

The Praxis™ Study Companion

School Psychologist

0401



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!

Table of Contents

The Praxis™ Study Companion guides you through the 10 steps to success

1. Know What to Expect	4
<i>Familiarize yourself with the Praxis tests so you know what to expect</i>	
2. Familiarize Yourself with Test Questions	5
<i>Become comfortable with the types of questions you'll find on the Praxis tests</i>	
3. Understand Your Scores	9
<i>Understand how tests are scored and how to interpret your test scores</i>	
4. Learn About Your Test	11
<i>Learn about the specific test you will be taking</i>	
5. Determine Your Strategy for Success	14
<i>Set clear goals and deadlines so your test preparation is focused and efficient</i>	
6. Develop Your Study Plan.....	17
<i>Develop a personalized study plan and schedule</i>	
7. Review Smart Tips for Success.....	21
<i>Follow test-taking tips developed by experts</i>	
8. Practice with Sample Test Questions	23
<i>Answer practice questions and find explanations for correct answers</i>	
9. Check on Testing Accommodations	31
<i>See if you qualify for accommodations that may make it easier to take the Praxis test</i>	
10. Do Your Best on Test Day.....	32
<i>Get ready for test day so you will be calm and confident</i>	
Appendix: Other Questions You May Have	34

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 tests are given in both computer and paper formats. **Note:** Not all *Praxis* 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.

2. Familiarize Yourself with Test Questions

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

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 question formats are developed from time to time to find new ways of assessing knowledge. The latest tests may include audio and video components, such as a movie clip or animation, instead of the more traditional map or reading passage. Other tests may allow you to zoom in on details of a graphic or picture. Tests may also include interactive questions that take advantage of technology to assess knowledge and skills. They can assess knowledge more than standard multiple-choice questions can. If you see a format you are not familiar with, **read the directions carefully**. They always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to select a single answer from a list of options. Other questions may ask you to respond in the following ways:

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

Remember that with every question you will get clear instructions on how to respond. See the [Praxis Computer-delivered Testing Demonstration](#) on the *Praxis* website to learn more about *Praxis* tests and to see examples of some of the types of questions you may encounter.

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 that accurately assess 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 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.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

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

Put your scores in perspective

Your score report indicates:

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

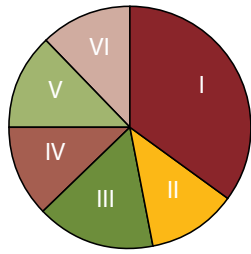
These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Series Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

4. Learn About Your Test

Learn about the specific test you will be taking

School Psychologist (0401)

Test at a Glance			
Test Name	School Psychologist		
Test Code	0401		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
Test Delivery	Paper delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Data-Based Decision Making	42	35%
	II. Research-Based Academic Practices	14	12%
	III. Research-Based Behavioral and Mental Health Practices	19	16%
	IV. Consultation and Collaboration	14	12%
	V. Applied Psychological Foundations	16	13%
	VI. Ethical, Legal, and Professional Foundations	15	12%

About This Test

The School Psychologist test is designed for 60-hour master's- and specialist's-degree-level candidates who want to serve as school psychologists in educational settings. The test assumes that candidates have had some form of supervised practicum or internship experience.

The 120 multiple-choice questions focus on both content and process issues that are relevant to the school setting. It should be noted that certain areas relevant to the practice of a school psychologist are not assessed in this examination because they do not lend themselves readily to multiple-choice assessment. It is assumed that candidates' competence in these other areas will have been evaluated using other methodologies during the course of academic training.

The main content areas of the test include data-based decision making; research-based academic practices; research-based behavioral and mental health practices; consultation and collaboration; applied psychological foundations; and ethical, legal, and professional foundations.

In measuring the six content areas, a variety of contexts are used: consultation, assessment, intervention, research, professional standards, and in-service training.

