

The Praxis® Study Companion

# Interdisciplinary Early Childhood Education

5023



# 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*® 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 36).

### **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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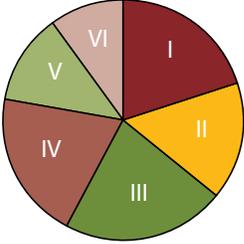
*The Praxis® Study Companion guides you through the steps to success*

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Interdisciplinary Early Childhood Education (5023)

Test at a Glance			
<b>Test Name</b>	Interdisciplinary Early Childhood Education		
<b>Test Code</b>	5023		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	120		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Growth and Development of Young Children Across the Spectrum of Development	24	20%
	II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs	19–20	16%
	III. Curriculum, Instruction, and Assessment for Young Children	26–27	22%
	IV. Play and Learning Environment for Young Children	24	20%
	V. Collaboration with Families and Colleagues	14–15	12%
	VI. Professionalism and Growth through Professional Development	11–12	10%

### About This Test

The Interdisciplinary Early Childhood Education (IECE) test is designed to measure the professional knowledge and skills of prospective teachers of young children (birth through kindergarten).

The content of the test was drawn up by experts in the field of interdisciplinary early childhood education and was confirmed as necessary for safe and effective practice and needed at the time of entry into the profession by a survey of teachers, teacher educators, and administrators. The test is aligned closely with the standards of the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC). Its development was also informed by the extensive research base on the importance of high-quality early childhood and preschool programs on children's readiness to learn.

The test is appropriate for examinees who are completing or have completed an undergraduate teacher training program in IECE and are taking this Praxis test for initial certification/licensure; are completing or have completed a graduate teacher training program in IECE and are taking Praxis for initial certification/licensure; or have a teaching certificate/license and are seeking an additional certification/licensure.

The 120 selected-response questions assess job-related knowledge as well as the ability to analyze problems and apply principles to specific situations. Some questions on this test may not count toward your score.

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 29.

### I. Growth and Development of Young Children Across the Spectrum of Development

1. Identify the characteristics and needs of all young children
2. Analyze multiple influences on child development and learning
3. Recognize how a healthy, respectful, supportive, challenging, developmentally appropriate learning environment contributes to the development of all children
4. Act according to foundational theories of development of all young children
5. Recognize the milestones of cognitive and perceptual development of all young children
6. Recognize the milestones of physical and motor development of all young children
7. Recognize the milestones of social and emotional development of all young children
8. Recognize the milestones of communication and language development of all young children
9. Recognize adaptive/self-help skills of all young children

### II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs

1. Identify the characteristics of young children with a range of abilities and special needs
2. Develop and implement an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)
3. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA
4. Plan and implement the interdisciplinary process of service delivery systems
5. Determine assistive and adaptive technology appropriate to address the needs of individual children

### III. Curriculum, Instruction, and Assessment for Young Children

#### A. Curriculum and Instruction

1. Design developmentally appropriate, comprehensive curriculum and instruction aligned with state standards
2. Facilitate children's acquisition and integration of behavior, skills, and concepts to support learning aligned with state standards
3. Adapt and individualize curriculum and instruction strategies and plans for children and families, including those with special needs and disabilities
4. Select developmentally and individually appropriate strategies and resources to provide routine- and activity-based learning experiences
5. Design and implement a daily schedule balanced with adult-directed and child-initiated activities
6. Implement developmentally appropriate teacher-directed grouping strategies (i.e., peer-to-peer, small group, and whole group)
7. Plan and provide opportunities for developmentally appropriate child-initiated activities with adult support as needed
8. Encourage children's active involvement in a variety of structured and unstructured learning activities
9. Design appropriate activities within the natural environment/least restrictive environment that align with the individualized service plan

10. Provide learning experiences that support and expand the cultural knowledge and practices of children and families
11. Provide guidance, learning cues, and positive feedback to children

**B. Assessment**

1. Understand the goals, benefits, and appropriate uses of assessment
2. Select appropriate observation, documentation, and assessment tools and approaches
3. Create assessment partnerships with families and other professionals
4. Use developmentally appropriate and authentic assessments to improve instruction, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
5. Select, create, adapt, and use multiple modes and methods of assessments that are sensitive to the unique cultural and learning needs of the child and family
6. Actively involve families and other team members in the assessment process
7. Systematically collect, organize, record, and analyze ongoing assessment data to monitor child progress and program evaluation
8. Monitor, summarize, and evaluate the acquisition of IFSP child and family outcomes and the IEP child goals
9. Effectively communicate ongoing assessment results of child progress with families and other team members using everyday language, including primary language and communicative mode

