Welcome to *The Praxis™ Study Companion*

**Prepare to Show What You Know**

You have gained 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 tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- 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!
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1. Know What to Expect

Familiarize yourself with the Praxis tests so you know what to expect

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

Before you register for a test, confirm your state or agency’s testing requirements at www.ets.org/praxis/states.

How are the Praxis tests given?
Praxis I® and Praxis II® tests are given in both computer and paper formats. Note: Not all Praxis II tests are offered in both formats.

Should I take the computer- or paper-delivered test?
You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats. To help you decide, watch the What to Expect on Test Day video for computer-delivered tests.

If I’m taking more than one Praxis test, do I have to take them all in the same format?
No. You can take each test in the format in which you are most comfortable.

Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?
No. The computer-delivered test and paper-delivered test cover the same content.

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

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the Praxis Web site for more detailed test registration information at www.ets.org/praxis/register.
The Praxis tests include two types of questions — multiple-choice (for which you select your answers from a list of choices) and constructed-response (for which you write a response of your own). 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 Multiple-Choice Questions

Many multiple-choice 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 one of 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 multiple-choice 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 multiple-choice 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, marking 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 multiple-choice formats are developed from time to time to find new ways of assessing knowledge. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for and what details are given in the question that will help you find the answer.

Here is an example of a format you might not have encountered before:

**Directions:** The following question asks you to analyze teacher goals and actions intended to lead to the achievement of the goal. Decide whether the action is likely or unlikely to lead to the achievement of the goal.
**GOAL:** To increase the participation of low-achieving middle school students in whole-class discussions.

**ACTION:** Instead of asking for volunteers, the teacher randomly calls on students to discuss homework assignments.

(A) Likely, because students who feel anxiety about being called on will be more at ease and will pay more attention to class discussions

(B) Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from those students

(C) Unlikely, because students in the middle school grades prefer to have a choice in responding to discussions

(D) Unlikely, because students’ positive feelings toward the teacher will decrease

To answer this question correctly you must read the directions, which explain how the paragraph marked “GOAL,” the paragraph marked “ACTION,” and the answer choices fit together. The answer is (B) because it is the only action that is both “likely” to be successful and “likely” to be the right reason. To answer this question, first decide whether the action was likely to achieve the desired goal. Then select the reason. This two-part selection process brings you to your answer.

**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 providing in-depth explanations on particular topics. Essay and problem solving 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.”

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.

b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.
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 circle each of the details of the question in your test book or take notes on scratch paper so that you don’t miss any of them. Then you’ll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in “4. Learn About Your Test” on page 11.

**Understanding Computer-Delivered Questions**

Questions on a 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.

Interactive question types may ask you to respond by:

- Typing in an entry box, particularly for a constructed-response question.
- Clicking an oval answer option for a multiple-choice question.
- Clicking on sentences. In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

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.
3. Understand Your Scores

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

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

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

If I move to another state, will my new state accept my scores?
The Praxis Series tests are part of a national testing program, meaning that they are required in more than one state for licensure. The advantage of a national program is that if you move to another state that also requires Praxis tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?
Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will receive passing score information for that state.

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

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

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

Put your scores in perspective
Your score report indicates:

• Your score and whether you passed
• The range of possible scores
• The raw points available in each content category
• The range of the middle 50 percent of scores on the test
• Your Recognition of Excellence (ROE) Award status, if applicable (found at www.ets.org/praxis/scores/understand/roe)

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

On many of the Praxis tests, questions are grouped into content categories. 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. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

These resources may also help you interpret your scores:

- Understanding Your Praxis Scores (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- The Praxis Series Passing Scores (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)
4. Learn About Your Test

Learn about the specific test you will be taking

School Social Worker: Content Knowledge (0211)

Test at a Glance

<table>
<thead>
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<th>Test Name</th>
<th>School Social Worker: Content Knowledge</th>
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<td>Time</td>
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<td>Number of Questions</td>
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<td>Format</td>
<td>Multiple-choice questions</td>
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<td>Test Delivery</td>
<td>Paper delivered</td>
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Content Categories

