ETS PRAXIS

Measuring the Power of Learning.™

The *Praxis*® Study Companion

Principles of Learning and Teaching: Grades 7–12

5624

www.ets.org/praxis

Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

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

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

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

- An overview of the *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 51).

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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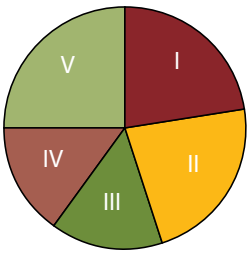
1. Learn About Your Test

Learn about the specific test you will be taking

Principles of Learning and Teaching: Grades 7–12 (5624)

Test at a Glance	
Test Name	Principles of Learning and Teaching: Grades 7–12
Test Code	5624
Time	2 hours
Number of Questions	70 selected-response questions, 4 constructed-response questions
Format	Selected-response; constructed-response questions related to two case histories
Test Delivery	Computer delivered



Content Categories	Approximate Number of Selected-response Questions	Approximate Number of Constructed-response Questions	Approximate Percentage of Examination
I. Students as Learners	21		22.5%
II. Instructional Process	21		22.5%
III. Assessment	14		15%
IV. Professional Development, Leadership and Community	14		15%
V. Analysis of Instructional Scenarios		4	25%
Students as Learners		1–2	
Instructional Process		1–2	
Assessment		0–1	
Professional Development, Leadership and Community		0–1	

Pacing and Special Tips	In allocating time on this assessment, it is expected that about 70 minutes will be spent on the selected-response section and about 50 minutes will be spent on the constructed-response section; the sections are not independently timed.

About This Test

The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels.

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

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found in "6. Review Study Topics" on page 36.

I. Students as Learners

A. Student Development and the Learning Process

1. Understands the theoretical foundations of how students learn
   a. knows how knowledge is constructed
   b. knows a variety of means by which skills are acquired
   c. understands a variety of cognitive processes and how they are developed
2. Knows the major contributions of foundational theorists to education
   a. relates the work of theorists to educational contexts
      – Bandura
      – Bruner
      – Dewey
      – Piaget
      – Vygotsky
      – Kohlberg
      – Bloom
3. Understands the concepts and terms related to a variety of learning theories
   a. metacognition
   b. schema
   c. transfer
   d. self-efficacy
   e. self-regulation
   f. zone of proximal development
   g. classical and operant conditioning
4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)
   a. describes the characteristics of a typical child in each stage and each domain
   b. recognizes typical and atypical variance within each stage and each domain
5. Understands how learning theory and human development impact the instructional process
   a. defines the relationship between learning theory and human development
   b. provides examples of how learning theory is impacted by human development
   c. uses knowledge of learning theory to solve educational problems
   d. uses knowledge of human development to solve educational problems

B. Students as Diverse Learners

1. Understands that a number of variables affect how individual students learn and perform
   a. identifies a number of variables that affect how students learn and perform
      – learning style
      – gender
      – culture
      – socioeconomic status
      – prior knowledge and experience
      – motivation
      – self-confidence, self-esteem
      – cognitive development
      – maturity
      – language
   b. provides examples of how variables might affect how students learn and perform

2. Recognizes areas of exceptionality and their potential impact on student learning
   a. identifies areas of exceptionality
      – cognitive
      – auditory
      – visual
      – motor/physical
      – speech/language
      – behavioral
   b. explains a variety of ways exceptionalities may impact student learning
3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice
   a. identifies the provisions of legislation relevant to students with exceptionalities
      – Americans with Disabilities Act (ADA)
      – Individuals with Disabilities Education Act (IDEA)
      – Section 504, Rehabilitation Act (504)
   b. explains how the provisions of legislation relating to students with exceptionalities affect classroom practice
4. Recognizes the traits, behaviors, and needs of intellectually gifted students
5. Recognizes that the process of English language acquisition affects the educational experience of English language learners (ELLs)
6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process
   a. recognizes students with exceptionalities require particular accommodations
   b. knows how to modify instruction, assessment, and communication methods to meet a recognized need

C. Student Motivation and Learning Environment

1. Knows the major contributions of foundational behavioral theorists to education
   a. relates the work of behavioral theorists to educational contexts
      – Thorndike
      – Watson
      – Maslow
      – Skinner
      – Erikson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
   a. defines terms related to foundational motivation theory
      – self-determination
      – attribution
      – extrinsic/intrinsic motivation
      – cognitive dissonance
      – classic and operant conditioning
      – positive and negative reinforcement
   b. relates motivation theory to instruction, learning, and classroom management
3. Knows principles and strategies for classroom management
   a. knows how to develop classroom routines and procedures
   b. knows how to maintain accurate records
   c. knows how to establish standards of conduct
   d. knows how to arrange classroom space
   e. recognizes ways of promoting a positive learning environment
4. Knows a variety of strategies for helping students develop self-motivation
   a. assigning valuable tasks
   b. providing frequent positive feedback
   c. including students in instructional decisions
   d. de-emphasizing grades

II. Instructional Process

A. Planning Instruction

1. Understands the role of district, state, and national standards and frameworks in instructional planning
   a. understands the theoretical basis of standards-based education
   b. knows resources for accessing district, state, and national standards and frameworks
   c. understands how standards and frameworks apply to instructional planning

2. Knows how to apply the basic concepts of predominant educational theories
   a. understands the basic concepts of cognitivism
      – schema
      – information processing
      – mapping
   b. understands the basic concepts of social learning theory
      – modeling
      – reciprocal determinism
      – vicarious learning
   c. understands the basic concepts of constructivism
      – learning as experience
      – problem-based learning
      – zone of proximal development
      – scaffolding
      – inquiry/discovery learning
   d. understands the basic concepts of behaviorism
      – conditioning
      – intrinsic and extrinsic rewards
      – reinforcement
      – punishment
   e. knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts
3. Understands how scope and sequence affect instructional planning
   a. defines and provides examples of scope
   b. defines and provides examples of sequence
   c. understands the relationship between scope and sequence and standards of learning
   d. understands the role of scope and sequence in curriculum planning
4. Knows how to select content to achieve lesson and unit objectives
5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
   a. distinguishes among the different learning domains
   b. knows how to apply Bloom's Taxonomy to the development of instructional objectives
   c. knows how to describe observable behavior
   d. knows how to describe measurable outcomes
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation
   a. identifies when remediation is appropriate
   b. identifies when enrichment is appropriate
   c. identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities
7. Understands the role of resources and materials in supporting student learning
   a. identifies and explains the uses of a variety of resources and materials that support student learning
      – computers, the Internet, and other electronic resources
      – library collection (books, magazines, pamphlets, reference works)
      – videos, DVDs
      – artifacts, models, manipulatives
      – guest speakers and community members
      – knows how to develop lessons as part of thematic and/or interdisciplinary units
   b. understands the basic concepts of thematic instruction
   c. understands the components of thematic units
      – selecting a theme
      – designing integrated learning activities
      – selecting resources
      – designing assessments
   d. understands the basic concepts of interdisciplinary instruction
   e. understands the components of interdisciplinary units
      – collaborating
      – generating applicable topics
      – developing an integrative framework
      – planning instruction for each discipline
      – designing integrative assessment
      – recognizes their role in collaborating with instructional partners in instructional planning
   f. identifies a variety of instructional planning partners
      – special education teachers
      – library media specialists
      – teachers of the gifted and talented
      – IEP team members
      – paraeducators
   g. describes the roles each partner plays in collaborative activities

