

The Praxis® Study Companion

# Education of Young Children

5024



# 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 47).

### **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).

# Table of Contents

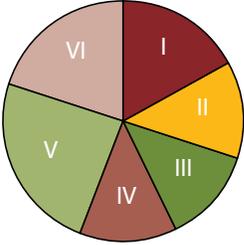
*The Praxis® Study Companion guides you through the steps to success*

<b>1. Learn About Your Test</b> .....	<b>5</b>
<i>Learn about the specific test you will be taking</i>	
<b>2. Familiarize Yourself with Test Questions</b> .....	<b>11</b>
<i>Become comfortable with the types of questions you'll find on the Praxis tests</i>	
<b>3. Practice with Sample Test Questions</b> .....	<b>15</b>
<i>Answer practice questions and find explanations for correct answers</i>	
<b>4. Determine Your Strategy for Success</b> .....	<b>30</b>
<i>Set clear goals and deadlines so your test preparation is focused and efficient</i>	
<b>5. Develop Your Study Plan</b> .....	<b>33</b>
<i>Develop a personalized study plan and schedule</i>	
<b>6. Review Study Topics</b> .....	<b>37</b>
<i>Review study topics with questions for discussion</i>	
<b>7. Review Smart Tips for Success</b> .....	<b>45</b>
<i>Follow test-taking tips developed by experts</i>	
<b>8. Check on Testing Accommodations</b> .....	<b>47</b>
<i>See if you qualify for accommodations to take the Praxis test</i>	
<b>9. Do Your Best on Test Day</b> .....	<b>48</b>
<i>Get ready for test day so you will be calm and confident</i>	
<b>10. Understand Your Scores</b> .....	<b>50</b>
<i>Understand how tests are scored and how to interpret your test scores</i>	
<b>Appendix: Other Questions You May Have</b> .....	<b>52</b>

# 1. Learn About Your Test

Learn about the specific test you will be taking

## Education of Young Children (5024)

Test at a Glance			
<b>Test Name</b>	Education of Young Children		
<b>Test Code</b>	5024		
<b>Time</b>	150 minutes*		
<b>Number of Questions</b>	120 selected response (SR) and 3 constructed response (CR)		
<b>Format</b>	SR and CR questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Childhood Development and Learning	25 SR	17%
	II. Observation, Documentation, and Assessment	19 SR	13%
	III. Developmentally Appropriate Practices	19 SR	13%
	IV. Professionalism, Family, and Community	19 SR	13%
	V. Content Pedagogy and Knowledge	38 SR	24%
	VI. Knowledge of Teaching	3 CR	20%
<b>Pacing</b>	*In allocating time on this assessment, it is expected that about 120 minutes will be spent on the selected-response section and about 30 minutes will be spent on the constructed-response section. The sections are not independently timed.		

### About This Test

The Education of Young Children test is intended primarily for prospective teachers of young children (birth to age eight). The test was designed to align with the National Association for the Education of Young Children's (NAEYC) Standards for Early Childhood Professional Preparation (2009) and the Common Core State Standards. It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child-centered activities that provide opportunities for choices, decision making, and discovery. The test is designed to assess the examinee's knowledge about pedagogy and content, the relationship of theory to practice, and how theory can be applied in the educational setting. Also included in the test are multicultural influences; diversity; variations in development, including atypical development; and how these factors affect children's development and learning.

Each of the three constructed-response questions will focus on one of the following areas: Developmentally Appropriate Practices; Professionalism, Family, and Community; Observation, Documentation, and Assessment; or Content Pedagogy and Knowledge.

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

## Test Specifications

Representative descriptions of topics covered in each category are provided below. 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 36.

### I. Childhood Development and Learning

An understanding of childhood development is crucial for those involved in the education of young children. Childhood development involved not only physical, cognitive, social emotional, and language development, but influences on development and how those influence affects learning. Decisions concerning the education for young children must be made within the context of the child's development in order to maximize learning and avoid inappropriate instruction.

#### A. Understands children's characteristics and needs

1. Understands multiple, interrelated areas of children's development and learning (e.g., physical, cognitive, social, emotional, language)
2. Understands multiple factors that affect children's motivation

#### B. Understands multiple influences on the development and learning of the whole child

1. Identifies factors that influence children's development and learning including but not limited to
  - a. diverse cultural and linguistic contexts for development
  - b. health status and disabilities
  - c. family and community characteristics
2. Understands developmentally appropriate play, activity, and learning processes and how they influence learning

#### C. Understands how multiple risk and protective factors affect children's development over time

#### D. Is familiar with the range of typical and atypical development (e.g., gifted and talented, learning delays, dual-language learners, developmental disabilities)

#### E. Understands how to apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

1. Knows strategies to promote young children's physical and psychological health, safety, and sense of security and well-being
2. Knows theory and research to construct learning environments that provide achievable and challenging experiences for each child

### II. Observation, Documentation, and Assessment

Learning and teaching are parts of an ongoing process in which goals are established, activities are designed, and outcomes are assessed to determine success. At each stage, the next goals are established according to assessment results in a constant cycle of learning and assessing. It is important that a teacher understand the variety of assessment tools and their purposes in order to align assessment with teaching goals, activities, and curriculum. It is also important that the teacher be effective in conveying information concerning assessment to families and other professionals.