**IV. Play and Learning Environment for Young Children**

1. Create and maintain an emotionally healthy, respectful, supportive, and challenging play and learning environment
2. Create and maintain a physically healthy and safe environment through basic sanitation, nutrition, room ventilation, and good health practices
3. Create the physical, social, and temporal environment to engage children and maximize learning aligned with state standards
4. Create and maintain developmentally and individually appropriate activity-based learning environments
5. Provide developmentally and individually appropriate indoor and outdoor environments, allowing for individual, cooperative, small- and whole-group activities and providing opportunities for children to play, explore, and discover
6. Create environments that recognize and value diversity as a strength in children and families
7. Adapt environments to support children with special needs and disabilities such as the placement of children with vision and hearing impairments, space and paths for mobility supports, children with challenging behaviors, and functional behavior assessment guidelines
8. Create, evaluate, and select materials, media, and technology, including assistive and adaptive technology, to enhance the play and learning environment
9. Facilitate positive interactions between children and adults, including peer interaction
10. Use positive guidance techniques to foster children's self-regulation, appropriate social interaction, and social competence
11. Understand how to create environments that function within legal, ethical, and professional guidelines
12. Understand strategies for collaboration with adults to create a positive play and learning environment
13. Understand the benefit of the natural environment/ least restrictive environment as the most appropriate place for implementation of the IFSP/IEP

## V. Collaboration with Families and Colleagues

1. Plan for the effective involvement of team members, including assistants, staff, families, and volunteers across learning environments
2. Incorporate team members' (including families) knowledge of multiple disciplines and strategies
3. Plan and implement center-based experiences and instruction that incorporate family strengths and resources, priorities, and concerns
4. Plan and implement family-centered activities that reflect use of natural environments, the family's resources, priorities, and concerns
5. Participate as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings
6. Seek and encourage the participation of families as partners in promoting the child's development, making decisions, and implementing and evaluating program plans for the child
7. Apply family systems theory, family dynamics, family involvement, and identifying community resources for family support

## VI. Professionalism and Growth Through Professional Development

1. Understand the necessity to engage in ongoing self reflection, professional development, and professional memberships to improve professional practices
2. Apply professional ethics, practices, and legal mandates in early childhood settings
3. Apply and function within legal, ethical, and professional guidelines
4. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA, confidentiality and privacy, child abuse reporting, and assessment
5. Use effective advocacy strategies for children and families

## 2. Familiarize Yourself with Test Questions

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

The *Praxis* 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 answer choices.

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

- **Clicking more than one oval** to select answers from a list of choices.
- **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 choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices 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.

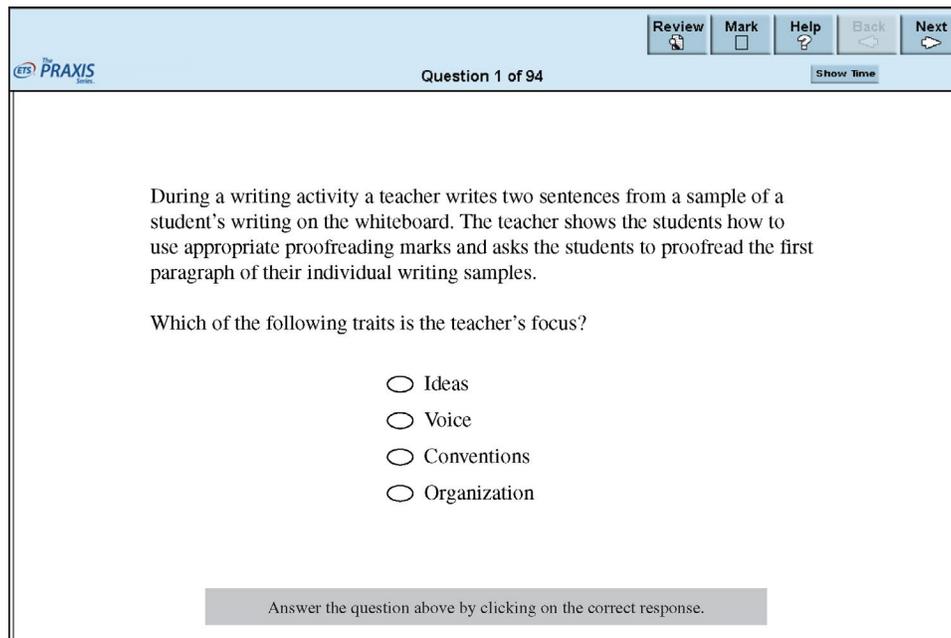
**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Computer Delivery

This test is available via computer delivery. To illustrate what a computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.



The screenshot shows a computer-delivered test interface. At the top left is the ETS PRAXIS logo. In the center, it says "Question 1 of 94". On the top right, there are navigation buttons: "Review" (with a circular arrow icon), "Mark" (with a square icon), "Help" (with a question mark icon), "Back" (with a left arrow icon), and "Next" (with a right arrow icon). Below these buttons is a "Show Time" button. The main content area contains a paragraph of text, a question, and four radio button options. At the bottom, there is a grey instruction box.

ETS PRAXIS

Question 1 of 94

Show Time

During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.

Which of the following traits is the teacher's focus?

- Ideas
- Voice
- Conventions
- Organization

Answer the question above by clicking on the correct response.

