

The Praxis® Study Companion

# Special Education: Teaching Speech to Students with Language Impairments

5881



# Welcome to *The Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 37).

### **What should I expect when taking the test on computer?**

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

### **Where and when are the *Praxis* tests offered?**

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

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

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Special Education: Teaching Speech to Students with Language Impairments (5881)

Test at a Glance			
<b>Test Name</b>	Special Education: Teaching Speech to Students with Language Impairments		
<b>Test Code</b>	5881		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	120		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Foundations of Speech and Language Development	30	25%
	II. Identification and Assessment of Communication Impairments	30	25%
	III. Planning and Managing the Learning Environment	36	30%
	IV. Legal, Ethical, and Professional Aspects of the Job	24	20%

### About This Test

The Special Education: Teaching Speech to Students with Language Impairments test measures whether entry-level teachers have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The content of the test is based on the professional teacher preparation standards of The Council for Exceptional Children (CEC), which ensure that students with disabilities receive high-quality instruction from well-prepared educators. The test is also informed by the existing Core Curriculum and the Expanded Core Curriculum for speech and language impaired Children and Youths. The two-hour test is composed of 120 computer-delivered, selected-response questions.

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

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 28.

### I. Foundations of Speech and Language Development

#### A. The definitions and basic elements of speech (e.g., articulation, voice, fluency) and language (e.g., semantics, phonology, pragmatics)

1. Categorize the place, manner, and voicing of all English phonemes
2. Discriminate between expressive and receptive language
3. Distinguish among form, content, and use of language
4. Given an example, identify semantics, syntax, morphology, and pragmatics

#### B. The specific characteristics of articulation, fluency, voice disorders, and language impairments

1. Describe the characteristics of special populations (autism spectrum disorders, speech language disorders, Down syndrome, hearing impairment, intellectual disability)
2. Discriminate between a language disorder and language difference (ESL, any United States dialect)
3. Analyze a child's speech for error patterns
4. Identify stimulibility
5. Identify voice disorders related to quality, pitch, and loudness

#### C. Fundamental aspects of speech and hearing sciences

1. Define terms associated with speech and hearing sciences (duration, frequency, decibel)

#### D. Oral and written language modalities

1. Identify language deficits (expressive or receptive)
2. Describe the reciprocal nature between oral and written language
3. Identify how expressive and receptive language deficits can have a negative impact on the child's ability to meet the linguistic demands of the classroom

### E. Typical and atypical disfluencies

1. Recognize types of disfluencies in speech (blocks, part-word repetitions, whole-word repetitions, phrase repetitions, prolongations, revisions)
2. Distinguish between disfluencies associated with language development
3. Recognize secondary characteristics of disfluencies

### F. Anatomical and physiological foundations associated with the acquisition of speech and language

1. Identify the articulators
2. Identify areas of the brain responsible for speech, language, and hearing
3. Interpret the impact of physiological deviation on speech acquisition (cleft palate, chronic otitis media)

### G. Relationships among speech, language, and hearing and the implications for teaching communication skills

1. Recognize the influence of hearing loss on sound production and language development
2. Predict the possible consequences of articulation errors on language development (e.g., deletion of the final consonants can affect past tense verb forms, plurals, possessives, spelling)
3. Identify typical speech errors associated with hearing impairment (final consonant deletion, omission/stopping of fricatives, devoicing of some phonemes)
4. Predict the possible consequences of articulation errors on language development (e.g., deletion of the final consonants can affect past tense verb forms, plurals, possessives, spelling)

### H. Implications of cultural and linguistic diversity as they relate to the acquisition of speech and language

1. Identify the role of SES (socioeconomic status), education, regional variation on the development of language
2. Distinguish language disorders from language differences (dialects)

3. Coexisting conditions and effects of communication impairments
4. Distinguish among developmental, congenital, and acquired conditions
5. Associate typical speech, language, and behavioral characteristics with low and high incidence disabilities (ADHD, ASD, Down syndrome, TBI)
6. Recognize how degree of severity (mild, moderate, severe) affects development
7. Differentiate between deficits associated with prelinguistic and postlinguistic impairments (hearing impairments co-occurring at birth, brain injuries, cerebral palsy)

**I. Reciprocal relationship between oral and written language**

1. Identify how oral language deficits manifest difficulties in written language
2. Recognize how decoding difficulties are caused by phonological deficits
3. Recognize how reading comprehension difficulties may be caused by semantic, syntactic, and discourse problems

**II. Identification and Assessment of Communication Impairments**

**A. Basic terminology associated with assessment**

1. Distinguish between validity and reliability of assessment instruments
2. Recognize terms such as standard deviation, percentile, standard error of measurement

**B. Screening methods**

1. Identify how to take a language sample
2. Recognize the difference between screening and diagnostic methods
3. Gather and synthesize information

**C. Purposes, strengths, and limitations of assessments**

**D. Gathering background information**

1. Use school records, patient input, and service provider input
2. Recognize how to use assessment data, observations, social history, and checklists

**E. Administering speech and language assessments**

1. Identify age-appropriate tests
2. Recognize how to collect and analyze language samples
3. Recognize how to use basals and ceilings

**F. Adapting and modifying assessments**

1. Identify multicultural issues
2. Recognize how to accommodate for language differences
3. Recognize effects of adapting norm-referenced measures

**G. Synthesizing assessment information and decision making**

**H. Collaborating and communicating on assessments**

**I. Record creating and keeping**

1. Identify developmental milestones
2. Recognize how to document goals and objectives
3. Recognize how to monitor progress

