The Praxis Study Companion

World and U.S. History: Content Knowledge

0941/5941

www.ets.org/praxis
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](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 that you can find at [www.ets.org/praxis/states](http://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](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.


**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
- 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

World and U.S. History: Content Knowledge (0941/5941)

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* Includes historical thinking skills questions in Categories I–IV

About This Test

The World and U.S. History: Content Knowledge test is for prospective teachers of world and United States history in secondary schools. The 120 multiple-choice questions assess knowledge of historical facts and processes across the content areas of world and United States history. Approximately 50 percent of the questions deal with world history, and approximately 50 percent of the questions deal with United States history.

Some questions will also assess understanding of historical thinking skills, such as knowing how to formulate historical questions, knowing how to evaluate primary and secondary sources, knowing how to construct and support historical arguments, knowing how to make connections across time and geography, knowing how to assess historical causation, and knowing how to place historical events and processes in a global context. Some questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and/or photographs.

The 120 questions are equally weighted. Questions are multiple-choice with four options and written according to ETS guidelines.

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

Note: The outline below and the test use the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

PERCENTAGES REFER TO PERCENT OF WHOLE TEST

I. World History to 1450 C.E. (25%)

(A) World geography and how global climatic and environmental factors shape human history (1–3%)
  • Identify the location of major historical events
  • Demonstrate knowledge of how global climatic and environmental factors shaped human history

(B) The characteristics and structures of hunting-and-gathering societies and the shift that occurred with the Neolithic Revolution, circa 8000 B.C.E. (1–5%)
  • Understand the major differences between hunting-and-gathering societies and agricultural societies
  • Identify the Neolithic Revolution and its consequences

(C) The formation, organization, and significance of early river valley civilizations in the period 8000–1000 B.C.E., and in the Americas in the period 2000 B.C.E.–1500 C.E. (1–8%)
  • Demonstrate understanding of the formation, organization, and significance of early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E.
  • Demonstrate understanding of the formation, organization, and significance of early civilizations in the Americas in the period 2000 B.C.E.–1500 C.E.
  • Compare and contrast the early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E. and early civilizations in the Americas in the period 2000 B.C.E.–1500 C.E.

(D) The formation, organization, significance of, and interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E. (1–8%)
  • Demonstrate understanding of the formation, organization and significance of the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.
  • Demonstrate understanding of the interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.
  • Compare and contrast the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.

(E) The origin, tenets, development, significance, and spread of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam (1–8%)
  • Demonstrate understanding of the main beliefs of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam
  • Demonstrate understanding of where, how, and when Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam originated and developed
  • Demonstrate understanding of how and why major religions spread

(F) The reasons for the collapses of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E. (1–5%)
  • Identify the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.
  • Compare and contrast the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.

(G) The formation of new empires and political systems in the period 600–1450 C.E. (1–5%)
  • Identify major factors in the formation of new empires and political systems in the period 600–1450 C.E.
  • Compare and contrast new empires and political systems in the period 600–1450 C.E.
(H) How the spread of Islam affected political, social, and economic systems in the period 600–1450 C.E. (1–5%)
• Identify how the spread of Islam affected various political, social, and economic systems in the period 600–1450 C.E.
• Compare and contrast the effects of the spread of Islam in various parts of the world in the period 600–1450 C.E.

(I) The economic, political, and cultural awakenings in medieval Europe in the period 1000–1450 C.E. and their global impacts (1–8%)
• Identify the major economic changes in Europe in the period 1000–1450 C.E. and their global impact
• Identify the political changes in Europe in the period 1000–1450 C.E. and their global impact
• Identify major examples of the cultural awakenings in Europe in the period 1000–1450 C.E. and their global impact

(J) The emergence, function, and effects of interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E. (1–5%)
• Identify the new and existing interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E.
• Understand the function and effects of the various interregional networks in the period 1000–1450 C.E.

II. World History 1450 C.E. to the Present (25%)

(A) European exploration and colonization in terms of global political competition, trade, technology, and interaction in the period 1450–1750 C.E. (1–5%)
• Understand political competition, trade, technology, and global interaction as factors in European exploration and colonization in the period 1450–1750 C.E.
• Compare and contrast strategies of European exploration and colonization in the period 1450–1750 C.E.

(B) The development of major political entities in various parts of the world in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China) (1–5%)
• Understand how, where, and when major political entities developed in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China)
• Understand how major political entities interacted in the period 1450–1750 C.E.

(C) The main characteristics and global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E. (1–5%)
• Identify the main characteristics of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.
• Identify the global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.

