Cooperative Education

0811
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.

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 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.
Step 2: Familiarize Yourself with Test Questions

**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.
Step 2: Familiarize Yourself with Test Questions

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.
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](http://www.ets.org/praxis/states) for the most up-to-date information.

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

*The Praxis 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](http://www.ets.org/praxis/states).

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

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

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

**What your *Praxis* scores mean**

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


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

**Put your scores in perspective**

Your score report indicates:

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

Cooperative Education (0811)

Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Cooperative Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>0881</td>
</tr>
<tr>
<td>Time</td>
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<tr>
<td>Number of Questions</td>
<td>120</td>
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<tr>
<td>Format</td>
<td>Multiple-choice questions</td>
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<td>Test Delivery</td>
<td>Paper delivered</td>
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<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Number of Questions</th>
<th>Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Coordination</td>
<td>30</td>
<td>25%</td>
</tr>
<tr>
<td>II. Locating and Developing Training Stations</td>
<td>16</td>
<td>13%</td>
</tr>
<tr>
<td>III. Related Instruction</td>
<td>16</td>
<td>13%</td>
</tr>
<tr>
<td>IV. Legal Aspects</td>
<td>16</td>
<td>13%</td>
</tr>
<tr>
<td>V. Career Guidance</td>
<td>14</td>
<td>12%</td>
</tr>
<tr>
<td>VI. Public Relations</td>
<td>14</td>
<td>12%</td>
</tr>
<tr>
<td>VII. Special Needs</td>
<td>14</td>
<td>12%</td>
</tr>
</tbody>
</table>

About This Test

The Cooperative Education test is designed for prospective teachers of cooperative education at the secondary-school level in the state of Pennsylvania.

The 120 multiple-choice questions assess knowledge of fundamental facts and the ability to analyze problems and apply principles in specific situations. The examination is typically taken by examinees who have completed a bachelor's degree program with an emphasis on cooperative education. The seven content areas cover coordination, locating and developing training stations, related instruction, legal aspects, career guidance, public relations, and special needs.

This test may contain some questions that will not count toward your score.
Step 4: Learn About Your Test

Topics Covered

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

I. Coordination

• Understands that in-school and employer instruction and training activities are integrated within the total school curriculum and philosophy
  – Knows the importance of Chapter 339 issued under the Public School Code for the Pennsylvania Department of Education
  – Knows the concept of work-based learning
  – Knows how to develop program objectives to align with Pennsylvania academic standards and Pennsylvania recognized industry-based credentials or certifications
  – Knows how to develop an integrated planned course of study

• Knows how to establish cooperative education program guidelines in compliance with Pennsylvania Department of Education (PDE) and local education agency (LEA) rules, regulations, and guidelines
  – Recognizes basic principles for all cooperative education programs
  – Knows the importance of LEA rules and regulations with respect to operating a program
  – Recognizes the difference between diversified occupations and capstone programs

• Knows the appropriate strategies for recruiting students
  – Knows how to implement student surveys
  – Knows how to promote past program successes
  – Knows how to develop promotional materials
  – Knows how to acquire student recommendations from teachers and counselors
  – Understands how to connect with the IEP team for recruiting purposes
  – Understands the importance of the student/parent interview

• Understands the correlation between classroom instruction and work-based training
  – Knows how to develop a training plan in coordination with the employer, career and technical education (CTE) program instructor, and cooperative education teacher
  – Knows how to develop a training plan that bridges in-school learning activities with work-based activities

• Understands the importance of selecting and assessing a training station
  – Knows how to ensure safety in the work environment
  – Understands the importance of accessibility for students
  – Knows how to match career objectives
  – Understands the importance of suitability for future employment
  – Knows mentoring skills required of the work-based supervisor

• Understands the importance of appropriate documentation
  – Knows the documentation related to identifying and obtaining wages
  – Knows the documentation related to work hours
  – Knows the documentation required for work-based activities
  – Knows the documentation needed for training-station visits
  – Knows the importance of documenting other resources
    o classroom instruction time
    o driver’s license number
    o training agreement
    o auto insurance information
    o records of student performance and attendance

• Knows how to differentiate various work-based learning opportunities
  – Clinical experiences
  – Cooperative education
  – Community services
  – Internships
  – Job shadowing
  – Junior Achievement
  – Tech Prep
Welcome to the Praxis™ Study Companion