**III. Planning and Managing the Learning Environment**

**A. Identification, selection, and implementation of speech and language interventions**

**B. Service delivery models and collaboration**

1. Identify individual and group models
2. Identify benefits of push-in and pull-out models

**C. Supporting students' curricular needs**

1. Using preteaching strategies
2. Using scaffolding strategies

**D. Theoretical and philosophical models of language acquisition**

**E. Instructional materials and assistive technology**

1. Identify basic characteristics of assistive technology
2. Describe low and high tech devices
3. Implications and issues involved with assistive technology

**F. Maintaining an effective learning environment**

**G. Motivation and reinforcement**

1. Identify and use multisensory approaches
2. Recognize advantages of pre-teaching and other strategies

**H. Functional communication skills**

1. Describe functional communication skills
2. Develop a student's functional-skills vocabulary
3. Recognize behavioral issues related to communication skills

**I. Collaborating with stakeholders**

1. Identify how and when to use communication journals
2. Recognize how and when to co-teach and collaborate

**IV. Legal, Ethical, and Professional Aspects of the Job****A. Federal and state requirements and major legislation**

1. Identify steps in the referral process
2. Identify eligibility requirements

**B. Federal safeguards and legal implications of laws, rulings, regulations**

1. Define due process, FAPE, LRE
2. Determine when a situation satisfies LRE requirements
3. Apply record release procedures
4. Identify rights of students and parents (including refusal)
5. Know when to offer procedural safeguards
6. Determine if a student's rights have been violated
7. Recognize how a situation might not be in compliance with the law

**C. Components of IFSPs and IEPs including transition planning**

1. Know the members of an IEP team
2. Analyze proposed IEP goals for appropriateness
3. Compose appropriate IEP goals
4. Determine when to use IEP or IFSP
5. Identify components of an IEP

**D. Discriminatory practices**

1. Determine if and why an assessment is discriminatory
2. Analyze a situation to determine whether a treatment is discriminatory
3. Accommodate cultural and linguistic differences in treatment
4. Identify limitations of norm-referenced tools in regard to minority populations

**E. Current research and best practices**

1. Identify ways to find current information on topics that inform the teaching of students with speech and language impairments
2. Identify organizations and publications relevant to the needs of students with communication impairments

**F. Collaborating and communicating with stakeholders**

1. Define collaboration as communication between two or more individuals for sharing of responsibilities for service delivery
2. Recognize the benefits of collaboratively working on IEPs
3. Incorporate information from stakeholders regarding development, implementation, and monitoring of IEPs
4. Educate diverse audiences using nontechnical language
5. Explain transition planning and why it is needed to parents
6. Explain the impact of a speech and language impairment on a student's educational and social performance
7. Work effectively with others to support students
8. Distinguish between the roles of the teacher and the paraprofessional
9. Know how to counsel families and provide support
10. Identify strategies to keep parents informed about children's progress
11. Identify community resources that will support families in need
12. Recognize potential stressors on a family when a child has a disability

## 2. Familiarize Yourself with Test Questions

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

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

### Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

## Understanding Selected-Response Questions

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

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

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

### How would you answer this question?

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

Try following these steps to select the correct answer.

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

### Try a more challenging example

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

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

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

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

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

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

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

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

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

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

### How to approach unfamiliar formats

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

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

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

## Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

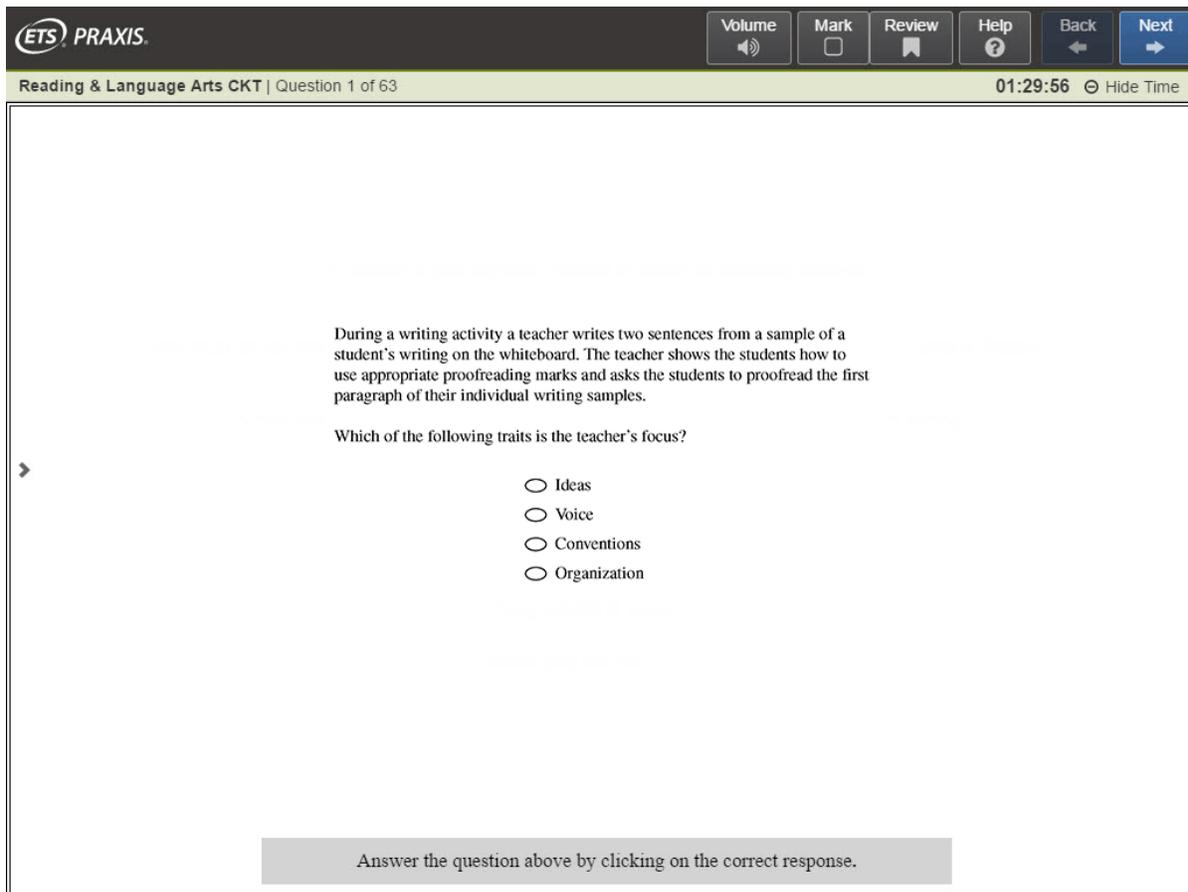
**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Computer Delivery