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
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<tr>
<td>I. Social Work Ethic, Values, and Establishing Professional Boundaries</td>
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</tr>
<tr>
<td>II. Program Development and Management Skills</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>III. Direct School Social Work Practice Skills</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>IV. Theories of Human Behavior and Development</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>V. Models of School Social Work Practice</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>VI. Interdisciplinary and Collaborative Interaction</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>VII. Characteristics of Pupil Populations</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>VIII. Public Education, Legislation, Case Law, and Due Process</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>

About This Test

The School Social Worker test is designed for those who have completed university-level programs in social work, including courses in school social work, and who plan to become school social workers in elementary and secondary schools.

The 100 multiple-choice questions measure the knowledge and skills required of entry-level school social workers and are set in the context of five job dimensions:

- relationship with and services to students and families
- relationship with and services to teachers and school staff
- services to other school personnel
- administrative and professional tasks
- prevention, advocacy, and interagency collaboration
The content areas include ethics, program development and management, direct school social work practice skills, human behavior and development, models of school social work practice, interdisciplinary and collaborative interaction, characteristics of pupil populations, and legal issues.

The test is aligned with the National Association of Social Workers (NASW) Standards.

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

**Topics Covered**

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

I. **Social Work Ethics, Values, and Establishing Professional Boundaries**
   - Integrity and personal conduct as a social worker
   - Privacy of the client’s interests
   - Privacy rights of students and families according to the Buckley Amendment
   - Confidentiality of information
   - Commitment to the employing institution
   - Establishing professional boundaries
   - Ethical responsibilities to colleagues
   - Maintaining proficiency in professional practice
   - Mission of the social work profession
   - NASW Code of Ethics

II. **Program Development and Management Skills**
    - Needs assessment
    - Planning
    - Implementation
    - Monitoring
    - Evaluation

III. **Direct School Social Work Practice Skills**
    - Assessment
    - Diagnosis
    - Intervention
    - Establishing casework priorities
    - Monitoring
    - Termination
    - Evaluation
    - Casework with individuals
    - Advocacy
    - Collaboration
    - Mediation
    - Education
    - Group work
    - Family intervention
    - Case management
    - Case recording or record keeping
    - NASW Standards

IV. **Theories of Human Behavior and Development**
    - Human growth and development
    - Learning theory
    - Systems theory
    - Communications theory
    - Social learning theory
    - Behavioral theory
    - Resiliency theory

V. **Models of School Social Work Practice**
    - School-community-pupil relations model
    - Clinical model
    - Social interaction model
    - School-change model
VI. Interdisciplinary and Collaborative Interaction
- Interdisciplinary teamwork
- Collaborating and consulting with school personnel
- Collaborating and coordinating with community agencies
- Climate and culture of the educational system

VII. Characteristics of Pupil Populations
- Racial and ethnic groups
- Gay and lesbian students
- English-language learners
- Students with disabilities
- Adolescent parents and teenage pregnancy
- Homeless students
- Abused and neglected students
- Substance abuse
- Truants
- Dropouts and underachievers
- Delinquency, behavior problems, violence, and gangs
- Divorce and separation
- Suicide
- Physical health problems
- Peer problems
- Mental health issues

VIII. Public Education, Legislation, Case Law, and Due Process
- Section 504 of the Rehabilitation Act of 1973
  Handicapped Persons’ Rights Under Federal Law
- PL 94-142, Education for All Handicapped Children Act
- PL 99-457, Education of the Handicapped Amendments of 1986 (Early Intervention Programs for Infants and Toddlers)
- Due process procedures under case law
- Policies regarding student discipline, suspension, expulsion, and zero tolerance
- PL 100-77, McKinney-Vento Homeless Assistance Act
- PL 100-297, School Improvement Act of 1987 (Hawkins-Stafford ESEA Amendments)
- PL 108-446, The Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- Vocational Rehabilitation Act
- Civil Rights Act
- No Child Left Behind Act
5. Determine Your Strategy for Success

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

Effective Praxis test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day. A helpful resource is the Strategies for Success video, which includes tips for preparing and studying, along with tips for reducing test anxiety.