B. Instructional Strategies

1. Understands the cognitive processes associated with learning
   a. critical thinking
   b. creative thinking
   c. questioning
   d. inductive and deductive reasoning
   e. problem solving
   f. planning
   g. memory
   h. recall
2. Understands the distinguishing features of different instructional models
   a. describes a variety of instructional models
      – direct
      – indirect
      – independent
      – experiential
      – interactive
3. Knows a variety of instructional strategies associated with each instructional model
   a. identifies instructional strategies associated with direct instruction
      – explicit teaching
      – drill and practice
      – lecture
      – demonstrations
      – guides for reading, listening, viewing
   b. identifies instructional strategies associated with indirect instruction
      – problem solving
      – inquiry
      – case studies
      – concept mapping
      – reading for meaning
      – cloze procedures
   c. identifies instructional strategies associated with independent instruction
      – learning contracts
      – research projects
      – learning centers
      – computer mediated instruction
      – distance learning
   d. identifies instructional strategies associated with experiential and virtual instruction
      – field trips
      – experiments
      – simulations
      – role play
      – games
      – observations
   e. identifies instructional strategies associated with interactive instruction
      – brainstorming
      – cooperative learning groups
      – interviews
      – discussions
      – peer practice
      – debates
4. Knows a variety of strategies for encouraging complex cognitive processes
   a. identifies complex cognitive processes
      – concept learning
      – problem solving
      – metacognition
      – critical thinking
      – transfer
   b. knows instructional activities specific to the development of complex cognitive processes
      – distinguishing fact from opinion
      – comparing and contrasting
      – detecting bias
      – predicting
      – categorizing
      – analyzing
      – sequencing
      – summarizing
      – inferring
      – decision making
      – evaluating
      – synthesizing
      – generalizing
5. Knows a variety of strategies for supporting student learning
   a. identifies and explains uses of strategies for supporting student learning
      – modeling
      – developing self-regulation skills
      – scaffolding
      – differentiating instruction
      – guided practice
      – coaching

6. Knows basic strategies for promoting students' development of self-regulatory skills
   a. knows how to support students in
      – setting goals
      – managing time
      – organizing information
      – monitoring progress
      – reflecting on outcomes
      – establishing a productive work environment
      – understands the design of different group configurations for learning
   b. describes different group configurations
      – whole-class
      – small-group
      – independent learning
      – one-on-one
      – pair/share
7. Understands the use and implications of different grouping techniques and strategies
   a. explains the uses, strengths, and limitations of a variety of grouping techniques
      – cooperative learning
      – collaborative learning
      – heterogeneous grouping
      – homogeneous grouping
      – multi-age grouping
      – grouping by gender
8. Knows how to select an appropriate strategy for achieving an instructional objective
9. Understands the concept of monitoring and adjusting instruction in response to student feedback
   a. explains the instructional purposes of monitoring and adjusting instruction
   b. knows strategies for monitoring and adjusting instruction
10. Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies
11. Knows the characteristics of different types of memory and their implications for instructional planning and student learning
   a. distinguishes among the different types of memory
      – short term
      – long term
   b. considers the characteristics and effects of memory on student learning when planning instruction
12. Recognizes the role of teachable moments in instruction
   a. defines and provides examples of a teachable moment
   b. understands the uses of the teachable moment

C. Questioning Techniques

1. Knows the components of effective questioning
   a. allowing think/wait time
   b. helping students articulate their ideas
   c. respecting students' answers
   d. handling incorrect answers
   e. encouraging participation
   f. establishing a non-critical classroom environment
   g. promoting active listening
   h. varying the types of questions
2. Understands the uses of questioning
   a. explains and provides examples of different purposes of questioning
      – developing interest and motivating students
      – evaluating students' preparation
      – reviewing previous lessons
      – helping students set realistic expectations
      – engaging students in discussion
      – determining prior knowledge
      – preparing students for what is to be learned
      – guiding thinking
      – developing critical and creative thinking skills
      – checking for comprehension or level of understanding
      – summarizing information
      – stimulating students to pursue knowledge on their own
3. Knows strategies for supporting students in articulating their ideas
   a. explains and provides examples of strategies for supporting students in articulating their ideas
      – verbal and non-verbal prompting
      – restatement
      – reflective listening statements
      – wait time

4. Knows methods for encouraging higher levels of thinking
   a. explains and provides examples of methods for encouraging students' higher levels of thinking, thereby guiding students to
      – reflect
      – challenge assumptions
      – find relationships
      – determine relevancy and validity of information
      – design alternate solutions
      – draw conclusions
      – transfer knowledge
5. Knows strategies for promoting a safe and open forum for discussion
   a. knows basic techniques for establishing and maintaining standards of conduct for discussions
      – engaging all learners
      – creating a collaborative environment
      – respecting diverse opinions
      – supporting risk taking

D. Communication Techniques

1. Understands various verbal and nonverbal communication modes
   a. explains and provides examples of
      – body language
      – gesture
      – tone, stress, and inflection
      – eye contact
      – facial expression
      – personal space
2. Is aware of how culture and gender can affect communication
3. Knows how to use various communication tools to enrich the learning environment
   a. audio and visual aids
   b. text and digital resources
   c. Internet and other computer-based tools
4. Understands effective listening strategies
   a. explains and provides examples of active listening strategies
      – attending to the speaker
      – restating key points
      – asking questions
      – interpreting information
      – providing supportive feedback
      – being respectful

III. Assessment

A. Assessment and Evaluation Strategies

1. Understands the role of formal and informal assessment in informing the instructional process
   a. defines and provides uses and examples of formal and informal assessment modes
   b. explains a variety of ways the results of formal and informal assessment are used to make educational decisions
2. Understands the distinctions among the different types of assessment
   a. defines and provides uses and examples of formative, summative, and diagnostic assessment
3. Knows how to create and select an appropriate assessment format to meet instructional objectives
   a. knows how to create assessments in a variety of formats
   b. is able to select an assessment format to meet a specific instructional objective
4. Knows how to select from a variety of assessment tools to evaluate student performance
   a. knows a variety of assessment tools, their uses, strengths, and limitations
      – rubrics
      – analytical checklists
      – scoring guides
      – anecdotal notes
      – continuums
   b. is able to select an assessment tool appropriate for quantifying the results of a specific assessment
5. Understands the rationale behind and the uses of students' self and peer assessment
   a. defines and provides uses and examples of student self-assessment modes
   b. defines and provides uses and examples of peer assessment modes
   c. explains the strengths and limitations of self and peer assessment modes

6. Knows how to use a variety of assessment formats
   a. describes and provides uses, strengths, and limitations of a variety of assessment formats
      – essay
      – selected response
      – portfolio
      – conference
      – observation
      – performance
   b. is able to select an assessment format appropriate to a specific educational context

B. Assessment Tools

1. Understands the types and purposes of standardized tests
   a. explains the uses of the different types of standardized tests
      – achievement
      – aptitude
      – ability
   b. recognizes the data provided by the different types of standardized tests
2. Understands the distinction between norm-referenced and criterion-referenced scoring
   a. explains the uses of norm-referenced and criterion-referenced tests
   b. explains data provided by a norm-referenced and a criterion-referenced test
3. Understands terminology related to testing and scoring
   a. defines and explains terms related to testing and scoring
      – validity
      – reliability
      – raw score
      – scaled score
      – percentile
      – standard deviation
      – mean, mode, and median
      – grade-equivalent scores
      – age-equivalent scores
4. Understands the distinction between holistic and analytical scoring
   a. describes holistic scoring and analytical scoring
   b. identifies an educational context for each
5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel
   a. understands what scores and testing data indicate about a student's ability, aptitude, or performance
   b. is able to explain results of assessments using language appropriate for the audience

IV. Professional Development, Leadership, and Community

1. Is aware of a variety of professional development practices and resources
   a. professional literature
   b. professional associations
   c. workshops
   d. conferences
   e. learning communities
   f. graduate courses
   g. independent research
   h. internships
   i. mentors
   j. study groups
2. Understands the implications of research, views, ideas, and debates on teaching practices
   a. knows resources for accessing research, views, ideas, and debates on teaching practices
   b. interprets data, results, and conclusions from research on teaching practices
   c. is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations
3. Recognizes the role of reflective practice for professional growth
   a. defines the purposes of reflective practice
   b. knows a variety of activities that support reflective practice
      – reflective Journal
      – self and peer assessment
      – incident analysis
      – portfolio
      – peer observation
      – critical friend

4. Is aware of school support personnel who assist students, teachers, and families
    a. guidance counselors
    b. IEP team members
    c. special education teachers
    d. speech, physical, and occupational therapists
    e. library media specialists
    f. teachers of the gifted and talented
    g. paraeducators
5. Understands the role of teachers and schools as educational leaders in the greater community
    a. role of teachers in shaping and advocating for the profession
    b. perceptions of teachers
    c. partnerships with parents and family members
    d. partnerships with the community
6. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process
    a. knows the elements of successful collaboration
        – Developing an action plan
        – Identifying the stakeholders
        – Identifying the purpose of the collaboration
        – Supporting effective communication
        – Seeking support
7. Understands the implications of major legislation and court decisions relating to students and teachers
    a. equal access
    b. privacy and confidentiality
    c. First Amendment issues
    d. intellectual freedom
    e. mandated reporting of child neglect/abuse
    f. due process
    g. liability
    h. licensing and tenure
    i. copyright

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.