## Sample Test Questions

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

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

- Which of the following behaviors in a 5-month-old baby should be brought to the attention of a health-care professional?
  - Putting objects, such as toes, into the mouth
  - Pushing up, rocking, and rolling
  - Favoring a particular arm and leg
  - Crying when there is a loud noise
- Which of the following is a fine motor skill that 2-year-old children are usually able to demonstrate?
  - Going upstairs alone
  - Filling pails and funnels with sand
  - Throwing a ball three to five feet
  - Jumping in place on both feet
- Which of the following is a gross motor skill that 4-year-old children are usually able to demonstrate?
  - Turning one simple somersault
  - Jumping rope
  - Cutting with scissors
  - Riding a bicycle with gears
- Two young children are working together in the art center, using a variety of materials to make a bird. Materials include Styrofoam balls, eggs, and blocks, toothpicks, feathers, sequins, beads, scraps of felt, ribbons, glue, and scissors. The students are engaged in which of the following types of play?
  - Dramatic
  - Constructive
  - Exploratory
  - Parallel
- Of the following, which would best support the development of literacy skills in the kindergarten classroom?
  - Using a commercially developed language arts curriculum aligned with national standards
  - Creating attractive bulletin boards using commercially prepared materials to reinforce language arts concepts
  - Teaching phonics, decoding, and word recognition skills using work sheets
  - Providing children with opportunities to use a variety of developmentally appropriate reading and writing materials
- Which of the following placements for a child with multiple special needs is most consistent with the concept of inclusion?
  - A setting that maximizes contact with other children with special needs and that reduces exposure to mainstreamed environments
  - A traditional early childhood program in which children with special needs do not receive special services
  - The same educational program, with support services, that other children of the same age are receiving
  - An alternative education setting providing each child with a trained paraprofessional who works one-on-one with the child

7. Which of the following strategies would best foster multiculturalism in the preschool classroom?
- (A) Playing music from different cultures during free time
  - (B) Serving foods from various countries during snack time
  - (C) Inviting families to share their customs with the class
  - (D) Hanging colorful travel posters in the classroom
8. Two kindergarten children are playing with clay. When Tommy takes all of the red clay, Jess starts to cry and says to Tommy, "I really wanted to play with red clay too. Red is my favorite color." Tommy looks at the teacher, who sends the nonverbal message "It's up to you what you want to do" with a hand gesture and the expression on her face. Tommy pulls off a large chunk of red clay and hands it to Jess.
- Which of the following statements best describes how the teacher has contributed to the interaction described above?
- (A) The teacher has served as a role model and helped the children solve a problem on their own.
  - (B) The teacher has permitted crying as a healthy way for the children to express disappointment.
  - (C) The teacher has encouraged the children to seek help from adults in resolving conflicts.
  - (D) The teacher has established strict rules for controlling inappropriate behavior by the children.
9. Jimmy is in preschool. He has learned to take off and put on his coat without help. However, when his mother comes to pick him up, she expects that she will help him get dressed. Which of the following would be the most appropriate teacher comment in this situation?
- (A) "May I ask why are you putting Jimmy's coat on for him?"
  - (B) "If you put on Jimmy's coat, he will not do it for himself."
  - (C) "Jimmy can now put on his coat by himself."
  - (D) "It's important that you let Jimmy take care of himself."
10. Which of the following describes a situation in which a teacher is behaving in a less than exemplary professional manner?
- (A) When speaking on behalf of an educational organization at a professional conference, a teacher voices support for several of the organization's programs and policies.
  - (B) A teacher has identified a few children who would benefit from additional exposure to print and provides the names and addresses of the children to the subscription department of an educational magazine.
  - (C) A teacher, concerned about a child's welfare, reveals confidential information to the school guidance counselor who may be able to act in the child's interest.
  - (D) A teacher, concerned about the actions of a co-worker during the school day, meets informally with the colleague and attempts to resolve the matter collegially.

11. Which of the following best describes how a teacher might self-assess his or her classroom practices?
- (A) Taking time to regularly analyze, critique, and revise instructional decisions
  - (B) Asking the preschool director to visit the classroom and provide performance feedback
  - (C) Consulting with a colleague about possible responses to unpredictable classroom situations
  - (D) Ensuring that professional interactions with parents are aligned with the Code of Ethical Conduct of the National Association for the Education of Young Children (NAEYC)
- ▲ □ □ ▲ □ □
12. A 5-year-old is given the sequence of shapes above and is asked to continue the pattern. The student adds the following:
- ▲
- Which of the following would it be most appropriate for the teacher to say at this point?
- (A) "That is not right. Would you like to try again?"
  - (B) "Can you tell me why you added those two shapes?"
  - (C) "There are three parts to the pattern. Do you see them?"
  - (D) "Let me show you how to continue the pattern."
13. A teacher keeps a folder on each child in a class in order to assess the child's progress over time. Which of the following items are NOT likely to be found in each child's folder?
- (A) Dated work samples together with teacher notes
  - (B) Anecdotal records and records of systematic observations
  - (C) Checklists, rating scales, and screening inventories
  - (D) Weekly classroom lesson plans and curriculum goals
14. Which of the following is an example of a skill that can be observed in a normally developing 18-month-old?
- (A) Knowing what is food and what is not food
  - (B) Following simple directions to put a toy in the toy box
  - (C) Pointing to five parts of a doll when asked
  - (D) Matching an object to a picture of that object
15. Which of the following is an example of how to appropriately record in an anecdotal record information about a 3-year-old child's language use during free playtime?
- (A) Mary is unable to use colors to describe the blocks.
  - (B) Mary should be tested for a possible auditory difficulty.
  - (C) Mary can speak in complete sentences of 3 to 5 words.
  - (D) Mary's language development is below par.
16. Joshua enjoys riding the tricycle but refuses to participate in art activities for more than a few minutes at a time. The teacher makes access to the tricycle dependent on longer involvement during art time. The teacher's action is an example of the use of
- (A) contingency management
  - (B) task variation
  - (C) backward chaining
  - (D) shaping