(D) The characteristics and significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution (1–5%)
• Identify the main characteristics of the Renaissance, Reformation, Enlightenment, and Scientific Revolution
• Understand the global significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution

(E) The causes, major events, and effects of the Industrial Revolution 1750–1914 (1–5%)
• Identify the causes and major events of the Industrial Revolution, 1750–1914
• Understand the global effects of the Industrial Revolution (e.g., effects on the environment, global trade, and labor)

(F) The causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914 (e.g., United States, Latin America, China) (1–5%)
• Identify the causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914
• Compare and contrast political revolutions, unifications, and independence movements worldwide in the period 1750–1914
The causes, major events, and indigenous reactions to Western nationalism, imperialism, and colonization in the period 1840–1945 (1–5%)
- Identify causes and major events of nationalism, imperialism, and colonization in the period 1840–1945
- Identify indigenous reactions to imperialism and colonization in the period 1840–1945

The nature, development, and policies of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China) (1–5%)
- Understand the nature, development, and actions of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China)
- Compare and contrast totalitarian states in the twentieth century

The main causes, major events, and effects of the First and Second World Wars (1–9%)
- Identify the major events of the First and Second World Wars
- Understand the main causes and effects of the First and Second World Wars
- Compare and contrast the First and Second World Wars

The role of international organizations and the evolution of regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union) (1–3%)
- Identify the origins and major features of international organizations and regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union)

The main causes, major events, and effects of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa) (1–5%)
- Identify the major events of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa)
- Understand the main causes and effects of Asian and African decolonization and nationalist movements in the period

The political, economic, and cultural changes events in the Middle East in the twentieth century (1–5%)
- Identify the political, economic, and cultural changes and major events in the Middle East in the twentieth century (e.g., fall of the Ottoman Empire, Arab-Israeli conflict, rise of OPEC)

The main causes, major events, and global effects of the Cold War (e.g., North Korea, Cuba, Congo) in the period 1945–1989 (1–5%)
- Identify the major events of the Cold War in the period 1945–1989
- Understand the main causes and global effects of the Cold War

The changing economic, social, and political roles of women in various parts of the world since the nineteenth century (1–3%)
- Identify women’s changing economic, social, and political roles since the nineteenth century

The causes and global effects of the collapse of communism in Europe and the breakup of the Soviet Union (1–5%)
- Identify the causes of the collapse of communism in Europe and the breakup of the Soviet Union
- Understand the global effects of the collapse of communism in Europe and the breakup of the Soviet Union

The emergence of new types of political and human rights movements in various parts of the world in the period from 1945 to the present (1–3%)
- Identify new political and human rights movements that emerged from 1945 to the present (e.g., environmentalism, anti-apartheid)
(Q) The global economic and technological changes in the late twentieth and early twenty-first centuries (e.g., new patterns of migration, transnational corporations, global popular culture) (1–3%)
   • Identify global technological and economic changes in the late twentieth and early twenty-first centuries

(R) Major genocides of the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda) (1–5%)
   • Identify genocides in the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda)
   • Understand the causes and effects of genocides in the twentieth century

III. United States History to 1877 (25%)
(A) North American geography, peoples, and cultures prior to European colonization (1–5%)
   • Demonstrate knowledge of North America’s location in the world and its major rivers, lakes, and land features
   • Demonstrate knowledge of the political, economic, social, and cultural life of Native American peoples prior to European contact

(B) The interactions between humans and the environment throughout North American history (1–5%)
   • Demonstrate knowledge of the ways in which groups and individuals have interacted with the environment throughout North American history
   • Compare and contrast land use and resource allocation by different groups throughout North American history

(C) The reasons European colonies in North America were founded and how they developed (1–5%)
   • Demonstrate understanding of the reasons European powers (e.g., Spain, France, the Netherlands) founded colonies in North America
   • Demonstrate understanding of how European colonies in North America developed

(D) How European imperial and political conflicts and indigenous interests shaped the development of the North American colonies (1–3%)
   • Demonstrate understanding of the patterns of interaction between European powers and Native American peoples (e.g., fur trade, Metacom’s War)
   • Demonstrate understanding of how European imperial and political conflicts (e.g., the English Revolution, the Seven Years’ War) shaped the development of the North American colonies

(E) The political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period (1–3%)
   • Demonstrate understanding of the political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period

(F) Regional differences in social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America (1–5%)
   • Demonstrate understanding of social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America
   • Compare and contrast regional differences in social structures and economic developments in colonial America

(G) The economic, social, and cultural effects of slavery in the British American colonies and in the United States (1–5%)
   • Demonstrate understanding of the economic, social, and cultural effects of slavery in the British American colonies and in the United States
   • Demonstrate knowledge of the experiences of free and enslaved people of African origin in the North American colonies and the United States

(H) The major causes and events of the American Revolution (1–4%)
   • Demonstrate understanding of the major causes, events, and results of the American Revolution
Revolution