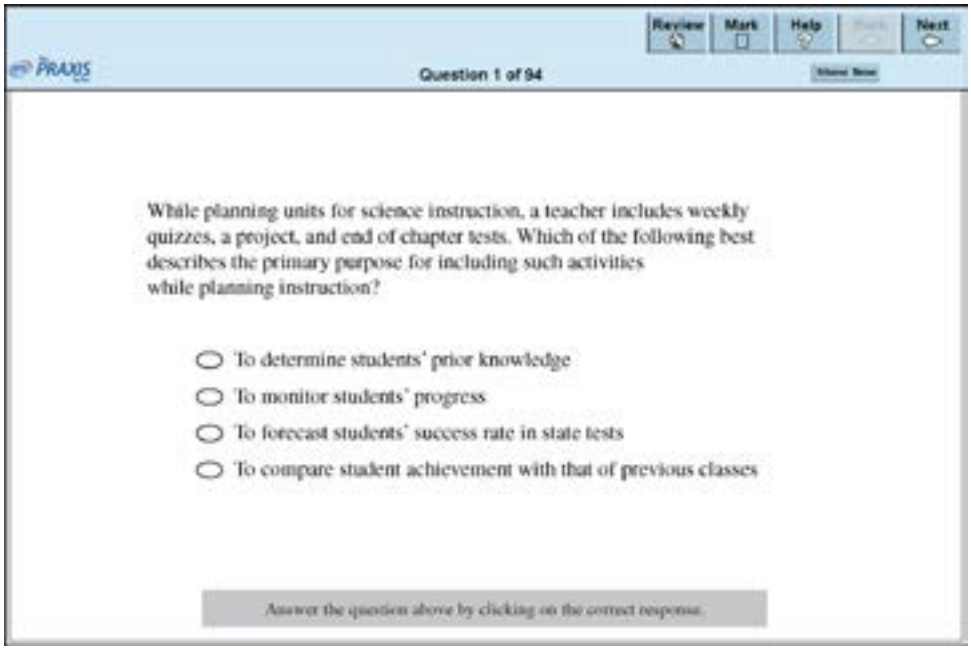
For tests that have constructed-response questions, more detailed information can be found in "Understanding Constructed-Response Questions" on page 16.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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.



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. Which of the following is something that should almost always be discussed with students when they are given a type of assignment that may be new to them?
   (A) Whether the students will be tested on the material covered in the assignment
   (B) Whether the assignment will be graded according to the same criteria as other assignments with which the students are familiar
   (C) What the students can expect to learn from doing the assignment
   (D) What kind of prior experience the teacher has had with this type of assignment

2. A teacher gives his students a list of terms to use in an essay and intends the list to serve as a kind of learning support called a scaffold. If the students use the list effectively, which of the following would be an appropriate next step for the teacher to take when assigning the students their next essay?
   (A) Asking the students to come up with their own list of terms to use in the new assignment
   (B) Giving the students a longer list of terms to use in the new assignment
   (C) Giving the students a list of terms and asking them to write down a definition of each before beginning the new assignment
   (D) Asking the students to use the same terms in the new assignment

3. A high school teacher is trying to help nonnative speakers of English understand an English text. During the class, the teacher asks the students to read aloud and focuses on correcting errors in pronunciation. Which of the following is a principle of second-language development that this approach fails to take into account?
   (A) For most nonnative speakers of a language, the fastest way to learn the language is to imitate the way native speakers speak it.
   (B) Reading skills have to be well established before a student of a language can learn a language.
   (C) Nonnative speakers of a language can understand what they are reading before they can accurately pronounce all the sounds in the language.
   (D) Students should not attempt to read aloud before they can read grade-level texts silently with understanding.

4. The concept of the placement of students in the least restrictive educational environment developed as a result of efforts to
   (A) equalize educational opportunities for females and minorities
   (B) normalize the lives of those children with disabilities who were being educated in isolation from their peers
   (C) obtain increased federal funding for the noneducational support of children living in poverty
   (D) reduce the overall costs of educating students with special needs

5. A tenth-grade student feels overwhelmed by an assignment to write a term paper on an assigned topic. The teacher's advice is to approach the task by breaking it into smaller subtasks with which the student has more experience. Which of the following activities is most consistent with this method?

   (A) First writing on a topic that is familiar and then adding material about how this topic is related to the assignment

   (B) Preparing a bibliography of books and articles about the topic

   (C) Finding two sources of information on the topic and reading each to see what they have in common

   (D) Drafting a paper and reading it aloud to a friend to determine which parts need to be revised to be made more intelligible

6. A teacher would get better information from a criterion-referenced test than from a norm-referenced test about which of the following?

   (A) How much each individual student has learned about a particular aspect of the curriculum

   (B) How each individual student's knowledge of a particular aspect of the curriculum compares to that of students across the school district and state

   (C) How each individual student's knowledge of a particular aspect of the curriculum compares to that of a national sample of students at the same age level

   (D) How much of what each student knows about a particular aspect of the curriculum is based on prior knowledge

7. Which of the following is best for a teacher to do when establishing classroom rules?

   (A) Mention the rules once at the beginning of the school year

   (B) State the rules in a forceful way to establish authority

   (C) Explain why the established rules are necessary for enhancing student cooperation

   (D) Create as many rules as possible to guarantee order and control in the classroom

8. A teacher shares with students the following scenario and asks the class to discuss the ethical decision-making implications of the situation.

   Bob asks his mother for $40 so that he can take a trip with the school hiking club. His mother tells him that if he contributes $20 of his own money, she will contribute the other $20. A week before the trip, Bob tells his mother that he will need $30 from her because he was only able to save $10. She gives him the $30. Bob later tells his younger sister that he actually had $20 but lied to their mother so that he could have pocket money for the trip. What should Bob's sister do?

   A student at Kohlberg's stage 4 of moral development would most likely say that the sister should

   (A) make a deal with Bob that if he will keep a secret for his sister in the future, she will not tell their mother

   (B) tell their mother because the sister could also be punished if Bob gets caught

   (C) urge Bob to confess his action to their mother because he broke the rules by lying, and people should never tell lies

   (D) encourage Bob to confess his action to their mother because he must be responsible for his own behavior

9. Which of the following is most likely to be a feature of an accelerated program rather than a component of an enrichment activity?

   (A) Taking summer programs

   (B) Receiving credit by exam

   (C) Doing simulations and playing games

   (D) Completing independent projects

10. Which of the following descriptors best characterizes creativity?

   (A) The student's ideas are generated in spurts, few of which tend to be relevant to solving a specific problem.

   (B) The student's solutions are generally based on established perspectives or frameworks.

   (C) The student's solutions prove viable, although they give the initial appearance of novelty.

   (D) The student's abilities typically apply uniformly across all learning domains, not just one.

Questions 11 and 12 refer to the following scenario.

A science teacher is teaching a unit that includes a group of activities based on making small mechanical devices. Students are individually assigned to create a device using parts provided in class. When the students have finished making the devices to the teacher's satisfaction, the teacher writes the following assignment on the board and verbally goes over the instructions to ensure that the students understand them.

In-class written activity:

- Draft directions describing how to assemble the device you created in class.

- After drafting your directions, rewrite them so that they are neat and easy to read.

- Be sure the directions you write would be clear to another student who has no previous experience with your device.

- Your directions can be any format—for example, short sequential statements, a list of steps, descriptive paragraphs, etc.

11. When students finish the activity, the teacher says, "Trade the draft directions with your lab partner. OK, now you and your lab partner should try out each other's directions by using the box of parts in front of you. You should see if the directions are clear, and you should give each other tips on how to improve the directions." At this point in the lesson, which of the following best describes the types of assessments the teacher is using?