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. Data-Based Decision Making

A. Problem identification

1. Interview strategies, observational strategies, review of background information, screening measures and methods

B. Assessment/problem analysis

1. Measures of intellectual/cognitive function; measures of educational achievement; diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness); measures of social skills, development, adaptive behavior; social/emotional functioning and behavior; functional behavioral assessment; measures of personality; performance-based assessment (e.g., work samples, portfolios); curriculum-based assessment/curriculum-based measures; ecological assessment of the learning environment

C. Assessment considerations for special populations

1. Infant and early childhood/preschool; English as second language/English-language learners (ELL) (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment); low-incidence exceptionalities (e.g., chronic health impaired, severe physical disabilities, autism, sensory impaired); gifted and talented; cultural, racial, and diverse populations

D. Research, statistics, and program Evaluation

1. Evaluating research; translating research into practice; understanding research design and statistics; program evaluation models and methods

II. Research-Based Academic Practices

A. Effective instruction

1. Instructional strategies (e.g., cooperative learning, flexible grouping, differentiated instruction, engagement time, scaffolding, study skills, metacognition); curriculum accommodations and modifications (e.g., assistive technology, specially designed instruction)

B. Issues related to academic success failure

1. Factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, SES, language competency, programming for ELL); educational policies/practices (e.g., social promotion, high stakes testing, retention, tracking, zero tolerance, corporal punishment)

C. Academic interventions

1. Designing and implementing interventions; monitoring interventions (outcomes and treatment fidelity/integrity); evaluating learning outcomes

III. Research-Based Behavioral and Mental Health Practices

A. Primary, secondary, and tertiary preventative strategies

1. School/system-wide (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development); classroom organization and management (e.g., time management, classroom rules, physical environment); individual and small group (e.g., social skills training, conflict resolution)

B. School-based intervention skills/ techniques

1. Counseling (i.e., individual, group); applied behavioral analysis and intervention; developmentally appropriate intervention techniques

C. Crisis prevention/intervention/response

1. Crisis prevention techniques; school/district-wide crisis-management planning and response

D. Child and adolescent psychopathology

1. Symptom recognition; educational impact; support and interventions; basic knowledge of psychopharmacology; signs and symptoms of substance abuse

IV. Consultation and Collaboration

A. Models and methods of consultation

1. Behavioral; mental health; instructional; organizational; collaborative

B. School and system organization and policy development

C. Home/school/community collaboration

1. Working with families; teaming with school personnel and utilization of resources; interagency collaboration

V. Applied Psychological Foundations

A. Knowledge of general psychological principles, theories, and major research findings

1. Biological bases of behavior; child and adolescent psychopathology; human learning; child and adolescent development; personality and social psychology; motivation and cognition; theories of intelligence; language development

B. Knowledge of measurement theory and principles

1. Types of test scores and norms; strengths and limitations of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, and interviews); reliability and validity of measurement; personal, social, linguistic, environmental, racial, and cultural factors that may influence test performance; test fairness concepts

VI. Ethical, Legal, and Professional Foundations

A. Ethical principles and standards for practice

1. Ethical principles in the practice of school psychology (e.g., NASP, APA); professional standards in the practice of school psychology as set forth in the NASP Professional Conduct Manual; standards for educational and psychological tests (e.g., APA, AERA, NCME); considerations in the use of technology (e.g., report writing software, confidentiality, electronic data storage and transmission)

B. Legal issues related to the practice of school psychology

1. Laws, codes, and regulations governing the practice of school psychology, including court cases that affect practice; rights of students (e.g., informed consent, least restrictive environment, aversive procedures, discipline); government laws, regulations, and guidelines dealing with education of students with disabilities (e.g., Individuals with Disabilities Education Improvement Act [IDEA 04], ADA); legal liability of school psychologists (e.g., malpractice, negligence, supervision); legislation dealing with freedom of information and rights to access students' records (e.g., FERPA, HIPAA)

C. Professional foundations

1. History of school psychology; advocating for children and their families (e.g., related to issues such as disproportionality, poverty, access and equity); continued professional development

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, 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.