#### A. Understands the goals, benefits, and uses of assessment to inform curriculum and instruction

1. Knows how to incorporate a variety of assessment methods (e.g., formal, informal, standardized) into curriculum
2. Know the advantages and disadvantages of a variety of assessment methods
3. Knows how to collect, analyze, and interpret observations and assessment results to inform instructional decision making

#### B. Knows how to apply responsible assessment practices to meet the diverse needs of children (e.g., those who are culturally diverse, are linguistically diverse, who have disabilities, who have exceptionalities)

#### C. Knows appropriate methods for screening, referral, and evaluation to identify children who may benefit from additional support

1. Knows appropriate screening tools
2. Understands the teacher's role as an active participant in the screening, referral, and evaluation process

#### D. Knows the varied, diverse, and inclusive roles of families in the screening and assessment process

#### E. Knows strategies for team building, two-way communication, and reporting with families and colleagues to establish shared responsibility for child-centered learning

### III. Developmentally Appropriate Practices

An early childhood teacher must use developmentally appropriate practices in the classroom and create a developmentally appropriate learning environment. Children need an environment that is literacy-rich and an environment where they are allowed to play and discover. The teacher must know how to arrange the environment indoor/outdoor and take safety into consideration

#### A. Knows how to structure the classroom environment to support children's learning

1. Knows how to organize the physical configuration, such as creating centers to support learning goals
2. Know how to establish schedules and routines
3. Knows how to match learning configurations to needs of children as individuals (e.g., paired, one-on-one) and as part of a group (e.g., whole group, small group, learning centers, projects)

#### B. Know how to apply a flexible, research-based repertoire of teaching and learning approaches to promote the diverse developmental needs of children including but not limited to the following

1. Knowing strategies to encourage critical-thinking skills and inquiry
2. Knowing how to scaffold and differentiate
3. Knowing how to support learning through the appropriate use of technology
4. Knowing how to use an integrated approach to curriculum

### IV. Professionalism, Family, and Community

Effective learning encompasses not just the classroom, but also the family and community. To be successful, the educational process must be supported in the home and community. Reinforcing the value of education conveys to the child importance of learning and encourages the child to strive for additional knowledge. It is the responsibility of the teacher to convey information concerning the learning process to the family and the community and to coordinate the goals for both school and home. A high level of professionalism, as well as teacher self-assessment, is crucial in maintain this relationship with families and communities.

#### A. Knows about ethical standards and other professional guidelines

1. Is familiar with the codes of ethical conduct of National Association for the Education of

Young Children and the Division of Early Childhood

2. Knows relevant laws and the professional responsibilities and roles pertaining to issues that include but are not limited to IDEA, Section 504, mandatory reporting, confidentiality, compulsory education, FERPA, and HIPPA

#### B. Understands the importance of continuous, collaborative learning to inform practice

1. Knows ways to improve educational practices by seeking opportunities to grow professionally
2. Understands the purpose, role, and essential skills of engaging in collaborative learning communities (e.g., on-site, homes, conferences, data teams, etc.)
3. Understands the importance of reflection to analyze practices and to modify and improve work with young children

#### C. Understands the integrated role of other professionals who may be involved in children's care and education (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, specialists in gifted education, school psychologists)

#### D. Knows appropriate uses of technology to communicate with children, families, and peers and to serve as a professional resource (e.g., digital portfolios, online report cards, embedded instruction)

#### E. Knows strategies to engage and support families and communities through respectful, reciprocal relationships

1. Knows strategies to build positive relationships with families and communities
2. Knows a variety of communication strategies and tools to foster relationships with families (e.g., informal conversations, conferencing, technology)
3. Knows strategies to connect families to needed resources (e.g., mental health services, health care, adult education, English-language instruction, economic assistance)

#### F. Knows strategies to involve families and communities in young children's development and learning

1. Is familiar with different strategies that engage families in their child's curriculum and assessment of learning

2. Knows how to collaborate with families and colleagues and enact protocols to make informed decisions regarding a child's education
3. Is familiar with strategies that address transitions within and among programs across multiple levels

## V. Content Pedagogy and Knowledge

Knows relevant national, state, and local learning standards as well as other resources to use for implementing and evaluating meaningful, challenging curricula for each child

1. Knows each subject area that is essential to children's learning competence
2. Knows developmentally appropriate resources, including books, standards documents, web resources, and individuals with content expertise, to consult for developing and implementing early childhood curriculum to support children's learning
3. Knows programs to support children with diverse needs (e.g., at-risk, English-language learners, in need of early intervention)
4. Knows the core concepts and standards in content areas: language and literacy, and mathematics as a foundation for instructional decision making and pedagogical implementation
5. Knows the importance of what to teach and how to teach to promote positive outcomes for each child

### A. Language and Literacy

1. Communication Concepts (speaking, listening, and language)
  - a. Understands strategies to develop children's communication concepts
    - knows nonverbal communication cues
    - knows the progression of oral language development, including but not limited to expectations for listening comprehension and verbal communication
  - b. Knows how to facilitate and expand children's oral language and vocabulary development
  - c. Knows strategies to address language delays

- d. Knows strategies to develop children's ability to participate in collaborative conversations
  - knows strategies to promote children's active listening
  - knows strategies for organizing and facilitating discussion
  - knows how to construct questions to promote children's critical thinking
- e. Knows strategies to develop children's oral presentation skills (e.g., modeling, retelling)
- f. Knows strategies to promote children's use of technology to create recordings of stories and poems
- g. Knows approaches for developing children's understanding of the conventions of standard English grammar and usage when writing and speaking

### 2. Emergent reading

- a. Knows how to develop children's concepts of print
- b. Knows how to develop children's phonological awareness
- c. Knows how to develop children's letter-sound knowledge, phonics skills, and word-analysis skills to support decoding
- d. Knows how to facilitate and expand children's use of vocabulary
- e. Knows how to develop children's ability to determine word meaning (e.g., context cues, syntax, roots, and affixes)
- f. Knows how to develop children's fluency to support comprehension (e.g., selecting appropriate texts, modeling fluent reading, using choral reading, and repeated reading)

### 3. Literature and Informational Text

- a. Knows how to develop children's ability to comprehend literature, informational texts, and other types of text
  - knows scaffolding strategies to support children's progress toward independent proficient reading at the high end of their text-complexity band (e.g., providing access to grade-level texts, purposeful grouping)

