

The Praxis® Study Companion

Family and Consumer Sciences

5122



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*® 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 *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- 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!

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 are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 38).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

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 Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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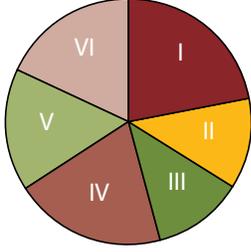
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1. Learn About Your Test

Learn about the specific test you will be taking

Family and Consumer Sciences (5122)

Test at a Glance			
Test Name	Family and Consumer Sciences		
Test Code	5122		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Food and Nutrition	26	22%
	II. Housing and Interior Design	14	12%
	III. Textiles, Fashion, and Apparel	14	12%
	IV. Human Development and Interpersonal Relationships	24	20%
	V. Foundations of Family and Consumer Sciences Education	20	16%
	VI. Resource Management	22	18%

About This Test

The Family and Consumer Sciences test is designed for prospective teachers of family and consumer sciences in middle through senior high schools.

The 120 selected-response questions assess subject knowledge as well as the methodology applicable to teaching family and consumer sciences. The test is broad in scope to provide for the range in subject areas to which prospective family and consumer sciences teachers are exposed and the variety of programs for which they are prepared. The test is typically taken by examinees who have completed a bachelor's degree program with an emphasis on family and consumer sciences.

Six content areas include food and nutrition; housing and interior design; textiles, fashion, and apparel; human development and interpersonal relationships; foundations of family and consumer sciences education; and resource management.

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

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 29.

I. Food and Nutrition

A. Culinary Arts and Food Science

1. Understands safety and sanitation procedures related to equipment and food preparation, service and storage
2. Is familiar with how food gets from farm to table
3. Understands the sources of food contamination
4. Knows the role of local, state, and federal agencies in ensuring food safety
5. Knows general concepts of food science
6. Knows biological, chemical, and physical properties of food and food preservation methods
7. Knows how to plan menus and present food
8. Is familiar with basic culinary terms, equipment, and techniques for food preparation
9. Understands recipe modifications and basic conversions
10. Knows the impact of environmental factors on food preparation and production
11. Understands process skills needed in the hospitality industry

B. Nutrition and Wellness

1. Understands the basic biochemical processes food undergoes in the human body
2. Understands the functions and sources of nutrients and the dietary guidelines necessary for healthy living throughout the life cycle
3. Understands factors that influence food consumption, nutrition, and behavior
4. Is familiar with the impact of environmental, economic, scientific, technological, and governmental influences on food and nutrition, from farm to table
5. Knows how to interpret nutritional information
6. Knows techniques for promoting healthy living through nutrition and wellness initiatives

II. Housing and Interior Design

1. Knows how interior and architectural designs of the past influence modern design
2. Knows the elements and principles of design as applied to housing and interiors
3. Knows the different types of housing needed throughout the life span
4. Is familiar with the environmental impact of interior and exterior housing materials
5. Knows the characteristics of housing
6. Understands the various factors that affect housing choices

III. Textiles, Fashion, and Apparel

1. Is familiar with regulations, safety standards, and ethical issues related to textiles and apparel production
2. Is familiar with equipment, tools, and basic techniques for the construction of textile products and apparel
3. Is familiar with the history of fashion and design and its influence on the production of apparel
4. Is familiar with the basic types and characteristics of fashion, textiles, and apparel
5. Knows the methods of evaluating fashion, textiles, and apparel
6. Knows the social, cultural, economic, and psychological factors that affect apparel choices
7. Knows the basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning
8. Knows methods for wardrobe maintenance, alteration, storage, and cleaning
9. Knows factors and skills that contribute to quality customer relations.
10. Knows general operational procedures required for business profitability and career success.

IV. Human Development and Interpersonal Relationships

A. Families and Relationships

1. Knows the factors affecting interpersonal, family, community, and professional relationships throughout the life cycle
2. Knows the functions of relationships (e.g., interpersonal, family, and community)
3. Knows the strategies and resources for promoting communication and strengthening interpersonal and family relationships
4. Knows parenting styles and their impact on family relationships
5. Knows the skills, strategies, and resources necessary to deal with change, conflict, and crisis
6. Understands the historical significance of the family as the basic unit of society as well as present-day family structures
7. Is familiar with public policies and social, cultural, technological, and economic factors that affect families
8. Understands the family life cycle and its impact on the individual, the family, and society
9. Is familiar with external support systems that provide services for parents and families throughout the life cycle

B. Human Development and Early Childhood Education

1. Understands the stages, characteristics, and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle
2. Knows the physical, psychological, hereditary, and environmental factors that affect human growth and development throughout the life cycle
3. Is familiar with strategies for monitoring stages of human development
4. Understands practices that optimize human growth and development throughout the life cycle
5. Is familiar with the regulations and ethical standards related to caregiving throughout the life cycle
6. Knows how to plan, conduct, and assess developmentally appropriate and safe early childhood learning experiences

7. Is familiar with the components of an early childhood education curriculum that promote early language acquisition and address the diverse needs of children
8. Understands the process skills needed to manage early childhood education programs

V. Foundations of Family and Consumer Sciences Education

1. Knows the foundations of and the social, economic, political, and ethical issues in family and consumer sciences education
2. Is familiar with resources for professional development and continuing education, including local, state, and national professional family and consumer sciences organizations
3. Is familiar with the mission, goals, and organization of Family, Career and Community Leaders of America (FCCLA)
4. Understands how core academic standards are embedded and reinforced within a family and consumer sciences curriculum to promote student achievement
5. Knows techniques for creating student-centered learning and laboratory experiences related to family, careers, and community
6. Is familiar with a code of ethics for various career fields within family and consumer sciences