- **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. Use the sample study plan below as a guide. It shows a plan for the *Praxis I® Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 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.

Praxis Test Name: Praxis I Pre-Professional Skills Test: Reading
Praxis Test Code(s): 0710
Test Date: 11/15/12

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
Literal Comprehension						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

(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
Critical and Inferential Comprehension						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

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.

Praxis Test Name: _____
Praxis 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 the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

(continued on next page)

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

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 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 five suggested answers or completions. Select the one that is best in each case.

- To save the expense of purchasing a new test form, a chief school administrator asks a certified school psychologist to administer a six-year-old form of an achievement test that was purchased because it agreed with the curriculum of the school district at that time. Considering the situation and the National Association of School Psychologists' (NASP's) *Principles for Professional Ethics*, the school psychologist should
 - administer the outdated form but use new norms
 - ask that at least a few copies of the new form be administered for comparison
 - insist on administering only the most recent form of the test
 - recommend that the assessment be canceled
 - administer the outdated form
- A seven-year-old student arrived in the United States one year ago from a non-English-speaking country, where she achieved high scores in reading. Over the year, she has become fluent in social English. After a few months in a monolingual English second grade, her teacher refers her for evaluation because she has great difficulty with the basal reader used in the class. Two English proficiency tests administered to the student show that she performs above the mean for monolingual English grade peers in speaking and listening, but well below their mean in reading and writing. She also performs well above the mean for grade peers on reading tests in her native language. Based on this information alone, which of the following is the most accurate interpretation?
 - Continued use of the student's native language in her home environment is interfering with her development of English.
 - The student's reading difficulty is an early indicator that she will have increased academic problems as her coursework requires more reading.
 - The discrepancy between the student's English social language and reading skills is expected given the richer context in which social skills are acquired.
 - The discrepancy between the student's native language reading skills and English reading skills is related to the greater complexity of English.
 - The discrepancy between the student's reading skills in her native language and in English indicates she will not be able to transfer native language skills to English.

3. According to Caplan's model of consultee-centered case consultation, the consultant is primarily interested in
 - (A) identifying the causes and solutions of the client's presenting problems
 - (B) identifying and eliminating the causes of the consultee's difficulties in handling a problem
 - (C) establishing a hierarchy of authority to enable effective decision making
 - (D) presenting a single, well-defined and unambiguous course of action for the consultant to overcome skills deficits
 - (E) identifying practices in the administration of school programs that are inconsistent with stated instructional goals
4. A major advantage of standardized norm-referenced assessment, as compared to curriculum-based assessment, is that standardized norm-referenced tests
 - (A) are more sensitive to short-term student growth
 - (B) are more tailored to the specific curriculum
 - (C) provide a greater capacity to evaluate students in terms of large groups of grade-level peers
 - (D) yield more information on whether students have mastered units that are prerequisites for future work
 - (E) provide more information on the interplay between the students' learning environment and skills
5. During assigned seatwork time, Mary, a first-grade student, sometimes leaves her seat and attempts to play with a block collection. When she leaves her seat, she fails to complete her seatwork. Which of the following behavioral intervention strategies could the teacher implement to most effectively increase the long-term likelihood that Mary will complete her seatwork?
 - (A) Allow Mary to read from a book the teacher selects for a specific time before beginning her seatwork
 - (B) Allow Mary to play with the blocks afterward if she remains in her seat throughout the seatwork time
 - (C) Explain to Mary the value of completing seatwork in terms of the objectives of the lesson
 - (D) Remove the blocks from the classroom during the assigned seatwork time
 - (E) Ask Mary to remain in her seat until her assigned seatwork is complete, even if the seatwork takes longer than the allotted time

