

The Praxis® Study Companion

# Education of Young Children

5021



# Welcome to the *Praxis*® Study Companion

## Prepare to Show What You Know

You have been working to acquire 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 Series*® 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 *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- 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!

## Know What to Expect

### Which tests 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](http://www.ets.org/praxis/states).

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 37).

### **What should I expect when taking the test on computer?**

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

### **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 Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* Web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Education of Young Children (5021)

Test at a Glance			
<b>Test Name</b>	Education of Young Children		
<b>Test Code</b>	5021		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	90 selected response (Part A); 3 short constructed response (Part B)		
<b>Format</b>	Selected-response and constructed-response questions		
<b>Weighting</b>	Selected response: 80% of total score; short constructed response: 20% of total score		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Early Childhood Development II. Teaching and Supporting Diverse Children III. Creating a Developmentally Appropriate Learning Environment IV. Teaching and Learning A. Instructional Process B. Content Knowledge C. Assessment V. Professionalism, Family, and Community VI. Demonstrating Knowledge of Teaching A. Teaching and supporting diverse children or creating a developmentally appropriate learning environment B. Relationships with families or professionalism C. Assessment, curriculum, or instruction	16 14 17 22 21 3 constructed response	14% 12% 15% 20% 19% 20%
<b>Pacing</b>	In allocating time on this assessment, it is expected that about 90 minutes will be spent on the selected-response section and about 30 minutes will be spent on the constructed-response section. The sections are not independently timed, so you can determine your own pacing based on these recommendations.		

## About This Test

The Education of Young Children test is intended primarily for prospective teachers of young children (birth to age 8). It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child-centered activities that provide opportunities for choices, decision making, and discovery. The test was designed to align with the National Association for the Education of Young Children's *NAEYC Standards for Early Childhood Professional Preparation* (2009).

The test is 120 minutes long and contains 90 selected-response questions and 3 constructed-response questions. This test may contain some questions that will not count toward your score.

The selected-response questions are designed to assess the test taker's knowledge of pedagogy and content, the relationship between theory and practice, and the ways that theory can be applied in the educational setting. The questions also cover multicultural influences; diversity; variations in development, including atypical development; and the effects they have on children's development and learning.

The constructed-response questions focus on one of the following areas: family, professionalism, teaching and supporting diverse children, the learning environment, assessment, curriculum, and instruction.

## Topics Covered

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

### I. Early Childhood Development

#### A. Understands the typical progression in each developmental domain of children from birth to age 8

1. Knows age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language)
2. Recognizes variable progression in children

#### B. Understands external factors that influence physical, cognitive, social, and emotional development

1. Nutrition, culture identity, socioeconomic (SES) status, family
2. Knows Maslow hierarchy of needs
3. Knows how experiences, environment, and language affect a child's development
4. Differentiates how external factors influence the child
5. Determines factors that impact the individual child

#### C. Understands theories of family and community and how they impact child development

1. Comprehends and applies the Ecological theory, family systems theory, and Vygotsky's social culture theory
2. Relates child and family experiences to family-based theories

#### D. Understands how major theories of learning connect to early childhood practice

1. Differentiates and applies constructivism, behaviorism, and social learning (e.g., Brunner, Vygotsky, Piaget)
2. Understands that children are motivated in different ways

**E. Understands how individual characteristics of a child influence all domains of development**

1. Recognizes individual differences (e.g., physical characteristics, health, gender, heredity, temperament, and self-concept)
2. Understands the uniqueness of the child as it impacts their development

**F. Understands factors that influence language and literacy development**

1. Understands how physical impairments, home and community, social interactions, primary language, environmental print, cultural context, and sign language affect a child's language and literacy development
2. Identifies potential positive and negative communication issues

**G. Recognizes how brain development influences the holistic development of the child**

1. Knows the importance of early experiences and stimulation on development
2. Provides a rich environment to stimulate brain development

**H. Knows the warning signs of common medical conditions and basic first aid procedures**

1. Knows basic first aid and how to react to these situations (e.g., food allergies, asthma, Epi-pen injections)

**II. Teaching and Supporting Diverse Children**

**A. Recognizes areas of exceptionality and their potential impact on a child's learning**

1. Describes areas of exceptionality that may impact the child's learning (e.g., developmental delays, health impairments, giftedness)
2. Develops appropriate adaptations

**B. Knows the implications of current federal legislation relating to children with exceptionalities**

1. Knows the meaning and purpose of IDEA (e.g., least restrictive environment, IEPs, IFSPs)

**C. Knows a variety of approaches for accommodating children with diverse learning needs**

1. Identifies learning accommodations for children with diverse needs (e.g., English language learners, gifted learners, special needs, local cultures, child populations)

**D. Knows how to integrate a multicultural and an antibias curriculum into the early childhood environment**

1. Defines antibias curriculum
2. Lists ways of representing diversity in the classroom environment (e.g., pictures, books, cultural artifacts)
3. Recognizes issues of equity (e.g., sexism and stereotypes)

### III. Creating a Developmentally Appropriate Learning Environment

#### A. Understands the need for displaying critical health and safety information and procedures

1. Knows and follows established procedures of health and safety (e.g., fire exit procedures, emergency procedures)

#### B. Knows how to create a literacy-rich environment

1. Knows and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials)
2. Recognizes the importance of modeling reading, speaking, and writing during daily routines
3. Knows intentional conversation strategies
4. Recognizes and adapts the literacy environment to the needs of the child

#### C. Understands the importance of health and safety when working with young children

1. Understands basic sanitation and nutrition
2. Establishes health and safety routines (e.g., hand washing, fire drill)
3. Considers safety in the creation of the environment to promote wellness

#### D. Knows how the arrangement of multi-sensory indoor and outdoor spatial environments impact children's development and learning

