Welcome to The Praxis® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a Praxis® test.

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

The Study Companion contains practical information and helpful tools, including:

- An overview of the 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 32).
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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1. Learn About Your Test

Learn about the specific test you will be taking

Gifted Education (5358)

Test at a Glance

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<tbody>
<tr>
<td>Test Code</td>
<td>5358</td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
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<td>Number of Questions</td>
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<td>Format</td>
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Test takers are asked to show their knowledge of the topics covered on the test in multiple ways: conceptual understanding, procedural awareness, interpretation, integration, and application. The content assessed is aligned with the CEC-NAGC teacher preparation standards in gifted and talented education.

This test may contain some questions that will not count toward your score.
Step 1: Learn About Your Test

Topics Covered

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

I. Development and Characteristics of Gifted Students

A. Development

1. Knows the advanced developmental milestones of gifted students in all domains, from early childhood through adolescence
   a. Physical
   b. Social/emotional
   c. Cognitive
   d. Communicative
   e. Adaptive

2. Knows how asynchronous development relates to giftedness

3. Knows the early indicators of giftedness
   a. Advanced verbal ability
   b. Curiosity and imagination
   c. Early achievement of milestones
   d. Ability to focus attention intensely
   e. Accelerated rate of learning

4. Knows the indicators of giftedness in all stages of development

5. Knows the role of stakeholders in supporting the development of giftedness

B. Characteristics

1. Understands the similarities and differences between gifted students and the general student population

2. Knows the similarities and differences among gifted students

3. Knows the characteristics associated with different types of giftedness
   a. Intellectual
   b. Academic
   c. Creative
   d. Leadership
   e. Visual and Performing Arts

4. Knows the cognitive characteristics of gifted students
   a. Memory, focus, capacity for learning, metacognition
   b. Originality, creativity and innovation, insight
   c. Rate of learning, breadth and depth of knowledge
   d. Analogical thinking and reasoning, communication skills
   e. Abstract and conceptual learning

5. Knows the range of social and emotional characteristics of gifted students
   a. Perfectionism, persistence
   b. Emotional intensity, idealism, empathy
   c. Intrinsic motivation, self-awareness
   d. Sense of humor
   e. Preference for intellectual peers

6. Knows a variety of factors that may affect the development of gifted students
   a. Socioeconomic status, culture, English-language proficiency
   b. Race, gender, ethnicity, peer relationships
   c. Availability of services and quality of instruction
   d. Age of identification, home support and environment
   e. Co-existing conditions and exceptionalities

7. Knows common stereotypes associated with gifted students
   a. Socially shy and inept
   b. Excels in all academic areas
   c. Lack of interest in non-academic pursuits
   d. Capable of learning on their own
   e. Easily identified

8. Knows a variety of causes for underachievement in gifted students
   a. Cultural influences
   b. Pressure to conform
   c. Fear of failure, low self-esteem, boredom
   d. Lack of supportive academic environment
   e. Unsupportive family environment
   f. Transience (frequent moves)

9. Knows the coexisting conditions and exceptionalities that may affect gifted students
   a. Giftedness and ADHD
   b. Giftedness and literacy disabilities
   c. Giftedness and learning disabilities
II. Learning Environment for Gifted Students

A. Physical and Social Environment

1. Understands the impact of a safe, equitable, positive, and supportive environment on learning

2. Knows the continuum of placement and delivery of services options for gifted students
   a. General education classes with differentiation
   b. Cluster grouping
   c. Pull-out and self-contained classes
   d. Special, alternative, and virtual schools
   e. Dual enrollment

3. Knows the influence of social and emotional development on the learning of gifted students and that gifted students may have idiosyncratic learning patterns

4. Knows strategies for developing the non-academic skills of gifted students
   a. Social competence
   b. Leadership
   c. Resilience
   d. Self-efficacy
   e. Risk-taking

5. Is familiar with how identification and delivery models are related

B. Teaching and Learning Environment

1. Knows how to create a learning environment that addresses the characteristics and needs of gifted students
   a. Adapting the curriculum, content, process and product
   b. Aligning instruction with standards and benchmarks
   c. Selecting resources to meet the interests of gifted students
   d. Adapting resources to meet the needs of individual students
   e. Addressing the strengths and limitations of individual students
   f. Offering a broad array of resources for learning