(I) The successes and failures of the Articles of Confederation and the context that led to the writing and adoption of the United States Constitution and Bill of Rights (1–10%)

- Demonstrate understanding of the successes and failures of the Articles of Confederation
- Demonstrate understanding of the events leading to the adoption of the United States Constitution and Bill of Rights
- Demonstrate knowledge of the contents of the United States Constitution and Bill of Rights
- Compare and contrast the Articles of Confederation and the United States Constitution

(J) Major political developments in the United States from the 1790s until the Civil War (1–5%)

- Demonstrate understanding of the political development of the United States from the 1790s until the Civil War (e.g., inception and growth of political parties, decisions of the Marshall Court, Jacksonian democracy)
- Demonstrate understanding of foreign policy issues in the United States from the 1790s until the Civil War (e.g., the War of 1812, Monroe Doctrine, Mexican-American War)

(K) The causes and effects of the territorial expansion of the United States in the nineteenth century (1–3%)

- Demonstrate understanding of the causes and effects of the territorial expansion of the United States in the nineteenth century (e.g., the Louisiana Purchase, Manifest Destiny)

(L) The market economy’s emergence, development, and effects in the United States in the first half of the nineteenth century (1–5%)

- Demonstrate understanding of the market economy’s emergence, development, and effects in the United States in the first half of the nineteenth century
- Demonstrate knowledge of the innovations that contributed to the development of commerce and manufacturing in the United States in the first half of the nineteenth century
- Demonstrate understanding of the causes and effects of religious and reform movements in the antebellum United States (e.g., women’s rights, abolition of slavery, temperance)

(M) The causes and effects of reform movements and religious movements in the antebellum United States (e.g., women’s rights, abolition of slavery, temperance) (1–3%)

- Demonstrate understanding of the causes and effects of religious and reform movements in the antebellum United States (e.g., the Second Great Awakening, abolition of slavery, women’s rights)

(N) The growth of nineteenth-century sectionalism, the origins of the Civil War, and the history of the Civil War and Reconstruction (1–8%)

- Demonstrate understanding of the growth of nineteenth-century sectionalism
- Demonstrate understanding of the major causes, events, and results of the Civil War
- Demonstrate understanding of the political, social, and economic history of Reconstruction

IV. United States History 1877 to the Present (25%)

(A) How and why industrialization, urbanization, and immigration shaped the development of the United States in the nineteenth and early twentieth centuries (1–5%)

- Demonstrate understanding of how and why industrialization and urbanization shaped the development of the United States in the nineteenth and early twentieth centuries (e.g., the transcontinental railroads, growth of big business, the labor movement)

(B) Contrasting urban development and rural development in the United States in the late nineteenth and early twentieth centuries (1–3%)

- Identify distinctive features of urban development and rural development in the United States in the late nineteenth and
Welcome to the Praxis™ Study Companion

The global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (1–3%)

- Demonstrate understanding of the global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (e.g., the Open Door policy, the Spanish-American War)

Regional developments in the United States (e.g., Jim Crow laws, American Indian policies) in the late nineteenth and early twentieth centuries (1–3%)

- Demonstrate understanding of regional developments in the United States in the late nineteenth and early twentieth centuries (e.g., Jim Crow laws, American Indian policies)

The changes in the politics, government, economy, and society of the United States resulting from Gilded Age and Progressive Era reforms (1–5%)

- Demonstrate understanding of the political, social, and cultural history of the Gilded Age (e.g., political machines, social Darwinism, Populism)
- Demonstrate understanding of changes in the politics, government, economy, and society of the United States resulting from Progressive Era reforms (e.g., trust-busting, settlement houses, Prohibition)

The origins, major events, and development of the woman suffrage movement in the United States (1–3%)

- Demonstrate knowledge of the development and major events of the woman suffrage movement in the United States

The causes, major events, and effects—both at home and abroad—of United States participation in the First World War (1–3%)

- Demonstrate understanding of the causes, major events, and effects of United States participation in the First World War both abroad and within the United States

The political, social, economic, and cultural changes that occurred in the United States in the 1920s (1–3%)

- Demonstrate understanding of the political, social, economic, and cultural changes that occurred in the United States in the 1920s

The causes and effects of the Great Depression (1–3%)

- Demonstrate understanding of the causes and effects of the Great Depression

The goals and programs of the New Deal and their effect on government, politics, the economy, and society (1–3%)

- Demonstrate understanding of the goals and programs of the New Deal
- Demonstrate understanding of the effect of New Deal programs on government, politics, the economy, and society

The causes, major events, and effects—both at home and abroad—of United States participation in the Second World War (1–3%)

- Demonstrate understanding of the causes, major events, and effects of United States participation in the Second World War both abroad and within the United States

The causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration) (1–3%)

