The Praxis™ Study Companion

Geography

0921
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 website 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 tables, graphs, or reading passages, provide only the information that the question asks 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, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the question as it refers to the material presented. So read the question 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 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 makes it likely or unlikely to lead to the achievement of the goal.
**GOAL:** To increase the participation of low-achieving middle-school students in whole-class discussions.

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

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

(B) Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from these 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 or not 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 each other 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 more detailed information on constructed-response scoring, see the Scoring Guide in the Test at a Glance section.
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 those 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 that you can find at www.ets.org/praxis/states.

How do I know if I passed the test?

You will receive passing score information on your score report for the score recipients that you listed when you registered. 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 which 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

Geography (0921)

Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>0921</td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
</tr>
<tr>
<td>Number of Questions</td>
<td>120</td>
</tr>
<tr>
<td>Format</td>
<td>Multiple-choice questions</td>
</tr>
<tr>
<td>Test Delivery</td>
<td>Paper delivered</td>
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</table>

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Geography Literacy and Tools</td>
<td>24</td>
<td>20%</td>
</tr>
<tr>
<td>II. Physical Geography</td>
<td>24</td>
<td>20%</td>
</tr>
<tr>
<td>III. Human Geography</td>
<td>30</td>
<td>25%</td>
</tr>
<tr>
<td>IV. Regional Geography</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>V. Environment and Society</td>
<td>24</td>
<td>20%</td>
</tr>
</tbody>
</table>

About This Test

The Geography test measures knowledge of relevant facts, the ability to analyze problems and apply principles in specific situations, and the ability to use charts, graphs, and maps across the content areas of Geographic Literacy and Tools, Physical Geography, Human Geography, Regional Geography, and Environment and Society.

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. Geography Literacy and Tools

The beginning secondary education geography teacher:

- **Knows map types and their uses**
  - knows the uses of reference or location maps (e.g., road maps, topographic maps, maps in an atlas)
  - knows the uses of the main types of thematic maps that show distribution of data
    - graduated symbol
    - dot
    - choropleth
    - isometric
    - cartograms

- **Understands distance, direction, and scale**
  - can differentiate between absolute distance and relative distance
  - has knowledge of cardinal and intermediate directions
  - has knowledge of relative directions that are culturally based (e.g., out west, down east, up north)
  - understands the various uses of scale in geography
    - local, regional, and global scales
    - map scales

- **Understands the use of mental maps as a means of organizing information in a spatial context**
  - knows that mental maps are developed by individuals to organize activities
  - understands that sense of place is often influenced by age, gender, location, and socio-economic status

- **Understands the difference between absolute location and relative location**

- **Understands the geographic concepts of spatial distribution and density**

- **Understands the differences between formal, functional, and perceptual/vernacular regions**

- **Understands that geographic models are used for organizing spatial information**
  - recognizes the uses of urban, agricultural, demographic, and industrial models

- **Can apply geographic concepts to current events (e.g., devolution, environmental stress, globalization)**
  - understands the impact of devolution and/or supranationalism (e.g., former Soviet Union, former Yugoslavia, European Union)
  - comprehends the magnitude and rate of global environmental change
  - has knowledge of the increased economic, social, and cultural interactions as related to the process of globalization

- **Recognizes how geographic tools can be used for interpreting the past, understanding the present, and planning for the future**
  - can use various maps to interpret changes in space and place over time
  - recognizes the uses of geospatial technologies, such as
    - Geographic Information System (GIS)
    - Global Positioning System (GPS)
  - can interpret demographic trends by using census data and population pyramids

- **Can use statistical information to answer geographic questions and infer geographic relationships**

II. Physical Geography

The beginning secondary education geography teacher:

- **Recognizes the natural factors that influence weather**
  - temperature
  - humidity
  - pressure
  - wind
• Recognizes the natural factors that influence climate
  – distribution of landmasses and bodies of water
  – latitude
  – altitude and elevation
  – ocean and atmospheric currents
  – Earth-Sun relationships
  – orographic effect (rain shadow)

• Can identify the key terms used for describing weather and climate
  – temperature
  – precipitation
  – absolute and relative humidity
  – atmospheric lifting
  – weather fronts, air masses, and pressure systems
  – major climate types

• Can interpret climographs
  – Interprets temperature and precipitation of locations using climographs

