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 39).
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.
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1. Learn About Your Test

Learn about the specific test you will be taking

Teaching Reading: K-12 (5206)

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About This Test

The Praxis Teaching Reading: K-12 test focuses on the knowledge and skills a beginning teacher must have to support reading and writing development in elementary and secondary school students. It is structured around the five essential components of effective reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The test also assesses the relationship between reading skills and writing instruction, since receptive and productive literacy are interrelated. Questions about assessment will be included throughout.

The test as a whole acknowledges multiple approaches to pedagogy used in tandem with content. This includes but is not limited to integrating skills and embedding student instruction within context, as well as looking at concepts in isolation in order to build upon them. Specific content addresses these skills as students’ abilities shift across grade and developmental level.

Test questions call on the individual's knowledge of research-based reading instruction and the science of teaching reading. Test takers must be able to apply that knowledge to specific instructional scenarios, including showing an understanding of how to differentiate instruction for diverse students. The test taker will be required...
to analyze and respond to situations involving both entire classes and individual students at grade levels from kindergarten through grade six, including English-language learners and students with diverse needs and backgrounds.

The test includes texts from a wide range of genres and requires the candidate to be familiar with strategies for handling multiple text types with students, including print, digital, and image-based prompts.

In addition to selected-response questions, the test contains three constructed-response questions designed to allow the test taker to show understanding in the areas of elementary literacy learners, secondary literacy learners, and students with diverse needs. These questions are intended to be authentic teaching tasks that require instructional decision making about such things as choosing instructional strategies and materials based on assessment information.

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

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 32.

I. Phonological and Phonemic Awareness, including Emergent Literacy

A. Is familiar with receptive and expressive components associated with oral language development

B. Is familiar with how to identify cultural, environmental, and linguistic factors that may have an impact on literacy development

C. Is familiar with instructional methods for teaching phonological awareness and phonemic awareness (Syllables and onset and rime, phoneme segmenting, blending, deletion, and substitution)

D. Knows how to recognize phonemic-awareness difficulties across ages and grades

E. Knows instructional methods to teach beginning readers the concepts about print, such as directionality, return sweep, parts of a book, and the form and function of print

F. Knows instructional strategies to help emergent readers fluently identify letter names and sounds

II. Phonics and Decoding

A. Is familiar with the impact of decoding skills on literacy development across grade levels

B. Knows instructional methods for teaching phonics and decoding systematically, explicitly, and recursively across grade levels

C. Knows instructional methods for teaching common phonics patterns and rules (Consonant digraphs, blends, diphthongs, schwa sound, syllable types, word families, etc.)

D. Understands instructional methods for teaching morphological analysis (Affixes, roots, and base words)

E. Understands instructional methods for teaching syllable types when decoding multisyllabic words

F. Is familiar with multisensory approaches for supporting student recognition of non-decodable/irregularly spelled words (e.g., “was,” “listen,” “though,” “the,” “once”)

III. Fluency and Vocabulary

A. Understands instructional methods to foster students’ fluency (accuracy, automaticity, prosody, and self-efficacy)

B. Knows methods of supporting fluent reading behaviors at the letter name/sound, word, phrase, sentence, and passage level

C. Understands instructional methods to build, expand, and use expressive and receptive vocabulary systematically, explicitly, and through repeated exposures in multiple contexts

D. Knows multiple approaches to teach word-solving strategies (context clues and structural analysis)

E. Knows how to match an instructional method to word complexity

F. Knows how to guide students to understand a wide variety of words through direct instruction (common, contextual, content-specific, connotation, multiple-meaning words)
Step 1: Learn About Your Test

G. Is familiar with multiple instructional methods for vocabulary instruction of second-language learners (cognates, figurative language, idioms)

H. Understands how grammatical functions and punctuation affect fluency and meaning of text

I. Understands how fluency, vocabulary, and comprehension are interrelated

IV. Comprehension of Literary and Informational Text

A. Understands how to support students’ listening comprehension and how it relates to reading comprehension

B. Knows how to apply knowledge of child and adolescent development to the teaching of literary and informational texts

C. Is familiar with how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners

D. Is familiar with how to use measures of text complexity to select appropriate texts for instruction and to guide students in self-selecting texts to increase motivation and engagement in literacy development (qualitative, quantitative, reader, and task)

E. Knows how to use technology to support student’s ability to critically examine online resources and knows how to foster digital literacy to support active learning and research across content areas

F. Knows how to integrate speaking and active-listening skills into the reading process to scaffold understanding (probing, discussions, questioning, and responding)

G. Understands how to activate and scaffold students’ background knowledge to increase comprehension and how students’ experiences influence the way they interpret a text

H. Knows how to use various approaches to develop comprehension skills from simple to complex (retelling, summarizing, understanding thesis, and complex arguments)

I. Knows how to direct students to draw inferences from text(s) and cite relevant textual evidence to support comprehension and text analysis

J. Understands strategies for supporting readers as they construct literal and inferential meaning, including author’s use of language and rhetoric

K. Understands the role of language structures of text (i.e., sentence, phrase, paragraph) in comprehension

L. Knows methods for teaching students to understand authors’ word choices, format/style, text structure, and visual representations to create a desired effect (meaning, tone, mood, etc.)