This test is available via computer delivery. The following sample question provides a preview of an actual screen used in a computer-delivered test. For the purposes of this Study Companion, the sample questions are shown as they would appear in a paper-delivered test.



The screenshot shows a test interface with a dark header bar containing the ETS PRAXIS logo and navigation buttons: Volume, Mark, Review, Help, Back, and Next. Below the header, a light green bar displays "Reading & Language Arts CKT | Question 1 of 63" and a timer showing "01:29:56" with a "Hide Time" option. The main content area is white and contains the following text:

During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.

Which of the following traits is the teacher's focus?

- Ideas
- Voice
- Conventions
- Organization

At the bottom of the question area, a grey box contains the instruction: "Answer the question above by clicking on the correct response."

## Sample Test Questions

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

**Note:** In these sample questions, certain acronyms are used, including IDEA (Individuals with Disabilities Education Act), ASHA (American Speech-Language-Hearing Association) and LRE (least restrictive environment). The names of tests used in the field are spelled out and their acronyms are given in parentheses.

- A monolingual English-speaking child's early vocabulary consists primarily of which of the following types of words?

  - Requests for objects or actions
  - Names for objects or entities
  - Social or personal terms
  - Modifiers or descriptions
- What is the most common cause of conductive hearing loss in schoolchildren?

  - Physical head injury
  - Very loud noise
  - Chronic outer-ear infections
  - Chronic middle-ear infections
- Damage to the Broca area of the brain is most closely associated with loss of which of the following abilities?

  - Producing coherent speech
  - Understanding the printed word
  - Understanding the written word
  - Hearing speech
- Which of the following best describes a function of the strap muscles of the neck?

  - Closing the jaw
  - Protruding the tongue
  - Lowering the soft palate
  - Raising the height of the larynx
- Which of the following criteria must be met for speech to be considered disordered?

  - The body language of the speaker is awkward.
  - The message of the speaker is rambling and off-topic.
  - The manner of speaking interferes with clear communication.
  - The syntax used is immature or simplistic.
- Despina, an 18-year-old high school student, tells a story about the school's soccer coach to her younger brother, who knows the coach. However, when Despina tells the story to her older sister, who does not know the coach, she adds a description of the coach's personality. Despina's storytelling variations reveal her implicit knowledge of the rules of

  - pragmatics
  - syntax
  - phonology
  - semantics
- Billy's speech patterns are different from those of his peers. Other children do not understand his utterances, his responses to questions are often unrelated to the question or simply parrot back the question, and at times he just walks away from conversations. Billy's behavior and language patterns are most often associated with

  - delayed language development
  - severe developmental disability
  - autism spectrum disorder
  - hearing impairment

8. Which of the following is best for a speech therapist and a collaborating classroom teacher to do with respect to the perseverations of a student with autism spectrum disorder?
- (A) Use them to motivate school work
  - (B) Redirect them to topics that are more general
  - (C) Eliminate them using incentives
  - (D) Ignore them as manifestations of autism spectrum disorder
9. Which of the following is a type of stuttering that interferes with communication?
- (A) Occasional use of “um” and “uh”
  - (B) Frequent use of arcane vocabulary
  - (C) Prolongation of initial sounds
  - (D) Breathlessness when speaking
10. David is a 10-year-old student who stutters. A speech therapist is most likely to recommend that when David is speaking and stutters, his teachers should
- (A) finish his sentences for him
  - (B) use a signal that reminds him to slow down
  - (C) wait for him to finish his words
  - (D) ask him to take a breath and start over
11. Which of the following is a true statement about American Sign Language (ASL) ?
- (A) It shares many grammatical similarities with English.
  - (B) It is acquired in a developmental sequence.
  - (C) It is best acquired as a second language by students who are deaf.
  - (D) It is essentially a gestural language based almost exclusively on hand gestures.
12. Which of the following is an example of a basic (kernel) sentence pattern?
- (A) The boy is not hungry.
  - (B) Is the boy hungry?
  - (C) Isn't the boy hungry?
  - (D) The boy is hungry.
13. Which of the following describes the phonological pattern of a child who says [pun] for [spun], [kim] for [skrim], and [tup] for [sup] ?
- (A) Stopping and cluster reduction
  - (B) Backing and glottalization
  - (C) Velarization and affrication
  - (D) Fronting and vowelization
14. Which of the following is the best way for Chris's parents to reinforce the articulation skills that a speech therapist is working on with Chris?
- (A) Sticking to a strict practice regimen involving rewards and consequences
  - (B) Having Chris listen to books on tape and visualize as she listens
  - (C) Using overt signals to remind Chris to slow down when she is speaking
  - (D) Encouraging Chris to practice speaking while looking in a mirror to see that she is using her mouth correctly
15. An itinerant speech therapist's workload is most likely determined by
- (A) ASHA
  - (B) IDEA 2004
  - (C) A district's guidelines
  - (D) A teachers' union

16. School districts and individual practitioners can bill which of the following state government organizations for services provided?
- (A) Medicare
  - (B) Medicaid
  - (C) Title I
  - (D) Head Start

#### SPEECH CLASS PLEDGE

Today I will do my best to be the best.