• Can identify and locate Earth's biomes or ecosystems
  – forest biomes
    ◦ tropical
    ◦ midlatitude
    ◦ coniferous
  – grassland biomes
    ◦ tropical savanna
    ◦ midlatitude
  – desert biomes
  – tundra biomes
    ◦ arctic
    ◦ alpine
  – marine ecosystems

• Can identify Earth's primary spheres.
  – biosphere
  – lithosphere
  – atmosphere
  – hydrosphere

• Is familiar with geomorphic processes
  – internal geomorphic processes:
    ◦ plate tectonics
  – external geomorphic processes:
    ◦ physical or chemical weathering
    ◦ erosion
    ◦ glaciation

• Is familiar with the ways tectonic processes affect the physical environment
  – volcanoes
  – earthquakes
  – tsunamis

• Understands the differences between various landforms
  – can identify and locate major types of landforms on a map
    ◦ plains
    ◦ tablelands
    ◦ hills
    ◦ mountains
    ◦ valleys
  – Can identify the ecoregions of the United States
    ◦ Midlatitude forests
    ◦ Midlatitude grasslands
    ◦ Mediterranean forests and scrubs
    ◦ Deserts
    ◦ Mountains
    ◦ Plains
    ◦ Lakes and water systems
    ◦ Tundra

• Is familiar with the processes involved in the hydrologic cycle
  – evaporation
  – condensation
  – precipitation
  – runoff
III. Human Geography

The beginning secondary education geography teacher:

- Understands spatial patterns and variations in characteristics of human populations
  - can identify source regions for major language families and has knowledge of patterns of language on a global scale
  - can identify source regions for major world religions and has knowledge of patterns and landscapes of religion on a global scale
  - can identify cultural landscape patterns in the United States
  - understands changing ethnic patterns on varying scales
  - can identify changing patterns of economic development on various scales
- Knows the basic demographic indicators (e.g., age, gender, mortality rates)
  - recognizes and can apply data and measurements used by demographers
  - recognizes the stages of the demographic transition model
  - recognizes patterns of global population distribution
- Knows how to interpret population pyramids on four scales
  - global
  - national
  - regional
  - local
- Understands patterns of internal and international migration
  - can identify major migration patterns within the United States
  - has knowledge of historical and current international migration streams, particularly as they apply to the United States
  - understands the push-and-pull factors that influence migration
- Can identify the characteristics of urban and rural settlements
  - can distinguish among urban, suburban, and rural settlement patterns
  - can recognize interactions among urban,
– recognizes patterns and effects of industrialization, development, and deindustrialization
– recognizes the relationships between various indicators and the level of a country’s development (e.g., social, economic, demographic)
– understands economic interdependence and can interpret patterns of acquisition and distribution of commodities
– understands spatial examples of globalization
– understands patterns of globalization of human activities
  ◦ cultural diffusion
  ◦ global transportation networks
  ◦ universalizing religions
– recognizes changing global economic patterns (e.g., export processing zones, international division of labor, and outsourcing)
– recognizes the economic and cultural roles of the World Cities in globalization (e.g., New York City, London, and Tokyo)

IV. Regional Geography
The beginning secondary education geography teacher:

• Understands that regions can be classified according to human or physical characteristics
  – economic activity
  – linguistic divisions
  – religious predominance
  – climate
  – topography
  – biomes
• Can identify major regions of the world when indicated on a map or described by physical and/or human characteristics (e.g., Southeast Asia, Eastern Europe, Latin America)
• Knows and can associate the important human and physical characteristics that define the major world regions (e.g., Polynesia, tropical rainforest biomes in South America, the Sahel in Africa)
• Can identify major regions of the United States (e.g., Midwest, New England, Southwest)

– Is aware that people’s perceptions of regions differ based on their own culture and experience
  – can recognize differing perceptual frameworks for dividing the United States or other areas of the world into regions based on a variety of factors, such as history, religion, and perceived cultural or ethnic traits

V. Environment and Society
The beginning secondary education geography teacher:

• Understands how human decisions and activities modify the physical environment
  – agriculture
  – dam construction
  – industrialization
• Understands the interaction between human and physical systems
  – understands the effects of physical systems on human activities, such as how climate and weather affect agriculture
  – understands the effects of human activities on physical systems, such as how deforestation affects biodiversity
• Recognizes that physical systems can have a limiting but not a determining effect on human activities
  – recognizes the effects of climate, seismic processes, and topography on human activities
  – recognizes ways in which humans have sought to mitigate the limiting effects of physical systems and environmental features
  – can differentiate between environmental determinism and possibilism
• Is familiar with ways humans overcome the limitations of the physical environment
  – air-conditioning
  – greenhouses
  – irrigation
• Recognizes how the positive and negative features of the physical environment affect patterns of human settlement
• Knows the natural hazards related to settlements near oceans and rivers and recognizes why humans continue to settle in those locations