M. Knows how to model metacognitive strategies that support students to self-monitor their understanding of text (analyze, synthesize, evaluate)

N. Understands how to teach the use of graphic and semantic organizers to support comprehension

O. Knows how to teach the recognition and understanding of literary and informational text, including genre text structure (poetry, prose, drama, biography, how-to, story elements, description, cause and effect) and text features (text boxes, graphs, technical language)

P. Knows how to teach the recognition and understanding of literary devices (figurative language, connotation, nuance of words, rhetoric, appositives, and alliteration)

Q. Knows ways to demonstrate how source material can be represented in multiple mediums and can have more than one interpretation or version

V. Writing

A. Understands how to teach writing as a recursive process that supports self-evaluation, expression, analysis, and inquiry

B. Knows systematic, explicit, and responsive instructional methods to build students’ understanding and use of the writing process

C. Knows instructional methods for integrating reading and writing in varied contexts and across grade levels and disciplinary domains

D. Is familiar with instructional methods to support writing development for English learners

E. Is familiar with instructional methods to support student use of multiple print and digital tools for communication, collaboration, research, and all steps of the writing process
F. Is familiar with the defining characteristics, purpose, appropriate audience, and instructional methods for teaching the types of writing

G. Knows instructional methods to develop students’ skills in selecting and using credible and accurate sources

H. Knows instructional methods to teach the quoting and proper citation of textual evidence in the writing process

I. Knows how to model author’s use of craft for effect to develop written language across grade levels

J. Is familiar with using mentor texts to motivate and support students throughout the writing process

K. Knows how to model editing and revising to refine a piece of writing

L. Knows methods to connect the teaching of both decoding and encoding as reciprocal skills

M. Knows how to take a systematic, explicit, multisensory, recursive approach to spelling development

N. Understands instructional methods for teaching the structure of written language, including conventions of grammar and mechanics (parallel structure, phrases, clauses, punctuation)

Included in ALL Categories: Assessment

A. Knows how to monitor student progress by analyzing and interpreting formative assessment data to inform instruction

B. Knows how to use data to differentiate instruction for whole class, groups, and individuals

C. Understands how to embed and apply informal and formal methods for assessing all essential elements of literacy instruction (formal and informal methods: formative and summative evaluations)

D. Is familiar with making decisions that lead to the modification or accommodation of instruction based on assessments to meet the needs of diverse learners (diverse needs of learners: gifted, English learners, struggling readers and writers, and students with learning disabilities)

E. Is familiar with ways to integrate digital tools into the assessment process

VI. Assessment and Instructional Decision Making (Constructed-Response Items)

A. Elementary Literacy Learners

B. Secondary Literacy Learners

C. Diverse Learners (i.e., gifted, English learners, struggling readers and writers, and students with learning disabilities)
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 22.
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.

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
Sample Test Questions

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

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

1. As part of a reading class, a teacher requires students to keep a response journal for the texts they have read. The teacher’s purpose in having the students write their response is that writing can
   (A) help students increase their reading fluency
   (B) make students keep track of the books they read and share them
   (C) help students discover more of what they think and feel about a text
   (D) focus students’ attention on facts and eliminate feelings

2. Students have been assigned the task of evaluating character motivations in order to ascribe personality traits to the characters in a text they are reading. Which of the following activities would be most effective in achieving this goal?
   (A) Teaching readers to track key events in the text and make inferences to enhance understanding
   (B) Having students perform a timed read of the same passage multiple times to monitor fluency
   (C) Requiring students to recognize specific text organization and style used by the author
   (D) Allowing readers to create storyboards using the main events in chronological order

3. A teacher aims to boost English learners’ knowledge of new vocabulary by teaching them how to look for cognates. Which of the following methods will best help the teacher accomplish the goal?
   (A) Teaching students to rely on words and phrases in the text to expand vocabulary and find clues to grasp the meaning of the passage
   (B) Training students to search for organizational cues within a text while comparing it to a similar text in their native language
   (C) Encouraging students to interact with real-life objects that they can touch, feel, smell, or taste in order to effectively teach new vocabulary and usage of unknown terms
   (D) Asking students to raise their hand when they encounter a word that shares a similar meaning, spelling, or pronunciation with a word from their native language