- Demonstrate understanding of the causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration)

The causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the twentieth century (1–3%)

- Demonstrate understanding of the causes, major events, and effects of the movements
for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the twentieth century

(O) The social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution) (1–3%)

• Demonstrate understanding of social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution)

(P) Major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution) (1–3%)

• Identify major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution)

• Compare and contrast major social policy initiatives and political movements in the United States since the Second World War

(Q) The global political, economic, social, and technological changes in the late twentieth and early twenty-first centuries and their effects on the United States (1–3%)

• Demonstrate understanding of how global political, economic, social, and technological changes in the late twentieth and early twenty-first centuries have affected domestic developments in the United States

(R) The changing role of the United States in the post–Cold War world (1–3%)

• Demonstrate knowledge of the changing role of the United States in the post–Cold War world

IV. Historical Thinking Skills (25%)

Questions cross-classified with content categories I-IV.

(A) Know how to formulate historical questions. (1–7%) Cross-classification with content area.

• Identify historical questions (e.g., questions that can be researched, that call for analysis and interpretation, that can be supported with evidence)

• Distinguish different levels of historical understanding (e.g., recall, chronology, evaluation)

(B) Know how to locate, identify, and differentiate between primary and secondary sources. (1–7%) Cross-classification with content area.

• Identify the main characteristics of primary sources and secondary sources

• Differentiate between primary and secondary sources

(C) Know how to evaluate a variety of sources for analyzing people's values, motivations, perspectives, and behaviors in various historical contexts. (1–10%) Cross-classification with content area.

• Evaluate historical sources in terms of main idea, speaker, occasion, audience, purpose, point of view, bias, and argument

• Draw inferences and conclusions and make generalizations using historical sources

• Analyze and contextualize people's values, motivations, perspectives, and behaviors using historical sources

(D) Know how to write a thesis and develop historical arguments by using primary and secondary sources. (1–10%) Cross-classification with content area.

• Identify a valid historical thesis statement

• Evaluate how evidence supports or undermines historical arguments

• Apply primary and secondary sources to relevant historical arguments and theses

(E) Know how to make connections between historical developments across time and geography, including comparing and contrasting, determining cause and effect, analyzing change over time, and putting events in global context. (1–13%) Cross-classification with content area.

• Compare and contrast historical developments across time and geography

• Identify and evaluate causes and effects

• Identify patterns of continuity and change over time

• Place historical events and processes in local, national, and global context
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](http://www.ets.org/praxis/testprep) for information on other _Praxis_ tests.

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your 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](http://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](http://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 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 22 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 22 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 28.

- **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
Step 5: Determine Your Strategy for Success

• **Take the practice test together.** The idea of the practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

• **Learn from the results of the practice test.** Score 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.

<table>
<thead>
<tr>
<th>Praxis Test Name: Praxis I Pre-Professional Skills Test: Reading</th>
<th>Praxis Test Code: 0710</th>
<th>Test Date: 11/15/12</th>
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</table>

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for 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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</thead>
<tbody>
<tr>
<td><strong>Literal Comprehension</strong></td>
<td></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>
</tr>
<tr>
<td>Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/17/12</td>
<td>9/17/12</td>
</tr>
<tr>
<td>Organization</td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/20/12</td>
<td>9/21/12</td>
</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>
<td>9/25/12</td>
<td>9/27/12</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>
<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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<tr>
<td><strong>Critical and Inferential Comprehension</strong></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>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author’s discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/12</td>
<td>10/1/12</td>
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<tr>
<td><strong>Inferential Reasoning</strong></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>
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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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<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/15/12</td>
<td>10/17/12</td>
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<tr>
<td><strong>Generalization</strong></td>
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<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
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<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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Welcome to the *Praxis™ Study Companion*

### 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.
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**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 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

This test is available via paper delivery or computer delivery. Other than the delivery method, there is no difference between the tests. The test content is the same for both test codes. To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test.

Here is the same sample question as it would appear on a paper-delivered test:

Which of the following is the capital of the United States?
(A) New York, NY
(B) Washington, DC
(C) Chicago, IL
(D) Los Angeles, CA

For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.
The sample questions that follow illustrate the types of multiple-choice questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

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

1. The Phoenicians are best known for their achievements in which of the following areas?
   (A) Weapons technology
   (B) Trade and exploration
   (C) Literature
   (D) Agriculture

2. The shaded land area of the map above shows the
   (A) region affected by bubonic plague
   (B) conquests by the Russian monarchy
   (C) greatest extent of Mongol control
   (D) farthest spread of Buddhism
3. “Man being . . . by nature free, equal, and independent, no one can be . . . subjected to the political power of another, without his consent.”
   The statement above was most likely made by
   (A) John Locke
   (B) Edmund Burke
   (C) Bishop Jacques Bossuet
   (D) Adam Smith

4. Which of the following was a major result of Japan’s Meiji restoration?
   (A) Japan revived some aspects of feudal society.
   (B) Japan granted Korea political and cultural autonomy.
   (C) Japan sought alliances with Russia and China.
   (D) Japan created a modern industrial economy.