2. Uses instructional activities specific to the development of complex cognitive processes
   a. Comparing and contrasting
   b. Analyzing, inferring, predicting
   c. Evaluating, categorizing, synthesizing
   d. Decision making, creating
   e. Generalizing

3. Knows methods for promoting higher levels of thinking
   a. Reflecting, supporting positions
   b. Challenging assumptions, drawing conclusions
   c. Finding relationships, designing alternate solutions
   d. Determining relevancy and validity of information
   e. Transferring knowledge

4. Knows strategies for addressing underachievement in gifted students
   a. Offering choice-based learning
   b. Supporting incremental goal setting
   c. Establishing supportive partnerships
   d. Recognizing success

5. Knows how to establish and maintain rapport with gifted students
   a. Communicating expectations for student performance
   b. Communicating expectations for student behavior in a variety of settings

6. Knows the tools for adapting a learning environment based on input from students and other stakeholders
   a. Pre-assessment
   b. Learning inventories
   c. Interpretation of test results and performance evaluations
   d. Consultation and collaboration with other stakeholders

III. Instruction of Gifted Students

A. Planning

1. Understands the basic concepts of curriculum development for gifted students
   a. Differentiating goals
   b. Developing scope and sequence
   c. Aligning with standards and benchmarks
   d. Increasing depth and rigor
   e. Modifying existing curriculums

2. Knows the major models for developing curriculum for gifted students
   a. Content mastery model (subject based)
   b. Process-product model (skill based)
   c. Concept based model (theme based)
3. Knows how to differentiate the general education curriculum to meet the needs of gifted students
   a. Increasing complexity and depth of content
   b. Modifying the pace of learning
   c. Creating opportunities for creativity and innovation
   d. Allowing opportunities for independent study
4. Knows how to select instructional content, resources, and strategies appropriate for gifted students
5. Knows how to adapt content, strategies, and resources appropriate to the needs of individual students
6. Knows how to design instruction that provides opportunities for students to investigate and extend areas of interest or talent
7. Knows how to plan instruction for enhancing the communication skills of gifted students, including advanced oral and written communication tools
8. Knows how to plan opportunities for gifted students to access and use technology in innovative ways
9. Knows the academic and career guidance that must be integrated into instruction
   a. Academic and vocational assessment
   b. Shadowing and internships
   c. Mentors and role models
10. Knows the importance of involving students in planning, implementing, and evaluating their learning
11. Knows the types of assessment data that are used to inform instruction
   a. Formal and informal
   b. Summative and formative
   c. Pre- and post-assessment
   d. Performance-based

B. Instruction

1. Knows that a number of variables may affect how individual students learn and perform
   a. Culture, socioeconomic status, gender
   b. Prior knowledge and experience
   c. Self-confidence, self-esteem
   d. Developmental readiness, asynchrony
   e. Coexisting conditions and exceptionalities
2. Knows how to develop observable and measurable instructional objectives
3. Knows how to develop and implement lesson plans
4. Knows a variety of strategies for instructing gifted students
   a. Higher-level questioning
   b. Problem-based learning
   c. Inquiry-based learning
   d. Differentiated learning
5. Knows how to pace instruction to meet the needs of individual students and that different strategies may be required for teaching gifted students with diverse cultural and linguistic needs
6. Knows strategies for developing metacognitive thinking in gifted students
   a. Modeling thought processes in content areas
   b. Developing self-regulation
   c. Encouraging and supporting reflection
   d. Asking complex questions
7. Knows methods of facilitating the transfer of knowledge and skills in specific areas of student development
   a. Generalizations
   b. Synthesis within and across disciplines
   c. Integration of conceptual understanding
8. Knows strategies for teaching students self-advocacy and self-regulatory skills
9. Knows how to use student responses and performance for guiding instruction and providing feedback
10. Is familiar with strategies for addressing the needs of the profoundly gifted
    a. Adjusting age restrictions
    b. Increasing access to appropriate learning opportunities
    c. Adapting peer settings to meet academic and social needs
    d. Employing radical acceleration
    e. Locating content experts
IV. Identification and Assessment of Gifted Students