I will listen. I will be honest.

I will follow directions.

I will respect the rights of others.

I can learn. I will learn.

You see, I know it is up to me.

17. Which of the following best explains why a speech therapist has students say the pledge above at the beginning of each therapy session?
- (A) To teach students to collaborate with other students in the class
  - (B) To prepare students for individual therapy sessions
  - (C) To reinforce classroom procedures
  - (D) To remind students that they are responsible for their own progress
18. Which of the following is a possible disadvantage of a receptive language assessment designed to measure listening comprehension of spoken words in standard English?
- (A) The test is given in untimed, quick administrations.
  - (B) The test does not require any reading, writing, or speaking.
  - (C) The test complies with the highest standards of psychological testing.
  - (D) The test contains items that test takers find confusing and ambiguous.
19. Which of the following best describes cued speech?
- (A) It is a manual communication system that can be used independently of speech.
  - (B) It is a method of communication used with people who have hearing loss, in which hand signals supplement information obtained from speech reading.
  - (C) It is an oral-aural approach used instead of speech reading to communicate with people who have hearing loss.
  - (D) It is a sign system designed primarily for use by children with hearing loss to communicate with people who use spoken language.
20. A student has an expressive language delay. Her hearing is normal, and her functioning in all other areas of language development is age appropriate. Which of the following placements is most appropriate for the student?
- (A) A self-contained special education class with speech and language services
  - (B) A part-time placement in a resource room for students with developmental delays
  - (C) A full-time general education placement with speech and language services
  - (D) A full-time general education placement with an emphasis on oral reading support
21. Which of the following utterances provides an example of what is most likely an expression used in a dialect of American English?
- (A) Ma, ma, want wa wa.
  - (B) Where they all goin'?
  - (C) Girl bitten by bat while driving.
  - (D) Fire is burning out of control!

22. According to IDEA, what is PLEP?
- (A) Permanent legal documentation of a student's past educational performance
  - (B) Suggestions for parental leadership and involvement in the educational process
  - (C) A description of the standardized tests used to assess a student's educational performance
  - (D) A summary of a student's present levels of academic achievement and functional performance
23. Scores on a norm-referenced test are usually reported in
- (A) percentiles
  - (B) percent correct
  - (C) accumulated raw points
  - (D) points on an analytic scoring scale
24. According to IDEA's provision for the least-restrictive environment, a student with a disability should be included in general education classes if
- (A) space, equipment, and staff are available
  - (B) the student's needs can best be met there
  - (C) transition to the workplace is imminent
  - (D) the student does not need an IEP or a 504 plan
25. Which of the following is one of the most important words for functional communication with a young child with autism spectrum disorder?
- (A) More
  - (B) Later
  - (C) Stop
  - (D) Play
26. Which of the following is the most appropriate assistive device for a nonverbal student?
- (A) A personal telephone
  - (B) A picture board
  - (C) A talking tablet
  - (D) A hand puppet
27. Delays in language development are most often associated with which of the following childhood illnesses?
- (A) Gastroenteritis
  - (B) Eye infections
  - (C) Ear infections
  - (D) Colds
28. Which of the following is the most appropriate way for a teacher to facilitate social communication between two elementary school students with autism spectrum disorder?
- (A) Showing the students how to label feelings on cartoon drawings of favorite characters
  - (B) Acknowledging the students special interests at least once a week
  - (C) Creating a script to engage the students in a meaningful interchange
  - (D) Having the students introduce one another to the workers in the cafeteria
29. Which of the following is likely to be most challenging for middle school students who have autism spectrum disorder?
- (A) Respecting boundaries of adults
  - (B) Interacting with students of another gender
  - (C) Learning to take turns during games
  - (D) Following established classroom routines
30. A typically developing child will have a vocabulary of approximately how many words by age 3?
- (A) 45
  - (B) 100
  - (C) 150
  - (D) 450

## Answers to Sample Questions

1. The correct answer is (B). Nelson (1973) found that the first words of monolingual English-speaking children could be placed into four categories in order of acquisition: nouns (naming objects or entities), verbs (requests for objects or actions), social terms (personal comments and greetings), and modifiers (descriptions).

2. The correct answer is (D). According to ASHA, three tiny bones in the middle ear carry sound vibrations from the eardrum to the inner ear. When fluid is present, the vibrations are not transmitted efficiently, and sound energy is lost. The result may be mild or even moderate hearing loss in which speech sounds are muffled or inaudible.

3. The correct answer is (A). According to *The Merck Manual of Diagnosis and Therapy*, people who have experienced damage to the Broca area generally understand the meaning of words and know how they want to respond. However, they have difficulty finding the words to communicate. Their words are forced out slowly and with great effort.

4. The correct answer is (D). Strap muscles resemble a barber's strap or strop (used to sharpen straight razors) and are of concern in speech production, since the muscles control the position of the hyoid bone and affect the raising and lowering of the larynx.

5. The correct answer is (B). A student is eligible for special education services if the student has an articulation disorder that reduces intelligibility, significantly interfering with communication and attracting adverse attention.

6. The correct answer is (A). Pragmatics deals with variations in a speaker's use of language depending on the context of the situation. The context includes the speaker's assumptions concerning the listener's background knowledge of the subject. Choices (B), (C), and (D) list parts of the grammar that Despina must deploy in telling her story, but the example does not focus on any of those parts.

7. The correct answer is (C). The unusual speech and language characteristics often observed in children with autism spectrum disorder include meaningless repetitions (echolalia), pronoun confusion, inability to sustain a conversation, and lack of ability to engage in make-believe play.

8. The correct answer is (A). According to Temple Grandin, many children with autism spectrum disorder get fixated on one subject, such as trains or maps. The best way to deal with fixations is to use them to motivate schoolwork. If the child likes trains, then use trains to teach reading and math. Read a book about a train and do math problems with trains. For example, calculate how long it takes a train to travel from New York City to Washington, D.C.