II. Locating and Developing Training Stations

- Knows how to develop and utilize student and business community surveys to identify training stations
- Knows the resources available (e.g., chambers of commerce, service organizations, Rotary clubs)
- Understands the importance of developing and utilizing advisory committees for program development
  - Knows the importance of representation from appropriate groups
  - Knows the recommended size of the advisory committee
  - Knows the frequency of meetings
  - Knows how to identify and evaluate the training station based on
    - safety
    - supervisor
    - equipment
    - variety of work experiences available
    - ability to meet the career objective
    - compliance with state and federal laws
    - location and proximity to school
- Knows the purpose and components of the training agreement
  - Employer and student information
  - Employer, student, and coordinator responsibilities
  - Required signatures
- Understands the importance of federal, state, and local compliance statements (e.g., ADA, civil rights, etc.)
- Knows how to develop and maintain a professional relationship with employers through work-station visits

III. Related Instruction

- Understands the requirements of Pennsylvania’s Capstone and Diversified Occupations related instruction
  - Time and content
  - Method of instruction versus program
  - Scope of instruction
  - Classification of Instructional Programs (CIP) Code
- Differentiates between general instruction and technical instruction
- Understands the importance of academic standards
- Can identify and/or modify appropriate instructional resources
  - Diversified Occupations Co-op Activity Packets (D.O.CAPS), CAPS, and other programs
  - MAVCC
  - V-TECS
  - CORD
  - O*NET
  - DACUM charts
- Can identify and define the importance of career and technical student organizations as required by Pennsylvania Department of Education (PDE)
  - SkillsUSA
  - DECA
  - FBLA
  - FFA
  - FCCLA
  - TSA
  - HOSA
  - NYFEA
- Is aware of industry-recognized certifications, licenses, and end-of-program assessments (e.g., ASE, NOCTI series of exams)
IV. Legal Aspects

- Understands the federal and state child labor laws with respect to students enrolled in the cooperative education program
  - Age limits
  - Hours
  - Wages
  - Stringent laws
- Is aware of the federal and state laws as they affect cooperative education students
  - ADA compliance
  - Sexual harassment laws
  - Worker’s compensation
  - Unemployment compensation
  - Social Security income
  - Controlled-substance testing
  - Driving restrictions
  - Employment relationship guidelines
  - Confidentiality
- Is aware of the hazardous occupation orders and areas of permitted exemptions at the federal and state levels
  - Motor vehicle exemptions
  - Supervised work
  - Intermittent work
- Knows the procedures and guidelines associated with issuing and transferring working permits
  - Employer responsibilities
  - Student responsibilities
  - Parent responsibilities
  - Issuing agency responsibilities
  - Knows the types of permits: vacation, general, and transferable

V. Career Guidance

- Career awareness and preparation
  - Understand the importance of aptitude, personal interest, and ability assessment instruments
  - Is aware of the high-priority occupations and local career opportunities
  - Is aware of career-selection influences and nontraditional workplace roles
  - Understands the importance of preparing for careers and developing a career plan
  - Understands the importance of continuing education
- Career acquisition
  - Understands the importance of developing verbal and nonverbal interviewing skills
  - Is aware of job hunting resources (e.g., researching, networking, searching online)
  - Knows how to assist students in preparing career-acquisition documents (e.g., job applications, cover letters, career portfolios, resumes, letters of reference)
- Career retention and advancement
  - Knows the importance of good work habits, communication, dependability, effective time management, cooperation, and teamwork
  - Understands how school problems, family problems, stealing, ethics, and trade secrets may affect student performance
  - Is aware of external resources available, including police, guidance counselors, drug enforcement agents, and community agencies for helping to solve student problems
VI. Public Relations

- Knows ways to promote the program for both student and employer
  - Brochures
  - Websites
  - Media displays
  - Community involvement
  - Student surveys
- Is aware of the procedures and formats for various promotional materials
  - School policies
  - Photo/press releases
  - Media timeline
- Knows how to prepare a public presentation about the co-op program to a service organization or civic group
  - Identifying speakers
  - Identifying audiences
  - Establishing procedures for student participation
- Understands the importance and organizational aspects of an employer-appreciation event
  - Selecting a location and format
  - Fund-raising
  - Obtaining student involvement
  - Identifying key participants