A. Assessment

1. Knows the basic terminology used in assessment
   a. Validity, reliability, mean, median, mode
   b. Raw score, scaled score, stanine, percentile
   c. Normal distribution, standard deviation, standard error of measurement
   d. Grade-equivalent scores, age-equivalent scores
   e. Norm-referenced and criterion-referenced tests
   f. Ceiling effect, out-of-level testing
2. Is familiar with assessment instruments and their uses, strengths, and limitations
   a. Observations
   b. Checklists
   c. Parent or teacher recommendations
   d. Portfolios, work samples
3. Knows the various purposes of assessment
   a. Planning and instruction
   b. Documenting growth
   c. Identification
   d. Placement
4. Knows the legal and ethical practices related to the identification, assessment, and placement of gifted students
   a. Confidentiality of educational records
   b. Non-discriminatory assessment
   c. State and district regulations
5. Knows how to develop assessments to measure student learning and progress
6. Knows how to report assessment data to stakeholders
7. Knows how to interpret assessment data for making placement and program decisions

B. Identification

1. Knows the processes and procedures for nominating and identifying gifted students
2. Knows commonly used qualitative assessments associated with identifying giftedness
   a. Observations
   b. Checklists
   c. Parent or teacher recommendations
   d. Portfolios, work samples
3. Knows commonly used quantitative assessments associated with identifying giftedness
   a. Creativity tests
   b. Achievement tests
   c. Aptitude tests
   d. IQ tests
4. Is familiar with the use of alternative assessments for identifying giftedness in special populations
5. Knows the importance of using multiple criteria for identifying giftedness
6. Knows factors that can lead to the over-, under-, or misidentification of gifted students
   a. Gender, race, ethnicity, stigma
   b. Cultural factors, social status, economic status
   c. Parental pressure
   d. Behavioral issues, coexisting exceptionalities
   e. English language proficiency, testing bias
   f. Teacher expectations and misconceptions

V. Professionalism

A. Foundations

1. Knows the major foundations, theories, and philosophies of gifted education
   a. Historical foundations
   b. Major contributors
   c. Varying conceptions of giftedness
2. Is familiar with the major legislation regarding the education of gifted students
   a. Javits Act
   b. Individuals with Disabilities Education Act (IDEA)
   c. State laws
3. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers
   a. Equal access
   b. Privacy and confidentiality
   c. Intellectual freedom
   d. Licensing/certification
4. Knows the rationales, principles, and goals of gifted education
   a. Existence of individual differences
   b. Benefit to society of the development of giftedness
   c. Diverse perspectives on the conceptions of giftedness
   d. Entitlement of gifted students to an education that supports the attainment of their full potential

B. Collaboration, Leadership, and Professional Development

1. Knows the publications and professional organizations relevant to the field of gifted education
   a. Journal for the Education of the Gifted
   b. Parenting for High Potential
   c. Gifted Child Quarterly, Gifted Child Today
   d. National Association for Gifted Children
   e. Council for Exceptional Children
   f. The Association for the Gifted

2. Knows how to locate and evaluate information on issues, trends, and research in the field of gifted education

3. Knows how to apply theory and research in gifted education to instructional practice

4. Knows how to collaborate with colleagues and school personnel to address the academic, emotional, and social needs of gifted students

5. Knows how to use reflective practice to improve instructional practice

6. Knows how to collaborate with stakeholders to advocate for services for gifted students

7. Knows how to serve as a resource for supplementary opportunities for gifted students outside of school
   a. Summer and weekend programs
   b. Conventions and competitions
   c. Special interest organizations

8. Is familiar with the impact of giftedness on individuals, families, and society across the life span
   a. Knows the common emotional reactions to gifted individuals
   b. Knows the stressors and challenges associated with gifted individuals and family members
   c. Knows ways that gifted individuals can affect the school and greater communities, and society as a whole

9. Knows strategies to help families understand the implications of a student’s giftedness and to provide strategies for supporting the student’s development and learning
   a. Initiating and maintaining relationships with family members
   b. Providing information about resources that support families

10. Knows a variety of strategies for communicating with parents and caregivers about students’ progress and needs

11. Knows the role of an advocate for gifted education and is a resource for parents and caregivers, school personnel, and members of the community for information relating to gifted students and their educational experience
2. Familiarize Yourself with Test Questions

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

The Praxis Series 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 options.

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

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

Remember that with every question you will get clear instructions.