- knows strategies for helping children develop comprehension skills including but not limited to retelling and making text-to-self, text-to-world, and text-to-text connections
  - knows strategies for teaching children to ask and answer higher-order questions about a topic, making explicit reference to the text
  - knows strategies for teaching children to monitor their comprehension (e.g., making predictions, self-questioning)
  - knows strategies and tools for teaching children to find and organize key details and main ideas in a text (e.g., play, think-alouds, graphic organizers)
  - knows strategies and tools for teaching children to understand the relationships between illustrations, pictures, graphs, and the text in which they appear
- b. Knows strategies to integrate literacy into the content areas ( e.g., mathematics, social studies, science, and the arts)
  - c. Knows how to develop children’s understanding of features and structures of text across genres
  - d. Knows how to develop children’s understanding of point of view ( e.g., differences in point of view of story characters)
4. Writing
    - a. Knows how to develop children’s writing skills and how to support the cyclical process
      - identifies approaches to writing instruction
      - identifies strategies to guide planning for writing
      - uses technology to produce and publish writing
      - knows how to support drawing as a form of children’s writing
    - b. Knows how to support the development of writing, i.e., handwriting
      - knows how to use a variety of manipulatives to support fine motor skills
- c. Knows how to develop children’s knowledge of opinion, informative/ explanatory, and narrative writing and the purposes of these types of writing

## B. Mathematics

1. Counting and Cardinality
  - a. Knows how to develop children’s knowledge of number names and the count sequence
  - b. Knows how to help children understand the relationship between number name and quantities (connecting counting to cardinality)
  - c. Knows how to develop children’s ability to use counting to determine how many objects are arranged in various configurations (e.g., line, rectangular array, circle)
  - d. Knows how to develop children’s ability to compare numbers
  - e. Is familiar with strategies and tools that support children’s learning in counting (e.g., place value mats, hundreds charts, manipulatives)
2. Operations and Algebraic Thinking
  - a. Knows how to support children’s development of strategies and algorithms for addition and subtraction
  - b. Knows strategies for developing understanding of patterns
  - c. Knows how to develop children’s understanding of the concepts of operations on rational numbers, from concrete to abstract
    - understands a variety of methods that represent operations on rational numbers in both arithmetic and word-problem format (e.g., number lines, area models, manipulatives)
    - understands a variety of strategies, including standard algorithms, that support children’s understanding of mathematical operations (e.g., counting up to subtract, using mental math)
  - d. Knows common misconceptions and appropriate strategies for addressing misconceptions (e.g., conservation of number)

- e. Knows strategies that develop understanding of patterns (e.g., generating rules and terms)
3. Numbers and Operations in Base 10
- a. Knows how to develop children's understanding of place value
  - b. Knows how to develop children's understanding of representations of rational numbers and their properties
    - is familiar with strategies that compare rational numbers (e.g., comparison with the symbols  $<$ ,  $>$ , and  $=$  )
4. Measurement and Data
- a. Knows how to develop children's ability to describe and compare attributes of objects
  - b. Knows how to develop children's ability to classify objects into given categories
  - c. Knows strategies and tools to help children measure and estimate lengths in nonstandard units
  - d. Knows strategies to help children identify and represent time
  - e. Knows strategies and tools to represent and interpret data (e.g., bar graphs)
5. Geometry
- a. Knows how to develop children's ability to identify and describe shapes
  - b. Knows how to develop children's ability to analyze, compare, create, and compose shapes
  - c. Knows strategies to help children understand characteristics of one-, two-, and three-dimensional figures (e.g., concrete and virtual manipulatives) and make connections to real-world objects
  - d. Knows strategies that help children use mathematical vocabulary and definitions to describe figures and describe similarities and differences among one-, two-, and three-dimensional figures

## 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.

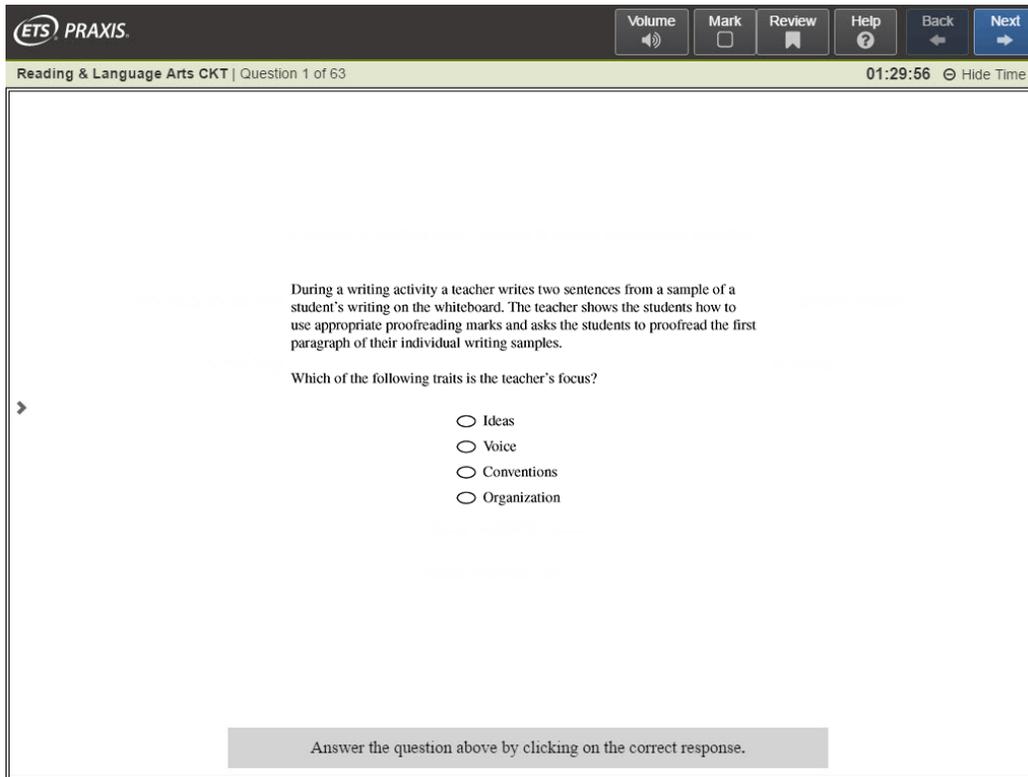
For tests that have constructed-response questions, more detailed information can be found on page 28.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Computer Delivery

This test is available via computer delivery. The following sample question provides a preview of an actual screen used in a computer-delivered test. For the purposes of this Study Companion, the sample questions are shown as they would appear in a paper-delivered test.