4. A second-grade student has difficulty accurately decoding words that contain irregular consonants. Which of the following words will be most difficult for the student to decode?
   (A) Bend
   (B) Road
   (C) Circus
   (D) Told
5. A middle school teacher works with a small group of struggling readers who do not understand important information they read in dense content-specific texts because they cannot decode unfamiliar words. Which of the following vocabulary-acquisition activities is best to help the students to build fluency and comprehension while reading?

(A) Participating in whole-class choral reading and together examining unknown vocabulary when finished
(B) Collaborating with a partner in a think-pair-share format to discuss unknown vocabulary using context
(C) Taking turns reading in small groups from a passage and then highlighting unknown vocabulary
(D) Learning word affixes through direct instruction and applying that knowledge to decipher unknown vocabulary in context

6. Administering an informal reading inventory best assesses a student in which of the following areas?

(A) Oral reading fluency
(B) Instructional reading level
(C) Stage of spelling development
(D) Preferences in genres and topics of books

7. Match each writing assignment with the type of writing that would be most appropriate to use.

Devise a detailed guide on how to animate a still picture using a photo-editing program.
Compose a position statement on the topic of pollution in rivers.
Provide a discernible plot about a humorous adventure at the beach that includes characters and dialogue.

Expository

Persuasive

8. Which of the following is a characteristic of the language experience approach (LEA) to teaching reading to beginning readers?

(A) Emphasis on letter/sound relationships in isolation from other language skills
(B) Instruction and experience in writing before reading
(C) Emphasis on the connection between oral and written language
(D) Reliance on classic children’s literature rather than on books with a controlled vocabulary

9. A fourth-grade class is using a fiction text during guided reading instruction. One student has shown tremendous growth in decoding multisyllabic words but is struggling with understanding and explaining the most important events of the text. Which instructional activity will most likely support this student’s developmental growth in reading for meaning?

(A) Illustrating and writing captions for their favorite part of each text
(B) Focusing on the story elements of characters and setting while rereading each text
(C) Using resources such as a dictionary and thesaurus to expand the understanding of each text
(D) Focusing on dialogue, text structure, and punctuation during the rereading of each text
10. While analyzing an author's craft in a mentor text, the teacher asks the following questions.  
   • What does the author choose to include?  
   • What does the author imply?  
   • What does the author choose to exclude?  
   • What are the connotations of these choices?  

   The questions will help the students focus on which of the following elements of the author's craft?  
   (A) Diction  
   (B) Imagery  
   (C) Details  
   (D) Syntax  

11. Which of the following strategies will best support first-grade students who are learning to use intonation to improve reading fluency?  
   (A) Asking students to imitate the voices on audio-recorded readings of the same text  
   (B) Having students independently calculate words per minute and set goals for improvement  
   (C) Encouraging students to take turns reading new books aloud with a peer  
   (D) Having students mark with their fingers the words they are reading so that their eyes move forward across the page  

12. During which of the following instructional activities is a middle school language arts teacher most likely to determine that a student with a severe learning disability experiences difficulty with a phonemic awareness skill?  
   (A) Asking the student to write a list of one-syllable words that rhyme with the word “him”  
   (B) Having the student make a list of similarities and differences among words in a word family  
   (C) Having the student underline and identify each syllable type in a two-syllable word  
   (D) Asking the student to repeat and then segment the individual sounds in a spoken word  

13. Which of the following activities will best support the understanding of concepts of print in kindergarten students?  
   (A) Teaching students to recognize sight words in isolation  
   (B) Requiring students to practice reading independently using large-print picture books  
   (C) Using the shared reading approach to model the organization of large-print picture books during read-alouds  
   (D) Providing students with direct instruction on how to use punctuation for intonation when reading  

14. After conducting a running record, a third-grade teacher determines that a small group of students are struggling to decode multisyllabic words. Which of the following teaching strategies will best support the students who are struggling?  
   (A) Having the students work together in a group and take turns reading aloud to one another  
   (B) Organizing leveled word-study groups and providing word sorts and classification activities  
   (C) Demonstrating for parents how to engage in partner reading at home with the students  
   (D) Creating an illustrated word wall that focuses students’ attention on common sight words  

15. During a reading conference, a teacher notices that a student is unable to answer basic comprehension questions about a book after reading it. Which of the following actions is best for the teacher to take first?  
   (A) Preparing an outline of the plot to assist the student in recalling important details  
   (B) Encouraging the student to reread the parts of the book that were difficult to understand  
   (C) Conducting a mini-lesson on active reading strategies the student can use while reading  
   (D) Administering an informal assessment to identify the skills with which the student is struggling
16. A kindergarten teacher works with a small group of students who cannot name uppercase and lowercase letters of the alphabet. Which of the following instructional strategies will best help the students master the skill?