1. Integrates multisensory learning materials into indoor and outdoor spaces (e.g., accessibility, learning centers, aesthetics)
2. Arranges classroom and outdoor furniture to provide open areas for play and exploration to promote independence and cooperation
3. Arranges materials and environment to support developmental goals

#### E. Understands how to arrange the environment to provide purposeful opportunities for children to play and discover

1. Selects and provides a variety of materials that promote purposeful play and exploration

2. Designs spaces that provide children with opportunities to learn in a variety of ways (e.g., hands-on activities, discovery learning, quiet space)

3. Identifies and supports a child's interest throughout the space

#### F. Understands principles and strategies for effectively managing an early learning environment

1. Understands the benefit of consistent routines and procedures (e.g., the importance of routines and procedures)
2. Applies a variety of strategies to engage children (e.g., clapping, classroom jobs, music and movement, sharing)
3. Knows appropriate strategies for transitions

#### G. Understands the effective use of verbal and nonverbal communication to enrich the learning environment

1. Applies and models active listening and speaking techniques (e.g., eye contact, tone, restating, questioning, extending, body language)
2. Understands cultural implications in communication styles
3. Knows visual and auditory cues (e.g., picture prompts, audio books)

#### H. Understands principles and strategies that promote positive behaviors in children

1. Identifies and applies strategies that promote positive behavior (e.g., redirection, modeling positive interactions, problem solving, setting limits and goals, child reflection, self-regulation skills)
2. Provides opportunities for the children to interact in the physical environment
3. Incorporates conflict resolution strategies

#### I. Understands the importance of creating a sense of community

1. Designs learning environments and selects materials that incorporate team building, cooperative learning, respect, and personal responsibility (e.g., morning meeting, setting up classroom rules together, classroom jobs, community garden)
2. Establishes an environment where children can feel safe to take risks

- Creates an environment where children assume ownership (e.g., placement of materials that facilitate independence, responsibility for self and classroom, displaying children's work, promoting self-help skills)

## IV. Teaching and Learning

### Instructional Process

#### A. Understands the role of standards and frameworks in instructional planning

- Connects children's interests and learning experiences to the standards/frameworks

#### B. Understands how scope and sequence affect instructional planning

- Understands the role of scope and sequence (e.g., in building upon prior knowledge, planning)
- Utilizes scope and sequence to plan lessons that promote growth in all developmental domains and content areas

#### C. Knows how to create observable and measurable goals that are developmentally appropriate

- Determines and identifies developmentally appropriate goals
- Develops observable and measurable goals that meet the age and individual needs of children (e.g., cognitive, social, emotional, physical)

#### D. Understands the role of resources and materials for planning and differentiated instruction

- Organizes and allocates resources and materials for planning and differentiating instruction
- Selects resources and materials based on the comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
- Considers curricular, theoretical, and philosophical approaches as planning resources

#### E. Knows a variety of instructional methods that encourage higher-level thinking

- Implements a variety of instructional methods to create lessons that extend beyond factual recall and challenge children to develop higher-level thinking
- Poses questions that encourage children to view, analyze, and interpret ideas from multiple perspectives

- Designs lessons that provide opportunities for children to engage in exploration and discovery (e.g., project based, questioning)

#### F. Knows a variety of techniques to support children's learning

- Knows and applies appropriate techniques based on context and different stages of the learning process
- Knows of a variety of techniques and multiple representations of concepts to support children's learning (e.g., scaffolding, modeling, differentiating instruction)

#### G. Knows basic methods for promoting the development of children's self-regulatory skills

- Identifies age-appropriate ways to promote the development of children's self-regulatory skills (e.g., positive reinforcements, self-talk, charting, feedback)
- Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences)

#### H. Understands how to adjust instruction in response to the needs and interests of children

- Designs and adjusts instruction to accommodate individual differences in interests and approaches to learning (e.g., teachable moments, emergent curriculum, learning styles, multiple intelligences)
- Knows how to engage children in active learning (e.g., interactive materials, discovery learning, intentionality)

#### I. Understands the use and implications of different grouping techniques and strategies

- Knows the purpose of different grouping techniques (e.g., small group, whole group, one-to-one grouping)
- Implements different grouping techniques and strategies that create opportunities for children to work collaboratively and independently (e.g., homogeneous, heterogeneous, collaborative learning)

## Content Knowledge

### J. Understands developmentally appropriate content knowledge in educating children from birth to age 8

1. Selects appropriate content based on knowledge of child development and the abilities of children at each developmental level (e.g., math, science, language arts, social studies)
2. Allows children the opportunity to practice developmentally appropriate concepts during everyday classroom experiences (e.g., one-to-one correspondence, phonemic awareness)
3. Knows mathematical concepts (e.g., number sense, shapes, one-to-one correspondence, sequence)
4. Knows literacy concepts (e.g., phonemic awareness, vocabulary, writing, shared reading)
5. Knows scientific concepts (e.g., cause and effect, discovery learning, observation, change)
6. Knows social studies concepts (e.g., social skills, community, character, family, culture)

### K. Knows how to design, implement, and evaluate lessons as part of an integrated and/or interdisciplinary curriculum

1. Designs developmentally appropriate lessons (e.g., content areas, developmental domains)
2. Knows how to integrate multiple content areas into lesson plans
3. Knows techniques to evaluate the effectiveness of integrated lessons (e.g., self-reflection, child assessment, peer feedback)

### L. Knows how to select and use resources and materials to support development across the curriculum

1. Selects resources and materials to support curricular and developmental goals (e.g., manipulatives, community resources, technology)
2. Knows the value of multipurpose materials (e.g., blocks, clay, paint)

### M. Knows how to integrate the arts throughout the curriculum

1. Designs art experiences that focus on the process rather than the product
2. Explains the value of integrating the arts into the learning process (e.g., music, creative movement, visual arts)

