

The Praxis® Study Companion

# Marketing Education

5561



# Welcome to *The Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

Before you register for a test, confirm your state or agency's testing requirements at [www.ets.org/praxis/states](http://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 30).

### **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](http://www.ets.org/praxis/register).

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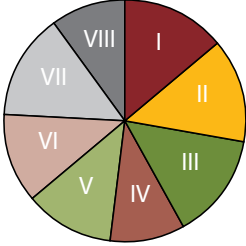
*The Praxis® Study Companion guides you through the steps to success*

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Marketing Education (5561)

Test at a Glance			
<b>Test Name</b>	Marketing Education		
<b>Test Code</b>	5561		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	120		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Marketing Education Programs	17	14%
	II. General Business Principles	17	14%
	III. Marketing-Information Management and Planning	17	14%
	IV. Channel Management	12	10%
	V. Pricing	14	12%
	VI. Product/Service Management	14	12%
	VII. Promotion	17	14%
	VIII. Personal Selling	12	10%

### About This Test

The Marketing Education test is designed for the candidate seeking certification as a middle school or high school marketing education classroom teacher. The test focuses on the knowledge and skills a teacher must have to support the marketing education curriculum. It reflects the essential foundations and functions as identified in the National Marketing Education Standards. The test concentrates on the core foundations of knowledge and cognitive skills, including general business, management, entrepreneurship, communication and interpersonal skills, economics, and program development. In addition, the test assesses the individual's knowledge of core functions, including distribution, financing, marketing information management, pricing, product and service management, personal selling, and promotion.

The 120 selected-response questions cover topics that require an individual's knowledge, as well as the ability to apply the knowledge and principles needed as a marketing professional. The test taker should be prepared to encounter ethical and technological concepts, as well as emerging trends and issues in marketing or general business.

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

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found in “6. Review Study Topics” on page 25.

### I. Marketing Education Programs

- A. Program perspectives, including program development and evaluation, school-based enterprises, and career and technical education; student/professional organizations and their role in marketing education programs
- B. Cooperative education programs, including characteristics, legal issues, operations, and on-the-job responsibilities of employees and employers
- C. Professional development, including job-seeking skills, career planning, and career advancement activities

### II. General Business Principles

- A. Economics and finance, including supply and demand, economic systems, financial resource management
- B. Business law, including business ownership and legal regulations
- C. Management and communication, including human resource management, information management, interpersonal communication, operations, and strategic management

### III. Marketing-Information Management and Planning

- A. Market research, including data collection methods and data interpretation
- B. Segmentation, including characteristics and methodology
- C. Strategic planning, including types of analysis and marketing plan creation

### IV. Channel Management

- A. Channel structure/relationship
- B. Physical distribution strategies
- C. Logistics, including inventory strategies, inventory mathematics, and purchasing

### V. Pricing

- A. Role of pricing
- B. Pricing strategies
- C. Pricing mathematics, including markup, markdown, and discount

### VI. Product/Service Management

- A. Product life cycle
- B. Product development, including product opportunities and quality assurance issues
- C. Product-mix strategies
- D. Product positioning
- E. Branding

### VII. Promotion

- A. Role of promotion
- B. Advertising
- C. Public relations and publicity
- D. Sales promotion
- E. Current trends in promotion

### VIII. Personal Selling

- A. Role of selling
- B. Selling process
- C. Sales force management
- D. Current trends in personal selling

## 2. Familiarize Yourself with Test Questions

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

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

## Understanding Selected-Response Questions

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

**Which of the following is a flavor made from beans?**

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

### How would you answer this question?

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

Try following these steps to select the correct answer.