6. In a meeting with the school psychologist, Ms. Harcar, a new sixth-grade teacher, expresses some concerns about a student, Anthony. The school psychologist has worked with the boy and knows him well. Anthony has a mild learning disability and receives academic support. He is doing well on a daily basis but has difficulty performing on tests. The school psychologist discusses ways Ms. Harcar could incorporate study skills training into the classroom activities. With regard to study skills training, the school psychologist should stress which of the following principles while advising Ms. Harcar?
- (A) Study skills of students with disabilities are improved when the children are given a single specific study strategy to follow for all subjects.
 - (B) Students with disabilities often develop study skills on their own and need only some guidance and reinforcement by the teacher.
 - (C) Training in study skills needs to include helping students to guide their own thinking, to organize their own study behaviors, and to use varied study approaches.
 - (D) Study strategies are best taught in a small group, by having students practice collaborative problem-solving activities modeled by the teacher.
 - (E) Study skills are best introduced and maintained in an environment in which the teacher has an authoritarian teaching style.
7. A common criticism of labeling students as disabled is that individuals tend to perform in accordance with characteristics associated with a label. This performance phenomenon is known by which of the following names?
- (A) The self-fulfilling prophecy
 - (B) The law of effect
 - (C) The primacy effect
 - (D) Social loafing
 - (E) The Premack principle
8. A ten-year-old student who was born in a non-English-speaking country has been referred as a possible candidate for special education services on the basis of the low scores achieved on the school district's group achievement test. The student has achieved high scores on the district's English fluency test. Of the following approaches to diagnostic assessment, the most appropriate would be the one that
- (A) uses an interpreter who is fluent in the language of the country in which the student was born
 - (B) uses the results of at least two English-language intelligence tests
 - (C) accounts for sociocultural and adaptive behavior in the process of identifying skills and abilities
 - (D) includes parent interviews and classroom observations as well as the results of an intelligence test
 - (E) bases the diagnosis on classroom observations
9. According to the Individuals with Disabilities Education Improvement Act, which of the following must an educational agency do before it changes the educational placement of a child with a disability?
- (A) Give the child a trial period in the new environment
 - (B) Notify the parents in writing
 - (C) Obtain school board approval
 - (D) Conduct a hearing
 - (E) Obtain parental consent
10. In a code-based phonic approach to early reading instruction, first-grade students are taught the sounds to the letters b, a, s, and g. According to the theory underlying this approach, which of the following would be most effective as the first sentence for these children to read?
- (A) Bob ate a snack.
 - (B) A dog bit Ann.
 - (C) Gail has a bag.
 - (D) Sally was happy.
 - (E) Mary saw Tom cry.

11. A sixth-grade teacher is concerned because Kerry, a student in his class, has been hostile to classmates. Which of the following teacher strategies is most likely to encourage Kerry to be more cooperative with classmates?
- (A) Preventing Kerry from participating in play or recess activities as a consequence of hostile behavior
 - (B) Having Kerry memorize rules of behavior and write examples of how they would apply in the classroom
 - (C) Withholding attention or approval from Kerry in response to hostile behavior
 - (D) Implementing social skills training to teach Kerry the appropriate replacement behaviors for hostile behaviors
 - (E) Explaining to Kerry why a teacher must control the behavior of a class to support learning
12. The superintendent of a large school district asks the school psychologist to predict students' first year of high school grade point averages (GPAs). The school psychologist has included achievement and aptitude scores as predictor variables for first-year high school GPA in a regression analysis and is considering whether to also administer a school interest inventory and include those scores. The major concern of the school psychologist when making this decision should be which of the following?
- (A) The intercorrelations of the aptitude and achievement test scores
 - (B) The degree to which the school interest inventory score raises the multiple correlation when it is included as a predictor variable of first-year high school GPA
 - (C) The zero-order correlation of first-year GPA and the school interest inventory score
 - (D) The difference in the correlations of the school interest inventory scores with first-year high school GPA and the aptitude or achievement test scores with first-year high school GPA
 - (E) The multiple correlation of the first-year high school GPA and the aptitude and achievement scores with the school interest inventory scores
13. Which of the following interventions is most effective at facilitating the education of gifted students?
- (A) Use of heterogeneous grouping to allow gifted students to strengthen social skills as well as to grow academically
 - (B) Assignment of independent research projects within the framework of the curriculum
 - (C) Implementation of cooperative learning to encourage gifted students to work up to their ability
 - (D) Provision of acceleration for gifted students, especially within the area of their interests and skills
 - (E) Provision of multisensory instructional input to capitalize on the divergent thinking of gifted students
14. Which of the following conditions best characterizes the focus of a behavioral model of school intervention?
- (A) Underlying psychological processes
 - (B) Relationships among children
 - (C) Events during the child's infancy
 - (D) Observable events
 - (E) Language enrichment
15. According to the National Association of School Psychologists' (NASP's) "Position Statement on Supervision in School Psychology," which of the following is most accurate concerning supervising school psychologists of a school district?
- (A) They need only provide supervision to school psychologists who are not fully certified or licensed, and to school psychology interns (if any).
 - (B) They should provide professional, but not administrative, supervision.
 - (C) They should be eligible to serve as supervisors after one year of experience as a school psychologist.
 - (D) They should hold the Nationally Certified School Psychologist credential or the state school psychologist credential.
 - (E) They should provide all supervision on a face-to-face basis.