3. Integrates the arts throughout the curriculum (e.g., songs, dancing, drama, drawing)

### N. Knows how to integrate physical health and wellness into the curriculum

1. Explains the value of integrating physical health and wellness into the learning process (e.g., nutrition, gross motor play, movement)
2. Integrates physical health and wellness throughout the curriculum (e.g., hand washing, exercise, socio-dramatic play, self-regulation)

### O. Knows the necessary safety procedures and precautions to take when working with young children (including what to do during fire drills, on field trips, and on the playground)

1. Knows school safety procedures and follows them during an emergency
2. Establishes routines for the safety of children and staff
3. Identifies procedures for creating a safe environment (e.g., scanning for safety hazards, not leaving children unattended, removing materials that are unsafe)

### P. Knows how to integrate technological resources and materials in the instructional process as developmentally appropriate

1. Knows how to use technology to explore children's interests
2. Explains the value of integrating technological resources and materials into the learning process (e.g., cameras, computer, CD player, tape recorders)
3. Integrates technological resources throughout the curriculum (e.g., assistive devices, SMARTboard, overhead projector, light table)

### Q. Knows how to integrate multicultural and antibias resources in content instruction

1. Identifies antibias resources
2. Selects materials for content instruction that fairly and accurately represent diversity (e.g., pictures, books, cultural artifacts)
3. Recognizes biases and stereotypes in resources and materials
4. Uses materials and resources as needed to support the learning of all children (e.g., assistive devices, multicultural dolls)

**R. Knows how to integrate play in content instruction across the curriculum**

1. Knows how play impacts the developmental domains
2. Explains the value of play in the learning process
3. Integrates play across the curriculum
4. Identifies the different types of play (e.g., dramatic, parallel)
5. Provides opportunities for learning through play (e.g., space, time, materials)

**Assessment****S. Understands the role of formal and informal assessment to inform the instructional process**

1. Identifies opportunities in which informal assessment can be used to guide the instructional process (e.g., during independent work, play, group work)
2. Explains how formal assessment can be used to guide instruction (e.g., standardized tests, unit tests, curriculum tests, benchmarks)
3. Explains how informal assessment can be used to guide instruction (e.g., daily observations, checklists, anecdotal notes)

**T. Knows the distinctions among and the purposes of the different types of assessments**

1. Understands the purpose of different types of assessment (e.g., selected response, portfolio, checklist)
2. Discriminates among summative, diagnostic, and formative assessment

**U. Knows how to create, select, and appropriately use a variety of assessments**

1. Identifies a variety of assessments to measure children's learning (e.g., observation, anecdotal, portfolio, checklist)
2. Uses multiple assessment tools to make informed decisions
3. Creates developmentally appropriate assessments according to the child's needs
4. Chooses an appropriate assessment tool to measure a child's development in various contexts
5. Involves children in the assessment process

**V. Knows how to interpret assessment results and convey the meaning of those results to children, parents/caregivers, and school personnel**

1. Collects and organizes children's assessment data to interpret results
2. Discusses a child's performance objectively with others
3. Adjusts communication style and vocabulary when relaying assessment results to various audiences
4. Identifies areas of strength and areas of improvement in a child

**W. Knows how to use assessment results to influence planning**

1. Adjusts instruction based on assessment data (e.g., modify learning goals, grouping, materials, modeling, level of complexity, methods of teaching)

**V. Professionalism, Family, and Community**  
**Professionalism****A. Understands the skills needed for respectful and effective communication about early childhood education to various audiences**

1. Knows the importance of being professional at all times (e.g., cultural awareness, body language, tone)
2. Knows the role of preparedness in professional communication in varied contexts (e.g., parent-teacher conferences, notes home)
3. Demonstrates positive and appropriate language (e.g., adjusts communication as appropriate for audience)

**B. Knows the guidelines for the ethical, appropriate, and safe use of technology**

1. Understands how to set age-appropriate guidelines and limitations for proper use of technology in the classroom (e.g., cell phones, audio centers, Internet)
2. Understands the importance of the teacher modeling professional use of technology in and out of the classroom (e.g., social networks, blogs)
3. Knows how to screen and identify appropriate educational technology resources (e.g., gender biases, cultural biases)

**C. Knows major policies related to the rights and responsibilities of teachers and children**

1. Knows that you are a mandated reporter of the violation of children's rights (e.g., confidentiality, privacy, and reporting of child abuse)
2. Knows the role of documentation (e.g., student samples, anecdotal notes, parent communication)
3. Knows privacy rights of children and families (e.g., records, confidentiality)

**D. Understands ethical responsibilities in a professional context**

1. Recognizes ethical dilemma
2. Recognizes the importance of being sensitive to the needs and rights of children and families (e.g., informed consent)
3. Understands family and community characteristics (e.g., divorce, family structure, SES)

**E. Understands the role of professional development resources**

1. Identifies and recognizes the need for professional development resources
2. Recognizes the benefits that professional associations can provide (e.g., quality standards, conferences, research)
3. Incorporates new strategies to improve teaching (e.g., learning communities, professional associations, literature)

**F. Recognizes the role of reflective practice for professional growth**

1. Identifies a variety of ways to achieve desired educational and professional goals
2. Demonstrates purposeful reflective practice to guide instruction (e.g., critical, pedagogical, surface, self-reflection, self-evaluation)

**G. Is familiar with research and current issues that impact early childhood education and development**

1. Identifies and applies appropriate and credible information (e.g., journals, books, online resources, professional associations)
2. Understands the importance and role of research-driven practice

**H. Understands the role of support personnel**

1. Identifies the benefits and recognizes the need for collaboration (e.g., speech therapists, paraprofessionals)
2. Recognizes the importance of other support staff as partners in learning
3. Knows of policies and procedures to involve support personnel

**I. Understands the implications of major laws, legislation, and court decisions relating to children, families, and teachers**

1. Understands the implications of major laws (e.g., child abuse, No Child Left Behind, zero tolerance, school prayer, IDEA)