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

### Try a more challenging example

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

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

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

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

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



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

### Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

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

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

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

### How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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

## Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

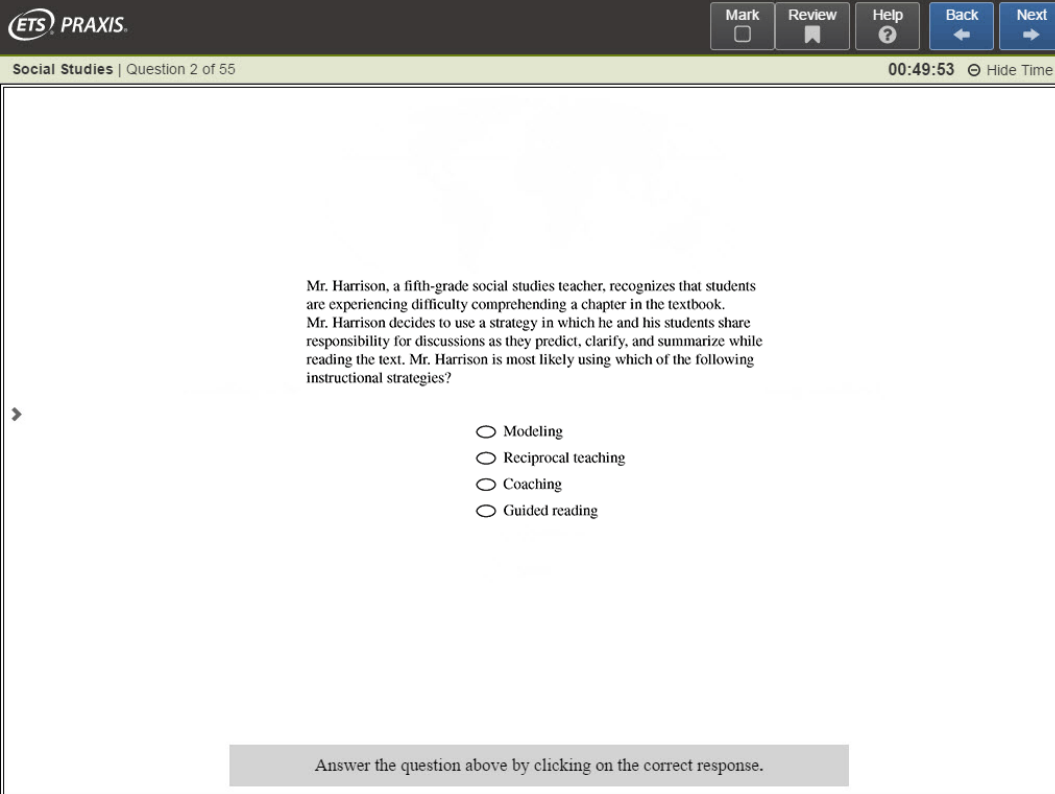
**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Computer Delivery

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



The screenshot shows a computer-delivered test interface. At the top left is the ETS PRAXIS logo. To the right are navigation buttons: Mark (checkbox icon), Review (bookmark icon), Help (question mark icon), Back (left arrow), and Next (right arrow). Below the navigation bar, the text "Social Studies | Question 2 of 55" is on the left, and "00:49:53 Hide Time" is on the right. The main content area contains a question about instructional strategies. The question text is: "Mr. Harrison, a fifth-grade social studies teacher, recognizes that students are experiencing difficulty comprehending a chapter in the textbook. Mr. Harrison decides to use a strategy in which he and his students share responsibility for discussions as they predict, clarify, and summarize while reading the text. Mr. Harrison is most likely using which of the following instructional strategies?" Below the question are four radio button options: Modeling, Reciprocal teaching, Coaching, and Guided reading. At the bottom of the question area, a grey box contains the instruction: "Answer the question above by clicking on the correct response."

ETS PRAXIS

Mark Review Help Back Next

Social Studies | Question 2 of 55 00:49:53 Hide Time

Mr. Harrison, a fifth-grade social studies teacher, recognizes that students are experiencing difficulty comprehending a chapter in the textbook. Mr. Harrison decides to use a strategy in which he and his students share responsibility for discussions as they predict, clarify, and summarize while reading the text. Mr. Harrison is most likely using which of the following instructional strategies?

Modeling

Reciprocal teaching

Coaching

Guided reading

Answer the question above by clicking on the correct response.

## Sample Test Questions

The sample questions that follow illustrate the kinds of questions in 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.

- Which of the following types of tests is designed primarily to help predict how successful a person is likely to be in learning new skills?
  - Achievement
  - Aptitude
  - Interest
  - Personality
- When there are high levels of business failures and unemployment, the business cycle is said to be in which of the following phases?
  - Expansion
  - Peak
  - Recovery
  - Trough
- A marketing researcher is conducting a survey in a large selling area by contacting a small group of people that is representative of all people in that area. The small, representative group is known as the
  - population
  - sample
  - stratification
  - universe
- Which of the following terms refers specifically to marketing goods directly to the consumer in the home?
  - Comparison shopping
  - Consignment
  - Direct selling
  - Merchandising
- The process of keeping a running account of merchandise on hand is referred to as
  - perpetual inventory
  - economic order quantity
  - book inventory
  - physical inventory
- Which of the following refers to a listing of merchandise lines carried and the depth and breadth in which these products are stocked?
  - Basic stock list
  - Buying plan
  - Merchandise mix
  - Price-line list