VI. Resource Management

A. Financial Literacy

1. Knows factors that affect individual and family resources, such as food, clothing, shelter, health care, recreation, transportation, time, and human capital
2. Understands essential financial literacy concepts and their impact on financial management throughout the life cycle
3. Understands the decision-making, problem-solving, and critical-thinking skills necessary in managing finances
4. Knows financial planning skills, including the ability to interpret basic financial records, and how to use them to meet individual and family goals
5. Is familiar with the basic services offered by various types of financial institutions
6. Knows procedures for establishing, maintaining, and protecting credit
7. Is familiar with laws and policies associated with financial management
8. Knows strategies for evaluating and selecting resources for individuals and families (e.g., home, auto, health care)
9. Knows the effects of technology on individual and family resources

B. Careers and Consumer Education

1. Knows strategies for selecting and managing individual and family resources (e.g., land, labor, capital)
2. Knows the impact of consumer decisions on individual and family resources
3. Knows consumer rights and responsibilities
4. Is familiar with governmental laws and policies related to consumerism
5. Knows strategies for evaluating the durability, efficiency, and cost of consumer products and services
6. Knows strategies for making informed career decisions, taking into account current trends and resources
7. Knows the multiple roles, responsibilities, and resource-management skills involved in family, work, and community settings
8. Understands the decision-making and problem-solving processes needed to address family, community, and workplace issues and responsibilities
9. Is familiar with local, state, and federal resources that assist the family, community, and workplace

2. Familiarize Yourself with Test Questions

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

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. 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 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.

For most questions, you respond by clicking an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of choices.
- **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 choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

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.

Understanding Selected-Response Questions

Many selected-response 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 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 selected-response 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 selected-response 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, noting 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. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. 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.

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

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions 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."

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 take notes on scratch paper so that you don't miss any details. 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 on page 5.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available via computer delivery. To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.

The screenshot displays a computer-delivered test interface. At the top left is the ETS PRAXIS logo. To the right are navigation buttons: Volume, Mark, Review, Help, Back, and Next. Below the navigation bar, the text reads "Reading & Language Arts CKT | Question 1 of 63" on the left and "01:29:56 Hide Time" on the right. The main content area contains a paragraph of text: "During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples." Below this text is the question: "Which of the following traits is the teacher's focus?" and four radio button options: "Ideas", "Voice", "Conventions", and "Organization". At the bottom of the screen, a grey bar contains the instruction: "Answer the question above by clicking on the correct response."

Sample Test Questions

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

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

- Which of the following is a required document to establish employment authorization in the United States when hiring a United States citizen for employment?
 - Social Security Account Number card
 - Driver's license
 - Credit card account number
 - School transcript
- Oil being heated on the burner of a gas stove at a high setting catches fire. Which of the following is most effective for putting out the fire after turning off the stove?
 - Pouring cold water on the fire
 - Pouring warm water on the fire
 - Covering it with a metal pan or lid
 - Moving the pot and carry it outside
- Which of the following is the maximum allowable amount of sodium per serving in a packaged food item that claims to be low sodium?
 - 35 mg or less per serving
 - 140 mg or less per serving
 - At least 25% less sodium than the original product
 - At least 50% less sodium than the regular product
- Which of the following methods best prevents cross-contamination when preparing meats and vegetables?
 - Using the same cutting board for both
 - Using opposite sides of a cutting board
 - Working with separate cutting boards
 - Placing a towel under a cutting board
- Which of the following best describes a restaurant at which all menu items are priced individually?
 - A la carte
 - Banquet
 - Table d'hôte
 - Buffet
- Which of the following reactions results in the addition of a nutty flavor and brown coloring to food during the cooking process?
 - Fermentation
 - Degradation
 - Denaturation
 - Caramelization
- Which of the following foundational theorists is known for developing the concept of introverted and extroverted personalities?
 - Jean Piaget
 - Erik Erikson
 - Carl Jung
 - Abraham Maslow

8. In the study of food science, matter is categorized into which of the following groups?
- (A) Mixtures and pure substances
 - (B) Elements and compounds
 - (C) Atoms and particles
 - (D) Homogeneous mixtures and heterogeneous mixtures
9. A family of five wants to purchase a four-bedroom single-family home in close proximity to schools, parks, shopping, and the parents' workplaces. Which of the following factors is primarily influencing the family's housing choice?
- (A) Cost
 - (B) Credit score
 - (C) Resale value
 - (D) Location
10. Which of the following is considered a rapidly renewable material?
- (A) Asphalt
 - (B) Bamboo
 - (C) Leather
 - (D) Plexiglass
11. The three basic types of woven fabrics are primarily known as plain, twill, and
- (A) applied
 - (B) satin
 - (C) pile
 - (D) felt
12. A natural fiber, manufactured mainly in Europe, known for being durable, lustrous, smooth, and useful in the production of a wide variety of apparel is called
- (A) nylon
 - (B) polyester
 - (C) linen
 - (D) wool
13. A school requires students to wear a uniform consisting of blue slacks and an orange shirt. The color scheme of the uniform is best described as
- (A) analogous
 - (B) complementary
 - (C) monochromatic
 - (D) triadic
14. Ms. Long plans for her culturally diverse students to work together to create stories about various kinds of families. She has each student add one sentence about his or her own family, and she records the student's sentence on the board. Which of the following is most likely the teacher's focus?
- (A) Using a strategy to foster language development to meet the diverse needs of students
 - (B) Integrating multiple sources of information while evaluating the credibility of each source
 - (C) Examining practices and beliefs that affect the inclusion of learning activities in the classroom
 - (D) Exploring the use of developmentally appropriate classroom resources that promote diversity
15. Which of the following hand stitches is generally used to sew closed the final opening on a pillow, close a small tear, or close a lining?
- (A) Slip stitch
 - (B) Overcast stitch
 - (C) Catch stitch
 - (D) Rolled-hem stitch
16. Ms. Turner wants to introduce her ninth-grade students to résumés. Which of the following is the best activity to begin the learning sequence?
- (A) In teams, the students compare and contrast great, good, and poor résumés.
 - (B) The students create a template on a computer to establish margins and headers.
 - (C) In groups, the students create a résumé for a famous person.
 - (D) The students listen to a podcast from a business leader on the components that make a résumé stand out.