• Understands the effects of tectonic processes on human settlements
  – earthquakes
  – volcanic eruptions
  – tsunamis
  – nutrient-rich volcanic soil

• Recognizes the long-term environmental impacts of patterns of industrial concentration
  – air pollution
  – water contamination
  – traffic congestion

• Understands the effects of chemicals on the environment
  – industrial
  – agricultural
  – household

• Understands the long-term effects of groundwater pollution and depletion

• Is familiar with the debates concerning global warming and climate change

• Recognizes how climate change affects human settlements and ecosystems
  – prolonged drought
  – excessive precipitation

• Understands the differences between renewable and nonrenewable resources

• Knows the factors influencing the search for alternative sources of energy
  – production and transport costs
  – desire to reduce pollution
  – fluctuating prices for fossil fuels

• Recognizes the effects of population and changes of living standards on Earth’s resources
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 the Test at a Glance 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.
Step 5: Determine Your Strategy for Success

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 the Learn About Your Test section on page 11.

7) Develop a study plan.

A study plan provides a roadmap 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 20 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 each other, 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 on page 20 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 planned for study of 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 on page 12 to select topics and then select practice questions, beginning on page 26.

- **Prepare your presentation for the group.** When it’s your to turn present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
• **Take 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 each other’s answer sheets. For the constructed-response questions, look at the Sample Test Questions, 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 and therefore earned points.

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 these 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 Test at a Glance 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 Test at a Glance and Topics Covered sections.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

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<th>Praxis Test Code: 0710</th>
<th>Test Date: 11/15/12</th>
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<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study this content</th>
<th>Date completed</th>
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<tbody>
<tr>
<td><strong>Literal Comprehension</strong></td>
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<tr>
<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<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>
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<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>
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<tr>
<td>Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
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### Step 6: Develop Your Study Plan

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

Use this worksheet to:

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

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### Welcome to the Praxis™ Study Companion

<table>
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</table>
7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

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

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

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

Are there answer patterns on the test?
No. You might have heard this myth: the answers on multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?
Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

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

2. Skip the questions you find extremely difficult. Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you
can go back over the questions you left blank. Even if you don’t know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

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

4. **Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT …” is asking for the one answer that is NOT a correct statement or conclusion.

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

6. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the GRE® or other similar-looking (but in fact very different) tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at [http://www.ets.org/s/praxis/pdf/passing_scores.pdf](http://www.ets.org/s/praxis/pdf/passing_scores.pdf) or on the website 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. An isobar map shows lines connecting all points of equal
   (A) atmospheric pressure
   (B) surface temperature
   (C) elevation
   (D) precipitation

2. On which of the following can one most accurately depict true geographical distance, true direction, true size, and true shape?
   (A) A Mercator projection
   (B) A globe
   (C) A conic projection
   (D) A gnomonic projection

3. The climate of Great Britain is milder than most other places along the same latitude for which of the following reasons?
   (A) The Gulf Stream brings warm waters to Great Britain, raising the temperature of winds that blow onto the island.
   (B) Hot springs throughout the country raise the temperature of the surrounding land and air.
   (C) Mountain ranges in the north of Great Britain act as a barrier to cold winds blowing from the Arctic.
   (D) Small landmasses generate their own local climate and are largely unaffected by latitude.

4. Which of the following is LEAST associated with the development of alluvial landscapes?
   (A) A deep cover of loose materials
   (B) A predominance of gentle slopes
   (C) Frequent flooding
   (D) Deep dissection and erosion

5. One of the effects of the east–west orientation of the Alpine mountain system and the northern plains of western and central Europe is that it
   (A) limits the marine climate of Europe to coastal areas
   (B) provides a corridor for communication between southern and northern Europe
   (C) enables marine-like climatic conditions to extend eastward into Germany and Poland
   (D) effectively prevents population movement between parts of the Mediterranean region

6. The irregularity of the wet monsoon in south Asia in recent years may have a significant negative effect on which of the following?
   (A) Food production
   (B) Population patterns
   (C) Wildlife conservation efforts
   (D) Tourism