    (A) Summative and informal

    (B) Peer and informal

    (C) Portfolio and formal

    (D) Formative and formal

12. The teacher instructs the students to use the feedback from their lab partners to improve and finalize their directions, put the directions in a formatted, word-processed document, and hand in the document at the next class. To most appropriately modify the assignment for beginning-level English-language learners (ELLs), the teacher should

    (A) allow the ELLs to submit a series of pictures as a basis for explaining their directions

    (B) have the ELLs use bilingual dictionaries when writing their directions

    (C) ask the ELLs to explain their directions orally rather than submit them in writing

    (D) reduce the number of directions that the ELLs are required to submit

13. Which of the following professional strategies is most likely to result in improved student motivation and academic performance?
    (A) Each teacher employs the classroom management techniques with which he or she feels most comfortable.
    (B) Teachers collaborate to formulate, select, and monitor classroom management techniques and other classroom procedures based on successful experiences.
    (C) A subset of teachers determines the rules to be given to the other teachers who then impose the rules on their classes.
    (D) Teachers elect a colleague to represent them in working with the administration to determine a set of five best practices to be used at each teacher's discretion.

14. Which of the following correctly states an aspect of effective reflective practice?
    (A) Peer coaching should be done sparingly because it can interfere with a coach's own reflective potential.
    (B) Reflective practice, to remain truly professional, should exclude student input that challenges teaching practices.
    (C) The reflection process should be free of links to conceptual frameworks that limit inquiry and problem solving.
    (D) Teacher coaches should create an environment of trust and build a context for reflection that is unique to every learning situation.

15. A middle-school teacher asks students to make observations and draw conclusions during a science lesson. Which of the following types of reasoning is the teacher asking the students to use?
    (A) Exemplar reasoning
    (B) Deductive reasoning
    (C) Backwards reasoning
    (D) Inductive reasoning

16. On a snowy day the heat is not functioning properly in a portable classroom. According to Maslow's hierarchy, which of the following types of needs is causing the students to have difficulty focusing in class?
    (A) Physiological
    (B) Social
    (C) Esteem
    (D) Self-actualization

17. Which of the following educational approaches to learning best relates to the work of John Dewey?
    (A) Learning is essentially passive.
    (B) Learning is precisely measured by tests.
    (C) Learning is sharply defined by specific content.
    (D) Learning is directly related to meaningful experiences.

Answers to Sample Questions

1. The best answer is (C). The consensus among educational researchers is that students will learn only when motivated. To be motivated to learn, students must find academic activities meaningful and worthwhile and work toward learning goals (to gain knowledge and master skills), not merely toward performance goals (to appear capable in the eyes of others). By discussing learning goals with the students, the teacher helps them have motivation to learn.

2. The best answer is (A). A scaffold is a temporary learning aid designed to help the student to grow in independence as a learner; thus, once the skill the scaffold is intended to help teach has been mastered, the scaffold should be withdrawn. Asking the students to come up with their own list of terms to use in the new assignment in effect withdraws the scaffold and encourages independence. None of the actions described in the other answer choices does these things.

3. The best answer is (C). Formal accuracy in pronunciation should not be required initially or be expected in the beginning stages of language development. Learning should focus initially on comprehension rather than on correct and incorrect usage.

4. The best answer is (B). The concept of "least restrictive" stems from P.L. 94-142 and subsequent legislation regarding the education of students with disabilities and implies that special students are not to be classified by disability and given permanent special placement on the basis of these classifications. Rather, they are to be moved to special settings only if necessary and only for as long as necessary.

5. The best answer is (C). A large task is more easily accomplished by breaking the task into smaller parts. (A) and (D) involve writing a paper first, which is exactly what the student finds insurmountable. (B) may also be too large or too unfamiliar a task for the student to be successful.

6. The best answer is (A). Criterion-referenced tests are developed to assess knowledge and understanding of specified standards for learning particular content. They are designed to enable individual students or groups of students who have studied the same material to assess how much they have learned as compared to the criterion, or standard. A norm-group performance is not required for a criterion-referenced test, since the goal is to measure knowledge against a predefined knowledge standard. Whether a person passes a criterion referenced test is not judged in relation to how other applicants performed (which would be norm-referenced) but in relation to an established standard for minimum number correct.

7. The best answer is (C). Students are more cooperative with rules that make sense to them than they are with seemingly arbitrary regulations.

8. The best answer is (C), stage 4, which is defined by having generally rigid moral ideals and a desire to be honorable.

9. Credit by exam (B) allows students to compress or skip material they may not need to cover. The other options allow students opportunities to probe deeper and independently into curriculum and are more typical of enrichment activities.

10. The best answer is (C); the student's solutions often seem novel at first but later prove to be viable. The other options express common misconceptions about creativity and creative thinking.

11. Since the students are instructed to assess each other's drafts and the teacher does not record the results, the best answer is (B), peer and informal.

12. The best answer is (A). English-language learners (ELLs) at the beginning level of English-language proficiency do not have a grasp of English vocabulary or language structures sufficient enough to complete a grade-level writing assignment. By allowing the ELLs to submit a series of pictures, the teacher is appropriately modifying the assignment to meet their needs while not compromising the goal of the assignment.

13. (B) is the best answer. An organized, focused, collaborative effort to share ideas, determine actions, and monitor results is most likely to meet with success. (A) keeps the teachers isolated and engaged in habits that are not effective. (C) describes a strategy that discourages student motivation and engagement and is not an effective way for teachers to share ideas. Similarly, having one representative work out a narrow set of ideas with administrators who are not directly engaged in teaching the students may create a barrier to developing ideas and sharing effective practices. Additionally, if there is no expectation for an identified practice to be tried widely, there will be no way to see whether it works.

14. The best answer is (D). Trust and practical flexibility are essential to teaching contexts that enhance reflective practice. Student input (B) would be useful for improving practice. Conceptual frameworks (C) can focus and provide discipline for the reflective process. Peer coaching (A) is useful in reflective practice.

15. The best answer is (D) because inductive reasoning asks students to make observations and inferences in order to draw a conclusion.

16. The best answer is (A). The physiological need for warmth is not being met, so the students are not able to focus on learning. The deficiency, or basic needs are said to motivate people when they are unmet. Also, the need to fulfil such needs will become stronger the longer the duration they are denied. One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

17. The best answer is (D). Dewey proposed the connection of education to meaningful experiences. Through actively engaging in these experiences, students gain new knowledge of their world.

Sample Test Questions

Case History

Directions: The case history is followed by two constructed-response questions.

Scenario

Mr. Payton teaches world history to a class of 30 heterogeneously grouped students ages 14 to 16. He is working with his supervisor, planning for his self-evaluation to be completed in the spring. At the beginning of the third week of school, he begins gathering material that might be helpful for the self-evaluation. He has selected one class and three students from this class to focus on.

Mr. Payton's first impression of the three students

Jimmy has attended school in the district for 10 years. He repeated fifth and seventh grades. Two years older than most of the other students in class and having failed twice, Jimmy is neither dejected nor hostile. He is an outgoing boy who, on the first day of class, offered to help me with "the young kids" in the class. He said, "Don't worry about me remembering a lot of dates and stuff. I know it's going to be hard, and I'll probably flunk again anyway, so don't spend your time thinking about me."

Burns is a highly motivated student who comes from a family of world travelers. He has been to Europe and Asia. These experiences have influenced his career choice, international law. He appears quiet and serious. He has done extremely well on written assignments and appears to prefer to work alone or with one or two equally bright, motivated students. He has a childhood friend, one of the slowest students in the class.

Pauline is a withdrawn student whose grades for the previous two years have been mostly C's and D's. Although Pauline displays no behavior problems when left alone, she appears not to be popular with the other students. She often stares out the window when she should be working. When I speak to Pauline about completing assignments, she becomes hostile. She has completed few of the assignments so far with any success. When I spoke to her counselor, Pauline yelled at me, "Now I'm in trouble with my counselor too, all because you couldn't keep your mouth shut!"