5. In the period 1890 to 1914, the majority of immigrants to the United States came from which of the following?
   (A) Germany, Great Britain, and Ireland
   (B) Italy, Austria-Hungary, and Russia
   (C) Ireland, Japan, and India
   (D) China, Brazil, and Scandinavia

6. Which of the following was the major result of the work of India’s Muslim League in the 1940s?
   (A) Unification of Indians across religious and ethnic lines to achieve independence from Great Britain
   (B) A growing division between the Westernized upper middle class and the majority of Indians
   (C) Partition of the independent subcontinent into Muslim Pakistan and a secular but predominantly Hindu India
   (D) The initiation of Indian nationalists’ negotiations with Britain’s wartime enemies of Germany and Japan

7. Which of the following caused the largest number of deaths among Native Americans in the colonial period?
   (A) Diseases such as smallpox
   (B) Enslavement by European settlers
   (C) Famines caused by game depletion
   (D) Problems caused by relocation

8. The Tea Act passed by Parliament in 1773 angered American colonists primarily because it
   (A) gave the British East India Company a monopoly on the tea trade
   (B) dramatically increased the price of tea
   (C) hurt tea planters in the North American colonies by lowering prices
   (D) decreased the supply of tea available in the North American colonies

9. Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?
   (A) Parties would be beneficial to the growth of democracy.
   (B) Parties would eventually return the country to dependence on Great Britain because they were suggestive of rule by monarchy.
   (C) Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
   (D) Parties would ensure that the delegates would control the government of the new nation.

10. Which of the following was the predominant trend in United States manufacturing in the mid-1800s?
    (A) Manufacturing jobs were increasingly held by married women.
    (B) Manufacturing increasingly shifted from small shops and households to factories.
    (C) Manufacturing was increasingly done by slaves.
    (D) Manufacturing increasingly relied on electric-powered machinery.
11. The admission of California into the Union as a free state in 1850 was hotly debated primarily because
   (A) many slaveholders wanted to move there
   (B) it disrupted the balance of power in the Senate
   (C) Californians wanted slaves to work in the vineyards
   (D) settlers in southwestern territories had already applied for admission as slave states

12. Which of the following United States programs provided money, supplies, and machinery to assist participating European countries in rebuilding after the Second World War?
   (A) Truman Doctrine
   (B) Atlantic Charter
   (C) Point Four Program
   (D) Marshall Plan

13. The transition to agriculture in Mesoamerica differed from the transition to agriculture in Southwest Asia in that the transition in
   (A) occurred much earlier than the transition in Southwest Asia
   (B) was driven by political decisions made by Mesoamerican rulers, whereas the transition in Southwest Asia was driven by economic and demographic factors
   (C) was not accompanied by the domestication of draft or pasture animals, whereas the transition in Southwest Asia was accompanied by the domestication of such animals
   (D) did not involve the domestication of cereal grains, whereas the transition in Southwest Asia was based on the domestication of cereal grains

14. Which of the following was the underlying cause of the 1994 Rwandan genocide?
   (A) The small size and limited powers of the United Nations peacekeeping force in Rwanda
   (B) The ethnic, economic, and political rivalries between members of Rwanda’s Hutu majority and Tutsi minority
   (C) The territorial ambitions of Rwanda’s neighboring states, which led them to intervene repeatedly in Rwandan affairs with the goal of destabilizing the country
   (D) The religious divide between mostly Muslim northern Rwanda and mostly Christian southern Rwanda

15. During the Cold War the term “Non-Aligned Movement” referred to a group of countries that
   (A) had rapidly developing economies based on technology and international finance, such as Singapore, South Korea, and Taiwan
   (B) avoided formal political or economic affiliation with either the Soviet or the Western bloc, such as India, Indonesia, and Egypt
   (C) were former colonies with White elites who continued to govern after decolonization, such as Rhodesia and South Africa
   (D) harbored foreign militant organizations and were ostracized by the Western bloc, such as Libya and Iran

“The political situation in Africa today is heartening and at the same time disturbing. It is heartening to see so many new flags hoisted in place of the old; it is disturbing to see so many countries of varying sizes and at different levels of development, weak and, in some instances, almost helpless. . . . The greatest contribution that Africa can make to the peace of the world is to . . . [create] a political union which will by its success, stand as an example to a divided world. . . . We have to prove that greatness is not to be measured in stockpiles of atom bombs.”