(A) Reading environmental print in the classroom
(B) Singing along with the alphabet song multiple times each day
(C) Practicing the identification of letter names and sounds daily
(D) Completing worksheets on each letter of the alphabet

17. Before writing narratives, fifth-grade students use reference materials to create semantic gradients like the one shown. The semantic gradients are posted around the classroom so that students can refer to them while writing.

The primary objective of the lesson is for students to effectively use reference materials during writing as tools for

(A) selecting precise language
(B) spelling words correctly
(C) generating imaginative ideas
(D) avoiding repetitive phrases

18. A teacher is designing a mini-lesson for students who are having difficulty decoding unfamiliar multisyllabic words that they frequently encounter while reading historical fiction texts. Which of the following actions will best accomplish the teacher’s goal?

(A) Having students perform sound-substitution tasks in which they substitute one phoneme for another to make a new word
(B) Instructing students to look for prefixes and suffixes that are present in commonly found multisyllabic words
(C) Creating a syllable challenge game where students roll dice and call out a word containing the same number of syllables
(D) Providing students with a word list containing multisyllabic words they will often encounter while reading different genres

19. In planning a writing activity for the class, a teacher decides that students will create a digital product. Which of the following activities best allows the students to use the digital product to review and reflect on the growth of their writing skills?

(A) Reviewing, revising, and editing earlier rough drafts of documents in a writing journal
(B) Recording and producing a video trailer of their favorite book of the year
(C) Creating a digital graphic organizer for upcoming writing projects
(D) Creating a blog detailing their reflections on daily lessons learned for the year
20. A high school social studies teacher wants to differentiate instruction in the classroom to increase comprehension. Which of the following best differentiates instruction for a mixed-ability class?

(A) Giving students short quizzes after each reading assignment

(B) Using flexible grouping to allow students to use technology with multimedia supports throughout the lesson

(C) Assigning students partners for choral reading of self-selected texts throughout the lesson

(D) Providing students with explicit instruction on the rules of phonics to aid them in decoding unfamiliar words

21. A teacher is teaching students to use simile to help bring their own narrative writing to life by creating a clearer picture of characters and setting for their audience. Which of the following student writing samples contains the correct use of simile?

(A) “I jiggled, jagged, and jerked my tooth until it jumped out of my mouth.”

(B) “Click, bang, boom—her shoes screamed as she tried to sneak into the room.”

(C) “Sitting in math class felt like watching the grass grow on a spring day.”

(D) “The falling leaves sighed one last time as they gave up their grip on life.”

22. During progress monitoring, a student continues to demonstrate weaknesses in word-reading accuracy and prosody. Which of the following strategies should the teacher implement to best help the student?

(A) Using leveled texts to instruct the student on decoding and sight-word recognition

(B) Allowing time for the student to read independent grade-level texts repeatedly

(C) Increasing the student’s reading of a variety of texts by supplying diverse materials

(D) Providing the student with direct instruction in vocabulary words with lower-level texts

23. A fifth-grade teacher has designed a miniunit focusing on teaching students to recognize common text structures to help them monitor and strengthen their comprehension. Which of the following activities will best help students develop the skills?

(A) Asking students to read aloud short text passages (50–200 words) until they reach a criterion level of success and accuracy

(B) Introducing signal words and phrases that identify patterns and then providing students with a graphic organizer for each pattern

(C) Engaging students in a picture walk while asking them to make predictions, activate prior knowledge, and set a purpose for reading

(D) Allowing students to use magazines to cut out headings, diagrams, captions, and bold words and glue them onto anchor charts for the class
Step 3: Practice with Sample Test Questions

Answers to Sample Questions

1. The correct answer is (C). Response journals offer students an opportunity to connect their lives to the text and also deepen their understanding. None of the choices except (C) describe the teacher’s purpose of using a reading response journal.

2. The correct answer is (A). Tracking key events and making inferences involves using schema and background knowledge in order to infer what personality a character possesses by evaluating their actions. Choice (B) is incorrect because this is repeated reading useful for a fluency activity. Choice (C) is incorrect because this is referring specifically to physical text structure that does not lead to character growth. Choice (D) is incorrect because creating a storyboard is great for sequencing skills but does not provide opportunities for tracking character transformation using inferential thinking.