17. Which of the following parenting styles is best described as establishing rules and guidelines for children while being responsive to their questions, thoughts, and ideas?
- (A) Authoritarian
 - (B) Authoritative
 - (C) Permissive
 - (D) Uninvolved
18. The National Standards from the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) prescribes that FCS teachers engage in ethical professional practice. The ethical perspectives model is presented as a means for FCS teachers to promote extensive reflection in decision making regarding ethical predicaments. Which of the following best describes the central focus of the model?
- (A) Community
 - (B) Family
 - (C) Individual
 - (D) Profession
19. The establishment in 1909 of the American Home Economics Association, now known as the American Association of Family and Consumer Sciences, is attributed to Dr. Ellen Swallow Richards and her involvement in the
- (A) Rumford Kitchen at the 1893 World's Fair
 - (B) development of the Morrill Act of 1862
 - (C) National Woman's Rights Convention of 1850
 - (D) Lake Placid Conference in 1889
20. A child in which of the following age groups is most likely to display temper tantrums?
- (A) Infant
 - (B) Toddler
 - (C) Preschool
 - (D) Grade school
21. Early childhood curriculum and assessment guidelines recommend that young children, ages 3 through 8, learn best through active, hands-on, interactive teaching and
- (A) rote memorization
 - (B) cooperative learning
 - (C) visual learning
 - (D) drill and practice
22. Which of the following most accurately describes the liability of a credit cardholder for unauthorized charges made on a credit card, as specified by federal law?
- (A) The cardholder has full liability for unauthorized use.
 - (B) The cardholder's liability is limited to \$50.
 - (C) The cardholder's liability is limited to charges made within 72 hours of notifying the company of loss or theft.
 - (D) The cardholder has full liability unless the unauthorized user is convicted of fraud.
23. In a middle school financial literacy class, a teacher is planning a lesson for students on the decision-making process when making a purchase. If one of the course objectives is to draw on the students' likely interests and experiences, planning which of the following purchases will be most appropriate?
- (A) Audio equipment
 - (B) Furniture
 - (C) Gardening equipment
 - (D) Kitchen appliances
24. Which of the following types of loans typically charges the highest interest rate to consumers?
- (A) Auto
 - (B) Mortgage
 - (C) Payday
 - (D) Student

25. A family and consumer sciences teacher wants to use a student-centered instructional approach when teaching the class about how health issues affect society, with a focus on food choices. Which of the following student activities will best meet the teacher's goal?
- (A) Preparing a pamphlet that correlates food and health
 - (B) Listening to a guest speaker discuss nutrition and health
 - (C) Viewing video clips on nutrition and health
 - (D) Reading printed materials on food and health
26. Which of the following United States agencies is a nationwide system of local organizations supported by business that investigates customer complaints of dishonest business practices?
- (A) Chamber of Commerce
 - (B) Small Business Administration
 - (C) Better Business Bureau
 - (D) Bureau of Industry and Security
27. Which of the following communication patterns best helps to maintain a healthy interpersonal relationship?
- (A) Agreeing with the other person to avoid conflict
 - (B) Using reason and logic to explain why the other person is wrong
 - (C) Focusing on where to place blame when discussing a conflict
 - (D) Expressing feelings and needs in a reciprocal manner
28. Which of the following is the average age range during which an infant's natural reflexes, such as grasping and rooting, disappear?
- (A) 3-4 months
 - (B) 5-6 months
 - (C) 7-8 months
 - (D) 9-10 months
29. Which of the following extrinsic factors contribute to the spoilage of food?
- (A) The moisture content of the product before preparation is high, and total salt content is relatively low.
 - (B) Biological structures within the item permit the entry of salmonella and staphylococcus, which then multiply and grow.
 - (C) The temperature of the product is within the growth range of microorganisms, and the age of the product exceeds its shelf life.
 - (D) Nutritional content within the item is low in amino acids or potassium, and tests indicate inadequate acidity.
30. To end a financial-literacy unit on cars and loans, a family and consumer sciences teacher wants to design a practical problem-based assessment for students. Which of the following project topics will best meet the teacher's goal?
- (A) Researching the reliability of a particular model of car
 - (B) Investigating financing options for a particular model of car
 - (C) Analyzing the factors that determine the interest rate for car loans
 - (D) Calculating the total cost of a car loan and monthly payments

Answers to Sample Questions

1. The correct answer is (A). This question tests your knowledge of required documents for establishing employment. A Social Security Account Number card is required by United States citizens to document employment authorization in order to complete I-9 requirements. (B), (C), and (D) are not required to establish employment authorization.