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 in “3. Practice with Sample Test Questions” on page 15.
3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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

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

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

2. Which of the following assignments is a young elementary student who is intellectually gifted likely to prefer?
   (A) Classifying pictures of leaves using a teacher-prepared guide
   (B) Reading an encyclopedia article on leaves and trees
   (C) Collecting leaves and deciding on multiple ways to organize them
   (D) Drawing pictures of leaves found in the neighborhood

3. An evaluation of Matthew, a highly gifted 15-year-old student, indicates outstanding achievement in all academic areas. However, observations by several of his teachers as well as his scores on a personality test battery indicate that Matthew has difficulty in several affective areas. He tends to be shy, is excessively concerned with perfection, and strongly prefers working by himself to engaging in group projects. Goals for Matthew that address these concerns are most likely to include which of the following recommendations?
   (A) Encouraging self-initiated learning in areas of greatest interest to Matthew
   (B) Developing skill in making judgments using predetermined criteria and guidelines
   (C) Encouraging participation in academic group problem-solving competitions
   (D) Developing the habit of reading for pure enjoyment as well as for academic learning

4. In general, most school curricula pay relatively little attention to the affective education of gifted students. Which of the following is the most likely reason for that inattention?
   (A) School staff tend to be more oriented toward meeting the cognitive needs of gifted students than meeting their affective needs.
   (B) The affective issues faced by gifted students tend to be virtually identical to those faced by their nongifted peers.
   (C) Studies indicate that school instruction designed to improve students’ affective skills is generally ineffective.
   (D) The knowledge base on which to build affective education programs is as yet too limited to justify the expenditure of limited education funds.
5. Which of the following teaching approaches is most likely to enhance the creativity of gifted students?

(A) Emphasizing concrete, real-life applications of topics rather than abstract concepts
(B) Structuring assignments in ways that encourage divergent thinking
(C) Accelerating coverage of required content to allow time for creative activities
(D) Encouraging students to choose their own educational goals and to seek out their own resources

6. Which of the following is most likely to be a primary consideration in the selection of a curriculum model for gifted students?

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

7. When a gifted student is involved in independent study, what is the major responsibility of the student’s teacher or mentor?

(A) Identifying appropriate resources to support the student’s learning
(B) Analyzing data and drawing conclusions from the student’s projects
(C) Determining an appropriate format for the presentation of results
(D) Helping the student focus on appropriate topics for study

8. Which of the following principles is most appropriate for guiding the development of a gifted education program?

(A) Gifted students should be given multiple educational opportunities to realize their potential to the fullest extent possible.
(B) The primary aim of instruction for gifted students should be to provide students with learning experiences that help translate the affective domain into thoughts and actions.
(C) Gifted students should be instructed in homogeneous groupings to the maximum extent possible.
(D) Education for the gifted should be administered as a separate program from the regular education program to maximize available funding and other resources.

9. Which of the following is the most important reason to schedule recess for all students in the elementary grades?

(A) To provide an opportunity for outdoor fitness pursuits
(B) To substitute for physical education classes
(C) To foster positive social interactions with others
(D) To structure time that students spend playing together

10. Which of the following best explains why a middle school teacher of the gifted has students read stories written by Arthur Conan Doyle and observe that his detective, Sherlock Holmes, is particularly skilled at drawing conclusions from observing seemingly irrelevant details?

(A) To help students understand the limitations of logical reasoning
(B) To encourage students to develop intellectual and emotional regulation
(C) To sensitize students to contradictions and paradoxes in the world
(D) To teach students that examining detail may help to ascertain meaning
11. Which of the following best characterizes the overexcitabilities of gifted students as observed by Kazimierz Dabrowski?
(A) Antisocial behavior when frustrated
(B) Supersensitivity to their environments
(C) Obsessive-compulsive behavior
(D) Intense interest in a complex topic

Questions 12–13 are based on the following information about Colin.

Colin is a gifted third grader who breeds mice. During an outdoor recess on the playground, he tries to explain to his classmates what he is doing, but they laugh at him and tell him that breeding mice is dumb. When this happens, he cries and hits his classmates.

12. Which of the following challenges often associated with gifted students best explains why Colin is behaving as described?
(A) He is very intense and demands perfection in himself.
(B) He has an unusual hobby and enjoys making discoveries.
(C) He rebels against routine and predictability.
(D) He is supersensitive to any form of criticism.