17. A young child with developmental delays shows a special interest in balloons. The teacher uses balloons throughout the day when targeting skills; for example, by having the child request balloons, follow directions in painting balloons, use words related to balloons, and play games with balloons. The teacher's approach best exemplifies which of the following?
- (A) Task analysis
  - (B) Activity-based intervention
  - (C) Incidental teaching
  - (D) Fading
18. Which of the following best describes the most appropriate role of the family in early intervention?
- (A) To be trained to deliver early intervention services eventually
  - (B) To be equal partners and collaborators with professionals in early intervention
  - (C) To be involved in determining the individuals who will provide the early intervention services
  - (D) To understand what early intervention is and why the child will benefit from it
19. A teacher reads aloud *Where the Wild Things Are*, in which a boy named Max has a wild rumpus with the wild things on a faraway island. The teacher then gives the children five picture cards depicting scenes from the story and asks the children to put them in the order in which they happened in the story. Which of the following literary elements is the teacher assessing?
- (A) Setting
  - (B) Character
  - (C) Point of view
  - (D) Plot sequence
20. When parents ask in writing to review their child's school records, the agency or provider maintaining the records must comply with the request within no more than
- (A) 14 calendar days
  - (B) 21 calendar days
  - (C) 31 calendar days
  - (D) 45 calendar days
21. A child says, "I goed to the zoo with my daddy." Which of the following best explains why the child said "goed" instead of "went"?
- (A) Paralanguage
  - (B) Productive language difficulty
  - (C) Overgeneralization
  - (D) Receptive language difficulty
22. Which of the following activities would be most effective in introducing kindergartners to the concept of water circulation within a plant?
- (A) Examining the cross section of a stalk of celery and noticing that it seems to contain little holes
  - (B) Leaving celery stalks in colored water overnight and discussing why the celery leaves turn the same color as the water
  - (C) Having the children drink water using a straw and reasoning by analogy that plants also drink water somewhat like this
  - (D) Planting celery seeds in sterile soil in paper cups, placing them under a grow light, and watering them once a week
23. Which of the following skills must be learned before a child can skip?
- (A) Hopping
  - (B) Running
  - (C) Walking backward
  - (D) Crab walking
24. After a visit to the rescue squad, Ms. Sparza works with her 3-year-old students to write a thank-you letter to the rescue squad. As the children contribute their ideas, the teacher writes them on large chart paper. Which of the following literacy skills is Ms. Sparza primarily helping the children understand?
- (A) Using upper and lowercase letters
  - (B) Spacing between words and sentences
  - (C) Expressing speech and ideas in print
  - (D) Using common sight words in writing

25. One of the activities in a literacy center has the children match pictures of objects that begin with the same sound. Which of the following aspects of phonological awareness are the children using when matching the pictures?
- (A) Phoneme substitution
  - (B) Phoneme segmentation
  - (C) Phoneme blending
  - (D) Phoneme manipulation
26. In regard to the professional responsibilities of pre-kindergarten teachers with respect to parent-teacher relations, the National Association for the Education of Young Children (NAEYC) advocates in its "Guidelines for Developmentally Appropriate Practice" that teachers do which of the following?
- (A) Contact parents about every developmental change their children undergo
  - (B) Encourage parents to accept teachers as the experts who know what is best academically for their children
  - (C) Clarify the limits of parents' access to their children's classrooms
  - (D) View parents as partners in the educational process
27. 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
28. Which of the following is the most important role of a paraprofessional in an early childhood classroom?
- (A) Creating new alternative instruction for small-group work
  - (B) Attending IEP meetings as the teacher representative
  - (C) Facilitating instructional services to students under the supervision of the teacher
  - (D) Selecting and administering assessments based on the Individualized Family Service Plan (IFSP)
29. Which of the following information is most beneficial for a parent to provide to team members during the collaboration process to promote their child's successful transition from an Individualized Family Service Plan (IFSP) to an Individualized Education Program (IEP)?
- (A) Child's medical history including prenatal and postnatal care
  - (B) Child's strengths and goals based on the child's development progress
  - (C) Areas of academic weakness based on an achievement test
  - (D) Accommodations and modifications that must be included in the IEP
30. Which of the following best explains why a kindergarten student with cerebral palsy has trouble using a handheld writing tool for legible writing?
- (A) Inability to focus on small details
  - (B) Use of a dated handwriting approach
  - (C) Underdeveloped fine-motor skills
  - (D) Lack of experience drawing with the tool