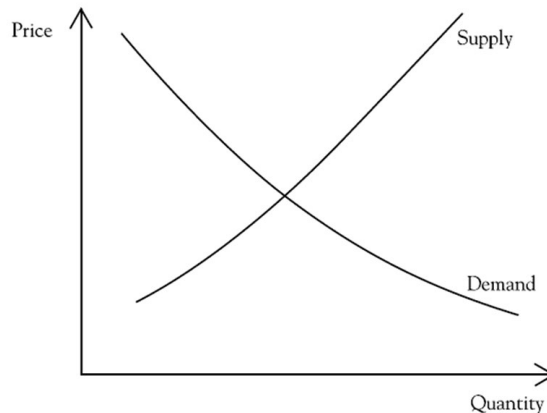
**Questions 7–8** refer to the information below.

- A local department store sold a cookware set at the retail cost of \$40. The actual cost of the cookware was \$25. What was the percentage markup based on the cost price for the cookware set?
  - 25%
  - 37.5%
  - 60%
  - 82.5%
- What was the percentage markup based on the retail price for the cookware set?
  - 25%
  - 37.5%
  - 60%
  - 62.5%

9. On August 4, a store purchased five sofas invoiced at \$7,000, terms 2/10, n/30. The invoice was paid August 13. The store paid
- (A) \$7,140
  - (B) \$7,000
  - (C) \$6,860
  - (D) \$6,300
10. A company sells its product at two different prices in two different locations. Which of the following types of research will be most effective in identifying the optimal price for the product if all other marketing factors are held constant?
- (A) Descriptive
  - (B) Exploratory
  - (C) Ethnographic
  - (D) Casual
11. Which of the following types of advertising is being used when a retail store agrees to share advertising costs for a consumer product with the national distributor of the product?
- (A) Trade advertising
  - (B) Industrial advertising
  - (C) National advertising
  - (D) Cooperative advertising
12. Which of the following terms refers to the paid mention of a company, a product, or a service by a form of media?
- (A) Advertising
  - (B) Public relations
  - (C) Third-party endorsement
  - (D) Puffing
13. Salespeople who view a situation as a customer sees it are exhibiting
- (A) cooperation
  - (B) empathy
  - (C) responsibility
  - (D) tolerance
14. The process of making large numbers of unsolicited sales calls to potential customers whom the salesperson does not know is referred to as
- (A) multilevel marketing
  - (B) cold canvassing
  - (C) the center-of-influence method
  - (D) the sales-associate method
15. Which of the following gives the owner exclusive rights by law to use a brand?
- (A) Brand loyalty
  - (B) Brand mark
  - (C) Trade name
  - (D) Trademark
16. Inelastic demand occurs when the
- (A) quantity demanded changes a great deal as prices fluctuate
  - (B) quantity demanded barely changes with a change in price
  - (C) change in quantity demanded is in the same proportion as the change in price
  - (D) demand curve and the supply curve intersect at a given price point
17. Which of the following is the best example of a trade discount?
- (A) A lumberyard offers a discount to a homeowner for buying lumber.
  - (B) A retailer offers a discount to a consumer for buying out-of-season merchandise.
  - (C) A producer offers a discount to retailers for promoting its product during the month of June.
  - (D) A car dealer offers a discount to a customer in exchange for a used car.

18. The owners of independent gasoline stations in a community meet secretly and agree to keep their prices high to protect their profitability. If their plan is discovered and they are charged with a crime, they could be
- found guilty under the Sherman Antitrust Act and face prison time
  - found guilty under the Magnuson-Moss Warranty Act and face large fines
  - found guilty under the Adamson Act and face prison time and fines
  - found not guilty because retailers are allowed to set their own price levels
19. Micromarketing is directed at potential buyers who
- have excess disposable income
  - are between the ages of 8 and 14
  - share similar attitudes and behaviors
  - have opted out of customized marketing
20. The primary objective of team-based selling is to
- match various functional areas of the company with customer needs
  - distribute the work involved in managing an account
  - equitably manage the sales bonus pool
  - create multiple points of contact between the customer and the company
21. Firms that view themselves as market leaders in product quality frequently adopt a
- market share strategy
  - penetration pricing strategy
  - strategy that focuses on non-price benefits
  - strategy to expand the overall market