**J. Knows basic strategies for the protection of teachers' rights**

1. Knows how to properly document classroom incidents
2. Understands the importance of teacher evaluation guidelines

**K. Knows how to collaborate with colleagues**

1. Understands how to use colleagues as resources (e.g., grade-level meetings, mentor)
2. Demonstrates professional communication with colleagues
3. Knows the roles and responsibilities of other professionals in the school setting (e.g., school board, principal)

**Family and Community****L. Knows a variety of methods for partnering with families in the educational process**

1. Provides and creates family involvement opportunities (e.g., volunteering, sharing cultural interests)
2. Provides appropriate and proactive communication with families (e.g., newsletters, family conferences, support of at-home learning, considers family access to technology)
3. Recognizes the importance of parents as first teachers and partners in learning

**M. Knows a variety of ways to partner with the community in the educational process**

1. Understands the importance of partnering (e.g., community outreach, guest speakers, parent workshops)
2. Connects classroom to community (e.g., field trips, community volunteers)

**N. Knows how to advocate for children**

1. Identifies school and community resources that will support children and families (e.g., collaborates with families, connects needs to resources, communicates needs, community awareness)

**VI. Demonstrating Knowledge of Teaching: Diversity and the Learning Environment; Relationships with Families or Professionalism; and Assessment, Curriculum, or Instruction**

These three exercises focus on the examinee's ability to:

1. Address the individual needs of diverse learners or to create a developmentally appropriate learning environment
2. Recognize strategies for communicating and working with parents effectively or to evaluate the effects of choices and/or actions on an ethical dilemma
3. Support learning through the skills and concepts involved in an integrated curriculum, or to assess student work, or to reflect on implications for instruction

## 2. Familiarize Yourself with Test Questions

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

The *Praxis Series* assessments include a variety of question types: constructed response, for which you write a response of your own; selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. 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 Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of options.

However, interactive question types may also ask you to respond by:

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

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis Web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

## Understanding Selected-Response Questions

Many selected-response 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 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 selected-response 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 selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

### How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

### How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

**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 creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

### 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 take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in "Understanding Constructed-Response Questions" on page 14.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Sample Test Questions

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

- Of the following, which lists all of the concepts of measurement that a child at the preoperational level can understand?
  - The height of an object
  - The height and length of an object
  - The height, width, and length of an object
  - The height, width, length, and surface area of an object
- Before reading a story about butterflies to his first-grade class, Mr. Alexander would like to access their prior knowledge of the subject. Which of the following would best address this objective?
  - Reinforcing concepts with an integrated curriculum
  - Modeling concepts of print, using a relevant big book
  - Prompting reflective thinking through a picture walk
  - Discussing age-appropriate research about butterflies
- Mr. Lin teaches a second-grade class that includes three special education students whose Individualized Education Programs (IEPs) require the services of the speech-language pathologist. These services are scheduled during the class' "Book Battle" time, and Mr. Lin regularly keeps the students in class for that activity because he believes it benefits their reading skills. Which of the following best explains why Mr. Lin is in violation of the students' IEPs?
  - Mr. Lin is not providing the students educational supports in the least restrictive environment.
  - Mr. Lin is not fulfilling the specific supports provided for the students in accordance with their IEPs.
  - Mr. Lin's actions are causing the speech pathologist to receive payment for services that are not being rendered.
  - Mr. Lin is providing supplementary reading support that is not specified in the students' IEPs.
- Mr. Bloch is encouraging character development in his second-grade students by modeling positive character traits. Each week he awards one of his students the "I Know I Can" award for sticking with a difficult task. Which of the following traits is he reinforcing by this practice?
  - Compassion
  - Industriousness
  - Perseverance
  - Citizenship

5. Which of the following theories continues to influence the field of early childhood education through the practice of postponing children's entrance to kindergarten from age 5 to age 6, presuming they are then more ready to learn?
- (A) Psychoanalytic theory
  - (B) Maturationist theory
  - (C) Sociocultural theory
  - (D) Behavioral theory
6. Which of the following would most foster the continued development of a child's expressive language?
- (A) Drawing on paper
  - (B) Dramatic play
  - (C) Building blocks
  - (D) Finger painting
7. Which of the following descriptions of physical development is typical for a child of 6 years?
- (A) Walks on tiptoe, begins to skip, draws in circular motions
  - (B) Gallops, able to draw designs, including letters
  - (C) Likes to skip, somersault, copy designs, including letters
  - (D) Stands on tiptoe, kicks ball forward, able to screw and unscrew lids
8. The following are a teacher's speech and language development notes on several children who are all 8 years old.
- Jake: needs to have multistep directions repeated because of not listening to the entire request
- Hallie: sometimes uses slang and curse words as she compliments and criticizes her friends
- Caden: exaggerates his experiences when he tells stories to others in the class with great detail
- Brandy: seldom follows through on simple verbal instructions requested by the teacher
- Based on the teacher's notes, the teacher should be most concerned with the speech and language development of
- (A) Jake
  - (B) Hallie
  - (C) Caden
  - (D) Brandy
9. A third-grade teacher is working with small groups of students during reading instruction time. Which of the following would best allow the teacher to quickly assess the students' current progress on the skills being taught?
- (A) Observing the students informally as they read, write, and discuss during this small-group time
  - (B) Administering a diagnostic assessment to show the gaps and strengths in student learning
  - (C) Giving a formal assessment to take a more focused look at how students are progressing within the classroom
  - (D) Compiling anecdotal notes over several days to share with the students' families during family-teacher conferences