The screenshot displays the ETS PRAXIS interface for the Reading & Language Arts CKT. At the top, there is a navigation bar with buttons for Volume, Mark, Review, Help, Back, and Next. Below this, the text "Reading & Language Arts CKT | Question 1 of 63" and a timer "01:29:56" are visible. The main content area contains the following text:

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

At the bottom of the question area, a grey box contains the instruction: "Answer the question above by clicking on the correct response."

## Sample Test Questions

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

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

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

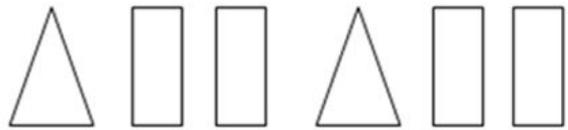
10. A second-grade teacher is using a constructivist approach and guiding students as they learn about shadows. The teacher provides appropriate materials, and the students discover that a small object can have a big shadow or a small shadow. Which of the following teacher actions would best help the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

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

20. Ms. Jordan, a prekindergarten teacher, observes that when she places photos of structures such as skyscrapers and bridges in the block center, the children's building patterns change. Which of the following questions could she ask the children to help them apply physical science principles to their work?
- (A) How many blocks did you use in your building?
  - (B) What shape blocks did you use most often in your building?
  - (C) How could you make your building stronger?
  - (D) How is your building different from the one in the photograph?
21. Which of the following is the best example of how a prekindergarten teacher can ensure the emotional safety of the children in the classroom?
- (A) Making sure that all dangerous equipment is out of reach
  - (B) Showing the children how to respect one another's differences
  - (C) Encouraging the children to engage in creative play
  - (D) Posting the classroom rules at the children's eye level

22. Which of the following is the best example of a child who is in the preoperational stage of Piaget's cognitive Development?
- (A) Michelle explores objects by putting them in her mouth.
  - (B) Steven recognizes the feelings and thoughts of others as different from his own.
  - (C) Laura engages in extensive pretend play.
  - (D) Catherine analyzes different aspects of a problem in order to solve it.

23. A child agrees to trade her older brother a whole cookie for two halves because she knows that this is a fair trade—she will not lose anything. According to the Piagetian theory of development, the younger child demonstrates development of
- (A) object permanence
  - (B) class inclusion
  - (C) conservation
  - (D) subtraction
24. Which of the following strategies will best foster multiculturalism in the classroom?
- (A) Playing a variety of music from different cultures
  - (B) Providing foods from various countries in the role-play area
  - (C) Inviting families to share their custom with the class
  - (D) Hanging travel posters from various countries in the classroom



A five-year-old is given the sequence of shapes above and asked to continue the pattern. The student adds the following:



25. Which of the following questions or statements would be most appropriate for the teacher to pose 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"

26. While working with two-year-old Karen, a teacher observes that Karen says, “See teddy” when she probably means, “I can see the teddy bear.” Which of the following responses by the teacher would be most appropriate?
- (A) Taking no special action, since Karen’s wording is age-appropriate
  - (B) Taking Karen aside, correcting her speech, and asking her to repeat the sentence correctly
  - (C) Developing a unit of small group instruction on articles and auxiliary verbs
  - (D) Discussing the errors with Karen’s parents and enlisting their help in correcting them
27. Molly is a four-year-old preschooler who typically sits and plays silently, does not follow simple commands, and cannot name simple objects around the classroom. Molly is demonstrating difficulty with
- (A) language development
  - (B) physical development
  - (C) social development
  - (D) emotional development
28. A teacher has observed a child about whom she is concerned and writes a summary of her observation. Which of the following summaries represents an inference rather than a statement of behavior?
- (A) Maria sat at her seat looking at a book for two minutes without looking up or giving any attention to the loud activities that other children were engaged in nearby.
  - (B) Maria looked out the window for at least three minutes without apparent distraction. Her head moved hardly at all and she was standing less than erect.
  - (C) Maria has kept to herself and gazed out of the window without expression throughout the day.
  - (D) Maria’s behaviors—keeping to herself, walking slowly, and gazing out of the window without expression—are indications of deep sadness.
29. A preschool teacher wants to teach a group of four-year-old children the formal mathematical symbols for the numbers one through nine. Of the following, the most appropriate means of assessing the children’s readiness for this learning task would be to determine whether they can
- (A) count orally to ten
  - (B) classify objects that are similar in shape
  - (C) group objects into sets of twos and threes
  - (D) demonstrate one-to-one correspondence using objects
30. Of the following groups of materials, which would be the best selection to aid four-year-old children in developing initial concepts about the physical characteristics of different objects?
- (A) Pictures of balls, building blocks, brick buildings, and piles of balls
  - (B) A toy train, pictures of trains, stories about trains, and sound recording of trains
  - (C) Toy animals, pictures of balls, sandpaper, and sound recording of trains
  - (D) Sandpaper, rough wood, silk cloth, and wet soap

## Answers to Sample Questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19. This question asks you to apply your understanding of external factors that influence physical, cognitive, social and emotional development. Perceptual development is an aspect of cognitive development, which allows young children to interpret and understand sensory input. Such sensory input could be visual, auditory, tactile, olfactory or gustatory. Physical development describes growth in a child's control of his/her body. Social development refers to a child's interaction with others. Manipulative is not a domain of development, but a skill children require especially in the area of motor skills. The correct answer, therefore, is (B).

20. This question asks you to apply your understanding of instructional methods that encourage higher-level thinking. Physical science deals with any of the sciences (physical, chemistry, geology, astronomy) concerned with nonliving matter, energy, and the physical properties of inanimate matter. (A) and (B) require mathematical thinking, while (D) is a comparison activity. In (C), the children need to reason and problem-solve about their building structure, using the properties of the various blocks they used to make the model. The correct answer, therefore, is (C).