2. The correct answer is (C). This question tests your knowledge of kitchen safety. Fire cannot exist in the absence of oxygen. With the lid on (and the heat off), the fire should quickly consume all the oxygen and put itself out. Use a metal lid since glass will shatter. Choices (A) and (B) are incorrect because pouring cold or warm water can cause the oil to splash and spread the fire. The vaporizing water can carry grease particles in it, also spreading the fire. Choice (D) is incorrect. Moving the pot may splash burning oil and cause burns or damage to the kitchen.

3. The correct answer is (B). This question tests your knowledge of the U.S. Food and Drug Administration (FDA) regulation of terms food companies use to describe packaged foods. Packaged food with the label of "low sodium" contains 140 mg (milligrams) or less per serving. None of the choices except Choice (B) correctly describes the "low sodium" label.

4. The correct answer is (C). This question tests your knowledge of the benefits of keeping meats and vegetables separate to avoid cross-contamination. None of the choices except (C) describes the best method to use to avoid cross-contamination.

5. The correct answer is (A). This question tests your knowledge of menus. À la carte is a menu or list that prices food individually. Choice (B) is incorrect because a banquet is an elaborate meal for numerous people. Choice (C) is incorrect because a table d'hôte menu is a menu containing a complete meal with a limited number of courses to choose from at a fixed total price. Choice (D) is incorrect because a buffet is a meal consisting of several dishes that guests serve themselves.

6. The correct answer is (D). This question tests your knowledge of the caramelization process. Caramelization is as a type of nonenzymatic browning reaction that causes the addition of a nutty flavor and brown color. Choice (A) is incorrect because fermentation is the conversion of a carbohydrate into an acid or alcohol. Choice (B) is incorrect because degradation happens when foods containing starch are cooked, the heat breaks the glycosidic bonds linking the glucose units together that results in a natural sweetness to cooked food. Choice (C) is incorrect because the denaturation of protein molecules in foods usually causes substantial change to the texture of the food.

7. The correct answer is (C). This question tests your knowledge of the founder of the school of analytical psychology, Carl Gustav Jung. None of the choices except (C) correctly identifies the foundational theorist who proposed and developed the concepts of the extroverted and introverted personality, archetypes, and the collective unconscious.

8. The correct answer is (A). This question tests your knowledge that matter can be divided into two categories, mixtures and pure substances. None of the choices except (A) describes how matter can be divided into categories.

9. The correct answer is (D). This question tests your knowledge of location as one of the most important factors when making housing choices, and the question refers to the specific placement of the home in close proximity to educational facilities, transportation, recreation, and shopping. Choices (A), (B), and (C) are incorrect because cost, credit score, and resale value are not the factors being considered in the question.

10. The correct answer is (B). This question tests your knowledge of rapidly renewable materials. Bamboo is considered a rapidly renewable material because it has a harvest cycle of less than 10 years. Choice (A) is incorrect because asphalt is not a rapidly renewable material; it is petroleum based. Choice (C) is incorrect because leather is not considered a rapidly renewable material because the animals used to produce leather are harmed during harvest. Choice (D) is incorrect because plexiglass is not a rapidly renewable material; it is petroleum based.

11. The correct answer is (B). This question tests your knowledge of the three basic weave types, plain, twill, and satin, which differ from one another in number and arrangement of weft and warp yarns. None of the choices except (B) correctly describes weave types.

12. The correct answer is (C). This question tests your knowledge of the natural fiber linen that is manufactured mainly in Europe and used to produce a wide variety of apparel. Choices (A) and (B) are incorrect because nylon and polyester are synthetic fibers made from raw materials such as petroleum-based chemicals or petrochemicals. Choice (D) is incorrect because wool is a protein fiber from the hair or fleece of sheep and lambs that comes mainly from Australia and New Zealand, but is also produced in the United States.

13. The correct answer is (B). This question tests your knowledge of basic color theory. Colors that are opposite to each other on the color wheel, such as blue and orange, are considered complementary colors. Choice (A) is incorrect because an analogous color scheme uses adjacent, or related, colors on the color wheel. The combination of yellow, yellow-green, and green is an analogous color scheme with three hues. Choice (C) is incorrect because a monochromatic color scheme uses different tints, shades, and intensities of one color. A pale green shirt with darker green slacks is an example of a monochromatic color scheme. Choice (D) is incorrect because a triadic color scheme combines three colors equally dispersed on the wheel, such as red, yellow, and blue.

14. The correct answer is (A). This question tests your knowledge of strategies that foster language development to meet the diverse needs of students. The teacher is using a language experience approach to meet the needs of all students by allowing them to share their stories. The activity provides students an opportunity to hear the diverse backgrounds of others while participating and gives them an opportunity to see the words written on the board during the discussion. Choice (B) is incorrect because the teacher is not evaluating the credibility and accuracy. The teacher should have evaluated the credibility and accuracy before introducing the source to the students. Choice (C) is incorrect because the teacher should have already examined practices that include learning diversities in an early childhood setting. Choice (D) is incorrect because the teacher should have already investigated developmentally appropriate classroom resources, lessons, and activities that meets the diverse needs of students.