7. Which of the following is LEAST self-sufficient in the natural resources needed for modern industry?
   (A) United States
   (B) Japan
   (C) France
   (D) United Kingdom
8. Early settlements and high population density along coastlines and rivers are best attributed to which of the following?
   (A) Mediterranean climate
   (B) Limited forest cover
   (C) Growth of manufacturing
   (D) Access to trade routes

9. In which of the following regions is subsistence agriculture being replaced by large-scale commercial development?
   (A) The Swiss Alps
   (B) The Amazon basin
   (C) North Africa
   (D) The Alaskan tundra

10. The cities of Varanasi (Benares) in India and Mecca in Saudi Arabia are alike because both are
    (A) capitals of countries formerly colonized by the English
    (B) destinations for vast numbers of pilgrims
    (C) financial centers for a large fraction of the world’s economy
    (D) examples of modern urban planning

11. Walter Christaller developed central place theory as a tool to describe the spatial relationships between
    (A) central business districts and suburbs
    (B) a market and its sources for raw materials
    (C) cities of different sizes and functions
    (D) the hubs of airline transportation systems

12. When a new fashion design is introduced globally, the information initially travels through a process known as
    (A) contagious diffusion
    (B) relocation diffusion
    (C) innovative diffusion
    (D) hierarchical diffusion

13. Spanish colonial architecture, uneven economic development, and rural-to-urban migration flows are most commonly found in which of the following?
    (A) Southeast Asia
    (B) Sub-Saharan Africa
    (C) North America
    (D) Latin America

14. The migration streams into the United States between 1980 and the present have been primarily composed of emigrants from which of the following regions?
    (A) Europe and North Africa
    (B) Asia and Latin America
    (C) Sub-Saharan Africa and Oceania
    (D) Central Europe and Australia

15. Due to a decrease in population, the city of Detroit, Michigan, has proposed to shrink its physical size by bulldozing abandoned neighborhoods and selling the vacant land to farmers. The cause of Detroit’s shrinking population can be attributed to
    (A) gentrification
    (B) agglomeration
    (C) deindustrialization
    (D) conurbation

16. Which of the following countries is situated in the region of tectonic activity known as the Pacific Ring of Fire?
    (A) Brazil
    (B) Australia
    (C) Chile
    (D) India
17. Which of the following sets of countries are contained within the same geographic region?
   (A) Pakistan, India, Nepal, and Afghanistan
   (B) Uruguay, Ecuador, Guinea, and Chile
   (C) Thailand, Laos, Falkland Islands, and Philippines
   (D) Namibia, Gabon, New Guinea, and Tanzania

18. The effects of the Great Mississippi Flood of 1927 and Hurricane Katrina in 2005 are similar because
   (A) the deep-sea fishing industry never fully recovered
   (B) a breach in levees increased the severity of the flooding
   (C) they were caused by tsunamis
   (D) they created a shortage in agricultural exports

19. Which of the following best illustrates the definition of a functional region?
   (A) A map showing Atlanta as a hub for Delta Airlines
   (B) An article describing the region referred to as the South
   (C) A map showing North Carolina’s one hundred counties
   (D) An essay explaining the region known as the Bible Belt

20. The official languages of Guyana, Suriname, and French Guiana are English, Dutch, and French, respectively. On what continent are those countries located?
   (A) North America
   (B) South America
   (C) Africa
   (D) Asia

21. Why are perceptual or vernacular regions so difficult to identify?
   (A) Boundaries are constantly being redrawn.
   (B) Physical features, such as rivers, are constantly shifting.
   (C) Defining criteria are subjective and differ among researchers.
   (D) Antecedent boundaries were drawn before humans were located in the regions.

22. Which of the following countries is currently at the most economic risk because of its diminishing petroleum reserves?
   (A) Mexico
   (B) Saudi Arabia
   (C) Kuwait
   (D) Venezuela

23. Which of the following regions is the culture hearth for three of the world’s main religions?
   (A) Horn of Africa
   (B) Indus River valley
   (C) Huang He valley
   (D) Eastern Mediterranean

24. Which of the following experiences the greatest temperature extremes in the world due to continentality?
   (A) Kazakh steppe in Kazakhstan
   (B) Siberia in Russia
   (C) La Mancha in Spain
   (D) Patagonia in Argentina
**Answers to Sample Questions**

1. (A) is the correct answer. An isobar is a line drawn on a map to connect all points of equal atmospheric pressure.

2. (B) is the correct answer. Only the globe can depict all the characteristics of size, shape, distance, and direction almost accurately.