9. The correct answer is (C). Stuttering is a communication disorder characterized by frequent disruptions in the forward flow of speech, such as repetitions of words or parts of words, prolongation of sounds, or a complete blockage of sounds.

10. The correct answer is (C). Waiting for the student to finish his sentences is the best strategy. Using any of the other three choices would draw unnecessary attention to the act of speaking and might actually exacerbate the problem.

11. The correct answer is (B). Research shows that ASL is like other natural languages, spoken or signed. It is acquired in a developmental sequence that parallels that of spoken languages, and the critical-stage theory with its implications for late acquisition is relevant.

12. The correct answer is (D). By definition, a kernel sentence is a simple, active, declarative sentence containing no modifiers or connectives. Choices (B) and (C) are interrogative sentences, and (A) contains a negative. "Kernel sentence" is a foundational idea in linguistics.

13. The correct answer is (A). Stopping occurs when continuant consonants (nasals, fricatives, affricates, and approximants) are substituted with a stop consonant of p, b, t, d, k, or g. Cluster reduction occurs when one or more consonants in a cluster is omitted.

14. The correct answer is (D). Parents can provide reinforcement and supportive assistance by encouraging Chris to practice what she has learned in therapy. Since articulation therapy involves learning to use the tongue and lips appropriately, using a mirror to monitor that the mouth is being positioned correctly is the best approach.

15. The correct answer is (C). School speech therapists' caseloads tend to be large. Sixty, seventy, or eighty children per speech therapist is not uncommon, especially in states that either do not have a legislated maximum caseload limit or the maximum caseload limit allowed by the state's legislature is very high. Even though most states have a legislated maximum caseload, a therapist's workload is largely determined by the needs of the district.

16. The correct answer is (B). According to the American Speech-Language-Hearing Association (ASHA), both schools and individual practitioners working within schools may be certified as Medicaid providers if they meet state provider qualifications.

17. The correct answer is (D). The purpose of a pledge at the beginning of a therapy session is to remind students that they are united in a common purpose. That purpose is to successfully improve their speech and to assume personal responsibility for their progress. Success will depend as much on their own efforts as on the expertise of the therapist who is working with them. A pledge is also a bill of rights that defines both expectations and responsibilities.

18. The correct answer is (D). Choices (A), (B), and (C) are actually advantages of such a test. Trained professionals who administer the tests and evaluate the results say some few test questions are ambiguous. The testing point of such questions is not clear and is likely to confuse the test taker.

19. The correct answer is (B). According to the National Cued Speech Association, cued speech is a mode of communication based on the phonemes and properties of traditionally spoken languages. Cueing allows users who are deaf or hard of hearing or who have language or communication disorders to access the basic, fundamental properties of spoken languages using vision. Cueing is a process of manipulating handshapes, hand placements, and nonmanual signals to produce a visible code representing the same building blocks. The blocks are assembled by way of the stream of cues produced by these manipulations. Because cueing is the visible counterpart of speaking, cued language is the visible counterpart of spoken language.

20. The correct answer is (C). Since the student's functioning in most areas of language development is age appropriate, it is very likely that she can keep up with a general education class as long as she is provided with the support she needs to develop her expressive language skills. The least restrictive environment for the student is the general education classroom with support as needed.

21. The correct answer is (B). Some dialects of American English omit forms of the verb "to be" in informal speech. (A) is baby talk, (C) contains a misplaced modifier and is possibly a headline, and (D) is also a headline. In standard English, (B) is "Where are they all going?"

22. The correct answer is (D). According to IDEA, the Present Level of Educational Performance (PLEP) is a summary describing the student's current achievement in the areas of need determined by an evaluation. It states how a disability affects the student's involvement and progress in the general curriculum. The PLEP contains current specific, measurable, objective baseline information for each area of need affected by the disability. In addition, it links evaluation results, expectations of the general curriculum, and goals for the student.

23. The correct answer is (A). With norm-referenced tests, a representative group of students is given a test prior to its availability to the public. The scores of the students who take the test after publication are then compared to those of the norm group. The scores range from 1st percentile to 99th percentile, with the average student score set at the 50th percentile. If a student scores at the 75th percentile, it means the student scored higher than 75 percent of the test takers in the norming group. Normed scores can also be reported as grade equivalents.

24. The correct answer is (B). According to the intention of IDEA, handicapping condition, severity of condition, and availability of resources are not relevant factors in determining whether a student should be included in general education classes. Foremost in any decision are the needs of the individual student and the student's right to a free and appropriate education.

25. The correct answer is (A). Young children with autism spectrum disorder can often be encouraged to use words or signs to indicate that they enjoy something and would like more of it.

26. The correct answer is (B). The most appropriate device for a child who is nonverbal is a picture communication board. Such boards can be made by the family and the teacher to help the student express basic needs and wants.

27. The correct answer is (C). Ear infections, particularly of the middle ear, reduce the child's ability to hear sounds accurately and can, therefore, delay a child's speech development.

28. The correct answer is (C). To facilitate the students' social communication skills the teacher needs to have the students interact with one another using, if necessary, a script prepared to meet the objective for the students.

29. The correct answer is (B). Middle school students with ASD are often poor communicators and are likely to be ill at ease in situations involving interactions with students of another gender.

30. The correct answer is (D). According to research at the University of Michigan, it is not unusual for typically developing 3 year olds to have a vocabulary of 450 words.

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

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

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

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

### 3) Collect study materials.

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

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Test preparation materials include sample questions and answers with explanations.

### 4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at [www.ets.org/praxis/register/dates\\_centers](http://www.ets.org/praxis/register/dates_centers).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

### 5) Practice explaining the key concepts.

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

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

Scoring information can be found on page 58.