13. Which of the following is the most appropriate way for Colin’s teacher to find an audience for his creative thinking?
(A) Pairing him with an older student who has similar interests
(B) Assigning him to work on an open-ended project with classmates
(C) Having him prepare a presentation on his project for the class
(D) Publishing the results of his research in the district newsletter

14. Which of the following is a model curriculum for gifted education that focuses on enrichment for all students through high levels of engagement and the use of challenging learning experiences based on students’ interests and learning styles?
(A) Race to the Top
(B) Schoolwide Enrichment Model
(C) Mentoring Mathematical Minds
(D) Depth and Complexity Model

15. Soledad is a gifted sixth grader who has developed a propensity for blurting out answers during class discussions. Which of the following is the best way for the teacher to help Soledad control this impulse and thereby ensure that all students in the class have an equal opportunity to participate?
(A) After consulting with the school psychologist, the teacher will model strategies such as talking to oneself.
(B) Asking only open-ended questions and giving students 10 to 15 seconds of wait time to think about their answers before calling on any one to respond
(C) Ignoring all attention-getting behaviors such as hand-waving in favor of selecting a name at random from a prepared set of name cards
(D) Preassigning questions to groups of 3 to 5 students and having them make notes before presenting their responses to the class
16. Which of the following best characterizes the study guide approach to compacting and differentiating instruction for a gifted fifth-grade student?

(A) The student will work independently in the classroom to develop a deeper level of understanding about a particular concept.

(B) The student will work in the library on a self-selected topic and present a weekly progress log to the classroom teacher.

(C) The student will sign a contract to learn independently and will be excused from whole-class activities and classroom testing.

(D) The student will work independently on a teacher-assigned topic and will learn to synthesize information from many different sources.

17. A seventh-grade class is learning to solve simple linear equations using a function machine and graphing paper. Which of the following is an appropriate extension activity for a gifted student who has superior learning ability and is able to learn independently without following along with the regular classroom instruction?

(A) Solving quadratic equations using tables of values and graphing paper

(B) Solving systems of linear equations using a graphing calculator

(C) Creating word problems that can be solved with linear equations

(D) Creating posters illustrating basic algebraic concepts

18. A gifted student is frustrated and wants to stop working on an independent project. Which of the following is the best first step a teacher can take to enable the student to maintain interest in the project?

(A) Agreeing with the student that challenging projects are frequently frustrating

(B) Reminding the student that he or she has the abilities needed to do well on the project

(C) Helping the student break the project into manageable short-term goals that can be met one at a time

(D) Asking the student’s parents to assist with the project by locating sources of information the student can use

19. What is one of the primary goals of a professional organization?

(A) Mandating a national curriculum

(B) Controlling publication of articles related to the profession

(C) Enforcing standards for the practice of the profession

(D) Providing leadership for the improvement of the profession

20. The norms for a standardized test are intended to help the test user to

(A) interpret the meaning of the test results

(B) administer the test the same way each time

(C) correlate the results of the test with a comparable test

(D) prescribe remedial actions in areas of need
Step 3: Practice with Sample Test Questions

Answers to Sample Questions

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

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

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

4. The correct answer is (A). Historically, educators concerned with providing services to the gifted have attended primarily to the dimension that most obviously distinguishes gifted students from regular students; that is, their intellectual talents. The need to pay attention to gifted students’ affective development is less immediately obvious and is only beginning to be recognized by educators of the gifted. (B) is incorrect because gifted individuals do not face affective issues identical to those faced by nongifted students. To the contrary, the gifted need to develop certain skills and understandings with regard to themselves and others that are a direct consequence of their being different from others in important ways. (C) is incorrect because researchers have, in fact, provided evidence for the effectiveness of various programs designed to improve gifted students’ affective skills. (D) is incorrect for similar reasons: researchers and practitioners have built and continue to build a body of knowledge about the needs and characteristics of gifted students that is useful for the development of affective education programs for these students. Furthermore, the expenditure of limited funds to address only the
The best answer is (B). The concept of intellectual creativity refers to the ability to generate new, unanticipated ideas and connections between ideas. This type of thinking is referred to as divergent thinking and is best promoted when teachers present students with open-ended questions, with problems that require new perspectives for their solutions, and with issues that invite a wide range of responses. (A) is incorrect because creative thought can be elicited by or applied to abstract concepts as well as to concrete real-life situations. (C) reflects a basic misunderstanding: creative activities should not be separated from regular school tasks and tacked on to the end of so-called regular tasks as a type of bonus. To the contrary, required educational content can and should be presented in ways that encourage creative thinking. (D) implies another basic misunderstanding: it is the responsibility of professionals, not students, to set educational goals. Furthermore, although students may demonstrate some creativity in identifying resources for specific tasks and projects, it is, again, the responsibility of educators to provide the basic resources required by students to attain educational goals.