## Answers to Sample Questions

1. The correct answer is (C). A parent should consult with a nurse-practitioner or doctor if a child is favoring a particular side of the body since this may be a sign of cerebral palsy. It is developmentally normal for 5-month-olds to put objects into the mouth (A), try to push themselves up (B), and cry when there is a loud noise (D).
2. The correct answer is (B). Fine motor skills are those that include precise thumb, finger, hand, and wrist movements. (A), (C), and (D) are gross motor skills that are developmentally appropriate for 2-year-olds.
3. The correct answer is (A). Gross motor skills are actions that require the movement of muscles in the body. (C) is a fine motor skill, and (B) and (D) are more likely to be seen in 5-year-olds.
4. The correct answer is (B). Constructive play (B) encourages children's creativity and stimulates the development of skills and positive relationships. Since the children have a goal in mind (i.e., making a bird) and are using the materials to make the bird, it would be incorrect to characterize their behavior as simply exploratory play (C). Since the two children are working together with a shared focus (i.e., making a bird), this would not be considered parallel play (D). Dramatic play (A) occurs when children use their imagination or pretend, but is not described in the scenario.
5. The correct answer is (D). Research has found that providing young children with varied opportunities to engage in the reading and writing processes stimulates their motivation and advances their literacy skills. Teaching phonics skills in isolation using work sheets (C) may teach letter-sound relationships, but not the literacy skills of reading and writing. There is little indication that commercial curricula and commercially produced classroom materials, (A) and (B), help children in kindergarten develop literacy skills. (A) and (B) may be effective, however, in grades one through three if implemented developmentally or according to best practice.
6. The correct answer is (C). The intent of inclusion is for children to be placed in the least restrictive educational environment. IDEA mandates that children with disabilities be placed in the same educational program they would have attended had they not had special needs. (A) and (D) do not meet the requirement of inclusion. Although (B) places the children in the same program they would have attended if they did not have special needs, it however does not provide them with required services.

7. The correct answer is (C). Young children construct their cultural identities primarily in relation to their own families, and thus the instructional approach in (C) is most likely to be effective. Simply providing multicultural materials, as in (A), (B), and (D), will not accomplish this goal.

8. The correct answer is (A). Promoting prosocial behavior and interpersonal problem-solving skills are two important concerns of the preschool teacher. Research has found that teachers who model prosocial and generative behavior typically have classrooms in which students internalize and adopt prosocial and empathetic behaviors. Tommy's action after the teacher's nonverbal message demonstrates that he has internalized and adopted prosocial behavior based on the teacher's prior modeling. (B), (C), and (D) do not describe the teacher's actions in the scenario.

9. The correct answer is (C). By letting Jimmy's mother know what he can do (C), the teacher's message quietly and graciously communicates to Jimmy and his mother his ability to function independently. (A), (B), and (D) may seem overbearing and offer no encouragement to Jimmy or his mother.

10. The correct answer is (B). The teacher violates the confidentiality of students by providing names and addresses to an outside organization (B) and thus is not behaving in a professional manner. (A), a teacher who is speaking at a conference and supporting several of the organization's programs and policies, is behaving in a professional manner. (C) and (D) are appropriate actions that ensure the safety of children and the integrity of the profession.

11. The correct answer is (A). The ability to conduct a self-assessment requires the teacher to examine continually and critically what he or she is doing. A teacher who takes time to analyze and critique instruction (A) and student understanding is self-assessing his or her classroom practices. (B) describes receiving feedback from a colleague, (C) describes collaborating with a colleague, and (D) describes applying and functioning within ethical and professional guidelines.

12. The correct answer is (B). Asking the child to explain the reason for an action (B) will help the child in thinking about the strategies used for the task, while showing the child what to do, (C) and (D), or merely asking the child to try again (A), would not benefit the child in any way.

13. The correct answer is (D). Weekly lesson plans and curriculum goals (D) are items that do not need to be in a folder kept to assess student progress. (A), (B), and (C) are types of items that may be found in the folder.

14. The correct answer is (B). A normally developing 18-month-old will be able to follow simple one-step directions (B). A normally developing 2-year-old will be able to point to five parts of a doll when asked (C). A normally developing 3-year-old will know what is food and what is not food (A) and will also be able to match an object to a picture of that object (D).

15. The correct answer is (C). Anecdotal records document what a child can do, as well as his or her achievements, as opposed to what he or she cannot do. (C) states what Mary can do and is an appropriate example of an entry in an anecdotal record. (A) states what Mary cannot do or is unable to do. (B) and (D) state a teacher's professional opinion about Mary rather than a direct observation.

16. The correct answer is (A). In contingency management, access to a behavior that is likely to occur is made contingent on one that is unlikely to occur. By making access to the tricycle contingent on the completion of the less-desired art activity, the teacher uses the strategy of contingency management (A). Task variation involves modifying tasks by including new material along with material children have already mastered. (B) involves backward chaining. (C) refers to breaking down the steps of a task and giving them in reverse order. Shaping (D) is a way of adding desired behaviors to a person's skill set.