22. Which of the following pricing strategies attempts to influence a customer's perception of price to make a product's price more attractive?
- Captive pricing
  - Demand-based pricing
  - Markup pricing
  - Psychological pricing



**Questions 23 and 24** are based on the diagram above that shows the demand and supply curves for leather garments.

23. An increase in the price of leather and a simultaneous increase in consumers' incomes will most likely have which of the following effects on the equilibrium price and quantity of leather garments?
- |     | <u>Price</u>  | <u>Quantity</u> |
|-----|---------------|-----------------|
| (A) | Increase      | Increase        |
| (B) | Increase      | Indeterminate   |
| (C) | Indeterminate | Decrease        |
| (D) | Decrease      | Decrease        |
24. If the government places a price ceiling on leather garments that is below the equilibrium price, which of the following will occur in the market for leather garments?
- There will be a shortage.
  - There will be a surplus.
  - The demand curve for leather garments will shift leftward.
  - The supply curve for leather garments will shift rightward.

25. A company builds its sales message, advertising message, and promotion theme to influence how a particular market sector perceives a good or service in comparison with the competition. The company is primarily engaged in
- (A) segmentation
  - (B) mass customization
  - (C) concentrated targeting
  - (D) positioning
26. Salespeople at a large consumer goods manufacturer are encouraged to ask probing questions of customers to identify their interests. Once their key desires have been uncovered, the salesperson should tailor a presentation so that the customers can see how the product will satisfy their wants. Which of the following presentation formats does the scenario best represent?
- (A) Hard selling format
  - (B) Formula selling format
  - (C) Need-satisfaction format
  - (D) Stimulus-response format
27. Which of the following is the name for a coupon that is included in a package for later purchase?
- (A) a free-standing coupon
  - (B) an instant-redemption coupon
  - (C) a bounce-back coupon
  - (D) a rebate coupon
28. Which of the following is an example of cost-based pricing?
- (A) Basing the price on what the customer is willing to pay
  - (B) Basing the price on the psychological expectations of the customer
  - (C) Basing the price on the features and benefits of the product
  - (D) Basing the price on the full cost of production plus the required profit
29. Which of the following is the most appropriate pricing strategy to use when introducing a new and unique product to the market?
- (A) Price skimming
  - (B) Promotional pricing
  - (C) Psychological pricing
  - (D) Penetration pricing
30. Which element of the promotional mix handles unfavorable stories and events and promotes a good corporate image?
- (A) Personal selling
  - (B) Sales promotion
  - (C) Direct marketing
  - (D) Public relations

## Answers to Sample Questions

1. The correct answer is (B). Aptitude tests measure a combination of abilities indicative of an individual's ability to learn specific jobs.
2. The correct answer is (D). There is little production during the trough phase of the business cycle, which forces industries to downsize.
3. The correct answer is (B). A sample is the portion of a population that is selected for a survey.
4. The correct answer is (C). Direct selling markets goods to consumers in their homes. Products commonly sold by this method include personal-care items and household goods.
5. The correct answer is (A). Perpetual inventory is the book inventory computed continually.
6. The correct answer is (C). Merchandise mix guides the merchandise staff on what goods to order and the variety within the specific lines to order.
7. The correct answer is (C). The markup is \$15, which is the difference between \$40 (retail price) and \$25 (cost). The markup as a percentage based on cost price is 60 percent or  $\$15 / \$25 (\text{cost}) = 0.60$ .
8. The correct answer is (B). The markup is \$15, which is the difference between \$40 (retail price) and \$25 (cost). The markup as a percentage based on retail price is 37.5 percent or  $\$15 / \$40 (\text{retail price}) = 0.375$ .
9. The correct answer is (C).  $\$7,000 \times .02 = \$140$ .  $\$7,000 - \$140 = \$6,860$ . Because the invoice is paid within 10 days, the customer is entitled to a two percent discount.
10. The correct answer is (D). Causal research seeks to determine how the dependent variable changes with variations in the independent variable. (A) is incorrect because descriptive research studies are statistical studies to identify patterns or trends in a situation, but not the causal linkages among its different elements. Choice (B) is incorrect because exploratory research provides details where a small amount of information exists. Choice (C) is incorrect because ethnographic research helps companies understand the consumer in terms of cultural trends, lifestyle factors, attitudes and how social context influences product selection and usage.
11. The correct answer is (D). Trade, industrial, and national advertising refer to areas of concentration or focus in advertising. Cooperative advertising describes the sharing of advertising costs between the seller and producer in an arrangement thought to be mutually beneficial.
12. The correct answer is (A). Advertising includes all forms of paid promotion for a product, service, or person.
13. The correct answer is (B). Empathy is defined as the capacity to experience another person's feelings.
14. The correct answer is (B). Cold canvassing is used with telephone or door-to-door sales where the prospective customer is not known.
15. The correct answer is (D). Trademark is used by a manufacturer or dealer to distinguish a product from that of a competitor and is protected by law.
16. The correct answer is (B). Inelastic demand occurs when the percentage change in quantity demanded is less than the percentage change in price.
17. The correct answer is (C). A trade discount is offered by a seller to channel members who perform certain functions, such as selling, storing, or promoting the product.
18. The correct answer is (A). The Sherman Antitrust Act is an anti-monopoly act that regulates price fixing. Both companies and individual managers are held responsible. Managers can be sentenced to both fines and prison time if found guilty of price-fixing. (B) is incorrect because the Magnuson-Moss Warranty Act deals with warranties and does not involve monopolies or price fixing. Choice (C) is incorrect because the Adamson Act established an eight-hour day for interstate railway workers and time and a half for overtime. (D) is incorrect because colluding to set prices is considered price-fixing and is illegal.
19. The correct answer is (C). As contrasted with mass production and mass marketing, micro-marketing is all about focusing on the target: using behavioral, attitudinal and demographic analyses to craft promotions that are focused on a small group of highly-targeted consumers.
20. The correct answer is (A). One of the principles of customer relationship management is to provide solutions to customer problems. The solutions often require the expertise of groups outside of sales and marketing (e.g., information technology, finance). The most effective way of delivering this multidisciplinary solution is to create a team consisting of representatives from the various functional areas. The team is usually led by the sales or account manager.
21. The correct answer is (C). Companies with well-differentiated products prefer not to compete on price, which often leads to price wars and diminished margins.