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

The best answer is (D). An important aspect of independent study for a gifted student is ensuring that the student selects appropriate topics to serve as a focus for his or her project. However, because students often have difficulty determining the appropriate level of specificity for a study topic, the teacher has a major responsibility to help students focus their study topics in such a way that a productive project is possible, given limitations of time, of resources, and of the student’s intellectual maturity (D). In specific situations, a teacher may sometimes decide to assist a student in identifying resources (A) in analyzing data and drawing conclusions (B), or in determining an appropriate format for presentation of results (C). However, since none of these activities is in all cases a major responsibility of the teacher, (A), (B), and (C) are incorrect.

The correct answer is (A). A fundamental principle that should guide the development of all educational programs, including those designed for gifted students, is that ample opportunities should be provided to allow students to realize their full potential. With respect to this principle, gifted programs differ from other educational programs only in that the application of the principle should lead to different educational provisions that reflect the fact that gifted students’ learning styles and learning potential differ in many ways from those of regular students. (B) is incorrect because translating the affective domain into thoughts and actions is an objective that would apply only occasionally in specific situations; this is by no means a guiding principle of gifted education. Similarly, (C) is incorrect because the homogeneous grouping of gifted students in instruction is a desirable aim for some, but by no means all, instructional situations. Therefore, among the choices listed, this consideration is not the most appropriate guiding principle for the development of a gifted education program. Regarding (D), although concerns about financial and other resources do affect educational decisions to some extent, such concerns are not basically educational in nature and should not be the principle that guides the development of a gifted education program. In addition, (D) involves questionable reasoning: administering gifted education separately from regular education does not necessarily, or even usually, maximize available funding and other resources.
9. The best answer is (C), to foster positive social interactions with others. Much of what children do during recess, including . . . making choices and developing rules for play, involves the development of social skills. (A) is not correct because recess does not last long enough to practice outdoor fitness skills such as hiking and camping. (B) is not correct because recess is not a substitute for physical education classes that would reinforce fundamental motor skills and movement activities under supervised conditions. (D) is not correct because structured activities would diminish the spontaneity of the children's interactions and potentially decrease the development of social skills that position children to be in charge of themselves.

10. The best answer is (D), to teach students that examining detail may help to ascertain meaning. Having Sherlock Holmes model the importance of examining what is often not noticed will aid students in analyzing, not only literature, but life situations in general. According to the Cuesta College Web site, “Drawing conclusions refers to information that is implied or inferred . . . never clearly stated.” In addition, “Making inferences means choosing the most likely explanation from the facts . . . derived from observation . . .” In fact, the Web site/author continues “knowledge [is] observable phenomena—the result of detailed observation.” And, “In drawing conclusions [making inferences], you are really getting at the ultimate meaning of things—what is important, why it is important, how one event influences another, how one happening leads to another. Simply getting the facts in reading is not enough—you must think about what those facts mean to you.” (A) is not correct because there is a different instructional strategy used in the development of logical reasoning. (B) is not correct because the development of intellectual and emotional regulation requires a different process. (C) is not correct because sensitization strategies would be uniquely different.

11. The best answer to the question is (B), supersensitivity to their environments. Research contributions from the Polish psychologist Kazimierz Dabrowski (1902-1980) define overexcitabilities as “extreme intensities or sensitivities that affect the ways in which an individual experiences the world.” Additionally, “Although most of us may have extra energy at times or have strong reactions to various stimuli on occasion, those with overexcitabilities experience these distinguishing behaviors regularly.” (A) is not correct because antisocial behavior may not be characteristic of overexcitabilities. Similarly, (C) is not correct because obsessive-compulsive behavior may not be characteristic of excitabilities. (D) is not correct because while almost always welcome, intense interest does not necessarily accompany overexcitabilities.