17. The correct answer is (B). Activity-based intervention is a child-directed approach that focuses intervention on a child's individual goal using planned or child-initiated activities to help the child develop functional skills. By using a child's interest in balloons to teach specific skills, the teacher used an activity-based intervention (B). Task analysis (A) refers to breaking down complex tasks into smaller components. In incidental teaching (C) the teacher provides instruction using unplanned child-initiated activities to take advantage of a child's interest. Fading (D) involves the gradual removal of guidance or prompts.

18. The correct answer is (B). Current best practice in early intervention emphasizes partnership and collaboration with families. (A), (C), and (D) do not recognize the parent as an equal partner and limit the role of the family in early intervention

19. The correct answer is (D). Each of the choices is a literary element, but only (D), plot sequence, refers to the progression of events in a story, which would be indicated on the cards depicting the beginning, middle, and ending of the story. Setting (A) refers to the time, place, and mood of events in a story, character (B) refers to descriptions about the people in a story, and point of view (C) refers to a person's perception.

20. The correct answer is (D). The school or agency must honor parents' request to review their child's education records within 45 days of receiving the request unless the parents need to see the records sooner to prepare for an IEP (Individualized Education Program) meeting.

21. The correct answer is (C). A young child sometimes does not understand that there are exceptions to a rule and overgeneralizes, as shown in the scenario. (A) refers to how we say things, and (B) and (D) refer to possible difficulties related to language development.

22. The correct answer is (B). By leaving celery stalks in colored water, children are able to observe that the water somehow moves up the celery stalk to the leaves. (A) would not help the children see what is happening as well as (B) would. However, after observing that the water somehow moves up the celery stalk, noticing the openings in the cross section could lead to an understanding that the water is moving up through these little tubes. (C) and (D) may serve to model that plants use water, but not that plants circulate water.

23. The correct answer is (A). The ability to hop is a skill that is required for skipping. None of the skills mentioned in (B), (C), and (D) is required for learning to skip.

24. The correct answer is (C). It is very desirable for preschool children to learn to express their ideas in print. By writing the children's experience on large chart paper, the teacher is helping them to express their ideas in print. (A), (B), and (D) are not appropriate for 3-year-olds and are learned after children understand that speech and ideas can be captured in print.

25. The correct answer is (B). The matching activity requires the children to segment or isolate (B) the initial sound in the words that go with the pictures and compare them with one another. (A) phoneme substitution is replacing a phoneme in a word with another phoneme. (C) phoneme blending is blending sounds to form words. (D) phoneme cluster manipulation is adding, deleting, or changing the sounds in a word.

26. The correct answer is (D). As stated in the NAEYC guidelines, developmentally appropriate practices derive from deep knowledge of child development principles and of the children in particular, as well as the context within which each of them is living. The younger the child, the more necessary it is for practitioners to acquire this particular knowledge through relationships with children's families. Practitioners should involve families as a source of information about the child and engage them in the planning for their child (D). Information flow should be two-way, apart from informing parents about their child's progress (A). Parents do not feel like partners in the relationship when staff members see themselves as having all the knowledge and insight about children and view parents as lacking such knowledge (B). Practice is not developmentally appropriate if the program limits "parent involvement" to scheduled events (C) or if the program/family relationship has a strong "parent education" orientation.

27. The correct answer is (B). 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 (B) will likely encourage a wider variety of families to participate in school events. Although beginning-of-the-year activities serve a purpose (A), teachers should plan different activities that will appeal to a diverse parent body during the school year. Involving only one parent in each family (C) and planning activities that appeal to a dominant group (D) will not encourage a wide variety of families to attend.

28. The correct answer is (C). Paraprofessionals fulfill an important role in assisting with the management and delivery of educational services. Under the supervision of classroom teachers, paraprofessionals can assist by helping to reinforce skills and concepts already taught by working with small groups of students (C). They may aid in the creation of teaching materials and assist with lunchtime and bathroom routines. However, paraprofessionals do not plan lessons (A), represent teachers at IEP meetings (B), or administer assessments (D).

29. The correct answer is (B) because parents are a strong resource in transition planning, since they provide useful information about their child's strengths, challenges, and goals. (A) is incorrect because a child's medical history is already documented in the original IFSP. (C) is incorrect because providing the results of achievement tests is the responsibility of the school. (D) is incorrect because accommodations and modifications are developed as a result of a collaborative discussion.

30. The correct answer is (C). Children with cerebral palsy are often characterized by developmental delays in muscle control and coordination, such as underdeveloped fine-motor skills (C). (A) is incorrect because it is an example of a skill that is developing in all children and not just children with cerebral palsy. (B) is incorrect because the use of a dated handwriting approach would not account for trouble using a handheld writing tool. (D) is incorrect because all children will have difficulty using the tool if they lack experience with it.

## 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.

### 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 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 on page 39.