3. The correct answer is (D). This strategy refers to recognizing cognates that share similar meaning, spelling, or pronunciation with words from one’s native language. Choice (A) is incorrect because this strategy refers to training students to use context clues to understand the meaning of unknown words. While this is a useful strategy, it does not refer to cognates necessarily. Choice (B) is incorrect because this strategy refers to training students to apply scanning techniques and compare the text to their native language and does not address cognates. Choice (C) is incorrect because this strategy refers to the teacher introducing realia in the class to teach new or difficult vocabulary in context. While this is a useful strategy, it does not refer to cognates necessarily.

4. The correct answer is (C). It is the only word that contains the irregular consonant “c,” which makes the sounds of /k/ or /s/. Choice (A) is incorrect because “b” makes the sound in “ball” 97% of the time and is not an irregular consonant. Choice (B) is incorrect because “r” makes the sound in “road” 97% of the time and is not an irregular consonant. Choice (D) is incorrect because “t” makes the sound in “tell” 97% of the time and is not an irregular consonant.

5. The correct answer is (D). Learning the meanings of various prefixes, suffixes, and root words can help students to decode and pronounce unknown words with better accuracy. It is a high-yield strategy to help both fluency and comprehension. Choice (A) is incorrect because choral reading is not a vocabulary acquisition activity. Furthermore, examining vocabulary after the passage has been read is not as effective as previewing vocabulary and discussing it before reading. Choice (B) is incorrect because think-pair-share is not meant to be a vocabulary acquisition activity but a comprehension strategy. If students are poor decoders, they are less likely to read well enough to make satisfactory meaning to discuss in a think-pair-share format. Poor decoders tend to overrely on context clues that may or may not help them to decipher intended meanings of words, so it is not the most effective strategy. Choice (C) is incorrect because reading from a passage and highlighting unknown vocabulary does not actually do anything to improve understanding of the unknown words. There is no element of discussion, use of context clues, or defining the words in the activity.

6. The correct answer is (B). An informal reading inventory is designed to evaluate a number of aspects of students’ reading performance, including reading level, by assessing students’ comprehension of leveled passages. Choice (A) is incorrect because the focus of the assessment is on how students answer comprehension questions orally; while students do read aloud, the readings are not timed or used to assess oral reading fluency. Choice (C) is incorrect because spelling is not assessed in an informal reading inventory. Choice (D) is incorrect because the primary focus of the inventory is to determine the students’ reading levels, not reading preferences.

7. The correct answer is (1), (3), (2). Each essay described matches the definition for the type of writing associated with that type of content. Expository: A detailed description for how to animate a still picture using a photo-editing program. Narrative: Characters, dialogue, and a discernible plot about a humorous adventure at the beach. Persuasive: A position statement, supporting evidence, and rhetoric on the topic of pollution in rivers.

8. The correct answer is (C). The language experience approach (LEA) emphasizes the connection between oral and written language and promotes enthusiasm for reading and writing. LEA helps students make the connection that words on paper are really just “talk written down.” The motto of LEA is, “Anything I can say, I can write; anything I can write, I can read.” None of the other choices except (C) describes LEA.
9. The correct answer is (D). It provides instruction that supports improved fluency, which widens the student’s opportunity to read for meaning. It also helps the student transition from what the text says to what it means through understanding how words and punctuation work. Choice (A) is incorrect because the illustration and writing of captions about favorite parts does not focus on what the author wants readers to think about or learn—it just focuses on what was interesting to the students. Choice (B) is incorrect because the focus on story elements of character and setting has readers sort details that are given in the text without considering the connections that lead to understanding. Choice (C) is incorrect because using resources such as a dictionary and thesaurus to expand the understanding of each text is a vocabulary strategy to clarify meaning using context clues and a variety of resources.

10. The correct answer is (C). The questions focus on what details are included or excluded from the text and how they shape what the reader sees. Choice (A) is incorrect because diction deals with word choice, and the questions do not focus on the words used. Choice (B) is incorrect because imagery deals with sensory details, and the questions do not focus on sensory details. Choice (D) is incorrect because syntax focuses on sentence construction, and the questions do not focus on the way sentences are constructed.

11. The correct answer is (A). Asking students to match their intonation to an audio-recorded reading of the same text is a research-based recommended strategy. Choice (B) is incorrect because first-grade students are too young to independently calculate words-per-minute and set realistic goals. However, this would be a good activity to do with teacher support. Choice (C) is incorrect because new texts should always be read independently or with a teacher. Having students tackle new reads together will not guarantee the students will develop proper intonation. Choice (D) is incorrect because although tracking with a finger or a tracker is helpful when practicing fluency, it will not necessarily support a student in developing proper intonation.