VII. Special Needs

- Understands the components of an Individualized Education Program (IEP)
  - Adaptations and modifications
  - Specially designed instruction
  - Transitions
  - Legal ramifications
- Knows how to modify the instructional materials for students with special needs
  - Understands the effects of present levels of educational performance
  - Understands adaptations and modifications mandated by the IEP
  - Understands specially designed instruction mandated by the IEP
- Is aware of appropriate procedures and laws for development of training station sites for students with special needs
  - Preplacement work-site review
  - Family Educational Rights and Privacy Act (FERPA)
  - Health Insurance Portability and Accountability Act (HIPAA)
- Knows the guidelines for unpaid internships for students with special needs
- Is aware of federal, state, and local agencies that can aid with the career and technical development of students with special needs
  - Local education agency (LEA)
  - Pennsylvania Office of Vocational Rehabilitation (OVR)
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.

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 21 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 19 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 12 to select topics, and then select practice questions, beginning on page 25.

- **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.

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<thead>
<tr>
<th>Content covered</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Literal Comprehension</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>
<td>9/15/12</td>
<td>9/15/12</td>
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<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>
</tr>
<tr>
<td>Organization</td>
<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>
</tr>
<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>
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### Critical and Inferential Comprehension

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<tr>
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<th>Dates I will study 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>
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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>
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<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>
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<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>
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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>
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<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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<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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<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>
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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>
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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.

| Praxis Test Name: |  |
| Praxis Test Code: |  |
| Test Date: |  |

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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
Step 7: Review Smart Tips for Success

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 statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. The employer should first explain safety procedures to the student-learner when
   (A) another employee is injured
   (B) the student-learner starts the job
   (C) OSHA inspectors are on the premises
   (D) the student-learner asks about them

2. A coordinator should visit training stations for all of the following reasons EXCEPT to
   (A) ensure that training station personnel understand the coordinator’s role in the program
   (B) ensure that the firm meets legal requirements for a training station
   (C) provide instruction to upgrade the on-the-job trainer’s occupational skills
   (D) confer with the employer about the quality of the training being offered

3. The training station supervisor is required to
   (A) provide transportation for students to and from the job
   (B) provide work clothes for the students
   (C) maintain an accurate file on students’ performance
   (D) promise students full-time employment after graduation

4. While attempting to recruit an employer to serve as a training station, a coordinator should first do which of the following?
   (A) Relate the benefits of the program to the firm and to the community
   (B) Explain the program and the employer’s role in it
   (C) Establish rapport with the employer
   (D) Provide names of existing stations to contact for more information about program operation

5. Which of the following topics is NOT included in a general cooperative education related instruction class?
   (A) Personality development
   (B) Community awareness
   (C) General occupational data
   (D) Technical information

6. Providing related instruction in the diversified occupations program is primarily the responsibility of the
   (A) cooperative education coordinator
   (B) occupational skills instructor
   (C) training station supervisor
   (D) craft advisory committee

7. The term “student-learner” legally refers to a student who is enrolled in a cooperative vocational-education training program under a recognized
   (A) labor union
   (B) community organization
   (C) state or local educational authority
   (D) foreign government authority
8. The Fair Labor Standards Act includes all of the following EXCEPT
   (A) provisions for minimum wage
   (B) provisions for equal pay
   (C) requirements for age certificates
   (D) standards for the employment of minors

9. A cooperative education coordinator should select student-learners for placement based on their
   (A) desire to earn money
   (B) academic performance
   (C) ability to benefit from the program
   (D) ability to find a source of employment on their own

10. What is the first step a coordinator should take upon learning that a student-learner has been dismissed from a training station due to lack of skills or poor work behaviors?
    (A) Enroll the student in a course to acquire the needed skills before returning to the job site
    (B) Try to convince the training-station supervisor to continue working with the student
    (C) Assess the student's skills and behaviors to determine what remedial work is needed
    (D) Counsel the student to pursue a different career path

11. Primary responsibility for public relations for a school's cooperative education program lies with the
    (A) school principal
    (B) school secretary
    (C) employer
    (D) cooperative education coordinator