16. A teacher attempts to encourage reading by exempting students from some homework assignments for each book they read. Which of the following terms best describes the behavior modification technique applied by the teacher?
- (A) Extinction
 - (B) Variable-ratio reinforcement
 - (C) Fixed-ratio reinforcement
 - (D) Negative reinforcement
 - (E) Overcorrection
17. Arnold Gesell is significant to the history of school psychology because he
- (A) identified the four major periods of cognitive development
 - (B) established the ethical standards of the National Association of School Psychologists
 - (C) developed a version of the Thematic Apperception Test appropriate for use with children
 - (D) devised a prototypical normative assessment of infants and young children
 - (E) developed a test of general intelligence that is still in widespread use
18. Susan is a first-grade student who is referred to the school psychologist because she will not remain seated at her desk. Her teacher reports that Susan is “always getting up and walking around the room.” What observation data would be LEAST relevant to this referral concern?
- (A) Frequency
 - (B) Duration
 - (C) Intensity
 - (D) Peer comparison
 - (E) Teacher response
19. In test construction and evaluation, validity refers to the degree to which a test
- (A) measures what it purports to measure
 - (B) yields consistent results on successive administrations
 - (C) has been piloted and statistically analyzed
 - (D) includes norms based on a representative sample of the general population
 - (E) receives wide acceptance in the field
20. The decisions in *Tarasoff v. Board of Regents of California* (1974, 1976) establishes which of the following principles regarding confidentiality in counseling relationships?
- (A) Duty to warn and protect
 - (B) Responsibility to maintain privacy
 - (C) Need to obtain informed consent
 - (D) Need to maintain accurate records
 - (E) Duty to limit access to student records
21. Which type of assessment attempts to identify the most pressing behavioral problem, and possible ways to alleviate it, by investigating the relationship between aspects of an individual’s environment and behavior?
- (A) Personality
 - (B) Cognitive
 - (C) Ecological
 - (D) Curriculum based
 - (E) Neuropsychological

22. Within a multimethod model of assessment, child interviews are most helpful for which purpose?
- (A) Incorporating a strength-based perspective
 - (B) Meeting legal guidelines for a comprehensive assessment
 - (C) Providing an accurate timeline of when the issue began and how it has changed over time
 - (D) Establishing rapport and to better understand the child's perspective on the issue
 - (E) Determining the most effective instructional strategies for his or her particular learning needs
23. Mr. Thomas, a school psychologist, works with Ms. Riddle, a special education teacher, to meet the needs of Mark, a student with autism. Mr. Thomas does not work with Mark directly; Ms. Riddle acts as his mediator. This collaboration is an example of which consultation model?
- (A) Systems
 - (B) Resource
 - (C) Triadic
 - (D) Adaptive learning environments
 - (E) Class within a class
24. Which of the following statistical procedures consists of systematically combining data from multiple studies focusing on the same question and using similar variables?
- (A) Analysis of variance
 - (B) Analysis of difference scores
 - (C) Multiple regression
 - (D) Multivariate correlation
 - (E) Meta-analysis