   Kwame Nkrumah, first president of Ghana, 1961

16. The ideas expressed by Kwame Nkrumah in the passage above are most representative of the ideology of
   (A) Pan-Africanism
   (B) the international socialist movement
   (C) the anti-apartheid movement
   (D) the liberation theology movement
Welcome to the Praxis™ Study Companion

“Let the working man and the employer make free arrangements, and in particular let them agree freely as to the wages; nevertheless, there exists a dictate of natural justice more imperious and ancient than any bargain between man and man, namely that the wages ought not be insufficient to support a frugal and well-behaved wage-earner…. [Employers] are reminded that, according to natural reason and Christian philosophy, working…. is creditable, not shameful, to man, since it enables him to earn an honorable living.”


17. Based on the excerpt above, it can be concluded that Pope Leo XIII’s main purpose in *Rerum Novarum* was to

(A) argue that employers had an ethical and religious duty to treat their employees fairly

(B) propose strict government regulations of labor markets

(C) support the formation and growth of trade unions

(D) warn against the danger of a possible communist revolution, if workers’ conditions did not improve

18. During the eighth century C.E., which of the following pairs of empires competed for control of central Asia?

(A) The Byzantine Empire and Han China

(B) The Abbasid caliphate and Tang China

(C) The Mongol empire and Gupta India

(D) The Mughal empire and Sasanid Persia

19. President Lyndon Johnson’s Great Society legislation was premised on a view of the role of the federal government in domestic policy that was most similar to that of

(A) Herbert Hoover

(B) Franklin D. Roosevelt

(C) Richard Nixon

(D) Ronald Reagan

20. Which of the following best summarizes the key policy goals of the New Feminism movement of the 1970s?

(A) Defending traditional gender roles at home and in the workplace, and opposing the Equal Rights Amendment of 1972

(B) Obtaining for women the rights to vote, own property, and engage in legal and business transactions

(C) Passing a legal prohibition of the sale of alcohol and limiting immigration

(D) Demanding equal pay for equal work and removing restrictions on women’s reproductive rights

21. The construction of an extensive road network funded by the federal government under the Interstate Highway Act of 1956 changed the built form of metropolitan areas in the United States by encouraging the

(A) greater use of public transit for travel to work

(B) concentration of manufacturing in central cities

(C) shrinking of metropolitan areas in terms of the land area they occupied

(D) expansion of housing and jobs in suburbs

22. The decision of the Supreme Court of the United States in *Brown v. Board of Education of Topeka* (1954) overturned the judicial precedent that had allowed

(A) the teaching of evolution in public schools

(B) gender segregation in private schools and social clubs

(C) separate but equal public facilities for Black people and White people

(D) federal funding of local public schools and state universities
23. The Reagan Revolution of the 1980s had which of the following effects on political party alignments in national elections?

(A) Latino voters who formerly had tended to vote for Democrats in national elections turned decisively to the Republican Party.

(B) White voters in the South who had voted for Republicans since the Reconstruction turned to the Democratic Party.

(C) Working-class White voters who had formerly tended to follow the endorsements of labor union leaders and vote for Democrats began to turn to the Republican Party.

(D) African American voters who had left the Republican Party in large numbers during the Jim Crow era returned to the party of Lincoln.

24. The end of the Cold War allowed to the United States to

(A) end its long-standing special relationship with Great Britain

(B) reduce its nuclear arsenal and limit the numbers of its troops stationed in Western Europe

(C) reduce its military and foreign policy involvement in the Middle East

(D) renew its involvement in major military operations in Southeast Asia
Answers to Sample Questions

1. The correct answer is (B). The Phoenicians concentrated on trade and exploration and pioneered shipbuilding and navigational techniques. They traded and spread their knowledge throughout the ancient Mediterranean world.

2. The correct answer is (C). Mongol power reached its height by the end of the thirteenth century. The Mongols controlled an area from eastern Europe to the Chinese coast. Mongol power fragmented soon after 1300.

3. The correct answer is (A). John Locke believed that the state existed to preserve the natural rights of its citizens—the rights of life, liberty, and property. Should the state fail in this protection, Locke believed, citizens had the right to withdraw their support for the state.

4. The correct answer is (D). In 1853, United States Commodore Matthew Perry forced Japan to open its economy to international trade. After futile resistance to Western intrusions and unequal trade treaties, a group of samurai overthrew the shogun (hereditary military governor) and restored the emperor in 1867. In order to strengthen Japan, the Meiji reformers adopted Western technology and created a government-stimulated, competitive industrial economy.

5. The correct answer is (B). In the 1880s, European agriculture began a steady decline, especially severe for peasant-based agriculture. Political oppression and religious persecution also continued in eastern Europe. As a result, Italians, Russians (particularly Russian Jews), Ukrainians, Poles, and Hungarians left Europe in great numbers, seeking better conditions in the United States. The First World War (1914 to 1918) and restrictions on immigration imposed by the United States after the war greatly reduced the numbers after 1924.