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in “4. Learn About Your Test” on page 11 section, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other Praxis tests.

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

Study guides are available for purchase for many Praxis tests at www.ets.org/praxis/testprep. Each guide provides a combination of test preparation and practice, including 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 at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.
5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found in “3. Understand Your Scores” on page 9.

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 19 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 17 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 11 to select topics, and then select practice questions, beginning on page 23.

• 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.
Step 5: Determine Your Strategy for Success

- **Take the practice test together.** The idea of the 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.** Score one another’s answer sheets. 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.
6. 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. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 11 to help complete it.

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

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<th>Praxis Test Name:</th>
<th>Praxis I Pre-Professional Skills Test: Reading</th>
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<td>Test Date:</td>
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<table>
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<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
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<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
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</tr>
<tr>
<td>Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/17/12</td>
<td>9/17/12</td>
</tr>
<tr>
<td>Organization</td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/20/12</td>
<td>9/21/12</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>Identify key transition words/phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/25/12</td>
<td>9/26/12</td>
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<tr>
<td>Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
<td>9/25/12</td>
<td>9/27/12</td>
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## Critical and Inferential Comprehension

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
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<tbody>
<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
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<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author's discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Draw inferences/implications from directly stated content of reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/8/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/8/12</td>
<td>10/8/12</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Determine author's attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/15/12</td>
<td>10/17/12</td>
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<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/22/12</td>
<td>10/24/12</td>
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<tr>
<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/24/12</td>
<td>10/24/12</td>
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<tr>
<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/27/12</td>
<td>10/27/12</td>
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# My Study Plan

Use this worksheet to:

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

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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?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the "Skip" function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. 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 multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or 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 mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

1. For a paper-delivered test, put your answers in the right bubbles. It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.

2. Skip the questions you find extremely difficult. Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. 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.

3. **Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.

4. **Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers 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.

5. **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.

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

7. **Use your energy to take the test, not to get angry at it.** Getting angry at the test 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. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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

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

1. A school social worker is conducting an assessment of a student and is unable to observe the student in multiple environments. What is the social worker’s next best choice for assessing the student’s level of adaptive behavior?
   (A) Observing the student in different play activities at school
   (B) Interviewing the student, the student’s parents, and the student’s teachers
   (C) Testing the student using a projective instrument
   (D) Developing a genogram of the student’s family relationships

2. A school social worker can correctly explain to a parents’ group that the right to a free, appropriate public education for children with disabilities was guaranteed for the first time with the enactment of
   (A) PL 94-142, Education for All Handicapped Children Act
   (B) PL 99-457, Early Intervention Programs for Infants and Toddlers
   (C) PL 100-77, Homeless Assistance Act
   (D) PL 100-297, School Improvement Act (Hawkins-Stafford ESEA Amendments)

3. In the development of a schoolwide educational program on sexual abuse, the first and most important goal of the school social worker is to help students
   (A) disclose to their teachers any attempted sexual abuse they may have experienced
   (B) become aware of sexual abuse in order to protect themselves
   (C) become more assertive of their legal rights with respect to their parents
   (D) develop strategies to evade adult abusers

4. While visiting a parent to discuss a teacher’s concerns about an older child’s adjustment, the school social worker observes the parent’s critical and punitive interactions with her 3½-year-old child. Aware of the older child’s withdrawn behavior and lack of confidence in her abilities, the social worker recalls Erik Erikson’s stages of social-emotional development in children. Which statement best describes the Eriksonian concept of initiative versus guilt?
   (A) Guilt-ridden children have a very difficult time forming attachments to others.
   (B) Children who are treated harshly and inconsistently can become confused and incompetent.
   (C) Parental values exert a powerful effect on children and should be carefully defined.
   (D) A sense of competence rather than guilt develops when assertiveness is allowed.
5. In many school districts, the school social worker is a member of the Individualized Education Program (IEP) team. Which of the following would be most useful for the school social worker to have?
   (A) Written communication skills, including typing and use of computers
   (B) Problem-solving abilities and consensus-building skills
   (C) The ability to communicate instructional strategies
   (D) The ability to initiate new school policy