Mr. Payton's initial self-analysis, written for his supervisor

I attend workshops whenever I can and consider myself a creative teacher. I often divide the students into groups for cooperative projects, but they fall apart and are far from "cooperative." The better-performing students, like Burns, complain about the groups, claiming that small-group work is boring and that they learn more working alone or with students like themselves. I try to stimulate all the students' interest through class discussions. In these discussions, the high-achieving students seem more interested in impressing me than in listening and responding to what other students have to say. The low-achieving students seem content to be silent. Although I try most of the strategies I learn in workshops, I usually find myself returning to a modified lecture and the textbook as my instructional mainstays.

Background information on lesson to be observed by supervisor

Goals:

- To introduce students to important facts and theories about Catherine the Great
- To link students' textbook reading to other sources of information
- To give students practice in combining information from written and oral material
- To give students experience in note taking, I assigned a chapter on Catherine the Great in the textbook as homework on Tuesday

Students are to take notes on their reading. I gave Jimmy a book on Catherine the Great with a narrative treatment rather than the factual approach taken by the textbook. I told him the only important date is the date Catherine began her reign. The book has more pictures and somewhat larger print than the textbook. I made no adaptation for Burns, since he's doing fine. I offered to create a study guide for Pauline, but she angrily said not to bother. I hope that Wednesday's lecture will make up for any difficulties she might experience in reading the textbook.

Supervisor's notes on Wednesday's lesson

Mr. Payton gives a lecture on Catherine the Great. First he says, "It is important that you take careful notes because I will be including information that is not contained in the chapter you read as homework last night. The test I will give on Friday will include both the lecture and the textbook information." He audio-records the lecture to supplement Pauline's notes but does not tell Pauline about the recording until the period is over because he wants her to do the best note-taking she can manage. During the lecture, he speaks slowly, watching the class as they take notes. In addition, he walks about the classroom and glances at the students' notes.

Mr. Payton's follow-up and reflection

Tomorrow, the students will use the class period to study for the test. I will offer Pauline earphones to listen to the recorded lecture. On Friday, we will have a short-answer and essay test covering the week's work. Class notes seem incomplete and inaccurate, and I'm not satisfied with this test as an assessment of student performance. Is that a fair measure of all they do?

Constructed-Response Questions

This section presents two constructed-response questions and sample responses along with the standards used in scoring these responses. When you read these sample responses, keep in mind that they are less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers assign scores based on the following scoring guide.

General Scoring Guide

Score of 2

A response in this category:

- Demonstrates a thorough understanding of the aspects of the case that are relevant to the question
- Responds appropriately to all parts of the question
- Provides a strong explanation, when required, that is well supported by relevant evidence
- Demonstrates a strong knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

Score of 1

A response in this category:

- Demonstrates a basic understanding of the aspects of the case that are relevant to the question
- Responds appropriately to one portion of the question
- Provides a weak explanation, when required, that is supported by relevant evidence
- Demonstrates some knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

Score of 0

A response in this category:

- Demonstrates misunderstanding of the aspects of the case that are relevant to the question
- Fails to respond appropriately to the question
- Is not supported by relevant evidence
- Demonstrates little knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

No credit is given for a blank or off-topic response.

Directions: Questions 15 and 16 require you to write short answers. You are not expected to cite specific theories or texts in your answers; however, your responses to the questions will be evaluated with respect to professionally accepted principles and practices in teaching and learning. Be sure to answer all parts of the questions.

Question 15

In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.

- Describe TWO strategies he could use to address the concerns of the students who have complained.
- Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

Sample Response that Received a Score of 2

Mr. Payton has to be creative to find strategies that will address the concerns of the students who have complained and still support the strengths of cooperative learning. One way he can do that is to assign these students a variety of roles in which they can share their insights and knowledge with others in a way that will provide them recognition and will help other students. He can also build specific requirements that provide for individual work into the cooperative work, either before the groups meet or as the groups are working. This individual work provides the more able or motivated students with an opportunity to demonstrate their insights and knowledge and be given appropriate credit for them. The individual work can also serve as a basis for the group work.

Sample Response that Received a Score of 1

I understand why these students are concerned. But Mr. Payton shouldn't just give up on cooperative learning groups. I had a situation like this, when four really bright and eager kids just didn't want to work with students who were less able or less motivated. One thing he could do would be to assign his groups very carefully, so that one of the complaining kids is in each group. He could then use a system where he begins the cooperative work by regrouping, numbering the kids in each group 1, 2, 3, 4. First, all the "1's" work together, all the "2's" work together, and so forth. All the kids who complained would have the same number. After they have had the opportunity to work together on an advanced level, the groups would reform. The "1's" could go back to their own groups and share with them what the "1" group came up with. In this way, they have the intellectual stimulation of working together first, and then the status of sharing with other kids.

Sample Response that Received a Score of 0

Probably the best thing he can do is to let the complaining kids work individually. They are only going to resent the less able kids and will probably end up insulting them. The kids who are complaining will learn more if they work individually and can push themselves to their limits. The other kids can work at a level more appropriate to their ability.

Question 16

In the introduction to the lesson to be observed, Mr. Payton briefly mentions the modification he has or has not made for some students. Review his comments about modifications for Jimmy and Burns.

- For each of these two students, describe ONE different way Mr. Payton might have provided a modification to offer a better learning situation for each.
- Explain how each modification could offer a better learning situation. Base your explanation on principles of varied instruction for different kinds of learners.

Sample Response that Received a Score of 2

For Burns who is a bright, independent learner, providing him the opportunity to take extra responsibility for mastering challenging material and figuring out how to help his classmates understand it might help him to be more open and positive in his classroom behavior. For example, he might use more complex materials to access information, or might create a program using technology to share his knowledge and insights with others. For Jimmy, Mr. Payton might have a conference with him to find out how he was expected to learn social studies in the past and why he is so accepting of failing social studies. This conference may lead to a strategy such as the use of information presented visually or orally, or the use of graphic organizers to access information, or an alternate means of demonstrating his understanding if written assessments are part of the problem.

Sample Response that Received a Score of 1

Jimmy is a very interesting student to consider. He has a history of failure, and seems to accept the fact that he may fail again. However, he seems quite outgoing so he might be willing to try if approached right. I think the first thing Mr. Payton could do would be to sit down and talk with him. He needs to try to figure out why Jimmy failed in the past. He might ask him if he has any ideas about how he learns best—and things teachers have had him do that don't help him. Then, with this information, Mr. Payton might be able to come up with some approaches based on Jimmy's learning style. If Jimmy says he hates to read, Mr. Payton needs to find a way for him to access the information other than reading! Another thing Mr. Payton might do is adjust what he expects Jimmy to learn. Jimmy says he has problems with "a lot of dates and stuff." But he may be interested in other aspects of history—why people did the things they did, for example. By tailoring the study of history to aspects that might be more appropriate for Jimmy, Mr. Payton might have a better chance of helping Jimmy succeed.

Sample Response that Received a Score of 0

I think the modification he should make for both students is to be much clearer about what the expectations of the course are. Sometimes students are tuned out or bored because they just don't know what is expected of them. Maybe Mr. Payton needs to post his expectations prominently in the room so that both of these students can see what is expected. The expectations also need to indicate what is required for passing, so that Jimmy and Burns will know what the limits are.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in "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 in "10. Understand Your Scores" on page 54.

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 34 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 34, 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 18.
- **Prepare your presentation for the group.** When it's your to 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 "Test Specifications" information beginning on page 5 to help complete it.