### 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 27 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 27, 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 13.
- **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 "Test Specifications" 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 chapter 1.
- 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 (Test Code):** Core Academic Skills for Educators: Reading (5712)

**Test Date:** 9/15/15

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>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(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
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

## My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
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 (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 Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Interdisciplinary Early Childhood Education test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics below are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

### Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

## Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

### I. Growth and Development of Young Children Across the Spectrum of Development

1. Identify the characteristics and needs of all young children
2. Analyze multiple influences on child development and learning
3. Recognize how a healthy, respectful, supportive, challenging, developmentally appropriate learning environment contributes to the development of all children
4. Act according to foundational theories of development of all young children
5. Recognize the milestones of cognitive and perceptual development of all young children
6. Recognize the milestones of physical and motor development of all young children
7. Recognize the milestones of social and emotional development of all young children
8. Recognize the milestones of communication and language development of all young children
9. Recognize adaptive/self-help skills of all young children

#### Discussion areas: Growth and Development of Young Children Across the Spectrum of Development

- What are some influences that can affect prenatal, infant, and child development?
- Describe various aspects of a healthy and appropriate learning environment.
- How does each aspect positively affect the development of young children?
- What are the stages for the typical development of infants, toddlers, and young children in terms of their cognitive and perceptual, physical and motor, social and emotional, and communication and language growth?

- What are the adaptive/self-help skills of young children? Provide examples of how an early childhood educator can foster the development of these skills.

### II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs

1. Identify the characteristics of young children with a range of abilities and special needs
2. Develop and implement an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)
3. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA
4. Plan and implement the interdisciplinary process of service delivery systems
5. Determine assistive and adaptive technology appropriate to address the needs of individual children

#### Discussion areas: Educational and Service Requirements for Children with a Range of Abilities and Special Needs

- What are some of the most common characteristics of students with special needs?
- What are the pros and cons of identifying and labeling disability categories at an early age?
- What is the purpose of the developmental delay category?
- What are the differences and similarities between an Individualized Education Program (IEP) and an Individualized Family Service Plan (IFSP)?
- What are the differences and similarities between an Individualized Education Program (IEP) and 504 plan?
- What does the term Least Restrictive Environment (LRE) mean? How will you decide what is the LRE for individual students? Who is responsible for ensuring that students are educated in the LRE?
- What is the purpose of assistive and adaptive technology? How will you determine which students need this type of technology?

### III. Curriculum, Instruction, and Assessment for Young Children

#### A. Curriculum and Instruction

1. Design developmentally appropriate, comprehensive curriculum and instruction aligned with state standards
2. Facilitate children's acquisition and integration of behavior, skills, and concepts to support learning aligned with state standards
3. Adapt and individualize curriculum and instruction strategies and plans for children and families, including those with special needs and disabilities
4. Select developmentally and individually appropriate strategies and resources to provide routine- and activity-based learning experiences
5. Design and implement a daily schedule balanced with adult-directed and child-initiated activities
6. Implement developmentally appropriate teacher-directed grouping strategies (i.e., peer-to-peer, small group, and whole group)
7. Plan and provide opportunities for developmentally appropriate child-initiated activities with adult support as needed
8. Encourage children's active involvement in a variety of structured and unstructured learning activities
9. Design appropriate activities within the natural environment/least restrictive environment that align with the individualized service plan
10. Provide learning experiences that support and expand the cultural knowledge and practices of children and families
11. Provide guidance, learning cues, and positive feedback to children

#### B. Assessment

1. Understand the goals, benefits, and appropriate uses of assessment
2. Select appropriate observation, documentation, and assessment tools and approaches
3. Create assessment partnerships with families and other professionals

4. Use developmentally appropriate and authentic assessments to improve instruction, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
5. Select, create, adapt, and use multiple modes and methods of assessments that are sensitive to the unique cultural and learning needs of the child and family
6. Actively involve families and other team members in the assessment process
7. Systematically collect, organize, record, and analyze ongoing assessment data to monitor child progress and program evaluation
8. Monitor, summarize, and evaluate the acquisition of IFSP child and family outcomes and the IEP child goals
9. Effectively communicate ongoing assessment results of child progress with families and other team members using everyday language, including primary language and communicative mode

#### Discussion areas: Curriculum and Instruction

- What classroom activities could address content area learning goals, such as literacy and mathematics goals, while also supporting children's behavioral and social development?
- What modifications might be made to lessons and activities in order to meet the varied needs of children, including those with special needs and disabilities?
- What are some ways to support cultural awareness and appreciation by children and families?
- What are some ways a teacher can use verbal and nonverbal cues and feedback to promote children's learning?

#### Discussion areas: Assessment

- What is the role and function of assessment in early childhood settings?
- How can a teacher involve families in the assessment process?
- How can a teacher effectively communicate assessment information to other professionals and families?

- How can a teacher use the results of authentic assessments, as well as the information provided by IFSPs and IEPs, to determine a child’s instructional and learning needs?
- How can the cultural and learning needs of children and families be met during the assessment process? (Include specific details regarding the selection of appropriate and effective methods of assessment, the creation of assessments, and the adaptation of assessments to meet child and family needs.)
- How can a teacher use ongoing assessment to monitor a child’s progress and guide instruction?
- How can a teacher use ongoing assessment to evaluate the effectiveness of a program?

