview as scorers must have full view of your signed communication responses on the digital recording.
• Be prepared to stand in line to check in or to wait while other test takers check in
• Stay calm. You can’t control the testing situation, but you can control yourself. Test administrators are well trained and make every effort to provide uniform testing conditions, but don’t let it bother you if your interview doesn’t start exactly on time. You will have the necessary amount of time once it does start.
• 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. Good luck.
6. 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 many states 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?
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 also 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 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

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
Questions on the Praxis tests are categorized by content. 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
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 knowledge and skills that beginning teachers need. The tests do not measure an individual’s disposition toward teaching or potential for success, nor do they measure your actual teaching ability. 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. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 Praxis tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the Praxis Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the Praxis content and pedagogy 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 a licensure exam surveys a broad body of knowledge, 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 selected-response 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 and revise existing test specifications and to evaluate test forms for alignment with the specifications.

**How long will it take to receive my scores?**

Scores for tests that do not include constructed response questions are available on 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 score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [www.ets.org/praxis/register/centers_dates](http://www.ets.org/praxis/register/centers_dates) for exact score reporting dates.

**Can I access my scores on the Web?**

All test takers can access their test scores via My 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 into My Praxis Account at [www.ets.org/praxis](http://www.ets.org/praxis) and click on your score report. If you do not already have a Praxis account, you must create one to view your scores.

**Note:** You must create a Praxis account to access your scores, even if you registered by mail or phone.

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