12. The best answer is (D), he [Colin] is supersensitive to any form of criticism. According to one source, giftedness has been described as ‘overexcitabilities [which] can . . . cause problems with social interaction, daily functioning, and school experiences . . . [and] may be expressed [as] . . . impulsive actions,” that in turn may cause others to criticize the individual displaying these behaviors. (A) is incorrect because intensity and demands of perfection may not be consistently characteristic of the gifted. (B) is incorrect because while this may be so, having unusual hobbies and the joy of making discoveries is not uniquely characteristic of the gifted. (C) is incorrect because while the gifted may demonstrate rejection of routine and the predictability of circumstances and events, such behavior is not considered to be characteristic of giftedness.

13. The best answer to the question is (C), having him prepare a presentation on his project for the class. Research suggests “some guidelines for supporting the gifted child . . . [may include arranging for the] child to express his or her overexcitability in a safe environment.” (A) is incorrect because unrefined social skills may prove deleterious. (B) is incorrect because parameters with regard to closure may be important. (D) is incorrect because while perhaps a good idea, the better audience would be that of Colin’s immediate classmates.

14. The best answer is (B), Schoolwide Enrichment Model. “The major goal of the SEM is the application of gifted education pedagogy to total school improvement. . . SEM provides enriched learning experiences and higher learning standards for all children through . . . advanced follow-up opportunities for young people based on their strengths and interests [and] relating to learning styles.” (A) is incorrect because this refers to a stimulus for improvement in schools endorsed by the federal government. (C) is incorrect because it represents a conceptually different focus. (D) is incorrect because the focus of this model is dissimilar to the intent of the SEM.
15. The best answer to the question is (A), after consulting with the school psychologist, the teacher will model strategies such as talking to oneself. “When psychologists are asked to become involved with gifted students, usually the referrals have to do with . . . behavioral issues such as . . . impulse control difficulties . . . [and they] can . . . assist with educational planning . . . ” Research claims “Talking to ourselves in [an] ‘inner voice’ actually helps us exercise self-control and prevents us from making impulsive decisions.” Importantly, “Such strategies establish neural connections between survival instinct impulses and the executive brain’s understanding of limits and boundaries.” (B) is not correct because while wait time may be a valuable intervention, modeling preferred behavior is best. (C) is not correct because ignoring inappropriate behavior may be beneficial, or it may increase frustration; modeling correct behavior will likely foster greater impact. (D) is not correct because it does not address the impulsive behavior in the classroom.

16. The correct answer is (A), the student will work independently in the classroom to develop a deeper level of understanding about a particular concept. Source: Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner. Under the guidance of a teacher, the student is given alternate work in varying formats and can work at a relatively fast pace. (B) is not correct because the relationship of the library task to compacting/differentiating instruction has not been clearly stated. (C) is not correct because it is not a given that the student is to be excused from instruction and testing; rather, only if the content were determined to be redundant for the learner would this be so. (D) is not correct because the gifted student would self-select a topic in light of personal interests.

17. The correct answer is (B), solving systems of linear equations using a graphing calculator. This activity would take the student to a level beyond linear equations using the latest technology to learn concepts and solve problems. (A) is not correct because it reflects a dated approach in that it does not use the most current technology available for the task. (C) is not correct because it does not challenge the gifted student to learn an important mathematics topic independently. (D) is not correct because this activity is not likely to challenge the student to use his or her talents to go beyond linear equations and learn about quadratic equations independently.

18. The correct answer is (C), helping the student break the project into manageable short-term goals that can be met one at a time. Breaking the project into manageable chunks, each of which can be more easily completed than the whole project, is the best answer. “Students may fulfill their goals and objectives by completing projects that match their strengths and interests . . . student and teacher will develop plans, rubrics, timelines, . . . ” (A) is not correct because such comments may produce additional frustration and potentially impede progress. (B) is not correct because while affirming ability, providing a framework within which the student can comfortably and diligently demonstrate such ability is preferable and more advantageous. (D) is not correct because inviting the parents to join the effort has the potential to compromise the student’s sense of independence.

19. The correct answer is (D). A professional organization provides guidance and leadership for its members. It cannot mandate what is taught, nor can it control what is published about it. It cannot enforce standards, though it can support and endorse them.

20. The correct answer is (A). Norms provide a point of reference or comparison for analyzing the test results of an individual or group.
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. A helpful resource is the Strategies for Success video, which includes tips for preparing and studying, along with tips for reducing test anxiety.