12. The correct answer is (D). Asking a student to segment the phonemes in an orally presented word is an example of a phonemic awareness skill. Choice (A) is incorrect because having a student write a list of rhyming words is an example of a phonics skill. Choice (B) is incorrect because having a student compare words in a word family such as “define,” “definitely,” and “definition” is an example of a word learning skill. Choice (C) is incorrect because asking a student to divide a two-syllable word and identify the syllable type in each is an example of a phonics skill.

13. The correct answer is (C). The shared reading approach using large-print picture books helps kindergarten students develop awareness of concepts of print. Choice (A) is incorrect because teaching students to recognize sight words in isolation is a decoding skill. Choice (B) is incorrect because students who can read independently using large-print picture books have moved beyond development of concepts of print and are reading. Choice (D) is incorrect because teaching students how to use punctuation for intonation is a fluency skill.

14. The correct answer is (B). Organizing leveled word-study groups can provide students struggling with decoding multisyllabic words with sorting and classifying activities based on common patterns and rules. Choice (A) is incorrect because a round-robin-type read aloud for students who need support will only frustrate them, not develop their understanding of common syllables and word patterns. Choice (C) is incorrect because assigning more work without any guided practice will just frustrate the students, not support them in learning word-chunking strategies. Choice (D) is incorrect because although a word wall will support students with word study, these students need practice chunking syllables, not memorizing sight words.

15. The correct answer is (D). Administering an informal assessment to identify the skills with which the student is struggling is the best first step to help the teacher provide guided instruction in the area the student needs most. All of the other choices are strategies to use after performing an informal assessment to find the skill level of the student.

16. The correct answer is (C). Practicing the identification of letter names and sounds daily helps students to identify the letters independently. Once students are able to identify letters, they can attempt to reproduce them. Choice (A) is incorrect because students who can’t identify letters are not helped by looking at environmental print without some type of targeted instruction. Choice (B) is incorrect because students who can identify letters are not helped by looking at environmental print without some type of targeted instruction. Choice (D) is incorrect because simple completing worksheets does not provide explicit teacher instruction on letter names and sounds.
Step 3: Practice with Sample Test Questions

17. The correct answer is (A). Teaching semantic gradients supports student understanding of shades of meaning and how to select precise vocabulary to convey an intended message. Choice (A) is incorrect because the purpose of semantic gradients is not to help students with spelling. Choice (B) is incorrect because use of semantic gradients will not help students generate imaginative ideas. Choice (D) is incorrect because use of semantic gradients will not help students avoid repetitive phrases.

18. The correct answer is (B). Current and past research states that the most appropriate way to help students decode multisyllabic words is to teach them to recognize affixes and morphemes. Choice (A) is incorrect because this would not prove to be highly effective in helping students decode multisyllabic words. Additionally, this is a phonological awareness task that is purely oral in nature. Choice (C) is incorrect because this activity would not effectively help students decode multisyllabic words. Additionally, this is a phonological awareness task that is purely oral in nature. Choice (D) is incorrect because this activity would not actually help students decode multisyllabic words since the teacher here is merely replacing one list of words with another that the students cannot decode.

19. The correct answer is (D). Students can easily view previous blog posts and see how their writing has changed over time. Choice (A) is incorrect because even though revising and editing journal drafts will allow a student to see the improvements in their writing over the course of a year, the journal is not a digital product. Choice (B) is incorrect because writing, producing, and editing a video book trailer for the favorite books of the year is a digital product, it does not allow students to view the improvement of their writing in a digital format. Choice (C) is incorrect because creating digital graphic organizers is not a review of student writing over time.

20. The correct answer is (B). Using flexible grouping and technology will best support students reading comprehension. Technology such as online reference materials and multimedia supports including video, animated illustrations, and other visuals are useful tools for building background knowledge, especially for English Learners (ELs). Choice (A) is incorrect because giving students short quizzes after each reading assignment does not differentiate instruction for the mixed-ability class. Choice (C) is incorrect because assigning students a partner for choral reading of a text is a fluency strategy and does not provide differentiation to increase comprehension for the mixed-ability class. Choice (D) is incorrect because providing students with the rules of phonics to aid in decoding unfamiliar words is the word-recognition strategy of sounding out words, using picture clues, and looking for word chunks. The rules of phonics and identifying syllables are most often used with elementary students.