21. This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. It means being able to try new activities, express ideas without censoring them, display feelings and have them respected, and question teachers without fear of punishment. It means being able to take risks and expose what I don't know. (A) involves physical safety, (C) involves encouraging creativity in children, while (D) is a strategy that incorporates ownership and team building and is not developmentally appropriate at this age. The correct answer, therefore, is (B).

22. This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. The preoperational stage occurs between ages of two and six. Language development is one of the hallmarks of this period. Piaget noted that children in this stage do not yet understand concrete logic, cannot mentally manipulate information, and are unable to take the point of view of other people, which he termed egocentrism. During the preoperational stage, children also become increasingly adept at using symbols, as evidenced by the increase in playing and pretending. The correct answer, therefore, is (C).

23. This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. Object permanence is the understanding acquired by infants ages eight to 12 months, that objects continue to exist even when they cannot be seen, heard, or touched. Class inclusion is the relation between two classes in which all members of one class are included in the other, as in the proposition "All humans are animals." According to Piaget's model, between the ages of seven and 11, children in the concrete operational stage of cognitive development, acquire the concept of conservation when they master the ability to logically determine that a certain quantity will remain the same despite adjustment to the container, shape, or apparent size. Subtraction is the arithmetic operation of finding the difference between two quantities of numbers. The correct answer, therefore, is (C).

24. This question asks you to apply your understanding of how to integrate a multicultural and an antibias curriculum into the early childhood environment. Young children construct their cultural identities primarily in relation to their own family. Involving family members in classroom activities designed to promote multiculturalism is an effective way to foster and integrate an antibias curriculum. Providing multicultural materials, as in (A), (B), and (D), will not accomplish this goal. The correct answer, therefore, is (C).

25. This question asks you to apply your understanding of using a variety of techniques to support children's learning. Children learn at different rates, and supporting children at each stage will help them acquire skills and concepts as well as prepare them for the next stage. Asking children questions about the process they used helps them develop metacognitive skills. Metacognitive skills or learning strategies enable children to reflect, question, predict and hypothesize. These skills foster evaluation and monitoring of their own learning. Teachers can guide children to learn and develop these tools that are crucial for learning in all ages. 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. The correct answer, therefore, is (B).

26. This question asks you to apply your understanding of the typical progression in the language development of children from age two to age five. The child is exhibiting telegraphic speech, which is typical for children from 18 to 24 months of age, and so the child requires no special attention. The correct answer, therefore, is (A).

27. This question asks you to apply your understanding of children's abilities to understand, to process, and to produce language. (A) suggests some symptoms of children having difficulty with language development. (B), (C), and (D) suggest physical, social, or emotional difficulty. The correct answer, therefore, is (A).

28. This question asks you to apply your understanding of creating, selecting, and appropriately using a variety of assessments. A statement of behavior can be expressed by way of observation. Observations are objective, while inferences represent a teacher's judgements or feelings, and are subjective. In (A), (B), and (C), the teacher describes an observation of Maria's behavior, while in (D), the teacher makes a judgement or conclusion. The correct answer, therefore, is (D).

29. This question asks you to apply your understanding of how scope and sequence affect instructional planning. In assessing a child's readiness for learning that mathematical symbols for numbers one through nine, the children should be able to associate numbers with quantities, which requires advance mental operations in the concrete operation stage. (A) requires only rote memorization, (B) requires the child to use classification skills, (C) requires the child to count but does not require the use of formal mathematical symbols, while (D) requires the child to match objects or quantities with a mathematical symbol. The correct answer, therefore, is (D).

30. This question asks you to apply your understanding of how to provide appropriate materials for exploration and discovery. Children need ample opportunity to feel and manipulate objects, in order to learn about the physical characteristics of different objects. Providing children with pictures of objects, reading books about objects, or listening to sounds made by different objects, as in (A), (B), and (C), will not provide the needed experiences. However, giving the children an assortment of materials (D) with varying textures allows them to feel and manipulate these materials. The correct answer, therefore, is (D).

## Demonstrating Knowledge of Teaching

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

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

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

#### Score of 3

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

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

#### Score of 2

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

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

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

#### Score of 1

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

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

#### Score of 0

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

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

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

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

## Sample Constructed-Response Question 1

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

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

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

### Sample Response that Received a Score of 3

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

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

### Sample Response that Received a Score of 2

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

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

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

### Sample Response that Received a Score of 1

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

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

### Sample Response that Received a Score of 0

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

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

## Sample Constructed-Response Question 2

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

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

- science
- language arts
- mathematics

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

### Sample Response that Received a Score of 3

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

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

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

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

### Sample Response that Received a Score of 2

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

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

### Sample Response that Received a Score of 1

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

### Sample Response that Received a Score of 0

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

## 4. Determine Your Strategy for Success

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

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

### 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/dates\\_centers](http://www.ets.org/praxis/register/dates_centers).
- 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 50.

### 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 35 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 35 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 15.
- **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:** 9/15/18

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	7/15/18	7/15/18
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	7/17/18	7/17/18
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	7/20/18	7/21/18
<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	7/25/18	7/25/18
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	7/25/18	7/27/18
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	8/1/18	8/1/18
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	8/1/18	8/1/18

(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	8/1/18	8/1/18
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	8/1/18	8/1/18
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	8/8/18	8/15/18
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	8/15/18	8/17/18
<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	8/22/18	8/24/18
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	8/24/18	8/24/18
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	8/27/18	8/27/18
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	8/28/18	8/30/18
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	8/30/18	8/31/18
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	9/3/18	9/4/18
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	9/5/18	9/6/18





## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Education of Young Children 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. Childhood Development and Learning

An understanding of childhood development is crucial for those involved in the education of young children. Childhood development involved not only physical, cognitive, social emotional, and language development, but influences on development and how those influence affects learning. Decisions concerning the education for young children must be made within the context of the child's development in order to maximize learning and avoid inappropriate instruction.