12. The employer-employee appreciation event typically is planned and conducted primarily by the
    (A) school faculty and administration
    (B) cooperative education students
    (C) cooperative education coordinator
    (D) occupational advisory committee

13. Which of the following must a cooperative education coordinator primarily consult with in order to redesign a job to meet a student's special needs?
    (A) The advisory-committee members
    (B) The vocational instructor
    (C) The training-station supervisor
    (D) A consultant from industry

14. The benchmarks for each National Occupational Competency Testing Institute (NOCTI) test are established by the
    (A) cooperative education coordinator
    (B) guidance counselor
    (C) residing state
    (D) school district

15. A PAsecureID number is assigned to each pre-K-12 public school student to
    (A) improve data security and confidentiality
    (B) keep student records separate between systems
    (C) provide an identification number for students without a social security number
    (D) record personally identifiable information for longitudinal data analysis

16. The United States Department of Labor established O*NET OnLine for the purpose of providing user-friendly access to
    (A) employment search engine web sites
    (B) career training manuals
    (C) occupational information
    (D) online testing materials
17. Which of the following course designs supports a student learning the activities and competencies required during employment?
   (A) Curriculum based
   (B) Needs based
   (C) Service learning
   (D) Work-based learning

18. During the summer break, a high school student is searching for an opportunity to earn money for upcoming senior year activities while gaining practical skills in a selected career pathway. Which of the following work-based learning activities will meet the student’s needs?
   (A) Apprenticeship
   (B) Internship
   (C) Job shadowing
   (D) Mentorship

19. Which of the following is most useful when performing an occupational analysis?
   (A) DACUM
   (B) IEP
   (C) O*NET
   (D) MAVCC

20. Which of the following develops customized training programs for teachers and provides technical assistance for schools undergoing education reform?
   (A) Center for Occupational Research and Development
   (B) Tech Prep Education
   (C) Career and Technical Education Consortium of States
   (D) Multistate Academic and Vocational Curriculum Consortium

21. Which of the following best describes an internship?
   (A) A planned set of activities performed by a student in a supervised workplace environment, giving the student a broad overview of the occupational field
   (B) An activity in which a student spends time with a worker in the workplace observing actual work tasks to explore a potential career interest
   (C) A one-on-one relationship in which an expert employee fosters the occupational understanding of a student by providing encouragement and career guidance
   (D) A formal structured training model, registered with the United States Department of Labor, that combines on-the-job training and related technical instruction in a highly skilled occupation

22. Cooperative Education teachers who serve as advisors to career and technical student organizations should be aware that the primary mission of the local chapters of such organizations is to
   (A) enhance learning opportunities between the workplace and the school
   (B) help members develop the knowledge needed to succeed in the workplace
   (C) increase community support for the cooperative education program
   (D) increase membership participation in the state and national organization

23. Which of the following best exemplifies the primary purpose of participating in continuing education?
   (A) To acquire professional recognition in the field
   (B) To become knowledgeable about the leaders in the professional field
   (C) To participate in a subject-specific program supported by research and dialogue
   (D) To gain opportunities to meet and interact with colleagues in the field
24. Which of the following situations describes a possible ethics violation?
   (A) A teacher restricts students’ use of Internet resources that require students to register by providing personal information
   (B) A teacher uses school equipment to record an employer appreciation event to show to other students in the program
   (C) A teacher refuses to reveal confidential information about a student to an employer at a training station
   (D) A teacher uses a gift certificate received from a student’s employer to take a supervisor out to lunch

25. Which of the following resources is most appropriate for a cooperative education teacher to use when beginning the development of a student’s career plan?
   (A) A student self-assessment
   (B) The results from a formative standardized test
   (C) The recommendations of the student’s parent
   (D) A sample career pathway from state curriculum standards

26. A Cooperative Education teacher should offer feedback on which of the following during an Individualized Education Program (IEP) meeting?
   (A) A student’s ability to adapt in social situations
   (B) A student’s needs for remediation and accommodations
   (C) A student’s progress in the general education curriculum
   (D) A student’s ability to perform on a formal assessment

27. Which of the following assessment instruments is used to predict how well a student might perform in a training program?
   (A) Ability tests
   (B) Achievement tests
   (C) Literacy tests
   (D) Skills tests