6. A number of teachers in school are referring students with relatively minor problems for social-work services. Which of the following is the best and most cost-effective response for the school social worker to make in this situation?
   (A) Conducting an in-service program for teachers that discusses appropriate referrals and an overview of the role of the social worker in the school
   (B) Issuing an administrative memorandum describing appropriate referrals
   (C) Continuing to accept every referral and prioritizing them, thus delaying some cases
   (D) Talking with each teacher who has recently made a referral about the types of referrals being made and the appropriateness of each

7. In separate interviews with the school social worker, Henry’s teacher and his mother describe the 9-year-old boy as having a history of severe behavior problems, including making threats to teachers and family members. After conducting these interviews, the school social worker should decide that the most appropriate next step is to
   (A) refer the student to a family court
   (B) refer the family to a child-welfare agency for voluntary foster care placement
   (C) interview the student in order to gain a better understanding of his problems
   (D) place the student in a school-based group for boys who are acting out

8. A planning and placement team has determined that a fourth-grade student needs special education services. The evaluation results indicate that the student exhibits appropriate interpersonal behavior, is of average intellectual ability, but is not achieving commensurate with this ability level, particularly in mathematics and reading. The disability designation of the student is likely to be
   (A) mental retardation
   (B) developmental delay
   (C) specific learning disability
   (D) multiple handicaps

9. In an IEP meeting, documentation is presented to parents to support the team’s recommendation that their daughter be placed in a class for children who are emotionally disturbed. The school social worker provides answers to the parents’ questions concerning the team’s recommendation. Although they acknowledge that they are aware of their daughter’s difficulties, they seem reluctant to make a decision, and they express their concern about the effects of the placement on their other children and the family in general. The social worker notices their hesitancy and makes efforts to put off the placement. In terms of systems theory, the team’s recommendations may be viewed by the parents as which of the following?
   (A) Negative feedback
   (B) A potential source of disequilibrium
   (C) Subsystem alliances
   (D) Linear analysis

10. Which of the following is a school social work model under which social workers operate primarily by casework methods?
    (A) School-community-pupil relations
    (B) Clinical
    (C) Social interaction
    (D) School change
11. Throughout the school year, the school social worker has worked with a group of five students on a weekly basis. They are preparing for summer break, which will occur in a few months. The social worker will most likely use which of the following processes to bring things to a close?

(A) Termination  
(B) Conclusion  
(C) Transition  
(D) Consultation

12. In an interview, a student says to the school social worker, “Do you promise never to tell my parents anything that I share with you?” The social worker’s most appropriate response should be which of the following?

(A) “Yes, I will promise you that anything shared in confidence will never be revealed to your parents.”

(B) “I cannot honor such a request because I am obliged to serve your parents as well as you.”

(C) “I will keep everything confidential, except if I suspect that you or someone else will be or have been harmed or abused.”

(D) “I would never violate your confidence.”

13. A high school policy requires that students be dropped from classes after 10 absences, except for medical absences. The school social worker is unable to convince the school that the special circumstances of pregnant students warrant review of the attendance policy. Several parents of pregnant students have complained to the district about this policy because there is a very high dropout rate. The social worker requests that a task force be formed to examine this issue. This is an example of utilizing which of the following social work skills?

(A) Networking  
(B) Collaboration  
(C) Linking  
(D) Advocacy

14. A school social worker supervises and monitors a peer counseling program in a large high school. Which of the following are appropriate monitoring activities for the social worker in such a program?

I. Maintaining statistics related to the number and frequency of contacts

II. Reviewing reports on interactions between the counselor and counselee for adherence to confidentiality guidelines

III. Making informational presentations to student groups regarding the program

IV. Advising the faculty members weekly about the program

(A) I and II only  
(B) I and IV only  
(C) II and III only  
(D) I, III, and IV only

15. The school social worker is serving on a committee to develop a school suspension policy. Which of the following statements most accurately reflects national research findings on school suspensions that the committee should consider?