### 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 26 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 26 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 13.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

## 5. Develop Your Study Plan

*Develop a personalized study plan and schedule*

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

**Use this worksheet to:**

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

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

**Test Date:** 9/15/18

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/18	7/15/18
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	7/17/18	7/17/18
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	7/20/18	7/21/18
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/18	7/26/18
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	7/25/18	7/27/18
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	8/1/18	8/1/18
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	8/1/18	8/1/18

(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	8/1/18	8/1/18
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	8/1/18	8/1/18
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	8/8/18	8/8/18
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	8/15/18	8/17/18
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/18	8/24/18
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	8/24/18	8/24/18
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	8/27/18	8/27/18
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	8/28/18	8/30/18
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	8/30/18	8/31/18
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	9/3/18	9/4/18
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	9/5/18	9/6/18

## My Study Plan

Use this worksheet to:

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

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

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

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

(continued on next page)



## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The *Special Education: Teaching Speech to Students with Language Impairments* test is designed to measure the knowledge and competencies necessary for a beginning teacher of speech in the school environment. The topics for questions are typically those covered in introductory courses.

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

You are not expected to be an expert on all aspects of the topics that follow. Virtually all accredited speech therapist programs address the content categories, topics, subtopics, and study topics. You are likely to find that the topics below are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. An overview such as this that just lists topics does not offer you a great deal of context. 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 list of topics are discussion areas that are intended to help you 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 chapter does not provide answers for the discussion areas, but thinking about the answers to them should 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. Foundations of Speech and Language Development

#### A. The definitions and basic elements of speech (e.g., articulation, voice, fluency) and language (e.g., semantics, phonology, pragmatics)

1. Categorize the place, manner, and voicing of all English phonemes
2. Discriminate between expressive and receptive language
3. Distinguish among form, content, and use of language
4. Given an example, identify semantics, syntax, morphology, and pragmatics

#### Discussion areas: The definitions of basic elements of speech and language

- Define language, including an explanation of the form (syntax), content (phonology and semantics), and use of language (pragmatics)
- Explain the relationship of speech to language, including a discussion of the acoustic characteristics of speech and categorization of the phoneme of English by voicing, place, and manner of articulation

#### B. The specific characteristics of articulation, fluency, voice disorders, and language impairments

1. Describe the characteristics of special populations (those with autism spectrum disorders, speech language disorders, Down syndrome, hearing impairment, intellectual disabilities)
2. Discriminate between a language disorder and language difference (ESL, any United States dialect)
3. Analyze a child's speech for error patterns
4. Identify stimulability
5. Identify voice disorders related to quality, pitch, and loudness

### Discussion areas: The specific characteristics of articulation, fluency, voice disorders, and language impairments

- Define language disorder and discuss the characteristics that are identifiable at different ages and stages, from first words (8 to 14 months) to 12 years of age
- Compare and contrast characteristics of language disorders for children on the autism spectrum continuum; children with intellectual disabilities, including Down syndrome; children who are hard of hearing (hearing impaired or deaf); and children with specific language impairment
- Compare and contrast language disorder with language difference
- Discuss evidence-based practice for the speech-language pathologist's role in assessing language difference versus disorder for diverse populations of children learning English as a second language
- Discuss what major dialects are common to the United States as spoken by African Americans, Hispanic Americans, Asian Americans, Pacific Islanders, Native Americans, and others
- Describe techniques the speech-language pathologist uses for analyzing the error patterns in a child's speech (e.g., naturalistic speech sampling, standardized speech testing, analysis of speech sound inventories, distinct features analysis, phonological pattern analysis, speech intelligibility, speech rate, voice quality, and speech fluency)

#### C. Fundamental aspects of speech and hearing sciences

1. Define terms associated with speech and hearing sciences (duration, frequency, decibel)

#### D. Oral and written language modalities

1. Identify language deficits (expressive or receptive)
2. Describe the reciprocal nature between oral and written language
3. Identify how expressive and receptive language deficits can have a negative impact on the child's ability to meet the linguistic demands of the classroom

**Discussion areas: Fundamental aspects of speech and hearing sciences; Oral and written language modalities**

- Explain the fundamentals of speech and hearing science, including the anatomy and physiology of speech production and hearing (as well as hearing perception in infants and children)
- Review concepts basic to speech and hearing science, including—but not limited to—frequency, intensity, duration, and decibels
- Compare and contrast receptive language with expressive language and explain deficits associated with receptive and/or expressive language
- Discuss the relationship of oral language to written language and why that information is important to the speech-language pathologist
- Discuss how receptive and expressive language problems affect children’s performance in the classroom

**E. Typical and atypical disfluencies**

1. Recognize types of disfluencies in speech (blocks, part-word repetitions, whole-word repetitions, phrase repetitions, prolongations, revisions)
2. Distinguish between disfluencies associated with language development
3. Recognize secondary characteristics of disfluencies

**Discussion areas: Typical and atypical disfluencies**

- Define stuttering and describe the disfluencies associated with beginning/incipient developmental stuttering (atypical disfluencies) and disfluencies typical of children who do not exhibit stuttering
- Discuss secondary characteristics associated with atypical fluency breakdowns in children

**F. Anatomical and physiological foundations associated with the acquisition of speech and language**

1. Identify the articulators
2. Identify areas of the brain responsible for speech, language, and hearing
3. Interpret the impact of physiological deviation on speech acquisition (cleft palate, chronic otitis media)

**Discussion areas: Anatomical and physiological foundations associated with the acquisition of speech and language**

- Name the articulators and describe the structure and function of each in speech production
- Describe an oral-facial examination and what it reveals about physical deviations that might affect speech
- Identify the areas of the brain that are responsible for speech, language, and hearing
- Define otitis media and describe how it might affect hearing, speech, and learning in children
- Describe cleft palate, the types of cleft, and the influence it might have on speech production