28. During an interview, the best form of nonverbal communication is
   (A) using your hands as tools of expression
   (B) using your head to confirm understanding of a question
   (C) crossing your arms to convey solidity and conviction
   (D) offering a strong, firm handshake to signify confidence and enthusiasm

29. Which of the following is most important when creating a press release?
   (A) Using all capital letters for the title of the press release
   (B) Including a photograph that supports the title
   (C) Keeping the text in the communication under one page
   (D) Providing a release date for the communication

30. According to the rules for educational internships set by the United States Department of Labor, which of the following conditions must be met for unpaid internships at for-profit companies?
   (A) Both the employer and the intern must receive an immediate benefit from the internship
   (B) Both the employer and the intern must understand that the intern is not entitled to wages
   (C) The employer must offer the intern a job on successful completion of the internship
   (D) The intern must work independently, without close staff supervision
Step 8: Practice with Sample Test Questions

Answers to Sample Questions

1. The correct answer is (B). If student-learners know the safety procedures before starting a job, they can use correct procedures to protect themselves and others from injury. This saves human suffering, lost work time, liability costs to the employer, and possible citations or fines by government agencies.

2. (C) is the correct answer. The cooperative education coordinator must ensure that a student-learner has a positive learning environment and experience at the workplace and be certain that all parties involved understand the coordinator’s role in working with the training-station supervisor. The coordinator must be certain that the firm continually meets legal requirements and maintains a safe environment for the student. Finally, constant communication between the supervisor and coordinator is necessary to assess and modify, when appropriate, the quality of training the student is getting at the site.

   The coordinator’s job is never to provide occupational skills instruction to a trainer. Trainers are carefully selected based partially upon the occupational skills they possess. The coordinator must focus on the student and provide whatever services are needed to ensure that student’s success.

3. The correct answer is (C). The training supervisor is responsible for the student while at the job site. The training supervisor must maintain accurate and meaningful information about the student’s performance to share with the coordinator to assist in delivering a cooperative education program to meet the student’s career and training needs.

4. (C) is the best answer. All the activities are very important for coordinators during the initial visit to employers. However, establishing rapport with an employer is the first step to take. The ability to establish a positive rapport is the key to coordinators’ eventual success in securing training stations. Coordinators must introduce themselves, be courteous, be able to communicate clearly, be enthusiastic about the cooperative education program, and be able to appeal to employers’ interests.

5. (D) is the correct answer. Technical information is not included in a general related instruction class because this type of information is so occupationally specific and is not needed by the entire group. These topics are generally grouped by specific occupations and delivered separately to students in each of the different occupations. Personality development, community awareness, and general occupational data would be useful to the whole group because these topics include the basic skills and general occupational information that all students need if they are to achieve their career goals.

6. (A) is the correct answer. Among the choices, only the cooperative education coordinator provides this sort of instruction.

7. (C) is the correct answer because it states that a student-learner is one who is in a program approved by a government body in the United States. All other responses either do not refer to a cooperative vocational-training program or do not refer to a government body in the United States.

8. (C) is the correct answer. The Fair Labor Standards Act includes provisions for minimum wage, provisions for equal pay, and standards for employment of minors. It does not include requirements for age certificates.

9. The correct answer is (C). A student should be selected for placement based on the student’s ability to benefit from the cooperative education program. The program is designed to help the student learn or improve job skills, not focus on earning money. It is the coordinator’s responsibility to locate an appropriate training station that meets all requirements and will provide the education the student needs. Students should be selected on the basis of training needs, not because they have high grades. Many students with poorer grades can benefit from the on-the-job training and should not be overlooked because of grades.
10. (C) is the best answer. When a student is dismissed from a training station, the first step a coordinator should take is to assess the student's skills and behaviors to determine what remedial instruction is needed. This can be done by talking with the training-station supervisor, the student, and others to gather data. The student may take aptitude tests or demonstrate job skills so the coordinator can determine a plan of action for helping the student improve before returning to a placement site.

11. The correct answer is (D). The cooperative education coordinator has the primary responsibility for public relations. The cooperative education coordinator would involve the school secretary, school principal, and the employer, but would take the initiative and handle the associated activities.