15. The correct answer is (A). This question tests your knowledge of hand stitches. A slip stitch is used for bindings, to close a lining, or for the final stitches on a stuffed pillow. Choice (B) is incorrect because the overcast stitch (sometimes called a whip stitch) is used to finish cut edges on fabrics that tend to ravel, such as linens and gabardines. Choice (C) is incorrect because a catch stitch is not a commonly used hand-sewing technique taught to middle or secondary school students. Choice (D) is incorrect because a rolled-hem stitch is not a hand stitch but is a stitch made by a serger.

16. The correct answer is (A). This question tests your knowledge of best practices for resume writing. Once students have completed their analysis of the resumes, the teacher will instruct students in best practices for resume writing. Choice (B) is incorrect because creating a template to establish margins and headers contains technical skills for an assignment for which the rationale or components have not been provided. Choice (C) is incorrect because ninth-grade students most likely do not know the components of a resume which is needed to generate for a person, famous or not. Choice (D) is incorrect because ninth-grade students most likely will not be engaged by a podcast from an adult who is in a career that the students may or may not be interested in pursuing.

17. The correct answer is (B). This question tests your knowledge of parenting styles. The authoritative parenting style is defined as democratic in nature with established rules and guidelines for children, but parents are responsive to their children and are willing to listen to questions and ideas and supply reasoning for the rules and guidelines. Choice (A) is incorrect because authoritarian parents believe that children are, by nature, strong-willed and self-indulgent and that a parent's primary job is to bend the will of the child to that of authority. Choice (C) is incorrect because permissive parents are sometimes referred to as indulgent parents with very few demands made on their children. Parents rarely discipline because of relatively low expectations for rules and guidelines for their children's behavior. Choice (D) is incorrect because the uninvolved parenting style is characterized by parents having few demands, low responsiveness, and a lack of communication. While the parents fulfill the child's basic needs, they are generally detached from his or her life.

18. The correct answer is (C). This question tests your knowledge of the ethical perspectives model. The central focus of the ethical perspectives model dictates that, when arriving at an ethical decision, the primary consideration should be the best interest of the individual or student, with an understanding of the family and community and their dynamic relationships to the student. The model encourages a focus on the individual, then family, then community. Choice (A) is incorrect because community is a tertiary consideration after the individual and then family. Choice (B) is incorrect because family is a secondary consideration after the individual. Choice (D) is incorrect because the ethical perspectives model contains an ethic of profession, but the central focus of the four ethical perspectives are the best interest of the individual.

19. The correct answer is (D). This question tests your knowledge of the foundation of family and consumer sciences. Beginning in 1889, Ellen Richards helped organize a series of ten annual conferences that became known as the Lake Placid Conferences. At the first conference, participants agreed on the term “home economics” to define a broad range of disciplines and scientific studies being discussed. Choice (A) is incorrect because Ellen Richards’ Rumford Kitchen at the 1893 World’s Fair was after the first Lake Placid Conference and was more related to her desire to provide “nutrition for the masses.” Choice (B) is incorrect because the Morrill Act of 1862 propelled domestic science further ahead as land grant colleges sought to educate farmwives in running their households. Choice (C) is incorrect because the National Woman’s Rights Convention of 1850 was held and led by Lucy Stone.

20. The correct answer is (B). This question tests your knowledge of child development. A child in the toddler age group, between the ages of 1 and 2, is most likely to display a tantrum. A tantrum is an expression of frustration with the challenges of the moment, often from the child not having the vocabulary to express his or her feelings. Choices (A), (B), and (C) are incorrect because although a child in these age groups could display a temper tantrum, a child in the toddler age group is most likely to display a temper tantrum.

21. The correct answer is (B). This question tests your knowledge of educational research on early childhood curriculum and assessment guidelines. The guidelines call for greater emphasis on active, hands-on learning using meaningful and relevant learning experiences, interactive teaching, and cooperative learning. Choices (A), (C), and (D) are incorrect because national early childhood organizations unanimously agree that memorization, drill and practice, teacher lecture, and repetitive seatwork are undesirable techniques to use with young children.

22. The correct answer is (B). This question tests your knowledge of federal consumer law regarding credit cards. Federal law states that the liability for each credit card lost or stolen is \$50 for any fraudulent charges. Choices (A), (C), and (D) are incorrect because the credit cardholder is not fully liable for unauthorized use, regardless of the time frame or a fraud conviction.

23. The correct answer is (A). This question tests your knowledge of planning lessons to motivate and engage students. Students are most likely to have an interest in audio equipment, which makes it the most appropriate purchase for the decision-making lesson. Choices (B), (C), and (D) are incorrect because students are not likely to be interested in purchasing furniture, gardening equipment, or kitchen appliances.

24. The correct answer is (C). This question tests your knowledge of consumer loan products. A cash advance, also called a payday loan, is a short-term loan, generally for \$500 or less, that is typically due on the next scheduled payday. The finance charge in states that do not limit payday loan interest may be from \$10 to \$30 for every \$100 borrowed, which equates to an APR of almost 400%. Many states are capping the cost of a payday loan through criminal usury laws to protect consumers. Choices (A), (B), and (D) are incorrect because a payday loan, or a cash advance, typically carries a higher interest rate than do traditional banking products, such as mortgages, student loans, and auto loans.

25. The correct answer is (A). This question tests your knowledge of student-centered instruction as an instructional approach in which students influence the content, activities, materials, and pace of learning. Choice (B) is incorrect because the students are listening to a lecture. Choice (C) is incorrect because there is no focus of activity to the learner. Choice (D) is incorrect because the students are not really engaged in any active learning in which they solve a problem or formulate questions on their own.