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

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

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

(continued on next page)

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

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

(continued on next page)

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 Principles of Learning and Teaching: Grades 7-12 test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

Discussion Areas

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

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

Study Topics

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

I. Students as Learners

A. Student Development and the Learning Process

1. Understands the theoretical foundations of how students learn
   a. knows how knowledge is constructed
   b. knows a variety of means by which skills are acquired
   c. understands a variety of cognitive processes and how they are developed
2. Knows the major contributions of foundational theorists to education
   a. relates the work of theorists to educational contexts
      – Bandura
      – Bruner
      – Dewey
      – Piaget
      – Vygotsky
      – Kohlberg
      – Bloom
3. Understands the concepts and terms related to a variety of learning theories
   a. metacognition
   b. schema
   c. transfer
   d. self-efficacy
   e. self-regulation
   f. zone of proximal development
   g. classical and operant conditioning
4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)
   a. describes the characteristics of a typical child in each stage and each domain
   b. recognizes typical and atypical variance within each stage and each domain
5. Understands how learning theory and human development impact the instructional process
   a. defines the relationship between learning theory and human development
   b. provides examples of how learning theory is impacted by human development
   c. uses knowledge of learning theory to solve educational problems
   d. uses knowledge of human development to solve educational problems

B. Students as Diverse Learners

1. Understands that a number of variables affect how individual students learn and perform
   a. identifies a number of variables that affect how students learn and perform
      – learning style
      – gender
      – culture
      – socioeconomic status
      – prior knowledge and experience
      – motivation
      – self-confidence, self-esteem
      – cognitive development
      – maturity
      – language
   b. provides examples of how variables might affect how students learn and perform
2. Recognizes areas of exceptionality and their potential impact on student learning
   a. identifies areas of exceptionality
      – cognitive
      – auditory
      – visual
      – motor/physical
      – speech/language
      – behavioral
   b. explains a variety of ways exceptionalities may impact student learning
3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice
   a. identifies the provisions of legislation relevant to students with exceptionalities
      – Americans with Disabilities Act (ADA)
      – Individuals with Disabilities Education Act (IDEA)
      – Section 504, Rehabilitation Act (504)
   b. explains how the provisions of legislation relating to students with exceptionalities affect classroom practice

4. Recognizes the traits, behaviors, and needs of intellectually gifted students
5. Recognizes that the process of English language acquisition affects the educational experience of English language learners (ELLs)
6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process
   a. recognizes students with exceptionalities require particular accommodations
   b. knows how to modify instruction, assessment, and communication methods to meet a recognized need

C. Student Motivation and Learning Environment

1. Knows the major contributions of foundational behavioral theorists to education
   a. relates the work of behavioral theorists to educational contexts
      – Thorndike
      – Watson
      – Maslow
      – Skinner
      – Erikson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
   a. defines terms related to foundational motivation theory
      – self-determination
      – attribution
      – extrinsic/intrinsic motivation
      – cognitive dissonance
      – classic and operant conditioning
      – positive and negative reinforcement
   b. relates motivation theory to instruction, learning, and classroom management
3. Knows principles and strategies for classroom management
   a. knows how to develop classroom routines and procedures
   b. knows how to maintain accurate records
   c. knows how to establish standards of conduct
   d. knows how to arrange classroom space
   e. recognizes ways of promoting a positive learning environment
4. Knows a variety of strategies for helping students develop self-motivation
   a. assigning valuable tasks
   b. providing frequent positive feedback
   c. including students in instructional decisions
   d. de-emphasizing grades

Discussion areas: Students as Learners

- Knowing each theorist's major ideas and being able to compare and contrast one theory with another comprises basic professional knowledge for teachers. In addition, knowing how these ideas actually can be applied to teaching practice is important professional knowledge for teachers.
- What are the major differences between Jerome Bruner's and Jean Piaget's theories of cognitive development in young children?
- How might a teacher apply some of Lev Vygotsky's ideas about scaffolding and direct instruction in the classroom?
- What does Gardner's work on multiple intelligences suggest about planning instruction?
- What does Abraham Maslow's hierarchy of needs suggest about motivation for learning in the classroom?
- Go beyond memorization of definitions; try to apply the terms to the theories behind them and think of applications in the classroom.
- What are some specific classroom-based examples of extrinsic and intrinsic motivators for students?
- Make sure you can recognize the differences between lower-order and higher-order thinking in classroom activities, using Bloom's taxonomy as a guide.
- What is an example of a schema and what good is it?
- What is scaffolding and why is it important for both teachers and students?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of human development and the learning process:

- Identify and describe strengths and/or weaknesses in the instruction described in the case, in terms of its appropriateness for students at a particular age
- Propose a strategy for instruction that would be appropriate for students at the age described in the case
- Give a specific example from your own classroom experience of the effects of differences in learning styles on how people understand and express what they know.
- What is an example of the way cultural expectations from a particular geographical region or ethnic group might affect how students learn or express what they know?
- What does the research reveal about gender differences and how they might affect learning?
- Know the major types of challenges in each category (e.g., dyslexia under "Learning Disabilities"), know the major symptoms and range of severity, and know the major classroom and instructional issues related to each area.
- Know the basic rights or responsibilities that the legislation established.

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of students as diverse learners:

Identify and describe a strength and/or weakness in

- a lesson plan for meeting needs of individual students with identified special needs, as described in the case
- the interaction described in the case between the teacher and students in terms of culturally responsive teaching

Propose a strategy for

- helping the students with attention deficit problems described in the case stay on task (e.g., in listening to a lecture, following a demonstration, doing written work)
- improving performance of students in the case who do not perform well on homework, original compositions, or other assignments
- helping students in the case for whom English is not the first language build literacy skills and/or improve in academic areas
- meeting the needs of a wide range of students (especially students with learning difficulties and students who are accelerated)
- building positive relationships with a student the case shows is very turned off to school
- adapting instruction and/or assessment for an individual student with identified needs described in the case
- helping the students described in the case see issues from different points of view
- Go beyond memorization of definitions; try to apply the terms to the theories behind them and think of applications in the teaching situation.

Why is each of the principles above a good practice for teachers to cultivate and maintain in terms of its effect on student learning? How can each help you to be a more effective teacher? What are the characteristics of effective implementation of each of these practices? How can you structure your instructional planning to include these?

What are the choices a teacher has in each of the last three bulleted items above? What are the most important considerations when making decisions about each one?

Pacing and structuring of a lesson is a particularly challenging aspect of instruction. What factors can change the pace and structure of a lesson as it unfolds?

How can you prepare in advance for adjusting the pace and the structure of a lesson for each of these factors?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of student motivation and the learning environment:

Propose a strategy for

- revising a lesson that is described in the case for improving student engagement and motivation
- improving motivation through means other than negative strategies described in the case
- addressing behavioral problems that are described in the case

Identify and describe a strength and/or weakness in

- a lesson plan or instructional strategy described in the case with the intention of building a positive classroom environment

II. Instructional Process

1. Understands the role of district, state, and national standards and frameworks in instructional planning
   a. understands the theoretical basis of standards-based education
   b. knows resources for accessing district, state, and national standards and frameworks
   c. understands how standards and frameworks apply to instructional planning
2. Knows how to apply the basic concepts of predominant educational theories
   a. understands the basic concepts of cognitivism
      – schema
      – information processing
      – mapping
   b. understands the basic concepts of social learning theory
      – modeling
      – reciprocal determinism
      – vicarious learning
   c. understands the basic concepts of constructivism
      – learning as experience
      – problem-based learning
      – zone of proximal development
      – scaffolding
      – inquiry/discovery learning
   d. understands the basic concepts of behaviorism
      – conditioning
      – intrinsic and extrinsic rewards
      – reinforcement
      – punishment
   e. knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts
3. Understands how scope and sequence affect instructional planning
   a. defines and provides examples of scope
   b. defines and provides examples of sequence
   c. understands the relationship between scope and sequence and standards of learning
   d. understands the role of scope and sequence in curriculum planning
4. Knows how to select content to achieve lesson and unit objectives
5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
   a. distinguishes among the different learning domains
   b. knows how to apply Bloom's Taxonomy to the development of instructional objectives
   c. knows how to describe observable behavior
   d. knows how to describe measurable outcomes
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation
   a. identifies when remediation is appropriate
   b. identifies when enrichment is appropriate
   c. identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities

7. Understands the role of resources and materials in supporting student learning
   a. identifies and explains the uses of a variety of resources and materials that support student learning
      – computers, the Internet, and other electronic resources
      – library collection (books, magazines, pamphlets, reference works)
      – videos, DVDs
      – artifacts, models, manipulatives
      – guest speakers and community members
      – knows how to develop lessons as part of thematic and/or interdisciplinary units
   b. understands the basic concepts of thematic instruction
   c. understands the components of thematic units
      – selecting a theme
      – designing integrated learning activities
      – selecting resources
      – designing assessments
   d. understands the basic concepts of interdisciplinary instruction
   e. understands the components of interdisciplinary units
      – collaborating
      – generating applicable topics
      – developing an integrative framework
      – planning instruction for each discipline
      – designing integrative assessment
      – recognizes their role in collaborating with instructional partners in instructional planning
   f. identifies a variety of instructional planning partners
      – special education teachers
      – library media specialists
      – teachers of the gifted and talented
      – IEP team members
      – paraeducators
   g. describes the roles each partner plays in collaborative activities