6. The correct answer is (C). The Muslim League organized to create an independent Muslim state. The League persuaded the British government that an independent India with a Hindu majority would persecute Muslims. In 1947, the British split the Indian subcontinent into two independent states: Pakistan, which was largely Muslim, and India, which had a Hindu majority.

7. The correct answer is (A). Native Americans lacked immunity to many common diseases carried by European explorers and settlers.

Smallpox and other diseases devastated Native American populations in what is now the United States and elsewhere in the Americas. The factors mentioned in the other answer choices did not cause nearly so many deaths.

8. The correct answer is (A). Prior to the Tea Act of 1773, the British East India Company had the sole right to ship tea from British possessions in India to London, where some of the tea was sold to colonial merchants who shipped it to the American colonies. The Act took away this profitable trade from colonial merchants by giving the Company a legal monopoly on importing tea to the colonies. In addition, the Act subsidized the price of tea, lowering it to the point where smuggling tea from other sources (another lucrative trade that many colonial merchants engaged in) was no longer worthwhile. Together, these measures threatened to ruin many colonial merchants.

9. The correct answer is (C). The framers of the Constitution generally saw political parties (or “factions,” as they were commonly called at the time) as a great danger to the republican government that they were proposing. They feared that strong, organized political divisions could paralyze the republic or even split it apart. Several features of the Constitution were originally intended to minimize the impact of political parties.

10. The correct answer is (B). In the mid-1800s, more and more items were produced in factories, powered by water or steam, rather than in small workshops or homes. The shift to the factory system of mass production had vast effects on the economy, politics, and social structure of the United States.

11. The correct answer is (B). Prior to California’s admission, there were 15 free states and 15 slave states. Over the previous decades, the Southern political establishment had followed the strategy of protecting slavery from federal government interference by trying to preserve a balance of free slave states, so that representation in the Senate would be evenly split. California’s admission as a free state upset the balance, and there was no immediate likelihood of another territory being admitted as a slave state to restore the balance.
12. The correct answer is (D). Europe had suffered extensive destruction during the Second World War. In 1947, Secretary of State George C. Marshall proposed the European Recovery Program, better known as the Marshall Plan. It provided for large amounts of financial and material aid to repair physical and economic damage of the war. Many Western European countries took advantage of this aid, and the Plan was a crucial factor in Europe’s postwar recovery.

13. The correct answer is (C). Pre-Columbian Mesoamerican societies had a few domesticated animals, including dogs, turkeys, and Muscovy ducks, but they did not have large domesticated mammals that could be used as draft or pasture animals. In ancient Southwest Asia, on the other hand, several important large animal species—notably cattle, sheep, and goats—were domesticated concurrently with (or shortly after) the adoption of agriculture.

14. The correct answer is (B). The Rwandan genocide occurred in the context of an ongoing civil war between the Hutu-dominated Rwandan government and a Tutsi-dominated rebel group, the Rwandan Patriotic Front. Although a peace deal had been negotiated in 1993, tensions between the Hutu and Tutsi groups remained high, and Hutu-controlled media in particular openly incited violence against Tutsi and Hutu who supported or consorted with Tutsi. Following the April 1994 assassination of President Juvénal Habyarimana, hastily organized Hutu militias formed and, with the active assistance of government forces and the media, carried out the genocide, in which close to a million Tutsi were killed in less than four months.

15. The correct answer is (B). Created at the 1961 Bandung Conference, the Non-Aligned Movement consisted mostly of recently independent former European colonies in Asia and Africa. These countries were seeking to develop their economies and modernize their societies but were concerned that cooperating too closely with the Communist bloc would amount to accepting a new form of political and economic dependence—as illustrated by the case of Yugoslavia, a communist country in Eastern Europe, which became a founding member of the Non-Aligned Movement as a way of asserting its independence from the Soviet Union. The Non-Aligned Movement was designed to foster economic development through cooperation among its member nations and to act as a balancing force in international relations.

16. The correct answer is (A). In the passage, Nkrumah envisions the unification of newly-independent African countries in a bloc that would “stand as an example to a divided world” (a reference to the bipolar world of the Cold War era) and not participate in the nuclear arms race. These principles—solidarity and cooperation among African countries combined with an independent foreign policy that avoided entanglements either with the Western bloc or the Soviet bloc—formed the core ideology of the ideology of Pan-Africanism, of which Nkrumah was a leading proponent. Although Nkrumah also was a self-avowed Marxist socialist, the passage does not directly reference socialist ideology or international socialism.