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in “1. Learn About Your Test” on 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/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.
5) **Practice explaining the key concepts.**

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

6) **Understand how questions will be scored.**

Scoring information can be found on page 35.

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 28 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 28, 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 16.

- **Prepare your presentation for the group.** When it's your turn present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
• **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 “Topics Covered” 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 the Topics Covered section.
2. Determine Strengths and Weaknesses: Identify your strengths and weaknesses in each content area.
3. Identify Resources: Identify the books, courses, and other resources you plan to use for each content area.
4. Study: Create and commit to a schedule that provides for regular study periods.

Praxis Test Name: Core Academic Skills for Educators: Reading
Praxis Test Code(s): 5712
Test Date: 9/15/14

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
</tr>
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<tbody>
<tr>
<td>Core Academic Skills for Educators:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading selection</td>
<td>3</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>7/15/14</td>
<td>7/15/14</td>
</tr>
<tr>
<td>Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>3</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>7/17/14</td>
<td>7/17/14</td>
</tr>
<tr>
<td>Organization</td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>7/20/14</td>
<td>7/21/14</td>
</tr>
<tr>
<td>Organization</td>
<td>Identify key transition words/Phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>7/25/14</td>
<td>7/26/14</td>
</tr>
<tr>
<td>Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
<td>7/25/14</td>
<td>7/27/14</td>
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(continued on next page)
### Craft, Structure, and Language Skills

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<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation</strong></td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/14</td>
<td>8/1/14</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Determine role that an idea, reference, or piece of information plays in author’s discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/14</td>
<td>8/1/14</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/14</td>
<td>8/1/14</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/14</td>
<td>8/1/14</td>
</tr>
</tbody>
</table>

### Integration of Knowledge and Ideas

| **Inferential Reasoning**                | Determine logical assumptions on which argument or conclusion is based                  | 2                                           | High school text book, college course notes   | College library, course notes, high school teacher, college professor | 8/8/14                          | 8/8/14          |
| **Inferential Reasoning**                | Determine author’s attitude toward materials discussed in reading selection             | 2                                           | High school text book, college course notes   | College library, course notes, high school teacher, college professor | 8/15/14                         | 8/17/14         |
| **Generalization**                      | Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection | 2                                           | High school text book, college course notes   | College library, course notes, high school teacher, college professor | 8/22/14                         | 8/24/14         |
| **Generalization**                      | Draw conclusions from materials presented in reading selection                           | 4                                           | High school text book, college course notes   | College library, course notes, high school teacher, college professor | 8/24/14                         | 8/24/14         |
| **Generalization**                      | Apply ideas presented in a reading selection to other situations                        | 3                                           | High school text book, college course notes   | College library, course notes, high school teacher, college professor | 8/27/14                         | 8/27/14         |
# My Study Plan

Use this worksheet to:

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

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<th>Praxis Test Name:</th>
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<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study this content</th>
<th>Date completed</th>
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### Step 5: Develop Your Study Plan

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<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
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6. 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 Series tests at [http://www.ets.org/s/praxis/pdf/passing_scores.pdf](http://www.ets.org/s/praxis/pdf/passing_scores.pdf) or on the Web site of the state for which you are seeking certification/licensure.

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.
7. Check on Testing Accommodations

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

What if English is not my primary language?

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

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

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

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

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

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

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.
8. 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 a pen or pencil to use on the scratch paper you are given
- 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](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 (see Calculator Use, at [http://www.ets.org/praxis/test_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- 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.
Step 8: Do Your Best on Test Day

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!
9. Understand Your Scores

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

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

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

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

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

*The Praxis Series* tests are part of a national testing program, meaning that they are required in 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](http://www.ets.org/praxis/states).

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

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will 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](http://www.ets.org/praxis/states).

**What your Praxis scores mean**

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


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](http://www.ets.org/praxis/scores/understand).

**Put your scores in perspective**

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

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

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

Score scale changes

ETS updates Praxis tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. 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
- The Praxis Series Passing Scores (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states
Appendix: Other Questions You May Have

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

What do the Praxis tests measure?
The Praxis tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual’s disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

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

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

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

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

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

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

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

**How were the tests developed?**

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

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

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

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

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

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

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

Scores for tests that do not include constructed response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates 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.

Your teaching career is worth preparing for, so start today!
Let the Praxis Study Companion guide you.