22. The correct answer is (D). Psychological pricing is pricing that attempts to influence a customer's perception of price to make a product's price more attractive (e.g., setting the price at \$4.99 rather than \$5.00).

23. The correct answer is (B). An increase in the price of leather decreases the supply of leather garments and an increase in incomes will increase the demand for leather garments, assuming leather garments are normal goods. These simultaneous shifts in the curves will result in an increase in price, but the effect on quantity is indeterminate and will depend on the extent of the shift of each curve.

24. The correct answer is (A). The result of an effective price ceiling below the equilibrium price will be an excess of quantity demanded over quantity supplied, which will result in a shortage.

25. The correct answer is (D). Positioning in marketing means to plant a mental image of a product or business the mind of the customer. That image is one that is attractive to the customer and has advantages over the competition. This is done through the planned mix of marketing strategies.

26. The correct answer is (C). The need-satisfaction presentation format emphasizes probing and listening by the salesperson to identify needs and interests of prospective buyers. Once these are identified, the salesperson tailors the presentation to the prospect and highlights product benefits that may be valued by the prospect.

27. The correct answer is (C). The question tests your knowledge of promotional channels used to communicate with targeted audiences. A free-standing coupon (A) is placed in a newspaper or other media and must be cut out. An instant-redemption coupon (B) attaches to the outside of a consumer packaged product and peels off or pulls off. On-pack coupons are easily removable for immediate use at checkout. A bounce-back coupon (C) is given to the consumer after the sale in hope of incentivizing him or her to come back to the store. A rebate coupon (D) is a ticket or document that can be exchanged for a financial discount or rebate when purchasing a product.

28. The correct answer is (D). The question tests your knowledge of pricing approaches. (A), (B), and (C) reflect pricing based on perception. In (D), the production cost is the basis for pricing.

29. The correct answer is (A). The question tests your knowledge of pricing approaches. A new, innovative product should command a premium since it presumably enters the market with no competitors, and a relatively high price can be used to recapture R&D costs. Once competitors enter the market, the price will probably have to be lowered. Pricing a product relatively high with the expectation of price erosion due to competition is price skimming.

30. The correct answer is (D). Public relations build good relations with the company's various publics.

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

You'll find specific information on the test you're taking 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](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

### 2) Assess how well you know the content.

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

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

### 3) Collect study materials.

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

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your 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](http://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](http://www.ets.org/praxis/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

### 5) Practice explaining the key concepts.

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

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

Scoring information can be found on page 33.