10. A second-grade teacher is using a constructivist approach and guiding students as they learn about shadows. The teacher provides appropriate materials, and the students discover that a small object can have a big shadow or a small shadow. Which of the following teacher actions would best help the students understand why this is so?
- (A) Telling the students that the size of an object's shadow changes in relation to the object's distance from the light source
  - (B) Demonstrating that the height of an object's shadow changes when the object is moved away from the light source
  - (C) Providing more opportunities for students to experiment until they can explain what they have observed
  - (D) Working with a partner to trace one another's shadows on large pieces of paper
11. During a dental health unit, a first-grade teacher invites a local dentist, Dr. Elizabeth Romero, to visit the classroom. Which of the following would be the most effective use of the dentist as an outside resource?
- (A) Have her discuss the benefits of being a dentist
  - (B) Ask her to bring samples of toothbrushes and toothpaste for each child
  - (C) Have her demonstrate effective toothbrushing techniques by allowing the children to practice
  - (D) Have her tell stories and show pictures of children with poor dental health
12. Ms. Fero would like to encourage a wider variety of the families of the children in her class to participate in school functions. To best increase the likelihood of this happening, Ms. Fero should
- (A) continue to offer beginning-of-the-year "meet the teacher" activities to make families feel welcomed
  - (B) plan events throughout the year that include a variety of food, music, and other cultural activities
  - (C) try to determine who the more actively involved parent is in each family and invite him or her to school functions in person
  - (D) plan activities that appeal to the dominant culture in the classroom to ensure the largest participation
13. Which of the following statements best illustrates active listening on the part of a second-grade teacher who is helping a student solve a personal problem?
- (A) "I have gathered the facts, and I know what really happened."
  - (B) "I understand you, and I know what is best for you."
  - (C) "I believe you understood the class rules."
  - (D) "I respect you as a person with your own ideas and feelings."
14. Sam has been identified as a second-grade student with special needs. An Individualized Education Program (IEP) will be developed to meet his educational needs. Which of the following is true about an IEP as specified by federal law?
- (A) Sam's IEP can include only one disability.
  - (B) Sam's IEP will specify his learning and behavior objectives for the next three years.
  - (C) Sam will be reevaluated every five years to ensure he still qualifies for special education services.
  - (D) Sam's IEP will indicate his current functioning level and abilities.

15. A teacher is arranging station areas in her kindergarten classroom. She is trying to decide where to put the library station, where students will be exploring a variety of reading materials and reading independently. Which of the following would be the best placement, within her classroom, for the library station?
- (A) Placing the library station next to the computer and listening stations that both use headsets with the activities that are included
  - (B) Placing the library station next to the block and dramatic play stations where several children would be working together
  - (C) Placing the library center between the art and small-group reading stations where the teacher and the small groups would be interacting
  - (D) Placing the library station in the center of the classroom so that children in the other stations would have easy access to books related to the various stations
16. A 6-year-old boy is having difficulty adjusting to new, healthful food that his parents have been trying to add to his diet. The boy's parents ask their son's teacher for suggestions for helping him adapt to the change. Which of the following is the most appropriate suggestion for the teacher to give?
- (A) Continue to provide the new food, and insist that the boy eat it.
  - (B) Discuss the food's benefits with the boy, and let him help prepare meals that include the new food.
  - (C) Allow the boy to return to eating his more familiar, preferred foods.
  - (D) Provide both the new food and the more familiar food, and allow the boy to choose which food to eat.
17. Alejandro, who is in preschool, is able to take off and put on his coat independently during the school day. However, when his mother picks him up, he expects her to help him get dressed. Which of the following would be the most appropriate teacher comment in this situation?
- (A) "May I ask why you are putting Alejandro's coat on for him?"
  - (B) "If you put on Alejandro's coat, he will not do it for himself."
  - (C) "Alejandro can now put on his coat by himself."
  - (D) "It's important that you let Alejandro take care of himself."
18. Which of the following is an example of an appropriate notation in a teacher's anecdotal records of a 3-year-old's language development during play time?
- (A) Malika is unable to use pronouns correctly.
  - (B) Malika should be tested for a possible auditory difficulty.
  - (C) Malika can answer simple questions about objects.
  - (D) Malika loves to arrange books about cats in the classroom book nook.

## Answers to Sample Questions

1. This question asks you to apply your understanding of the typical progression in each developmental domain of children from birth to age 8. Children at the pre-operational level have rigid thinking and can consider only one aspect of an object at a time. At the concrete-operations level they can comprehend the interaction of two dimensions, while at the formal operations level they can consider the interaction of two or more variables. The correct answer, therefore, is (A).

2. This question asks you to apply your understanding of assessing children's prior knowledge in order to plan instruction. (A), (B), and (D) are appropriate practices, but none would provide Mr. Alexander with the knowledge needed to know what the children know about butterflies or if they are interested in the topic. (C) has Mr. Alexander informally assessing the children's prior knowledge with the subject matter as he listens to their responses and shows them the pictures in the book. As a result, he will be better able to judge whether more advance preparation is needed for the children to understand the story and its vocabulary. He can also learn if the children are interested in the subject, or if he needs to engage them in the content in other ways first. This step is an excellent start for any teacher interested in involving children at the appropriate level (ZPD) before scaffolding their current knowledge. The correct answer, therefore, is (C).

3. This question asks you to apply your understanding of the implications of current federal legislation relating to children with exceptionalities. Instructional arrangements/settings shall be based on the individual needs and individualized education programs (IEPs) of eligible students receiving special education services. The correct answer, therefore, is (B).

4. This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. Compassion relates to a child showing empathy or sympathy for others; industriousness refers to being diligent or skillful with work; perseverance describes determination and the ability to bear difficulties calmly and without complaint; citizenship describes patriotic character. The correct answer, therefore, is (C).

5. This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. Psychoanalytic theory refers to the dynamics of personality development. Sociocultural theory states that cognitive developmental processes and learning processes are merely products of our society and culture. Different cultures have various systems, including beliefs, values, manners, normative behaviors, and practices. Cognitive development theory, as postulated by Jean Piaget, describes the different stages of cognitive development a child goes through from birth through adulthood. Maturationist theory is based upon the research of Arnold Gesell, who contended that changes in a child's abilities and behaviors is largely determined by the child's biological growth processes rather than the experiences obtained through learning. Maturationist theory led to the notion that for learning experiences to be effective, teachers needed to wait until children were biologically ready. The correct answer, therefore, is (B).