#### A. Understands children's characteristics and needs

1. Understands multiple, interrelated areas of children's development and learning (e.g., physical, cognitive, social, emotional, language)
2. Understands multiple factors that affect children's motivation

#### B. Understands multiple influences on the development and learning of the whole child

1. Identifies factors that influence children's development and learning including but not limited to
  - a. diverse cultural and linguistic contexts for development
  - b. health status and disabilities
  - c. family and community characteristics
2. Understands developmentally appropriate play, activity, and learning processes and how they influence learning

#### C. Understands how multiple risk and protective factors affect children's development over time

#### D. Is familiar with the range of typical and atypical development (e.g., gifted and talented, learning delays, dual-language learners, developmental disabilities)

#### E. Understands how to apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

1. Knows strategies to promote young children's physical and psychological health, safety, and sense of security and well-being

2. Knows theory and research to construct learning environments that provide achievable and challenging experiences for each child

### Discussion areas: Childhood Development and Learning

- How would you adapt a learning activity to the physical development of a 3-year-old child versus the development of an 8-year-old child?
- What would be within the range of individual variation for a 4-year-old child's fine motor development?
- How would the method by which a 6-year-old child solves a problem differ from that of an 8 year-old child?
- What are some ways in which environment and inheritance shape cognitive ability?
- List four ways in which nutrition, health, disabilities, socioeconomic status, cultural upbringing, and family and community values can influence a child's physical, cognitive, and emotional development.
- How is a child's learning affected by family and community characteristics, such as family structure, socioeconomic conditions, home language, ethnicity, religion, or culture, and stresses and supports, such as special needs, births, deaths, or divorce? Indicate five ways in which a teacher could be informed of these characteristics without violating the privacy of individual families.
- Why is play important for development and learning?
- Indicate several ways in which gender, home life, and role models influence social and emotional development.
- What would be considered atypical fine motor development for a 5-year-old child?
- List five steps a teacher could take to design an environment that provides children with a sense of well-being, belonging, ownership, and freedom from physical and psychological fear.

## II. Observation, Documentation, and Assessment

Learning and teaching are parts of an ongoing process in which goals are established, activities are designed, and outcomes are assessed to determine success. At each stage, the next goals are established according to assessment results in a constant cycle of learning and assessing. It is important that a teacher understand the variety of assessment tools and their purposes in order to align assessment with teaching goals, activities, and curriculum. It is also important that the teacher be effective in conveying information concerning assessment to families and other professionals.

### A. Understands the goals, benefits, and uses of assessment to inform curriculum and instruction

1. Knows how to incorporate a variety of assessment methods (e.g., formal, informal, standardized) into curriculum
2. Knows the advantages and disadvantages of a variety of assessment methods
3. Knows how to collect, analyze, and interpret observations and assessment results to inform instructional decision making

### B. Knows how to apply responsible assessment practices to meet the diverse needs of children (e.g., those who are culturally diverse, are linguistically diverse, who have disabilities, who have exceptionalities)

### C. Knows appropriate methods for screening, referral, and evaluation to identify children who may benefit from additional support

1. Knows appropriate screening tools
2. Understands the teacher's role as an active participant in the screening, referral, and evaluation process

### D. Knows the varied, diverse, and inclusive roles of families in the screening and assessment process

### E. Knows strategies for team building, two-way communication, and reporting with families and colleagues to establish shared responsibility for child-centered learning

## Discussion areas: Observation, Documentation, and Assessment

- What is the difference between summative and formative assessments? Identify a tool for each assessment. When would a summative assessment be appropriate? When would a formative assessment provide more information?
- Identify the important characteristics and purposes for each of the following different types of assessments: formal and informal, standardized, and observation; portfolios/work samples; anecdotal records; running records; interviews. Indicate the role of each assessment in the education of preschool or primary-grade students.
- What would be the purpose of creating a multidimensional assessment for students with cultural and linguistic differences?
- What is the role of the teacher in the process of a child being referred for speech?
- Identify the importance of involving the family in the assessment process.
- Indicate four ways in which assessment results can be communicated to families effectively. Provide guidelines that would help parents understand how to use this information to support their children's learning.

### III. Developmentally Appropriate Practices

An early childhood teacher must use developmentally appropriate practices in the classroom and create a developmentally appropriate learning environment. Children need an environment that is literacy-rich and an environment where they are allowed to play and discover. The teacher must know how to arrange the environment indoor/outdoor and take safety into consideration

#### A. Knows how to structure the classroom environment to support children's learning

1. Knows how to organize the physical configuration, such as creating centers to support learning goals
2. Know how to establish schedules and routines
3. Knows how to match learning configurations to needs of children as individuals (e.g., paired, one-on-one) and as part of a group (e.g., whole group, small group, learning centers, projects)

#### B. Know how to apply a flexible, research-based repertoire of teaching and learning approaches to promote the diverse developmental needs of children including but not limited to the following

1. Knowing strategies to encourage critical-thinking skills and inquiry
2. Knowing how to scaffold and differentiate
3. Knowing how to support learning through the appropriate use of technology
4. Knowing how to use an integrated approach to curriculum

#### Discussion areas: Developmentally Appropriate Practices

- Design learning environments, both indoors and outdoors, that allow for individual, cooperative, small- and whole-group activities, as well as providing opportunities for children to play, explore, and discover. Indicate one learning activity for each spatial environment.
- Design a classroom that would accommodate students with physical and emotional disabilities, including, but not limited to, placement of vision- and hearing-impaired students, space and paths for wheelchairs, children with challenging behaviors, and functional behavior assessment guidelines.

- How can technology be adapted for use with students with special needs? Indicate adaptations for physical, emotional, and educational needs.
- How could technology be used to accommodate various learning styles and intelligences during a unit on science?