### 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 23 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 23, 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 12.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

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

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

## 5. Develop Your Study Plan

*Develop a personalized study plan and schedule*

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

**Use this worksheet to:**

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

**Praxis Test Name (Test Code):** Core Academic Skills for Educators: Reading (5712)

**Test Date:** 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

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

## My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): \_\_\_\_\_

Test Date: \_\_\_\_\_

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

(continued on next page)

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



## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Marketing Education test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

### Discussion Areas

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

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

## Study Topics

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

### I. Marketing Education Programs

- A. Program perspectives, including program development and evaluation, school-based enterprises, and career and technical education; student/professional organizations and their role in marketing education programs
- B. Cooperative education programs, including characteristics, legal issues, operations, and on-the-job responsibilities of employees and employers
- C. Professional development, including job-seeking skills, career planning, and career advancement activities

#### Discussion areas: Marketing Education Programs

- What is the role of career and technical education student organizations in marketing education programs?
- What are the functions and legal issues related to cooperative education?
- What are the strategies or techniques for developing professionally?

### II. General Business Principles

- A. Economics and finance, including supply and demand, economic systems, financial resource management
- B. Business law, including business ownership and legal regulations
- C. Management and communication, including human resource management, information management, interpersonal communication, operations, and strategic management

#### Discussion areas: General Business Principles

- What are basic economic concepts?
- What are the advantages and disadvantages of different types of business ownership?
- What techniques are used by a business to manage human resources?
- What is the role of interpersonal communication in management?
- What are the characteristics and roles of marketing in international business?

### III. Marketing-Information Management and Planning

- A. Market research, including data collection methods and data interpretation
- B. Segmentation, including characteristics and methodology
- C. Strategic planning, including types of analysis and marketing plan creation

#### Discussion areas: Marketing-Information Management and Planning

- What are the data collection methods involved in market research?
- What are the characteristics of marketing segmentation?
- What are the components of a marketing plan?

#### IV. Channel Management

- A. Channel structure/relationship
- B. Physical distribution strategies
- C. Logistics, including inventory strategies, inventory mathematics, and purchasing

##### Discussion areas: Channel Management

- What are the strategies of physical distribution?
- What are the different inventory strategies in relation to distribution?
- What is the interrelationship between production, distribution, purchasing, and consumption?

#### V. Pricing

- A. Role of pricing
- B. Pricing strategies
- C. Pricing mathematics, including markup, markdown, and discount

##### Discussion areas: Pricing

- What is the role and implications of pricing for a product?
- What are the pricing strategies for a product?
- What are the factors influencing a product's price?

#### VI. Product/Service Management

- A. Product life cycle
- B. Product development, including product opportunities and quality assurance issues
- C. Product-mix strategies
- D. Product positioning
- E. Branding

##### Discussion areas: Product/Service Management

- What are the strategies for managing and extending a product life cycle?
- What are the concepts related to the development of a product?
- What is the impact of brands and product positioning on consumer behavior?

#### VII. Promotion

- A. Role of promotion
- B. Advertising
- C. Public relations and publicity
- D. Sales promotion
- E. Current trends in promotion

##### Discussion areas: Promotion

- What are the roles and functions of different types of promotion?
- What is the role of advertising, public relations, and publicity in a business?
- What is the purpose of various types of sales promotion?

#### VIII. Personal Selling

- A. Role of selling
- B. Selling process
- C. Sales force management
- D. Current trends in personal selling

##### Discussion areas: Channel Management

- What is the role of selling in the marketing mix?
- What are the concepts involved in the selling process?
- What are the current trends in personal selling?

## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

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

#### Should I guess?

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

#### Can I answer the questions in any order?

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

#### Are there trick questions on the test?

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

#### Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

#### Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

### Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at [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.

## 8. Check on Testing Accommodations

*See if you qualify for accommodations to take the Praxis test*

### What if English is not my primary language?

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

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

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

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

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](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.

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](http://www.ets.org/praxis/test_day/bring).

### Are You Ready?

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

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

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



# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](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* 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.

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit [www.ets.org/praxis/scores/understand](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 *Praxis* test or other *Praxis* tests 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](http://www.ets.org/praxis/scores/understand)
- *The Praxis Passing Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

# Appendix: Other Questions You May Have

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

## What do the *Praxis* tests measure?

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

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

## Who takes the tests and why?

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

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

## Do all states require these tests?

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

## What is licensure/certification?

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

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

## Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

### How were the tests developed?

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

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

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

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

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

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

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

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

### Can I access my scores on the web?

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

The process is easy—simply log into My *Praxis* Account at [www.ets.org/praxis](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

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

\**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!  
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