6. This question asks you to apply your understanding of creating a literacy-rich environment. Expressive language involves using language and learning to speak. In dramatic play, children are motivated to convey their wishes to others and speak from the perspective of their pretend roles. It is often through dramatic play that shy or withdrawn children first begin to express themselves through language. (A), (C), and (D) do not give children the opportunity to express themselves using their own words. The correct answer, therefore, is (B).

7. This question asks you to apply your understanding of the typical progression in each developmental domain of children from birth to age 8. Children age 6 have developed greater control, a sense of rhythm, can move in time to music, may ride a bike confidently without training wheels, and can balance on a narrow beam. They can catch and throw a ball with accuracy and run, skip, and hop with confidence. 6-year-olds can write their names, have more even and clearer letter formation, and their drawings are involved and detailed. (A) and (B) describe the skills of a 4-year-old, while (D) describes a 2-year-old. The correct answer, therefore, is (C).

8. This question asks you to apply your understanding of the typical progression in each developmental domain of children from birth to age 8. Understanding the language development of young children will help caregivers spot possible learning disabilities and seek treatment more quickly. By the age of eight, a child should be able to relate more elaborate and involved accounts of events (B and C), carry on meaningful conversations with adult speakers, and follow fairly complex instructions with little or no repetition (A). What makes (D) correct is that it is the simplest of the skills specified; and if the child is still struggling with the simplest of skills, it would cause the most concern. The correct answer, therefore, is (D).

9. This question asks you to apply your understanding of the role of formal and informal assessment in informing the instructional process. Formative assessments are designed to assist teachers in improving the instructional process and to obtain feedback about students' learning. Summative assessments give insights about the competency level achieved by a student after a unit of instruction (C). In the scenario described, the teacher needs immediate feedback about the students' progress. (A), (B), and (D) are examples of formative assessments; however, only (A) will give the teacher immediate feedback during reading instruction time. The correct answer, therefore, is (A).

10. This question asks you to apply your understanding of how the major theories of learning connect to early childhood practice. In the constructivist classroom, the teacher becomes a guide for the learner, providing bridging or scaffolding, to extend the learner's zone of proximal development. The child is encouraged to develop metacognitive skills such as reflective thinking and problem-solving techniques. The independent learner is intrinsically motivated to generate, discover, build, and enlarge her/his own framework of knowledge. The correct answer, therefore, is (C).

11. This question asks you to apply your knowledge of the variety of ways to partner with the community in the educational process. Guest speakers from the community can provide new information and experiences to children when the discussions and activities are relevant and appropriate for the age of the children. Discussing the benefit of being a dentist is not useful since the activity should be directed to health and not career benefits; giving the children samples of toothbrushes and toothpaste, although helpful, will not promote good brushing habits; sharing stories about poor dental health would also not be effective. However, when the dentist uses her skills to illustrate and reinforce good dental hygiene, it provides a hands-on learning opportunity and enforces concepts learned in class. The correct answer, therefore, is (C).

12. This question asks you to apply your understanding of the variety of methods for partnering with families in the educational process. When early childhood educators attempt to form a family-based philosophy, a willingness to acknowledge and respect family differences is required. Since classes are often made up of children who come from a variety of family structures and cultures, encouraging members of a child's family to participate in school functions is an important aspect of early childhood family involvement. Planning activities that involve diverse celebrations of cultural and familial differences throughout the year will likely encourage a wider variety of families to participate in school events. The correct answer, therefore, is (B).

13. This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. Active listening is a communication technique that requires the listener to understand, interpret, and evaluate what they hear, without including personal opinion (C), evaluation (A), or advice (B). The ability to listen actively can improve personal relationships by reducing conflicts, strengthening cooperation, and fostering understanding. The correct answer, therefore, is (D).

14. This question asks you to apply your understanding of the implications of current federal legislation relating to children with exceptionalities. As stated in IDEA, an IEP must include: a statement of the child's present levels of academic achievement and functional performance; a statement of measurable annual goals, including academic and functional goals which are designed to (1) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and (2) meet each of the child's other educational needs that result from the child's disability. The regulation also requires school districts to conduct an evaluation of each child served under the act every three years to determine, among other things, whether the child is still eligible for special education. The correct answer, therefore, is (D).

15. This question asks you to apply your understanding of how to arrange the environment to provide purposeful opportunities for children to play and discover. A library station requires children to read quietly and interact appropriately with materials provided without distraction. As much as possible, a library station should be situated in an area of the class with minimal distraction from movement and other activities. The correct answer, therefore, is (A).

16. This question asks you to apply your understanding of the role of working with parents. Suggesting to a parent options that might be helpful at home is important for the child's health and academic success. Guidance to the parent is helpful in order to assist the child to adopt a healthy lifestyle starting at a young age. (A) is incorrect; the stimulus specifically asks how to help the child adapt to change. This is not a method for adapting. This is more of a sink-or-swim approach. Eat or starve. This does not teach the children the importance of eating a healthier diet. (B) is correct; involving children in the process and giving them the opportunity to participate creates excitement, and gives them ownership in their food choices, and imparts the importance of eating healthy. (C) is incorrect; this choice will not promote healthy eating habits or help the child adapt to changing his diet. (D) is incorrect; this will not help children learn the importance of a healthy diet or help him to adapt to the needed changes. The correct answer, therefore, is (B).

17. This question asks you to apply your understanding of the skills needed for respectful and effective communication about early childhood education to various audiences. A professional teacher should demonstrate positive, respectful, and appropriate language while talking with parents or other individuals. In this situation, the teacher needs to graciously communicate to Alejandro's mother about his ability to function independently. (A), (B), and (D) are impolite and offer no encouragement to Alejandro or his mother. They also imply judgment of the parent by the teacher and give the impression that the teacher is telling the parent what she is doing wrong. The correct answer, therefore, is (C).