#### IV. Play and Learning Environment for Young Children

1. Create and maintain an emotionally healthy, respectful, supportive, and challenging play and learning environment
2. Create and maintain a physically healthy and safe environment through basic sanitation, nutrition, room ventilation, and good health practices
3. Create the physical, social, and temporal environment to engage children and maximize learning aligned with state standards
4. Create and maintain developmentally and individually appropriate activity-based learning environments
5. Provide developmentally and individually appropriate indoor and outdoor environments, allowing for individual, cooperative, small- and whole-group activities and providing opportunities for children to play, explore, and discover
6. Create environments that recognize and value diversity as a strength in children and families
7. Adapt environments to support children with special needs and disabilities such as the placement of children with vision and hearing impairments, space and paths for mobility supports, children with challenging behaviors, and functional behavior assessment guidelines
8. Create, evaluate, and select materials, media, and technology, including assistive and adaptive technology, to enhance the play and learning environment
9. Facilitate positive interactions between children and adults, including peer interaction
10. Use positive guidance techniques to foster children’s self-regulation, appropriate social interaction, and social competence
11. Understand how to create environments that function within legal, ethical, and professional guidelines
12. Understand strategies for collaboration with adults to create a positive play and learning environment
13. Understand the benefit of the natural environment/ least restrictive environment as the most appropriate place for implementation of the IFSP/IEP

#### Discussion areas: Play and Learning Environment for Young Children

- What design of a learning and play environment ensures the health and safety of young children, as well as supports, motivates, and challenges them in developmentally appropriate ways?
- How can an indoor and outdoor early childhood environment provide opportunities for various learning activities and experiences (activity-based learning, individual and group activities, play, exploration, and discovery)?
- What modifications can be made to a learning environment to best support children with various special needs and disabilities?
- What is the process for creating, evaluating, and selecting materials, media, and technology in the early childhood setting?
- Explain how assistive and adaptive technology can support specific needs of children.
- In what ways can an adult support children in the development of their self regulation skills, social interaction skills, and social competence?

- What are some of the legal, ethical, and professional considerations a teacher must take into account when planning a learning environment?
- What is meant by the least restrictive environment as identified in a child's IFSP/IEP?

## V. Collaboration with Families and Colleagues

1. Plan for the effective involvement of team members, including assistants, staff, families, and volunteers across learning environments
2. Incorporate team members' (including families) knowledge of multiple disciplines and strategies
3. Plan and implement center-based experiences and instruction that incorporate family strengths and resources, priorities, and concerns
4. Plan and implement family-centered activities that reflect use of natural environments, the family's resources, priorities, and concerns
5. Participate as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings
6. Seek and encourage the participation of families as partners in promoting the child's development, making decisions, and implementing and evaluating program plans for the child
7. Apply family systems theory, family dynamics, family involvement, and identifying community resources for family support

### Discussion areas: Collaboration with Families and Colleagues

- How can a teacher involve and effectively collaborate with assistants, staff, families, and volunteers in the learning environment?
- What are examples of center-based activities and family-centered activities that reflect family strengths and resources, priorities, and concerns, and encourage family participation and involvement in children's learning?
- What is the process for encouraging family participation in the child's development, learning experiences, and program plans?

- How does family and home life affect a child's learning and development? Identify community resources that can be of assistance in addressing family needs and concerns.

## VI. Professionalism and Growth Through Professional Development

1. Understand the necessity to engage in ongoing self reflection, professional development, and professional memberships to improve professional practices
2. Apply professional ethics, practices, and legal mandates in early childhood settings
3. Apply and function within legal, ethical, and professional guidelines
4. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA, confidentiality and privacy, child abuse reporting, and assessment
5. Use effective advocacy strategies for children and families

### Discussion areas: Professionalism and Growth Through Professional Development

- What are the techniques for self-assessment by an educator? Explain how each will improve an educator's professional practices.
- What is the role of professional development? Explain how it can benefit an educator's professional practices.
- What are the professional, ethical, and legal considerations that must be taken into account by an early childhood educator? Provide examples of how each is appropriately applied in practice.
- What are the major laws related to the rights of children and educator responsibilities? Provide examples of appropriate applications of each.
- How do laws like IDEA, confidentiality and privacy, and child abuse reporting protect a student?

## 7. Review Smart Tips for Success

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

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

#### **Should I guess?**

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

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

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*® 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* 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.

## 8. 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/plne\\_accommodations/](http://www.ets.org/praxis/register/plne_accommodations/).

### 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).

## 9. 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 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!

# 10. 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* 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 *Praxis* test or other *Praxis* tests in 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 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 the *Praxis* Subject Assessments for professional licensing.

## Do all states require these tests?

The *Praxis* 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* tests?

Your state chose the *Praxis* 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* test development process. First, ETS asked them what 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.

The process is easy—simply log into My *Praxis* Account at [www.ets.org/praxis](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

**Note:** You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

\*[\*ETS Standards for Quality and Fairness\*](#) (2014, Princeton, N.J.) are consistent with the [\*Standards for Educational and Psychological Testing\*](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!  
Let the *Praxis*® *Study Companion* guide you.

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

[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)

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

[www.ets.org/praxis/store](http://www.ets.org/praxis/store)

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