Answers to Sample Questions

1. The best answer is (C). NASP's *Principles for Professional Ethics* IVb2 requires that "[s]chool psychologists insist on collecting relevant data for an evaluation that includes the use of valid and reliable instruments and techniques that are applicable and appropriate for the student." (A) is inappropriate because the agreement between the old form and current curriculum is unknown. (B) would be inappropriate for all students who took the old form if it turned out that the forms measured different constructs. (D) would not address the school district's assessment needs, and (E) violates the NASP principle.
2. The best answer is (C). Context-imbued second-language skills are acquired before context-reduced second-language skills. According to bilingual theory, the development of a common underlying proficiency through the development of first-language skills should help the child's English acquisition, thereby eliminating (A) and (D). The changing nature of the student's proficiencies eliminates both (B) and (E).
3. The best answer is (B). In consultee-centered case consultation, the consultant is primarily interested in the problems that prevent the consultee from solving a problem and not in the solutions to the client's problems (eliminating (A)). This relationship is coordinate rather than hierarchical (which eliminates (C) and (D)). (E) would be more consistent with consultee-centered administrative consultation.
4. The best answer is (C). Curriculum-based assessment models and other criterion-referenced models are generally designed to assess specific curricula ((B) and (D)). The generally standardized nature of norm-referenced instruments limits their use in examining the impact of particular learning environments (E) and usually require that the tests be administered on the dates when they were normed (A).
5. The best answer is (B). It is important to note that remaining in her seat throughout the seatwork time is already in Mary's repertoire and need not be shaped. Because playing with the blocks is a high-probability behavior, it can be used to reinforce the lower probability of remaining in the seat, according to the Premack principle. None of the other choices involves contingent reinforcement.
6. The best answer is (C). Generally, students get the best results when they use a variety of study strategies. Therefore, (A), which emphasizes teaching one study skill, is not the best answer. Often students Anthony's age need help developing study skills. The fact that Anthony is not performing well on tests indicates that he needs help developing study skills; therefore, (B) is incorrect. Having Anthony practice collaborative problem-solving skills (D) might not help Anthony study for tests.
7. The best answer is (A). The first sentence in the question contains the definition of a self-fulfilling prophecy. The law of effect (B) states that individuals learn responses that have a rewarding effect and responses that result in punishing consequences are weakened or not learned. The primacy effect (C) is the tendency for the first information we receive to carry more effect than later information on our overall impression. Social loafing (D) is a phenomenon in which individuals take less responsibility for working when in the presence of others. The Premack principle (E) states that a high-frequency (preferred) behavior can be an effective reinforcer for a low-frequency (less preferred) behavior.
8. The best answer is (C). Fluency in English should be no more an issue for this student than for any other student who scores well on the English fluency test, thereby eliminating (A) and (B). Without knowing which services the child might be referred for, the intelligence test (D) might not be appropriate. Classroom observations (E) are also not likely to be sensitive to variables related to achievement deficits. On the other hand, the low scores might reflect motivational factors or other intervening factors related to cultural differences, and the adaptive measures and sociocultural assessment might provide a more balanced perspective of the student.
9. The best answer is (B). Any change proposed for the child's placement requires written notice to the parents, but not necessarily parental consent.
10. The best answer is (C). The numbers of times the letter sounds the children were taught are repeated in the sentences are (at most): A = 6, B = 4, C = 8, D = 4, and E = 3. When children are introduced to letter sounds, they should be given the opportunity to use these sounds in sentences.