18. This question asks you to apply your knowledge of the distinctions among and the purposes of the different types of assessments. Anecdotal records document what a child can do and his or her achievements, as opposed to what he or she cannot do. (A) states what Malika cannot do, rather than noting exactly what is observed. The teacher is drawing a conclusion. (B) describes a teacher's professional opinion about Malika rather than a direct observation; (C) states what Malika can do; while (D) is an observation about Malika, rather than what she can do. The correct answer, therefore, is (C).

## Demonstrating Knowledge of Teaching

This section presents sample questions and constructed response samples along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Question raters take these circumstances into account when scoring the responses.

Question raters will assign scores based on the following scoring guide.

### General Scoring Guide for Demonstrating Knowledge of Teaching Prompts

#### Score of 3

The response demonstrates a strong knowledge of the subject matter relevant to the prompt in the following ways:

- **Portion of prompt answered and quality of response:** addresses *all parts* of the prompt *fully* and *accurately*
- **Understanding of content tested:** demonstrates a *thorough* understanding of the most significant aspects of the concept, theories, facts, procedures, or methodologies in education that are relevant to the prompt
- **Quality of evidence in the explanations:** provides *strong* explanations that are *effective, complete, and well supported* by relevant evidence

#### Score of 2

The response demonstrates a basic knowledge of the subject matter relevant to the prompt in the following ways:

- **Portion of prompt answered and quality of response:** addresses *most parts* of the prompt *appropriately*
- **Understanding of content tested:** demonstrates *adequate* understanding of the most significant aspects of the concepts, theories, facts, procedures, or methodologies in education that are relevant to the prompt

- **Quality of evidence in the explanations:** provides *basic* explanations that are *sufficiently* supported by relevant evidence

#### Score of 1

The response demonstrates a weak knowledge of the subject matter relevant to the prompt in the following ways:

- **Portion of prompt answered and quality of response:** addresses *some part* of the prompt *appropriately* and *may be loosely connected* to the prompt
- **Understanding of content tested:** demonstrates *little* understanding of the most significant aspects of the concepts, theories, facts, procedures, or methodologies in education that are relevant to the prompt
- **Quality of evidence in the explanations:** provides *weak* or *incomplete* explanations that *may not be supported* by relevant evidence

#### Score of 0

The response demonstrates a lack of knowledge of the subject matter relevant to the prompt in the following ways:

- **Portion of prompt answered and quality of response:** *simply restates or rephrases some or all parts of the prompt, is blank or off-topic, or does not address the prompt*
- **Understanding of content tested:** demonstrates a *lack* of understanding of the most significant aspects of the concepts, theories, facts, procedures, or methodologies in education that are relevant to the prompt
- **Quality of evidence in the explanations:** provides *vague or no* explanations that are *not supported* by relevant evidence

**BB:** a blank or almost blank response with a score of 0; deferred to scoring leadership

**OT:** an off-topic response with a score of 0; deferred to scoring leadership; may contain a discussion of candidate's opinion of the test or a simple "I don't know"

## Sample Constructed-Response Question 1

Chris is a child with HIV/AIDS who is in your class.

Part A: Based on practice that is ethical as well as professionally and legally prudent, what are your responsibilities to Chris and his family as a teacher?

Part B: List three resources that you could use to help you to learn how best to handle the issues specific to having a child with HIV/AIDS in the classroom. Describe the information each resource could provide.

### Sample Response that Received a Score of 3

Part A - As a teacher, I am responsible to keep the fact that a student has HIV/AIDS highly confidential. I am responsible to treat this student with compassion and understanding just as I do with each and every child. I need to be aware of the child's condition at all times but under no circumstances single the child out. I need to treat the child as just another student. It is important for the teacher to treat the learner, as well as the student, with respect and be empathetic!!

Part B - (1) The internet could be a vast help. I could look up HIV and AIDS as a resource of the types of physical issues I might expect with this child (e.g., frequent colds, low immunity). Based on this information, I would go the extra mile to keep my classroom clean and germ free. (2) I could talk to the school psychologist for tips that I may need in dealing with keeping my personal feelings in perspective. (3) If possible, I would talk to another parent, who has a child with HIV/AIDS, to get their input on what the teacher can do to help this child with HIV/AIDS succeed and thrive.

### Sample Response that Received a Score of 2

Part A - I am responsible to be confidential with Chris's condition as well as treat him just like I would any other child.

Part B - I would make sure to have the handbook for communicable disease in the classroom so I know what to do in case of any emergency situations as far as blood spill, etc. I would also make sure to have Chris's medical doctor's information so that the doctor could provide me with any precautions or certain

procedures that he uses with Chris if any emergency were to occur. I would have website and telephone information for National HIV/AIDS foundation so I can always call or look online when I have questions that arise about HIV/AIDS.

### Sample Response that Received a Score of 1

Part A - As a teacher my main responsibility to Chris would be confidentiality. This is important for protecting his rights to privacy. Further responsibilities would be proper care for his condition, providing a clean and safe environment, and treating him as I would any other child.

Part B - One resource that would help me learn how to handle specific issues would be legislature. This would help me to fully understand Chris's rights as well as my rights and responsibilities. Another resource that would be helpful would include proper procedure in case of illness or injury. In order to protect Chris as well as his classmates, I must know how to properly clean up or care for any illness or injury. The third and final resource would be information on HIV/AIDS. In order for me to help Chris I must fully understand the effects of HIV/AIDS on him. As well as how it is contracted and maintained.

### Sample Response that Received a Score of 0

Part A - A teacher acting ethically, legally, and professionally prudent would make sure to notify all students and parents about a child with HIV/AIDS being placed in the class. The teacher should inform students and parents that universal precautions will be used in the classroom to reduce the risk of exposure to HIV/AIDS.