26. The correct answer is (C). This question tests your knowledge of laws and policies to protect the consumer. The Better Business Bureau is a nationwide system of local organizations, supported by businesses, that investigates customer complaints of dishonest business practices. Choice (A) is incorrect because the United States Chamber of Commerce works to bring the business community together to develop strong local networks that can result in a business-to-business exchange. Choice (B) is incorrect because the Small Business Administration is a United States government agency that provides counseling to small business in order to promote and strengthen the overall economy. Choice (D) is incorrect because the Bureau of Industry and Security advances United States national security, foreign policy, and economic objectives by ensuring an effective system for export control and treaty compliance and by promoting strategies for the United States to continue as a world leader in technology.

27. The correct answer is (D). This question tests your knowledge of the role of communication in interpersonal relationships. Communication in a healthy interpersonal relationship involves expressing feelings and needs in a reciprocal manner. Choice (A) is incorrect because placating typically does not lead to an authentically healthy relationship. Choice (B) is incorrect because healthy communication includes respect for the opinions and feelings of others. Choice (C) is incorrect because focusing on blame is an unhealthy pattern of communication.

28. The correct answer is (A). This question tests your knowledge of developmental milestones in human development. A reflex is a natural, unlearned behavior, and reflexes such as grasping and rooting disappear between 3 to 4 months when the muscles become stronger. Choices (B), (C), and (D) are incorrect because an infant's natural reflexes such as grasping and rooting disappear between 3 and 4 months of age, not during the ages ranges listed in choices (B), (C), and (D).

29. The correct answer is (C). This question tests your knowledge of the extrinsic factors that are related to the food environment; temperature and time are the prevailing causes of food spoilage. Choice (A) is incorrect. Moisture and salt contents are intrinsic rather than extrinsic factors that can contribute to microbial growth in food. Choice (B) is incorrect. Biological structures within food items are intrinsic factors that can make microbial growth in food more likely. Choice (D) is incorrect. Nutrient content and acidity are intrinsic factors, and nutrient content that is typically higher tends to be more susceptible to microbial growth.

30. The correct answer is (D). This question tests your knowledge of how to design a practical problem-based assessment for students by calculating the total cost of a car loan and monthly payments. Choice (A) is incorrect because researching the reliability of a particular model of car is a task to do before purchasing the car. Choice (B) is incorrect because shopping for financing on a car loan is a step to take before calculating the total cost of the loan. Choice (C) is incorrect because comparing various vehicle financing costs across multiple sources is an important step to take before purchasing a vehicle.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in page 5, 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 local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include 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. Test dates can be found at www.ets.org/praxis/register/dates_centers.
- 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 on page 41.

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 27 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 27, 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 5 to select topics, and then select practice questions, beginning on page 14.
- **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 a practice test together.** The idea of a 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.** Review the results of the practice test, including the number of questions answered correctly in each content category. 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.

5. 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 *Core Academic Skills for Educators: 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 "Test Specifications" information beginning on page 5 to help complete it.

Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
- 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 (Test Code): Core Academic Skills for Educators: Reading (5712)

Test Date: 9/15/15

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
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(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
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
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 (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 this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Family and Consumer Sciences test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics that follow are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

I. Food and Nutrition

A. Culinary Arts and Food Science

1. Understands safety and sanitation procedures related to equipment and food preparation, service and storage
2. Is familiar with how food gets from farm to table
3. Understands the sources of food contamination
4. Knows the role of local, state, and federal agencies in ensuring food safety
5. Knows general concepts of food science
6. Knows biological, chemical, and physical properties of food and food preservation methods
7. Knows how to plan menus and present food
8. Is familiar with basic culinary terms, equipment, and techniques for food preparation
9. Understands recipe modifications and basic conversions
10. Knows the impact of environmental factors on food preparation and production
11. Understands process skills needed in the hospitality industry

B. Nutrition and Wellness

1. Understands the basic biochemical processes food undergoes in the human body
2. Understands the functions and sources of nutrients and the dietary guidelines necessary for healthy living throughout the life cycle
3. Understands factors that influence food consumption, nutrition, and behavior
4. Is familiar with the impact of environmental, economic, scientific, technological, and governmental influences on food and nutrition, from farm to table
5. Knows how to interpret nutritional information
6. Knows techniques for promoting healthy living through nutrition and wellness initiatives

Discussion Areas: Culinary Arts and Food Science

- What are the safety procedures related to equipment and food preparation?
- What are the sanitation procedures in food preparation and storage?
- What is HACCP and how does it protect consumers?
- Identify the methods to prevent pathogen food contamination from farm to table.
- Differentiate between actions to prevent cross contamination and actions that can lead to cross contamination.
- What are proper cooking temperatures to prevent food-borne illness?
- Identify components of a basic recipe (e.g., volume, weight, fractions, recipe directions, safety techniques).
- Describe the cause and effect of major food-borne pathogens in causing illness.
- Define the general concepts of food science such as cooking methods, emulsifiers, leavening agents, and oxidation.
- What are the types of culinary equipment used for food processing, cooking, holding, storing and serving?
- What is the role of local, state and federal government agencies in ensuring food safety?
- Define and compare food processes such as pasteurization, sterilization, and fortification.
- Define and compare food preservation methods such as freezing, drying, and salting.
- What are the major food categories and how are they used to plan menus and present food?
- How are USDA food guidelines used to help menu planning?