### IV. Professionalism, Family, and Community

Effective learning encompasses not just the classroom, but also the family and community. To be successful, the educational process must be supported in the home and community. Reinforcing the value of education conveys to the child importance of learning and encourages the child to strive for additional knowledge. It is the responsibility of the teacher to convey information concerning the learning process to the family and the community and to coordinate the goals for both school and home. A high level of professionalism, as well as teacher self-assessment, is crucial in maintain this relationship with families and communities.

#### A. Knows about ethical standards and other professional guidelines

1. Is familiar with the codes of ethical conduct of National Association for the Education of Young Children and the Division of Early Childhood
2. Knows relevant laws and the professional responsibilities and roles pertaining to issues that include but are not limited to IDEA, Section 504, mandatory reporting, confidentiality, compulsory education, FERPA, and HIPPA

#### B. Understands the importance of continuous, collaborative learning to inform practice

1. Knows ways to improve educational practices by seeking opportunities to grow professionally
2. Understands the purpose, role, and essential skills of engaging in collaborative learning communities (e.g., on-site, homes, conferences, data teams, etc.)
3. Understands the importance of reflection to analyze practices and to modify and improve work with young children

**C. Understands the integrated role of other professionals who may be involved in children's care and education (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, specialists in gifted education, school psychologists)**

**D. Knows appropriate uses of technology to communicate with children, families, and peers and to serve as a professional resource (e.g., digital portfolios, online report cards, embedded instruction)**

**E. Knows strategies to engage and support families and communities through respectful, reciprocal relationships**

1. Knows strategies to build positive relationships with families and communities
2. Knows a variety of communication strategies and tools to foster relationships with families (e.g., informal conversations, conferencing, technology)
3. Knows strategies to connect families to needed resources (e.g., mental health services, health care, adult education, English-language instruction, economic assistance)

**F. Knows strategies to involve families and communities in young children's development and learning**

1. Is familiar with different strategies that engage families in their child's curriculum and assessment of learning
2. Knows how to collaborate with families and colleagues and enact protocols to make informed decisions regarding a child's education
3. Is familiar with strategies that address transitions within and among programs across multiple levels

**Discussion areas: Professionalism, Family, and Community**

- What is the importance of IDEA '97?
- List five reasons why it is important to continue professional development, including professional membership.
- How would conferring with colleagues and paraprofessionals help in understanding a student's needs?

- Indicate three ways in which a teacher can use self-assessment techniques to reflect on teaching practices and the learning environment.

- What is the role of the school psychologist in assisting a child with behavioral issues?

- What type of specialist would assist a child with gross motor delays?

- List various types of ways to communicate with families through technology\

- How is a child's learning affected by family and community characteristics, such as family structure, socioeconomic conditions, home language, ethnicity, religion, or culture, and stresses and supports, such as special needs, births, deaths, or divorce? Indicate five ways in which a teacher could be informed of these characteristics without violating the privacy of individual families.

- Design an activity that would create a welcoming environment that promotes family involvement and partnerships.

- How could a preschool program use community resources to enhance student learning? Indicate five ways to access community resources and five ways in which students could contribute to the community.

- Design an outline for a parent conference concerning one of your students. Indicate five strengths that you have observed in the student. List three areas that parents could reinforce at home. Be specific concerning the parental support, indicating materials and methods that the parents could utilize.

- Indicate one activity for using each of these basic strategies that involves parents or guardians in the educational process: valuing family input, recognizing the family as the child's first teacher, identifying multiple ways to support families' efforts to help children learn, and creating a welcoming environment that promoted family involvement and partnership.

## V. Content Pedagogy and Knowledge

Knows relevant national, state, and local learning standards as well as other resources to use for implementing and evaluating meaningful, challenging curricula for each child

1. Knows each subject area that is essential to children's learning competence
2. Knows developmentally appropriate resources, including books, standards documents, web resources, and individuals with content expertise, to consult for developing and implementing early childhood curriculum to support children's learning
3. Knows programs to support children with diverse needs (e.g., at-risk, English-language learners, in need of early intervention)
4. Knows the core concepts and standards in content areas: language and literacy, and mathematics as a foundation for instructional decision making and pedagogical implementation
5. Knows the importance of what to teach and how to teach to promote positive outcomes for each child

### A. Language and Literacy

1. Communication Concepts (speaking, listening, and language)
  - a. Understands strategies to develop children's communication concepts
    - knows nonverbal communication cues
    - knows the progression of oral language development, including but not limited to expectations for listening comprehension and verbal communication
  - b. Knows how to facilitate and expand children's oral language and vocabulary development
  - c. Knows strategies to address language delays
  - d. Knows strategies to develop children's ability to participate in collaborative conversations
    - knows strategies to promote children's active listening
    - knows strategies for organizing and facilitating discussion
    - knows how to construct questions to promote children's critical thinking

- e. Knows strategies to develop children's oral presentation skills (e.g., modeling, retelling)
  - f. Knows strategies to promote children's use of technology to create recordings of stories and poems
  - g. Knows approaches for developing children's understanding of the conventions of standard English grammar and usage when writing and speaking
2. Emergent reading
    - a. Knows how to develop children's concepts of print
    - b. Knows how to develop children's phonological awareness
    - c. Knows how to develop children's letter-sound knowledge, phonics skills, and word-analysis skills to support decoding
    - d. Knows how to facilitate and expand children's use of vocabulary
    - e. Knows how to develop children's ability to determine word meaning (e.g., context cues, syntax, roots, and affixes)
    - f. Knows how to develop children's fluency to support comprehension (e.g., selecting appropriate texts, modeling fluent reading, using choral reading, and repeated reading)
  3. Literature and Informational Text
    - a. Knows how to develop children's ability to comprehend literature, informational texts, and other types of text
      - knows scaffolding strategies to support children's progress toward independent proficient reading at the high end of their text-complexity band (e.g., providing access to grade-level texts, purposeful grouping)
      - knows strategies for helping children develop comprehension skills including but not limited to retelling and making text-to-self, text-to-world, and text-to-text connections
      - knows strategies for teaching children to ask and answer higher-order questions about a topic, making explicit reference to the text
      - knows strategies for teaching children to monitor their comprehension (e.g., making predictions, self-questioning)