Part B - Three examples of universal precaution resources would be gloves, gowns, and face masks. The teacher should purchase gloves to be worn by students during the day and thrown out at the end of the day. The teacher should ask parents to purchase a gown at the beginning of the year for their child and then require the gown to be washed in hot water each evening. The teacher should offer parents the option of having their child also wear a face mask in the classroom. These universal precautions would protect students from sweat, tears, and vomit and therefore ensure that the teacher is acting ethically, legally, and professionally prudent.

## Sample Constructed-Response Question 2

You are planning an integrated unit on plants and seeds for the diverse learners in your first-grade class.

Part A: Describe one developmentally appropriate, plant-related activity that integrates the following disciplines:

- science
- language arts
- mathematics

Part B: Describe the conceptual understanding the activity will address in each content area.

### Sample Response that Received a Score of 3

As a teacher planning this integrated unit on plants and seeds, I would do a project on bean and bean stalk growth with the children.

In the content area of science, the children will be growing their own bean sprouts in plastic bags. We will do a K-W-L chart on the growth of plants at the beginning and end of this science unit. Students will be able to identify what they know at the beginning of the unit, what they want to know at the beginning of the unit, and what they have learned at the end of the unit. We will also do plant life cycle cut and paste activities. Students will learn the life cycle of plants.

In the content area of language arts, the children will keep a detailed journal describing their observations while growing bean sprouts and what they are learning about the plant life cycle. Students will be able to actively engage in writing. We will also read books about the plant life cycle. Students will be able to engage in reading or listening to text being read.

In the content area of mathematics, we will make a chart based on the growth of the children's bean sprouts. We will use this chart to discuss varying quantities of growth. This will help students to compare the similarities and differences in the growth. We can even bring in concepts such as addition and subtraction if there is a wide enough variance in the growth. This will help students to practice addition and subtraction based on real world data.

### Sample Response that Received a Score of 2

Part A - I would incorporate reading books about plants and their growth with allowing the children to plant their own seeds and watch them grow.

Part B - Reading the books about plant growth allows students to gain knowledge through reading about and also actually watching the process happen in real life. The students will associate the reading with the plant growth process. Science is used in this activity by allowing the children to water the plant and give it sunlight. The children will learn what it takes for plants to grow. Math can be incorporated by charting the growth of the plants by days or weeks.

### Sample Response that Received a Score of 1

I would use counting seeds and plant parts because it is easy to understand and we all have them in our everyday life. In language arts I would read nature books and a book about growing because nature is all around us and we see it everyday. Growing is a natural part of life and we all do it!!

### Sample Response that Received a Score of 0

I am planning an integrated unit on plants and seeds for the diverse learners in my first-grade class which will integrate the disciplines of science, language arts, and mathematics. The activity will therefore address conceptual understanding in each content area.

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

You'll find specific information on the test you're taking in "1. Learn About Your Test" on page 5, 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 local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Test preparation materials include 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. Test dates can be found 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 "9. Understand Your Scores" on page 40.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 33 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 33, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 18.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a 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.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

## 5. 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 *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 5 to help complete it.

#### Use this worksheet to:

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

**Praxis Test Name:** Core Academic Skills for Educators: Reading  
**Praxis Test Code(s):** 5712  
**Test Date:** 9/15/14

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Core Academic Skills for Educators:</b>						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	3	Middle school English text book	College library, middle school teacher	7/15/14	7/15/14
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	3	Middle school English text book	College library, middle school teacher	7/17/14	7/17/14
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	7/20/14	7/21/14
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	7/25/14	7/26/14
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	7/25/14	7/27/14

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Craft, Structure, and Language Skills</b>						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
<b>Integration of Knowledge and Ideas</b>						
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/8/14	8/8/14
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/15/14	8/17/14
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/22/14	8/24/14
Generalization	Draw conclusions from materials presented in reading selection	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/24/14	8/24/14
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/27/14	8/27/14

## My Study Plan

**Use this worksheet to:**

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

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**Praxis Test Name:** \_\_\_\_\_  
**Praxis Test Code:** \_\_\_\_\_  
**Test Date:** \_\_\_\_\_

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

(continued on next page)



## 6. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

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

#### Should I Guess?

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

#### Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

#### Are there trick questions on the test?

No. There are no hidden meanings or trick questions. 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 tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

#### Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your 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 select or enter your answers on the computer.

### Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. 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. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer 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.
4. **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.
5. **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*<sup>®</sup> or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at [http://www.ets.org/s/praxis/pdf/passing\\_scores.pdf](http://www.ets.org/s/praxis/pdf/passing_scores.pdf) or on the Web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated 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.

## 7. Check on Testing Accommodations

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

### What if English is not my primary language?

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

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

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

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

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

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

You can find additional information on available resources for test takers with disabilities or health-related needs at [www.ets.org/disabilities](http://www.ets.org/disabilities).

## 8. Do Your Best on Test Day

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

You followed your study plan. You 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
- bring an acceptable and valid photo identification with you
- bring a pen or pencil to use on the scratch paper you are given
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- be prepared to stand in line to check in or to wait while other test takers check in

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 allotted 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
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

**Note:** All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), 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 whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- 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!

## 9. Understand Your Scores

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

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

### What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](http://www.ets.org/praxis/states) for the most up-to-date information.

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

*The Praxis Series* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

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

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

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

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

### Put your scores in perspective

Your score report indicates:

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

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

Questions on the *Praxis* tests are categorized by content. 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. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

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

# 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 knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. 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. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

## Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

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

## Do all states require these tests?

The *Praxis Series* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What is licensure/certification?

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

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, 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 selected-response 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 and revise existing test specifications and to evaluate test forms for alignment with the specifications.

### How long will it take to receive my scores?

Scores for tests that do not include constructed response questions are available on 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 score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [www.ets.org/praxis/register/centers\\_dates](http://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 My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

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