**G. Relationships among speech, language, and hearing and the implications for teaching communication skills**

1. Recognize the influence of hearing loss on sound production and language development
2. Predict the possible consequences of articulation errors on language development (e.g., deletion of the final consonants can affect past-tense verb forms, plurals, possessives, spelling)
3. Identify typical speech errors associated with hearing impairment (final consonant deletion, omission/stopping of fricatives, devoicing of some phonemes)
4. Predict the possible consequences of articulation errors on language development (e.g., deletion of the final consonants can affect past-tense verb forms, plurals, possessives, spelling)
5. Identify the role of socioeconomic status (SES), education, regional variation on the development of language
6. Distinguish language disorders from language differences (dialects) covered previously
7. Identify coexisting conditions and effects of communication impairments
8. Distinguish among developmental, congenital, and acquired conditions

Associate typical speech, language, and behavioral characteristics with low- and high-incidence disabilities (ADHD, ASD, Down syndrome, TBI)

9. Recognize how degree of severity (mild, moderate, severe) affects development
10. Differentiate between deficits associated with prelinguistic and postlinguistic impairments (hearing impairments co-occurring at birth, brain injuries, cerebral palsy)

**Discussion areas: Relationships among speech, language, and hearing and the implications for teaching communication skills**

- Explain how the type and degree of hearing loss affects speech errors in children
- Explain how the type and degree of hearing loss affects morphology and syntax in children (e.g., a child with a moderate high-frequency hearing loss having difficulty with past-tense markers, vocabulary development, spelling)
- Compare and contrast high-incidence with low-incidence disabilities and describe the language characteristics associated with each (attention-deficit/hyperactivity disorder, autism spectrum disorder, Down syndrome, and traumatic brain injury)
- Discuss how the severity of the identified disability affects development in general and development of speech and language specifically

**H. Reciprocal relationship between oral and written language**

1. Identify how oral language deficits manifest difficulties in written language
2. Recognize how decoding difficulties are caused by phonological deficits
3. Recognize how reading-comprehension difficulties may be caused by semantic, syntactic, and discourse problems

**Discussion areas: Reciprocal relationship between oral and written language**

- Define decoding and how phonological deficits contribute to decoding difficulties for children
- Explain the relationship of language problems and how they influence reading comprehension (e.g., how problems with semantics, syntax, or pragmatics might contribute to reading-comprehension problems)

- Compare and contrast conversational discourse with narrative discourse and the influence on reading development

**II. Identification and Assessment of Communication Impairments**

**A. Basic terminology associated with assessment**

1. Distinguish between validity and reliability of assessment instruments
2. Recognize terms such as standard deviation, percentile, standard error of measurement

**B. Screening methods**

1. Identify how to take a language sample
2. Recognize the difference between screening and diagnostic methods
3. Gather and synthesize information

**C. Purposes, strengths, and limitations of assessments**

**D. Gathering background information**

1. Use school records, patient input, and service provider input
2. Recognize how to use assessment data, observations, social history, and checklists

**E. Administering speech and language assessments**

1. Identify age-appropriate tests
2. Recognize how to collect and analyze language samples
3. Recognize how to use basals and ceilings

**F. Adapting and modifying assessments**

1. Identify multicultural issues
2. Recognize how to accommodate for language differences
3. Recognize effects of adapting norm-referenced measures

**G. Synthesizing assessment information and decision making**

**H. Collaborating and communicating on assessments**

**I. Record creating and keeping**

1. Identify developmental milestones
2. Recognize how to document goals and objectives
3. Recognize how to monitor progress

### Discussion areas: Identification and assessment of communication impairments

- Compare and contrast screening, assessment, and diagnostic methods
- Identify the purposes of assessment; summarize the strengths and weaknesses of assessment
- Identify psychometric concepts and terms associated with standardized tests, including validity, reliability, standard scores, percentiles, composite scores, age equivalents, basals, and ceilings
- Describe how a language sample is collected and utilized in assessment
- Describe how the speech-language pathologist uses norm-referenced tests in assessment
- Identify what medical, developmental, educational, and social information should be collected during assessment and how the information should be used
- Describe the outcomes of assessment and the responsibilities of the speech-language pathologist and speech teacher/assistant in communicating the information to parents, teachers, and the student
- Identify what records should be maintained and how those records should contribute to documentation to demonstrate the outcomes of intervention (e.g., individualized education plans)
- Describe the major developmental milestones that characterize children's development from birth to 12 years of age
- Describe the multicultural issues that influence assessment and the evidence-based practices used to decrease biased testing and inappropriate outcome
- Explain the roles and responsibilities of the SLP and speech teacher/assistant for collaboration with parents and other professionals throughout assessment, individual educational planning, goal writing, implementation of the individualized education plan, and monitoring of student progress

### III. Planning and Managing the Learning Environment

- A. Identification, selection, and implementation of speech and language interventions**
- B. Service delivery models and collaboration**
  1. Identify individual and group models
  2. Identify benefits of push-in and pull-out models
- C. Supporting students' curricular needs**
  1. Using preteaching strategies
  2. Using scaffolding strategies
- D. Theoretical and philosophical models of language acquisition**
- E. Instructional materials and assistive technology**
  1. Identify basic characteristics of assistive technology
  2. Describe low and high tech devices
  3. Implications and issues involved with assistive technology
- F. Maintaining an effective learning environment**
- G. Motivation and reinforcement**
  1. Identify and use multisensory approaches
  2. Recognize advantages of preteaching and other strategies
- H. Functional communication skills**
  1. Describe functional communication skills
  2. Develop a student's functional-skills vocabulary
  3. Recognize behavioral issues related to communication skills
- I. Collaborating with stakeholders**
  1. Identify how and when to use communication journals
  2. Recognize how and when to coteach and collaborate