(A) The percentage of suspensions is disproportionately high for both male students and Black students.

(B) Suspensions are necessary to maintain order in the school.

(C) The vast majority of school suspensions are for dangerous and violent offenses.

(D) The use of and grounds for suspension are fairly uniform across school districts in the United States.
16. The school social worker is participating in an interdisciplinary school team meeting that is focused on reviewing a student’s challenges in the classroom. The school social worker educates the team about the effects of poverty in the home to sensitize team members to how these stressors may be impacting the student. Which of the following values best represents the social worker’s intervention?
(A) Integrity
(B) Dignity and worth of the person
(C) Social justice
(D) Service

17. The No Child Left Behind Act of 2001 states that school districts must work toward a staff-to-student ratio of one school social worker to how many students?
(A) 400
(B) 800
(C) 1,200
(D) 1,600

18. A school social worker receives a referral and assesses the organizations and communities of which the client is a part so as to facilitate broader changes on the client’s behalf. This type of intervention would be considered
(A) short-term
(B) micro
(C) mezzo
(D) macro

19. Mr. Ortiz, a school social worker, has made several attempts to contact Ms. Harrison to collaborate on a success plan for her son. Mr. Ortiz might appropriately hypothesize that Ms. Harrison’s lack of a response is due to a family system that is
(A) flexibly separated
(B) structurally separated
(C) rigidly enmeshed
(D) structured

20. Which of the following is the best way for a school social worker to become knowledgeable about effective school behavior management programs and interventions?
(A) Seek professional development related to assessing and treating behavior problems and read peer-reviewed journal articles published within the last five years
(B) Consult with colleagues about behavior management methods they have used in the past and select the most appropriate strategy for the specific case
(C) Read and summarize research reports on managing behavioral issues
(D) Review records of students treated for behavior problems in the past
Step 8: Practice with Sample Test Questions

Answers to Sample Questions

1. The best answer is (B). The goal of the school social worker’s assessment is to develop as complete a picture as possible of the student’s adaptability in relating to peers, teachers, and parents. Because direct observation of the student in various environments is not feasible, in this situation the next best approach is for the social worker to employ the techniques of good interviewing in order to gather pertinent information about the student in both the home and school environments from these key sources.

2. The best answer is (A). The right to a free and appropriate public education for children with disabilities was first guaranteed with the enactment of PL 94-142 in 1975.

3. The best answer is (B). Developing awareness is generally accepted as the logical first step in a primary prevention program. Before children can identify attempted sexual abuse, become more assertive of their legal rights, or develop evasive strategies, they must be made aware of what constitutes sexual abuse.

4. The best answer is (D). According to Erikson, children within the preschool period from 3 to 5 years who are given the freedom to initiate motor, language, and play activities will have their sense of initiative reinforced. On the other hand, children who are made to feel that these activities are undesirable develop a sense of guilt that may persist throughout later stages in life.

5. The best answer is (B). An Individualized Education Program (IEP) requires that the team members come to agreement on a program that will most effectively meet the educational needs of the individual student. Among the different disciplines represented on the team, the school social worker is generally the member who has been trained in resolving conflict and mediating differences of opinion.

6. The best answer is (A). Inappropriate referrals result when the referring source is not familiar with the role and services of the service provider. It is the service provider’s responsibility to provide adequate definition of services and appropriate referral criteria and procedures to referral sources.

7. The best answer is (C). A social work assessment includes input from the student who is the focus of the evaluation. Direct interview of the student is essential. Any placement, referrals, or treatment plan would come after the assessment is complete.

8. The best answer is (C). The evaluation results are consistent with the definition of specific learning disability in Title 34 Code of Federal Regulations 300.541 (a & b), Criteria for determining the existence of specific learning disabilities, July 1, 1990.