21. The correct answer is (C). This sentence contains the correct use of simile. A simile is a figure of speech that makes a comparison, showing similarities between two different things. Words such as “like” and “as” help to draw the resemblance between two different things. Choice (A) is incorrect because this sentence is an example of the use of alliteration. Choice (B) is incorrect because this sentence is an example of the use of onomatopoeia. Choice (D) is incorrect because this sentence is an example of the use of personification.

22. The correct answer is (A). Leveled texts can be used to increase automaticity with sight words, decodable words, and connected text. None of the choices except (A) will best help the student improve word-reading accuracy and fluency.

23. The correct answer is (B). Using signal words and phrases is a common method to help students recognize text structure to assist in comprehension. Choice (A) is incorrect because this is a repeated reading activity that pertains to fluency. Choice (C) is incorrect because this pertains to a prereading strategy called picture walk that allows students to preview and activate prior knowledge. This strategy is also not appropriate for fifth grade. Choice (D) is incorrect because this pertains to an activity that helps students use text features in an expository text.
About the Constructed-Response Questions

The Teaching Reading: K-12 test consists of three constructed-response questions that require the candidate to demonstrate the ability to apply knowledge and theory of reading to specific students’ needs and classroom scenarios.

Each task will be scored on a 0–3 scale using the following general scoring guide:

General Scoring Guide for Constructed-Response Questions

Score of 3
The response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.

A response in this category
• Clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described.
• Shows strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology are minor and do not detract from the thorough understanding shown.
• Provides strong supporting evidence and rationales.

Score of 2
The response demonstrates general understanding of the elements of reading and reading instruction relevant to the question.

A response in this category
• Adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.
• Shows general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology do not detract from the general understanding shown.
• Provides adequate supporting evidence and rationales.

Score of 1
The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

A response in this category
• Answers some part (or parts) of the question at a basic level.
• Has one or more of the following weaknesses:
  – Fails to answer most parts of the question and/or fails to address crucial aspects of the instructional situation described
  – Shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.
  – Any evidence or rationales provided are weak or limited.

Score of 0
The response demonstrates no understanding of the elements of reading and reading instruction relevant to the question.

A response in this category
• Fails to respond appropriately to any part of the question.
• Shows no knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question; or any information presented about reading and reading instruction is seriously in error.

Note: The mere presence of reading-specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English.
Constructed-Response Question with Sample Responses and Annotations

Directions

High School English

Directions: Read the scenario and then respond to all parts of the task. The suggested time to spend on this question is 10 minutes.

Scenario: A high school English language arts teacher decides to further the students’ development as readers by using authentic literacy materials that include a technology component in their instruction.

Tasks: Be sure to respond to both of the following.

Using the information provided in the scenario, do the following:

- Describe one authentic literacy material that the teacher could use to support the students’ development as readers. Provide a rationale for why the selection of this material would support the objective.
- Briefly describe one example of how the teacher can integrate technology to support this focus on reading.

Sample Response that Received a Score of 3

One authentic literacy material teachers could use to support students’ development as readers is by using tradebooks. Incorporating tradebooks over various genres, ability levels, and formats will help students become more proficient readers. Tradebooks are reading materials from the students’ everyday lives and include maps, biographies, fiction, poetry, historical fiction, and graphic novels, amongst others. Students can choose what to read based on their ability, interest, and/or readiness.

When students can choose books based on a variety of criteria, their interest and motivation increases.

Students can have abundant opportunities to read texts at their instructional levels over topics of high interest, which helps develop students reading development and abilities. One technology component teachers can integrate to support this focus on reading is by using WebQuests. WebQuests are a great way to expose students to a variety of topics and text formats. Students can visit multiple websites about specific content area subjects, learn more about authors, or read a variety of informational texts, amongst others. WebQuests are a great way to expose students to a variety of authentic materials while developing their reading skills. Embedded in these WebQuests are questions or activities students need to complete. When students read materials with a purpose in mind, their reading development increases.

Commentary on a Response with a Score of 3

Task 1: rated as Thorough: The response demonstrates a thorough description of an authentic literacy material (trade books) to support students’ reading development and provides a rationale for why the material would support this objective. A rationale for why this material would support the objective is provided and thoroughly explained.

Task 2: rated as Thorough: The response provides a thorough description of one example of how web teachers can integrate technology (WebQuests) to support the focus on reading. A rationale for why this material would support the objective is provided and thoroughly explained.

Application of General Scoring Guide: Evaluate the overall response with respect to the General Scoring Guide

This was scored a 3 because: the response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question. The response clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described. The response shows a strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question.