17. The correct answer is (A). In the excerpt, Pope Leo XIII appeals to individual employers on moral and religious grounds (“according to natural reason and Christian philosophy”) to urge them to provide fair living wages to their employees. Leo XIII was the first pope to directly address the social and economic problems created by the process of industrialization in Europe, the emergence of an industrial proletariat, and the emergence of the working class movement of the nineteenth century. While other parts of Rerum Novarum expressed support for workers’ trade unions, argued that governments have a responsibility to promote social justice, including through business regulations, and warned against the dangers of communism, the excerpted text does not provide direct support for answer choices (B), (C), or (D).

18. The correct answer is (B). By the middle of the eighth century C.E., the Chinese Tang dynasty rulers had established Chinese rule over most of the Tarim Basin (in present-day Xinjiang province), and Tang armies had begun to press further west into present-day Kyrgyzstan, Kazakhstan, and Uzbekistan. At the same time, the rulers of the newly established Abbasid caliphate in Baghdad, having defeated their rivals of the Umayyad dynasty, were eager to expand their territory into Central Asia. The armies of the two empires met in battle at the Talas River in 751 C.E., with the Muslim forces emerging victorious. The Battle of Talas River had a long-lasting effect on world history because it effectively set the limits on China’s westward expansion and ensured the long-term predominance of Islam in central and west-central Asia.
19. The correct answer is (B). The Great Society was a social program implemented between 1964 and 1966 that included legislation enabling the federal government to play a much greater role in the struggle against poverty, in public education, in providing health care to the elderly and the poor, and in addressing racial and social inequalities in the United States. President Roosevelt’s New Deal programs were based on a similar expansive view of the roles and responsibilities of the federal government in addressing domestic social and economic problems. The policies of President Hoover, President Nixon, and President Reagan were premised on a much narrower view of government’s role in domestic policy.

20. The correct answer is (D). Both reproductive rights and economic equality with men in the workplace were among the foundational principles of the National Organization of Women (NOW), the preeminent organization associated with New Feminism. Answer choice (B) represents concerns of women’s rights advocates of the nineteenth and early twentieth century, not the 1970s. The causes outlined in answer choice (C) were embraced by members of some nineteenth-century reform movements but were not important in New Feminism. Answer choice (A) summarizes the views of groups opposing New Feminism, such as Phyllis Schlafly’s Eagle Forum.

21. The correct answer is (D). The road infrastructure created as a result of the Interstate Highway Act hastened the process of population movement from the cities to the suburbs. The new road network reduced commuting times by automobile from the cities to the suburbs and made living in the suburbs while continuing to work in the cities a practical and attractive option for many people. Many businesses soon followed suit, resulting in the flight of jobs away from the increasingly impoverished central cities. As a result of the act, the use of public transit declined, and roads were often built over existing intraurban rail tracks in cities such as Los Angeles.

22. The correct answer is (C). The Brown v. Board of Education of Topeka decision overturned the ruling that the Supreme Court had issued in the Plessy v. Ferguson case of 1896, upholding the constitutionality of racially segregated “separate but equal” public facilities. In the Brown v. Board of Education of Topeka decision, the Supreme Court justices ruled, unanimously, that state laws mandating racially segregated public schools deprived minority students of equal educational opportunities and therefore violated the equal protection clause of the Fourteenth Amendment to the United States Constitution. The Brown decision did not apply to gender or racial segregation in private schools or social clubs.

23. The correct answer is (C). Limiting the political influence of traditionally pro-Democratic labor unions and appealing to White working-class voters were central components of the Republican Party strategy in the presidential campaigns of 1980 and 1984. As a presidential candidate and then as president, Ronald Reagan sought to attract White working-class voters by crafting a message that emphasized economic opportunity and limited government while also addressing—sometimes directly, sometimes obliquely—White working-class economic and social anxieties (including racial anxieties). Latino and African American voters mostly continued to support the Democratic Party throughout President Reagan’s two terms in office, and southern White voters mostly continued to support the Republican Party, as they had done since the 1960s.

24. The correct answer is (B). As a result of a series of nuclear disarmament treaties with the Soviet Union/Russia signed at or after the end of the Cold War, the United States was able to reduce its nuclear arsenal from approximately 25,000 warheads in the 1980s to approximately 10,000 warheads in 2000, and further to approximately 5,000 warheads by 2010. United States troops deployed in Western Europe (mostly in West Germany) were also reduced from a height of approximately 350,000 in the 1980s to less than 200,000 in the 1990s and less than 100,000 after 2000. Despite the end of the Cold War, the relationship between Great Britain and the United States has remained strong; the strategic importance of the Middle East to United States foreign policy has grown, rather than shrunk; and the United States has not become involved in any major military operations in Southeast Asia.
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](http://www.ets.org/praxis/test_day/bring).
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