Discussion Areas: Nutrition and Wellness

- What are the basic biochemical processes necessary to digest food in the human body?
- What is the effect of metabolism and caloric intake on the human body across the lifespan?
- Describe how food effects the human body and causes disease such as heart disease and diabetes.
- What are the essential nutrients and their sources?
- Define and compare dietary guidelines available across the lifespan.
- What are the cultural, economic, physical, and social factors that influence food consumption behavior?

II. Housing and Interior Design

1. Knows how interior and architectural designs of the past influence modern design
2. Knows the elements and principles of design as applied to housing and interiors
3. Knows the different types of housing needed throughout the life span
4. Is familiar with the environmental impact of interior and exterior housing materials
5. Knows the characteristics of housing
6. Understands the various factors that affect housing choices

Discussion areas: Housing and Interior Design

- What are the elements of design for housing and interiors?
- What are the principles of design for housing and interiors?
- What are the different types of housing and how do housing needs change across the lifespan?
- What is environmental impact of interior and exterior housing materials?
- Compare and contrast sustainable and hazardous materials.
- What are the economic factors that affect housing?

- How do interest rates affect housing choices?
- What are the cultural, social, and psychological factors that affect housing choices?
- Where are historical design elements used on current architecture?

III. Textiles, Fashion, and Apparel

1. Is familiar with regulations, safety standards, and ethical issues related to textiles and apparel production
2. Is familiar with equipment, tools, and basic techniques for the construction of textile products and apparel
3. Is familiar with the history of fashion and design and its influence on the production of apparel
4. Is familiar with the basic types and characteristics of fashion, textiles, and apparel
5. Knows the methods of evaluating fashion, textiles, and apparel
6. Knows the social, cultural, economic, and psychological factors that affect apparel choices
7. Knows the basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning
8. Knows methods for wardrobe maintenance, alteration, storage, and cleaning
9. Knows factors and skills that contribute to quality customer relations
10. Knows general operational procedures required for business profitability and career success

Discussion Areas: Textiles, Fashion, and Apparel

- What is haute couture and how has the meaning changed over the last decades?
- Where and when did the modern industry of fashion design begin?
- How did World War II affect the global center of fashion design?
- What is the goal of sustainable fashion?
- What are the factors when considering the sustainability of a material?

- What is the difference between natural fibers and manufactured fibers?
- Identify the four ways that textiles are formed.
- What are the four main sources of materials for textile production?
- Identify and define textile production methods.
- What is a characteristic of fabric that has been chemically processed to resist wrinkles and hold its shape?
- What are signs of quality construction of a garment or manufactured item?
- Determine guidelines for selecting fabric for a project (or pattern, garment, textile, or product).
- List examples of common hand stitches.
- List types of seam and fabric finishes for textile products.
- What are the factors that contribute to quality customer relations?
- Identify operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

IV. Human Development and Interpersonal Relationships

A. Families and Relationships

1. Knows the factors affecting interpersonal, family, community, and professional relationships throughout the life cycle
2. Knows the functions of relationships (e.g., interpersonal, family, and community)
3. Knows the strategies and resources for promoting communication and strengthening interpersonal and family relationships
4. Knows parenting styles and their impact on family relationships
5. Identify the purposes and patterns of communication that contribute to positive communication and effective conflict prevention

6. Understands the historical significance of the family as the basic unit of society as well as present-day family structures
7. Is familiar with public policies and social, cultural, technological, and economic factors that affect families
8. Understands the family life cycle and its impact on the individual, the family, and society
9. Is familiar with external support systems that provide services for parents and families throughout the life cycle

B. Human Development and Early Childhood Education

1. Understands the stages, characteristics, and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle
2. Knows the physical, psychological, hereditary, and environmental factors that affect human growth and development throughout the life cycle
3. Is familiar with strategies for monitoring stages of human development
4. Knows theories of human development across the life span in contexts such as parenting, caregiving, working, and meeting the special needs of individuals and families
5. Is familiar with the regulations and ethical standards related to caregiving throughout the life cycle
6. Knows how to plan, conduct, and assess developmentally appropriate and safe early childhood learning experiences
7. Is familiar with the components of an early childhood education curriculum that promote early language acquisition and address the diverse needs of children
8. Understands the process skills needed to manage early childhood education programs

Discussion Areas: Families and Relationships

- How does family structure affect family life and relationships?
- Identify an economic factor that affects family life and relationships.

- Identify the impact of positive communication on families and relationships.
- Identify and describe one function of the family. Identify and describe one function of community relationships.
- Identify and describe communication styles and the strategies for strengthening and promoting communication.
- Identify and describe three ways to promote effective communication.
- Identify the skills and strategies necessary to deal with conflict and crisis.
- What are the stages of grief?
- What are the stages of the family life cycle?
- What are some of the health issues related to midlife that may begin to occur during the Launching stage of the family life cycle?
- Describe how the foundational theories of development impact instructional practice.
- Identify health and wellness practices that optimize human growth and development.
- Identify and describe the components of a lesson plan.
- Identify and describe the core set of competency standards the Child Development Associate (CDA) Credential(trademark symbol) is based on.
- Review, identify and describe three environmental hazards that negatively impact development in children.
- Review and identify the core values in early childhood care and education adopted by the NAEYC.
- Describe a strategy to redirect student behavior that is not conducive to learning.
- Identify and describe formal and informal assessments and screening measures for monitoring ongoing early childhood development.
- Identify and describe appropriate instructional strategies that facilitate children's development of oral language skills.
- Describe a strategy to teach self-regulation skills in the early childhood education classroom.
- Identify and describe a few examples of positive behavioral support strategies for use in an early childhood education classroom.