9. The best answer is (B). After hearing the documentation and having their questions answered, the parents acknowledge their child’s disability but are concerned about the impact the placement will have on the family system. In terms of system concepts, their decision for placement would upset the status quo (family identity) and disrupt their stability, in systems concepts.

10. The best answer is (B). In the clinical model, school social workers work primarily with students and their families to address social and emotional needs via casework. The school-community-pupil relations model focuses on the interactions among the school, the community, and the student and is based in systems and social learning theories. The social interaction model concentrates on intervention with those systems that interact with the target system. The school change model focuses on modifying dysfunctional conditions in the school.

11. The best answer is (A). The goal of the school social worker is to help the students bring the group process to closure. Termination is the final stage of the helping process, which focuses specifically on helping clients obtain closure.

12. The best answer is (C). There are certain situations in which the school social worker may be legally required to inform or involve parents (threats of danger to self or others, suspected abuse, etc.).

13. The best answer is (D). Advocacy may be defined as making clients aware of their rights and helping them gain access to fair and adequate service.

14. The best answer is (A). Maintaining statistics and reviewing reports on interactions are both monitoring activities, but making presentations and advising faculty members about the program are not.
15. The best answer is (A). National research studies indicate that Black and male students are suspended in numbers disproportionate to those of other groups. When developing new policies, it is the responsibility of the policy makers to anticipate barriers that may prevent the fair implementation of a policy. Although all of the responses may be true, only (A) provides actual research findings that can help policy makers address the issues of fairness and equity in their implementation plan.

16. The best answer is (C). Social workers challenge social injustice by promoting sensitivity to and knowledge about oppression and cultural and ethnic diversity. The school social worker is educating the team professionals about the effects of poverty in the home and the potential subsequent impact on students’ school performance. While other values are also involved, this intervention is based on the value of social justice.

17. The best answer is (B). Section 5421 of the No Child Left Behind Act requires a ratio of one school social worker to 800 students.

18. The best answer is (D). Macro interventions are made on the level of organizations, communities, and societies. Micro interventions are on the level of the individual and family. Mezzo interventions are on the level of agencies and small groups. Short-term refers to the length, rather than the scope, of the intervention.

19. The best answer is (C). In a rigidly enmeshed family system, the boundaries are rigid and closed and the parents may not be open to any suggestions for change. The other types of family systems would not explain this communication problem.

20. The best answer is (A). Professional development is an appropriate way of gaining knowledge, and reading peer-reviewed journal articles is more time sensitive and can be done immediately when information is needed. While (B), (C), and (D) might be useful to obtain some background information, they are not likely to be comprehensive and/or objective. In addition, (D) might be problematic due to privacy issues.
9. Check on Testing Accommodations

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

What if English is not my primary language?

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

What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the United States armed forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at www.ets.org/praxis/register/accommodations/monday_testing.

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

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

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

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

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

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.
10. Do Your Best on Test Day

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

You followed your study plan. You are 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 and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response tests
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

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 necessary 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
- scrap paper
- any electronic, photographic, recording, or listening devices

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

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

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- 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!
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 pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. 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.

What are the Praxis I tests?
The Praxis I tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. Praxis I tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

What are the Praxis II tests?
Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 Praxis II tests, which contain multiple-choice or constructed-response questions, or a combination of both.

What is the difference between Praxis multiple-choice and constructed-response tests?
Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific Praxis II pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the Praxis test.

Who takes the tests and why?
Some colleges and universities use the Praxis I tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Praxis I scores as part of their teacher licensing process.

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

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

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

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

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

Your state chose *The Praxis Series* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

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

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice 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 existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the 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 scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the Web?

All test takers can access their test scores via their 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 in to your Praxis account at www.ets.org/praxis and click on your score report. If you do not already have a Praxis account, you must create one to view your scores.

Note: You must create a Praxis account to access your scores, even if you registered by mail or phone.
Your teaching career is worth preparing for, so start today!
Let the Praxis™ Study Companion guide you.

To search for the Praxis test prep resources that meet your specific needs, visit: www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the Praxis tests, visit the ETS Store: www.ets.org/praxis/store