11. The best answer is (D). (A), (B), (C), and (E) reinforce the role of the teacher as a power-assertive dispenser of discipline. When strategies such as these are compared with inductive or victim-centered empathy training, the inductive strategies are usually superior in inhibiting the hostile aggression.

12. The best answer is (B). (A) does not address the improvement of prediction by adding the inventory. (C) and (D) do not allow for evaluation of whether the inventory adds any new information or just provides information that is already available. (E) offers no comparison for judging the improvement of prediction offered by the inventory scores and also uses the inventory scores as a dependent, rather than an independent, variable.

13. The best answer is (D). Accelerating gifted students, especially in areas of interest, helps them stay interested and motivated. The other choices are effective teaching strategies in certain instances but are not necessarily going to meet the special needs of the gifted child.

14. The best answer is (D). A behavioral model focuses on the modification of behavior by manipulating behavioral contingencies. (A), (B), and (C) are not concerned with behaviors. Without knowing how language would be enriched, it cannot be evaluated as a behavioral model of school intervention.

15. The best answer is (D). NASP indicates that it is essential that all school practitioners have access to knowledgeable professional supervision, thus eliminating (A). The NASP Position Statement states that supervision should include both professional and administrative supervision (thus eliminating (B)) and that supervisors should have at least three years of experience as a school psychologist (thus eliminating (C)). Finally, the NASP Position Statement calls for multiple avenues and methods of supervision (thus eliminating (E)).

16. The best answer is (D). Negative reinforcement refers to the contingent removal of aversive stimuli—in this case, the homework assignments.

17. The best answer is (D). The other choices are not contributions Gesell made.

18. The best answer is (C). It is important to record frequency (A) and duration (B) of the reported behavior to make an accurate assessment. Knowledge of peer comparison (D) allows you to determine whether Susan's behavior is atypical. Finally, recording the teacher's response (E) will help the school psychologist make recommendations about how to remediate the behavior.

19. The best answer is (A), which is the definition of validity. (B) is the definition for test-retest reliability. (C) describes some kind of pretesting. Though the inclusion of norms based on a representative sample is important, that alone does not indicate that a test is valid. (E) is not related to the psychometric properties of the test. It is merely a statement of popularity.

20. The best answer is (A). (B) through (E) are good ethical practices but were not decided in the Tarasoff case.

21. The best answer is (C). Ecological assessment involves a broad analysis of the environment within which the individual functions. Personality, cognitive, and neuropsychological assessment—(A), (B), and (E)—deal with specific areas of individual functioning and do not account for the broader influence of the environmental milieu. Curriculum-based assessment (D) is used to determine the academic progress of students on the material being taught in the classroom; it does not focus on behavior.

22. The best answer is (D). It is important to develop rapport and to understand the child's perception of the problem. An interview is not required to be part of an assessment (B). Child interviews are typically not the best way to incorporate a strength-based perspective (A), get detailed information on timing (C), or instructional strategies (E).

23. The best answer is (C). The triadic model includes three roles: consultant (school psychologist), mediator (special education teacher), and client (Mark). In this model, the consultant does not provide direct services but works through the mediator. The systems approach (A) is a direct teaching method to the consultee and involves direct assessment by the consultant. The resource model (B) requires both consultative and direct services to the client by the consultant, with some services coming through the mediator. (D) and (E) are not consultative models, but are in fact inclusion service models of team teaching.

24. The best answer is (E). A meta-analysis is defined as a method of systematically combining data from a number of studies focusing on the same question and using similar variables. The remaining choices (A), (B), (C), and (D) are all types of statistical procedures used to analyze data from a single study.

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 Braille
- 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 questions for a paper-delivered test
- 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® devices, 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.

Ranging from Agriculture to World Languages, there are more than 100 *Praxis* 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* 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* 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 *Praxis I* scores as part of their teacher licensing process.

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

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