B. Instructional Strategies

1. Understands the cognitive processes associated with learning
   a. critical thinking
   b. creative thinking
   c. questioning
   d. inductive and deductive reasoning
   e. problem solving
   f. planning
   g. memory
   h. recall
2. Understands the distinguishing features of different instructional models
   a. describes a variety of instructional models
      – direct
      – indirect
      – independent
      – experiential
      – interactive
3. Knows a variety of instructional strategies associated with each instructional model
   a. identifies instructional strategies associated with direct instruction
      – explicit teaching
      – drill and practice
      – lecture
      – demonstrations
      – guides for reading, listening, viewing
   b. identifies instructional strategies associated with indirect instruction
      – problem solving
      – inquiry
      – case studies
      – concept mapping
      – reading for meaning
      – cloze procedures
   c. identifies instructional strategies associated with independent instruction
      – learning contracts
      – research projects
      – learning centers
      – computer mediated instruction
      – distance learning
   d. identifies instructional strategies associated with experiential and virtual instruction
      – field trips
      – experiments
      – simulations
      – role play
      – games
      – observations

e. identifies instructional strategies associated with interactive instruction
   - brainstorming
   - cooperative learning groups
   - interviews
   - discussions
   - peer practice
   - debates

4. Knows a variety of strategies for encouraging complex cognitive processes
   a. identifies complex cognitive processes
      - concept learning
      - problem solving
      - metacognition
      - critical thinking
      - transfer
   b. knows instructional activities specific to the development of complex cognitive processes
      - distinguishing fact from opinion
      - comparing and contrasting
      - detecting bias
      - predicting
      - categorizing
      - analyzing
      - sequencing
      - summarizing
      - inferring
      - decision making
      - evaluating
      - synthesizing
      - generalizing
5. Knows a variety of strategies for supporting student learning
   a. identifies and explains uses of strategies for supporting student learning
      - modeling
      - developing self-regulation skills
      - scaffolding
      - differentiating instruction
      - guided practice
      - coaching
6. Knows basic strategies for promoting students' development of self-regulatory skills
   a. knows how to support students in
      - setting goals
      - managing time
      - organizing information
      - monitoring progress
      - reflecting on outcomes
      - establishing a productive work environment
      - understands the design of different group configurations for learning
   b. describes different group configurations
      - whole-class
      - small-group
      - independent learning
      - one-on-one
      - pair/share
7. Understands the use and implications of different grouping techniques and strategies
   a. explains the uses, strengths, and limitations of a variety of grouping techniques
      - cooperative learning
      - collaborative learning
      - heterogeneous grouping
      - homogeneous grouping
      - multi-age grouping
      - grouping by gender
8. Knows how to select an appropriate strategy for achieving an instructional objective
9. Understands the concept of monitoring and adjusting instruction in response to student feedback
   a. explains the instructional purposes of monitoring and adjusting instruction
   b. knows strategies for monitoring and adjusting instruction
10. Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies
11. Knows the characteristics of different types of memory and their implications for instructional planning and student learning
   a. distinguishes among the different types of memory
      - short term
      - long term
   b. considers the characteristics and effects of memory on student learning when planning instruction

12. Recognizes the role of teachable moments in instruction
    a. defines and provides examples of a teachable moment
    b. understands the uses of the teachable moment

C. Questioning Techniques

1. Knows the components of effective questioning
    a. allowing think/wait time
    b. helping students articulate their ideas
    c. respecting students' answers
    d. handling incorrect answers
    e. encouraging participation
    f. establishing a non-critical classroom environment
    g. promoting active listening
    h. varying the types of questions
2. Understands the uses of questioning
    a. explains and provides examples of different purposes of questioning
        – developing interest and motivating students
        – evaluating students' preparation
        – reviewing previous lessons
        – helping students set realistic expectations
        – engaging students in discussion
        – determining prior knowledge
        – preparing students for what is to be learned
        – guiding thinking
        – developing critical and creative thinking skills
        – checking for comprehension or level of understanding
        – summarizing information
        – stimulating students to pursue knowledge on their own
3. Knows strategies for supporting students in articulating their ideas
    a. explains and provides examples of strategies for supporting students in articulating their ideas
        – verbal and non-verbal prompting
        – restatement
        – reflective listening statements
        – wait time
4. Knows methods for encouraging higher levels of thinking
    a. explains and provides examples of methods for encouraging students' higher levels of thinking, thereby guiding students to
        – reflect
        – challenge assumptions
        – find relationships
        – determine relevancy and validity of information
        – design alternate solutions
        – draw conclusions
        – transfer knowledge
5. Knows strategies for promoting a safe and open forum for discussion
    a. knows basic techniques for establishing and maintaining standards of conduct for discussions
        – engaging all learners
        – creating a collaborative environment
        – respecting diverse opinions
        – supporting risk taking

D. Communication Techniques

1. Understands various verbal and nonverbal communication modes
    a. explains and provides examples of
        – body language
        – gesture
        – tone, stress, and inflection
        – eye contact
        – facial expression
        – personal space
2. Is aware of how culture and gender can affect communication
3. Knows how to use various communication tools to enrich the learning environment
    a. audio and visual aids
    b. text and digital resources
    c. Internet and other computer-based tools
4. Understands effective listening strategies
    a. explains and provides examples of active listening strategies
        – attending to the speaker
        – restating key points
        – asking questions
        – interpreting information
        – providing supportive feedback
        – being respectful

Discussion areas: Instructional Process

- Teachers are responsible for connecting scope and sequence frameworks and curriculum goals into classroom lessons and groups of lessons. How does a teacher translate curriculum goals and discipline specific scope and sequence frameworks into unit and lesson plans with objectives, activities, and assessments appropriate for the students being taught? Give an example of a curriculum goal and then write a lesson objective, one activity, and an idea for an assessment of student learning that would accomplish that goal.
- How do behavioral objectives and learner objectives and outcomes fit into a teacher's planning for units and lessons?
- What criterion or criteria does a teacher use to decide when to use each of these techniques?
- Why is it so important for a teacher to plan carefully for transitions? What are the risks if transitions are not thought through and executed with care?

What should a teacher consider when planning to incorporate various resources into a lesson design?

What are the advantages of these different resources?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of instructional planning:

- Identify and describe a strength and/or weakness in specific activities that are described in the case

Propose a strategy for

- teaching critical thinking skills in a specific lesson described in the case
- achieving effectiveness with group work in a particular situation described in the case
- helping students stay on task in the situation described in the case
- helping students learn material presented through various media introduced in the case
- assigning students to group work appropriate to the case
- bringing closure to a lesson that stops abruptly as presented in the case
- improving student interaction during class discussion as described in the case
- addressing a "missed opportunity" during instruction that is described in the case
- What are some specific instructional goals in a particular content area that would be associated with each of these cognitive processes?
- How are these cognitive processes connected with the developmental level of students?
- How are these processes different from each other?
- What are some ways that teachers can stimulate each of these cognitive processes in a lesson?
- What are the primary advantages of each of these strategies? In general terms, describe the kinds of situations or the kinds of goals and objectives for which each of these strategies is appropriate. What kinds of information about students' learning styles and achievement levels does each of these offer? When would you NOT use a particular instructional strategy?
- Why is each of the instructional activities specific to the development of complex cognitive processes a principle of effective instruction?
- What tools and techniques can a teacher plan to use to accomplish each one?
- What strategies can a teacher employ to monitor student understanding as a lesson unfolds?
- What evidence should the teacher observe in order to know whether to reteach a topic, move more quickly, or go back to material previously covered?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of instructional planning:

- Identify and describe a strength and/or weakness in
  - a unit plan that is described in the case-specific strategies used in instruction (e.g., using lecture, using class discussion) in the case
  - a sequence of lessons described in the case designed to achieve a goal or set of objectives
  - one or more written assignments given to students in the case