#### Discussion areas: Planning and managing the learning environment

- Describe the most common language intervention strategies based on best practices that are currently in use
- Discuss what factors influence decision making about the best approach to intervention with each child

- Describe in detail the similarities and differences of the individualized family service plan and the individualized education plan (including when the IFSP is developed and when the IEP is developed)
- Identify what service delivery models are commonly used in public schools (K–12)
- Summarize notions associated with providing services in the classroom (push-in) versus outside of the classroom (pull-out); describe the advantages and disadvantages of each
- Discuss the major theories that explain language acquisition in children, including what is known about language acquisition in bilingual and multilingual children
- Describe some basic materials that are useful in the learning environment
- Discuss assistive technology and strategies for decision making about when to incorporate assistive technology
- Compare and contrast multisensory approaches to training
- Explain functional communication skills and provide examples of each appropriate skill for children in grades K–12
- Identify the stakeholders affected by the services of speech-language pathologists and other providers
- Explain preteaching, scaffolding, effective learning environment, reinforcement, and motivation; explain the important issues for each

#### IV. Legal, Ethical, and Professional Aspects of the Job

##### A. Federal and state requirements and major legislation

1. Identify steps in the referral process
2. Identify eligibility requirements

##### B. Federal safeguards and legal implications of laws, rulings, regulations

1. Define due process, FAPE, LRE
2. Determine when a situation satisfies LRE requirements
3. Know how to apply record release procedures
4. Know how to identify rights of students and parents (including refusal)
5. Know when to offer procedural safeguards
6. Determine whether a student's rights have been violated
7. Recognize how a situation might not be in compliance with the law

##### C. Components of IFSPs and IEPs, including transition planning

1. Know the members of an IEP team
2. Analyze proposed IEP goals for appropriateness
3. Compose appropriate IEP goals
4. Determine when to use IEP or IFSP
5. Identify components of an IEP

##### D. Discriminatory practices

1. Determine whether and why an assessment is discriminatory
2. Analyze a situation to determine whether a treatment is discriminatory
3. Accommodate cultural and linguistic differences in treatment
4. Identify limitations of norm-referenced tools with regard to minority populations

##### E. Current research and best practices

1. Identify ways to find current information on topics that inform the teaching of students with speech and language impairments
2. Identify organizations and publications relevant to the needs of students with communication impairments

## F. Collaborating and communicating with stakeholders

1. Define collaboration as communication between two or more individuals for sharing of responsibilities for service delivery
  2. Recognize the benefits of collaboratively working on IEPs
- Incorporate information from stakeholders regarding development, implementation, and monitoring of IEPs
3. Educate diverse audiences using nontechnical language
  4. Explain transition planning and why it is needed to parents
  5. Explain the impact of a speech and language impairment on a student's educational and social performance
  6. Work effectively with others to support students
  7. Distinguish between the roles of the teacher and the paraprofessional
  8. Know how to counsel families and provide support
  9. Identify strategies to keep parents informed about children's progress
  10. Identify community resources that will support families in need
  11. Recognize potential stressors on a family when a child has a disability

**NOTE:** The Individuals with Disabilities Education Act (IDEA) mandates a free and appropriate education for children in the United States in the least restrictive environment (LRE) with due process—which means that no child can be placed in special education services without the parents' fully informed consent.

## Discussion areas: Legal, ethical, and professional aspects of the job

- Summarize the events in the United States that lead to the development of Public Law 94-142, which continues to the present as IDEA, including the aim of the legislation and why it was necessary
- Describe the guidelines for referral, assessment, conferencing, placement, and annual review and transition services for children who might qualify for speech and language assessment
- Define discrimination and identify what discriminatory practices federal and state laws safeguard against with regard to educational placement, assessment for special services, and enrollment in special services
- Describe how the speech-language pathologist safeguards against discriminatory assessment practices for diverse populations of children
- Define people-first language and describe how it should influence professionals' communication with parents, teachers, and students
- Identify some basic strategies for effective counseling with parents and students about speech and language
- Explain transitional planning and when it might be implemented, including the role of the speech-language pathologist in supporting effective transition planning and implementation
- Describe the impact of communication disorders on children's academic progress, social adjustment, and quality of life
- Describe what stressors may impede the effective functioning of families with a child presenting with a communication disorder, including how the SLP, in conjunction with other professionals, works with the family to eliminate or reduce the impact of the stressors
- Identify who is required to be included in educational referral, evaluation, and placement conferences for children who qualify for special services

## 7. Review Smart Tips for Success

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

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

#### **Should I guess?**

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

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

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

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

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

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

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

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

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

### **Smart Tips for Taking the Test**

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at <https://www.ets.org/praxis/institutions/scores/passing/> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

## 8. Check on Testing Accommodations

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

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

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

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

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

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

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

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- any electronic, photographic, recording, or listening devices

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

Test centers assume no responsibility for your personal items.

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

**Note:** All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit [www.ets.org/praxis/test\\_day/bring](http://www.ets.org/praxis/test_day/bring).

### Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

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

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

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What your *Praxis* scores mean

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

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

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand).

## Put your scores in perspective

Your score report indicates:

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

If you have taken the same *Praxis* test or other *Praxis* tests in the last 10 years, your score report also lists the highest score you earned on each test taken.

## Content category scores and score interpretation

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

## Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *Praxis Passing Scores*, found at <https://www.ets.org/praxis/institutions/scores/passing/>
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

# Appendix: Other Questions You May Have

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

## What do the *Praxis* tests measure?

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

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

## Who takes the tests and why?

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

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

## Do all states require these tests?

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

## What is licensure/certification?

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

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

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

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

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

### How were the tests developed?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)**

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

**[www.ets.org/praxis/store](http://www.ets.org/praxis/store)**

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