3. The correct answer is (A). The Gulf Stream is a warm current that flows northeast past the west coast of Great Britain. It brings milder climates to this landmass than would be expected given its northerly location.

4. The best answer is (D). The features described in (A), (B), and (C) are common in landscapes that have been deposited by water. Deep dissection and erosion are **NOT** associated with the development of alluvial landscapes.

5. The correct answer is (C). The physiogeography of Europe creates a corridor from the western coast eastward into Germany and Poland, enabling those countries to experience marine-like climate conditions.

6. The correct answer is (A). Many crops, especially rice, are dependent on the regularity of wet and dry seasons.

7. The correct answer is (B). Japan must import nearly all the raw materials needed for its industrial economy.

8. The correct answer is (D). Trade was an important activity for the success of early settlements.

9. The correct answer is (B). The Amazon basin is the only region listed in which subsistence agriculture is widely practiced. This form of agriculture is under threat as the commercial development of the rain forest for cattle and rubber increases.

10. (B) is the correct answer. Varanasi (Benares) is a holy city of the Hindus and the object of constant pilgrimages; Mecca is a holy city and the principal pilgrimage destination of Islam.

11. (C) is the correct answer. Christaller’s primary goal in developing the model was to explain how and where central places (cities or towns) in the urban hierarchy would be functionally and spatially distributed with respect to one another.

12. (D) is the correct answer because hierarchical diffusion is a form of diffusion in which the adoption of an innovation or new idea occurs first in larger cities and then trickles down to smaller cities.

13. The correct answer is (D). Latin America is the only region in the options listed in which all three of the characteristics are found.

14. The correct answer is (B). Currently, Asia and Latin America are the primary source regions for immigration to the United States.

15. (C) is the correct answer. Deindustrialization is the process by which companies move manufacturing jobs to regions with cheaper labor. In the 1960s and 1970s, the industrial zone of the United States that includes Detroit, Michigan, lost many of its manufacturing jobs to areas of the world with lower wages. This led to abandoned factories and high unemployment in Detroit.

16. The correct answer is (C). About three-quarters of all active volcanoes in the world lie within the Pacific Rim. Plate boundaries are found all the way around the Pacific basin, and it is along these plate boundaries that the many volcanoes and earthquakes take place in what is commonly called the Pacific Ring of Fire. Chile lies along the Peru-Chile Trench along the eastern edge of the Pacific basin.

17. (A) is the correct answer. Pakistan, India, Nepal, and Afghanistan are all located in south Asia.

18. (B) is the correct answer. The failure of the levee system was the primary cause of the extensive flooding in both cases. Faulty design, inadequate construction, or some combination of the two was the likely cause of the breaching of the floodwalls.

19. The correct answer is (A). A functional region is defined by the particular set of activities or interactions that occur within it. A hub for an airline carrier is an example of the functional region.

20. (B) is the correct answer. Guyana, Suriname, and French Guiana are located along the northeastern coast of South America.

21. (C) is the correct answer. A perceptual region is not a physically demarcated entity. It exists as a conceptualization or an idea. In the United States, the South is a perceptual region.
22. The correct answer is (A). Mexico is the only non-OPEC country in the list. OPEC retains the majority of the world’s proven oil reserves. Many major non-OPEC oil producers are also very large consumers, which results in low exports. Non-OPEC oil is liable to price collapse. In addition, Mexico has about nine years of oil reserves. Saudi Arabia has an estimated 127 years of reserves, Kuwait 110 years, and Venezuela 100 years.

23. The correct answer is (D). Judaism, Christianity, and Islam have their origins in the eastern Mediterranean. Thus, the eastern Mediterranean is the culture hearth for these religions.

24. The correct answer is (B). Continentality is the tendency of areas remote from the ocean to have large annual and daily temperature ranges. These areas experience little maritime influence because the general atmospheric circulation is westerly. Siberia is located in the subarctic climate zone where annual temperature ranges are the largest in the world.
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 U.S. Armed Forces

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

What if I have a disability or other health-related need?
The following accommodations are available for Praxis test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

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

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

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

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

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

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

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

On the day of the test, you should:

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

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

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

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

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

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- scrap paper
- any electronic, photographic, recording, or listening devices

Note: All cell phones, smartphones (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.
Step 10: Do Your Best on Test Day

Are You Ready?

Complete this checklist to determine if you’re 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 U.S. 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 pre-defined competency standards for beginning teaching practice.

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

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

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

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

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

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

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

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

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. See the Test Dates and Deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the web?

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

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

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

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store