Propose a strategy for

- meeting what may appear to be conflicting goals or objectives described in the case
- incorporating activities that will have students described in the case draw on their own experiences to understand the instruction
- stimulating prior knowledge in the situation described in the case
- What are some examples of appropriate situations for grouping students heterogeneously? What are some for grouping students homogeneously? Besides grouping by performance level, what are other characteristics that a teacher should sometimes consider when grouping students?
- What is wait-time? What does research suggest about wait-time?
- How might a teacher promote critical thinking among students in a discussion?
- How can a teacher encourage student-to-student dialogue in a class discussion?
- What kinds of classroom management procedures and rules would tend to make class discussion more productive?
- How does the developmental level of students affect the way a teacher might handle classroom discussion?
- In what kinds of discussions or situations should a teacher name a specific student before asking a question? When is it best not to name a specific student?
- What are some ways that a teacher's raising his or her voice might be interpreted differently by students with different cultural backgrounds?
- What are specific examples of gestures and other body language that have different meanings in different cultures? (For example, looking someone directly in the eye, disagreeing openly during a discussion, pointing)
- What is an example of a question in a particular content area that probes for understanding?
- What is an example of a question that would help a student articulate his or her ideas?
- What is an example of a comment a teacher might make that would promote risk-taking? Problem-solving?
- How would a teacher encourage divergent thinking on a particular topic?
- How would a teacher encourage students to question each other and the teacher?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of communication:

- Identify and describe a strength and/or weakness in the teacher's oral or written communication with students in the case (e.g., feedback on assignments, interaction during class)

Propose a strategy for

- improving the self-image of a student described in the case or the student's sense of responsibility for his or her own learning
- involving all students in a class discussion described in the case in a positive way, showing respect for others
- helping a student described in the case to develop social skills in a specified situation

III. Assessment

A. Assessment and Evaluation Strategies

1. Understands the role of formal and informal assessment in informing the instructional process
   a. defines and provides uses and examples of formal and informal assessment modes
   b. explains a variety of ways the results of formal and informal assessment are used to make educational decisions
2. Understands the distinctions among the different types of assessment
   a. defines and provides uses and examples of formative, summative, and diagnostic assessment
3. Knows how to create and select an appropriate assessment format to meet instructional objectives
   a. knows how to create assessments in a variety of formats
   b. is able to select an assessment format to meet a specific instructional objective
4. Knows how to select from a variety of assessment tools to evaluate student performance
   a. knows a variety of assessment tools, their uses, strengths, and limitations
      – rubrics
      – analytical checklists
      – scoring guides
      – anecdotal notes
      – continuums
   b. is able to select an assessment tool appropriate for quantifying the results of a specific assessment
5. Understands the rationale behind and the uses of students' self and peer assessment
   a. defines and provides uses and examples of student self-assessment modes
   b. defines and provides uses and examples of peer assessment modes
   c. explains the strengths and limitations of self and peer assessment modes
6. Knows how to use a variety of assessment formats
   a. describes and provides uses, strengths, and limitations of a variety of assessment formats
      – essay
      – selected response
      – portfolio
      – conference
      – observation
      – performance
   b. is able to select an assessment format appropriate to a specific educational context

B. Assessment Tools

1. Understands the types and purposes of standardized tests
   a. explains the uses of the different types of standardized tests
      – achievement
      – aptitude
      – ability
   b. recognizes the data provided by the different types of standardized tests
2. Understands the distinction between norm-referenced and criterion-referenced scoring
   a. explains the uses of norm-referenced and criterion-referenced tests
   b. explains data provided by a norm-referenced and a criterion-referenced test
3. Understands terminology related to testing and scoring
   a. defines and explains terms related to testing and scoring
      – validity
      – reliability
      – raw score
      – scaled score
      – percentile
      – standard deviation
      – mean, mode, and median
      – grade-equivalent scores
      – age-equivalent scores
4. Understands the distinction between holistic and analytical scoring
   a. describes holistic scoring and analytical scoring
   b. identifies an educational context for each

5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel
   a. understands what scores and testing data indicate about a student's ability, aptitude, or performance
   b. is able to explain results of assessments using language appropriate for the audience

Discussion areas: Assessment

- What are the characteristics, uses, advantages, and limitations of each of the formal and informal types of assessments above?
- When might you use "holistic scoring"?
- Under what circumstances would "anecdotal notes" give a teacher important assessment information?
- How might a teacher effectively use student self-evaluations?
- What are some examples of informal assessments of prior knowledge that a teacher can easily use when a new topic is introduced?
- What kind of assessment information can a teacher gather from student journals?
- What is a structured observation in a classroom setting?
- When responding to case studies, you will be asked to perform the following types of tasks related to the area of assessment:

When responding to case studies, you will be asked to perform the following types of tasks related to the area of assessment:

Propose a strategy for:

- assessing progress for students described in the case who are working toward specified goals or objectives
- assessing class progress toward achievement of specified goals or objectives
- gathering information to use to help understand classroom performance that is different from what was expected at the beginning of the year
- assessing language fluency of a student for whom English is not the first language

Propose a hypothesis or explanation for:

- a student's strengths and/or weaknesses as a learner based on the evidence presented
- what might be important to explore in working with a student described in the case who is having difficulties academically, socially, or emotionally

IV. Professional Development, Leadership, and Community

1. Is aware of a variety of professional development practices and resources
   a. professional literature
   b. professional associations
   c. workshops
   d. conferences
   e. learning communities
   f. graduate courses
   g. independent research
   h. internships
   i. mentors
   j. study groups
2. Understands the implications of research, views, ideas, and debates on teaching practices
   a. knows resources for accessing research, views, ideas, and debates on teaching practices
   b. interprets data, results, and conclusions from research on teaching practices
   c. is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations
3. Recognizes the role of reflective practice for professional growth
   a. defines the purposes of reflective practice
   b. knows a variety of activities that support reflective practice
      – reflective Journal
      – self and peer assessment
      – incident analysis
      – portfolio
      – peer observation
      – critical friend

4. Is aware of school support personnel who assist students, teachers, and families
   a. guidance counselors
   b. IEP team members
   c. special education teachers
   d. speech, physical, and occupational therapists
   e. library media specialists
   f. teachers of the gifted and talented
   g. paraeducators
5. Understands the role of teachers and schools as educational leaders in the greater community
   a. role of teachers in shaping and advocating for the profession
   b. perceptions of teachers
   c. partnerships with parents and family members
   d. partnerships with the community
6. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process
   a. knows the elements of successful collaboration
      – Developing an action plan
      – Identifying the stakeholders
      – Identifying the purpose of the collaboration
      – Supporting effective communication
      – Seeking support
7. Understands the implications of major legislation and court decisions relating to students and teachers
   a. equal access
   b. privacy and confidentiality
   c. First Amendment issues
   d. intellectual freedom
   e. mandated reporting of child neglect/abuse
   f. due process
   g. liability
   h. licensing and tenure
   i. copyright

Discussion areas: Professional Development, Leadership, and Community

- Be able to read and understand articles and books about current views, ideas, and debates regarding best teaching practices.
- What types of help or learning can each of these resources offer a new teacher?
- What are the titles of two professional journals of particular interest to you in your chosen field of teaching that you might subscribe to?
- What is/are the professional association(s) that offer professional meetings and publications and opportunities for collaborative conversation with other teachers?
- What might be a professional development plan for the first two years of a teacher's career that would support his or her learning and growth?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of the larger community

Identify and describe a strength and/or weakness in

- the communication with parents used by a teacher described in the case
- the approach used by a teacher described in the case to involve parents

Propose a strategy for

- using parent volunteers during a lesson that is described in a case
- involving all parents or other caregivers in helping students in areas specified in the case
- helping the family of a student described in the case work with the student's learning or other needs

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as "Which of the following does NOT …" is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE®* or other tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.

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 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.

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

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

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

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

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

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at 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.

Are You Ready?

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

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

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

The Praxis 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.

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.
To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

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

If you have taken the same 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 the *Praxis* Subject Assessments (formerly the *Praxis II*® tests) for professional licensing.

Do all states require these tests?

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

What is licensure/certification?

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

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

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

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

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

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of *The Praxis Series* test development process. First, ETS asked them 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 for exact score reporting dates.

Can I access my scores on the Web?

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

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

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

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

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

Let the *Praxis® Study Companion* guide you.

ETS® PRAXIS®

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

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