Discussion Areas: Early Childhood Education

- Identify and describe Kohlberg's stages of moral development.
- Identify and describe Piaget's stages of cognitive development.
- Identify and describe Erikson's stages of social-emotional development.
- At what age does a typically-developing infant begin to grasp a rattle?
- What kinds of growth and development normally occur in children ages 12 to 24 months?
- Explain how environmental factors affect human growth and development throughout the life cycle.
- What is the social-learning theory of language development in young children?
- Review and identify examples of environmental factors that may interfere with normal language acquisition.
- Understand the specific needs of children and how to create a classroom environment conducive to the oral language development of all children.
- What does it mean to be a mandated reporter?

V. Foundations of Family and Consumer Sciences Education

1. Knows the foundations of and the social, economic, political, and ethical issues in family and consumer sciences education
2. Is familiar with resources for professional development and continuing education, including local, state, and national professional family and consumer sciences organizations
3. Is familiar with the mission, goals, and organization of Family, Career and Community Leaders of America (FCCLA)
4. Understands how core academic standards are embedded and reinforced within a family and consumer sciences curriculum to promote student achievement
5. Knows techniques for creating student-centered learning and laboratory experiences related to family, careers, and community
6. Knows strategies for selecting, adapting, and using resources to promote authentic assessments in family and consumer sciences education

Discussion areas: Foundations of Family and Consumer Sciences Education

- Define the mission of family and consumer science education.
- What is the family and consumer sciences goal for individual and family strengths?
- Identify organizations affiliated with family and consumer sciences and their value.
- What are benefits to membership in family and consumer sciences professional organizations?
- Describe the importance of Family, Career and Community Leaders of America (FCCLA) for a student.
- Where can one get professional development and advancement for family and consumer sciences, for academic advancement and in organizations?
- List strategies to incorporate core academic standards in a particular area of family and consumer sciences curriculum within the ability range of all students.
- Relate how core academic standards can achieve success in a family and consumer sciences lesson?

- List a code of ethics for a various career fields within family and consumer sciences.
- Explain ways in which family and consumer sciences influences and aids in societal changes.
- Design strategies for a student centered family and consumer sciences classroom, inclusive of all students.
- Describe laboratory opportunities for all students in areas of family and consumer sciences.

VI. Resource Management

A. Financial Literacy

1. Knows financial factors that affect transportation and housing acquisition
2. Understands essential financial literacy concepts and their impact on financial management throughout the life cycle
3. Understands the decision-making, problem-solving, and critical-thinking skills necessary in managing finances
4. Knows financial planning skills, including the ability to interpret basic financial records, and how to use them to meet individual and family goals
5. Is familiar with the basic services offered by various types of financial institutions
6. Knows procedures for establishing, maintaining, and protecting credit
7. Is familiar with laws and policies associated with financial management
8. Knows strategies for evaluating and selecting risk-management resources for individuals and families (e.g., home, auto, health care)

B. Careers and Consumer Education

1. Knows strategies for selecting and managing individual and family resources (e.g., land, labor, capital)
2. Knows the impact of consumer decisions on individual and family resources
3. Knows consumer rights and responsibilities
4. Is familiar with governmental laws and policies related to consumerism
5. Knows strategies for evaluating the durability, efficiency, and cost of consumer products and services

6. Knows strategies for making informed career decisions, taking into account current trends and resources
7. Knows the multiple roles, responsibilities, and resource-management skills involved in family, work, and community settings
8. Understands the decision-making and problem-solving processes needed to address family, community, and workplace issues and responsibilities
9. Is familiar with local, state, and federal resources that assist the family, community, and workplace

Discussion Areas: Resource Management

- Identify and describe steps to making a budget.
- Identify and describe the categories involved in creating a budget.
- Identify and describe fixed and variable expenses.
- Identify and describe types of loan products.
- Evaluate money-management strategies related to spending, credit, savings, and investing.
- Compare and contrast services offered by financial institutions.
- What is involved in maintaining good credit?
- Identify and describe ways to avoid identity theft.
- Identify and describe major laws that govern financial institutions and transactions and protect individuals and their financial dealings.
- Identify factors to consider when choosing risk-management resources.
- What are the major consumer protection laws?
- What are the eight consumer rights as defined by U.N. Consumer Bill of Rights?

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?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. 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 tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your 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 select or enter your answers on the computer.

Smart Tips for Taking the Test

- 1. Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. 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. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer 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.
4. **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.
5. **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 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* tests at <https://www.ets.org/praxis/institutions/scores/passing/> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated 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. Check on Testing Accommodations

See if you qualify for accommodations 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/plne_accommodations/.

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
- 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 https://www.ets.org/s/praxis/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.

9. Do Your Best on Test Day

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

You followed your study plan. You 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
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

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 allotted 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
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), 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 questions?
- 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!

10. 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* 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, 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 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.

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

If you have taken the same *Praxis* test or other *Praxis* tests in 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. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *Praxis Passing Scores*, found at <https://www.ets.org/praxis/institutions/scores/passing/>
- 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 the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* 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* tests?

Your state chose the *Praxis* 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* test development process. First, ETS asked them what 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/dates_centers 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 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.

*[*ETS Standards for Quality and Fairness*](#) (2014, Princeton, N.J.) 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 (2014, Washington, D.C.).

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:

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