- knows strategies and tools for teaching children to find and organize key details and main ideas in a text (e.g., play, think-alouds, graphic organizers)
  - knows strategies and tools for teaching children to understand the relationships between illustrations, pictures, graphs, and the text in which they appear
- b. Knows strategies to integrate literacy into the content areas ( e.g., mathematics, social studies, science, and the arts)
  - c. Knows how to develop children’s understanding of features and structures of text across genres
  - d. Knows how to develop children’s understanding of point of view ( e.g., differences in point of view of story characters)
4. Writing
    - a. Knows how to develop children’s writing skills and how to support the cyclical process
      - identifies approaches to writing instruction
      - identifies strategies to guide planning for writing
      - uses technology to produce and publish writing
      - knows how to support drawing as a form of children’s writing
    - b. Knows how to support the development of writing, i.e., handwriting
      - knows how to use a variety of manipulatives to support fine motor skills
    - c. Knows how to develop children’s knowledge of opinion, informative/ explanatory, and narrative writing and the purposes of these types of writing

## B. Mathematics

1. Counting and Cardinality
  - a. Knows how to develop children’s knowledge of number names and the count sequence
  - b. Knows how to help children understand the relationship between number name and quantities (connecting counting to cardinality)
  - c. Knows how to develop children’s ability to use counting to determine how many objects are arranged in various configurations (e.g., line, rectangular array, circle)
  - d. Knows how to develop children’s ability to compare numbers
  - e. Is familiar with strategies and tools that support children’s learning in counting (e.g., place value mats, hundreds charts, manipulatives)
2. Operations and Algebraic Thinking
  - a. Knows how to support children’s development of strategies and algorithms for addition and subtraction
  - b. Knows strategies for developing understanding of patterns
  - c. Knows how to develop children’s understanding of the concepts of operations on rational numbers, from concrete to abstract
    - understands a variety of methods that represent operations on rational numbers in both arithmetic and word-problem format (e.g., number lines, area models, manipulatives)
    - understands a variety of strategies, including standard algorithms, that support children’s understanding of mathematical operations (e.g., counting up to subtract, using mental math)
  - d. Knows common misconceptions and appropriate strategies for addressing misconceptions (e.g., conservation of number)
  - e. Knows strategies that develop understanding of patterns (e.g., generating rules and terms)

3. Numbers and Operations in Base 10
    - a. Knows how to develop children's understanding of place value
    - b. Knows how to develop children's understanding of representations of rational numbers and their properties
      - is familiar with strategies that compare rational numbers (e.g., comparison with the symbols  $<$ ,  $>$ , and  $=$ )
  4. Measurement and Data
    - a. Knows how to develop children's ability to describe and compare attributes of objects
    - b. Knows how to develop children's ability to classify objects into given categories
    - c. Knows strategies and tools to help children measure and estimate lengths in nonstandard units
    - d. Knows strategies to help children identify and represent time
    - e. Knows strategies and tools to represent and interpret data (e.g., bar graphs)
  5. Geometry
    - a. Knows how to develop children's ability to identify and describe shapes
    - b. Knows how to develop children's ability to analyze, compare, create, and compose shapes
    - c. Knows strategies to help children understand characteristics of one-, two-, and three-dimensional figures (e.g., concrete and virtual manipulatives) and make connections to real-world objects
    - d. Knows strategies that help children use mathematical vocabulary and definitions to describe figures and describe similarities and differences among one-, two-, and three-dimensional figures
- Develop a unit that integrates the arts into content area studies. Include activities that integrate the arts with mathematics, literacy, science, and social studies.
  - Describe an early childhood learning environment that would shape oral language development.
  - Design a unit that incorporated the writing process into daily activities. Specify each stage of the writing process within the unit.
  - How do phonemic awareness, sentence decoding, word families, root words, and phonics support literacy development? Identify each of these specific literacy concepts and the role each plays in literacy development.
  - Identify each of the following literacy teaching strategies and how each strategy could be used to help a student for whom English is a second language; grapheme-phoneme correspondence, journal writing, shared writing, cueing systems, rubrics, and reflective logs.
  - Choose an age level and develop a literacy lesson that would introduce story structure. Include activities that would be appropriate for a small group of children that includes a student with perceptual difficulties and another student whose first language is not English.
  - Design a lesson for a second grade class that will introduce the mathematical concept of geometry. What instructional strategies would you use? How would you evaluate the effectiveness of your lesson?
  - What previous experiences should students have been exposed to prior to a lesson on addition?

#### **Discussion areas: Content Pedagogy and Knowledge**

- Design a learning activity that incorporates all subject areas such as art, music, science, social studies, mathematics, and literacy. Indicate which areas of the curriculum will be integrated into the lesson.
- Choose a grade level and design a unit that identifies goals, state standards, activities, and evaluation.

## 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*<sup>®</sup> or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at <https://www.ets.org/praxis/institutions/scores/passing/> 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 to take the Praxis test*

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

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

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

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

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

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

**Note:** Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at [https://www.ets.org/s/praxis/pdf/bulletin\\_supplement\\_test\\_takers\\_with\\_disabilities\\_health\\_needs.pdf](https://www.ets.org/s/praxis/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 over the last 10 years, your score report also lists the highest score you earned on each test taken.

### Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

### Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *The Praxis Passing Scores*, found at <https://www.ets.org/praxis/institutions/scores/passing/>
- 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/dates\\_centers](http://www.ets.org/praxis/register/dates_centers) 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)**

Copyright © 2018 by Educational Testing Service. All rights reserved. ETS, the ETS logo, GRE, PRAXIS, and MEASURING THE POWER OF LEARNING are registered trademarks of Educational Testing Service (ETS).  
All other trademarks are property of their respective owners.



*Measuring the Power of Learning.®*

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