12. The correct answer is (B). An employer-employee appreciation event is planned and conducted primarily by the cooperative education students to provide an opportunity to give recognition and express appreciation. The cooperative education coordinator provides guidance to students in planning and conducting a successful event. The school faculty and administration and occupational advisory committee may be involved, but the students take most responsibility for the activity.

13. The correct answer is (C). The training-station supervisor is the best qualified to redesign a job to meet a student's special needs. Because jobs are interdependent, changing the content of one job or the way in which a task is to be performed can have an impact on the jobs done by other workers. The training-station supervisor must determine the tasks to be performed and skill requirements. The vocational instructor or an advisory committee member may help in the redesign process by providing information about the student’s abilities or suggesting equipment modifications, but the training supervisor knows best what will work in the placement situation.

14. The correct answer is (C). The residing state establishes the criterion-referenced benchmarks for each NOCTI test. NOCTI established criterion-referenced cut scores for each of its Job Ready and Pathway tests. However, each state or client may set their own criterion-referenced cut scores or use a normative method, as needed/desired.

15. The correct answer is (A). Student PAsecureID numbers are used as student identifiers throughout a student’s educational career. This unique, permanent, state student identification number eliminates the need for a social security number to identify a student and protects personally identifiable information. The result is improved security and confidentiality for a student.

16. The correct answer is (C). The United States Department of Labor developed O*NET OnLine as a Web-based application that provides user-friendly access to occupational information contained in the O*NET database. O*NET OnLine has detailed descriptions of various occupations, which can be used by students to learn about jobs.

17. The correct answer is (D). A work-based learning course is designed to support student learning by the use of activities and competencies required for employment. Work-based learning experiences can help a student make informed career decisions, network with potential employers, and develop job skills relevant to future employment.

18. The correct answer is (B). As a paid summer intern, a student has an opportunity to get some concrete work experience and try out different tasks related to a particular career.

19. The correct answer is (A). According to the Center for Professional Development in Career and Technical Education, DACUM (an acronym for developing a curriculum) is a group interactive process used to conduct an occupational analysis.

20. The correct answer is (A). The Center for Occupational Research and Development (CORD) is a national nonprofit organization dedicated to leading change in education. It has provided the world of education with educational tools and innovative programs that empower faculty and prepare students for success in careers.

21. The correct answer is (A). An internship is considered a supervised, work-based learning experience that links a learner with an employer for a planned set of activities designed to give the learner a broad overview of a business or occupational field.
22. The correct answer is (B). Career and technical student organizations serve high school and college students and professional members who are interested in technical, skilled, and service occupations. As an advisor for a student organization such as DECA or SkillsUSA, the teacher should be aware that the primary mission of the local chapters of such organizations is to help their members develop the knowledge and skills needed to succeed in a career.

23. The correct answer is (C). Learning is an ongoing process in which teachers acquire increasingly comprehensive levels of content knowledge, pedagogical skills, and knowledge of how students learn. A teacher who participates in a forum for professional discourse and discussion in a subject-specific program is supporting continuing education.

24. The correct answer is (D). A teacher accepting a gift certificate from a student’s employer may violate a code of ethics. Using the gift compensation to take a supervisor to lunch may also put the supervisor at risk of violating an ethics code.

25. The correct answer is (A). The first step in the career planning process is self-assessment. Therefore, it would be most appropriate for the teacher to start with the student self-assessment.

26. The correct answer is (C). A Cooperative Education teacher is typically the general education teacher for the IEP meeting. Therefore, the Cooperative Education teacher would provide feedback from the general education setting.

27. The correct answer is (A). Ability tests have been identified as a reliable tool for predicting job performance and can prove invaluable in helping a student choose a career.

28. The correct answer is (D). In a job interview, a person can use body language to communicate positively. During introductions, a strong, firm handshake should be used to signify confidence and enthusiasm.

29. The correct answer is (D). A press release has many important components. However, the most important component to include on a press release is the date when the communication will go into effect.

30. The correct answer is (B). The United States Department of Labor’s rules for educational internships state that certain conditions must be met for unpaid internships at for-profit companies. One condition is that the employer and the intern understand that the intern is not entitled to wages.
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](http://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](http://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](http://www.ets.org/praxis/register/disabilities).

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

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.

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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