Sample Response that Received a Score of 2

The teacher could use a book from a current movie to support their development as readers. Vocabulary would be familiar to them and the subject matter would be of interest to them. Students could focus in on the elements of the story without having to struggle with unfamiliar words and would have considerable background knowledge since it is a subject they are interested in and familiar with. The teacher could set up a web-based book club that would...
respond to certain elements of the book. For example, the teacher could ask the students to blog about certain character traits that may lead to the motivation of the character(s) in the book. A guideline for acceptable writing responses that has been outlined and modeled by the teacher would help facilitate the objective.

Commentary on a Response with a Score of 2

Task 1: rated as Basic: The response demonstrates a basic understanding of how to support the development of students as readers. The response describes one authentic literacy material (use a book from a current movie) the teacher could use to support the development of students as readers. A rationale for why this material was chosen is listed, but not elaborated on.

Task 2: rated as Basic: The response demonstrates a basic understanding of how to integrate technology (a web-based book club) to support the focus on reading. A rationale for why this material was chosen provided.

Application of General Scoring Guide: Evaluate the overall response with respect to the General Scoring Guide

This was scored a 2 because the response adequately answers most or all parts of the question in a way that is appropriate for the instructional situation. The response Shows basic or general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors do not detract from the general understanding shown.

Sample Response that Received a Score of 1

The English language arts teacher can provide authentic books for the students that are of interest to them. In high school, students are beginning to drive, fashion, and relationships. The teacher can provide books on the topic of fashion. Once the students have read about fashion, the teacher can have them get on the Internet and research different companies and people who deal with fashion. The students can type a paper using their findings as well as send letters to the different companies asking different questions that may help them acquire a job in the future if fashion is the field they want to go into. This project can turn into a career opportunity.

Commentary on a Response with a Score of 1

Task 1: rated as Limited. The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

The response describes one authentic literacy material (authentic books) the teacher could use to support the development of students as readers. The candidate does not indicate the type of authentic books that will be used. The candidate fails to connect this support to reading instruction.

Task 2: rated as Limited. The response demonstrates a weak or limited understanding of how to integrate technology (use of Internet) to support the focus on reading. The candidate does not specify how to use of the Internet.

Application of General Scoring Guide: Evaluate the overall response with respect to the General Scoring Guide

This was scored a 1 because the response adequately answers some part (or parts) of the question at a basic level.

The response fails to answer most parts of the question and/or fails to address the crucial aspects of the instructional situation described.
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 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. 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.
• 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 42.

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 30 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 30, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Dates I will study the content”), you can create an overall schedule for your group's study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.

- **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
• **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

• **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.

• **Be as critical as you can.** You’re not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.

• **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.

• **Be supportive.** Include comments that point out what your study partner(s) got right.

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

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

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the Core Academic Skills for Educators: Reading test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Test Specifications” information beginning on page 5 to help complete it.

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

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

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Close reading</td>
<td>Draw inferences and implications from the directly stated content of a reading selection</td>
<td>3</td>
<td>Middle school English textbook</td>
<td>College library, middle school teacher</td>
<td>7/15/15</td>
<td>7/15/15</td>
</tr>
<tr>
<td>Determining Ideas</td>
<td>Identify summaries or paraphrases of the main idea or primary purpose of a reading selection</td>
<td>3</td>
<td>Middle school English textbook</td>
<td>College library, middle school teacher</td>
<td>7/17/15</td>
<td>7/17/15</td>
</tr>
<tr>
<td>Determining Ideas</td>
<td>Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection</td>
<td>3</td>
<td>Middle and high school English textbook</td>
<td>College library, middle and high school teachers</td>
<td>7/20/15</td>
<td>7/21/15</td>
</tr>
<tr>
<td>Craft, Structure, and Language Skills</td>
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<td>Interpreting tone</td>
<td>Determine the author’s attitude toward material discussed in a reading selection</td>
<td>4</td>
<td>Middle and high school English textbook</td>
<td>College library, middle and high school teachers</td>
<td>7/25/15</td>
<td>7/26/15</td>
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<tr>
<td>Analysis of structure</td>
<td>Identify key transition words and phrases in a reading selection and how they are used</td>
<td>3</td>
<td>Middle and high school English textbook, dictionary</td>
<td>College library, middle and high school teachers</td>
<td>7/25/15</td>
<td>7/27/15</td>
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<tr>
<td>Analysis of structure</td>
<td>Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/15</td>
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<tr>
<td>Author’s purpose</td>
<td>Determine the role that an idea, reference, or piece of information plays in an author’s discussion or argument</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
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<tr>
<th>Content covered</th>
<th>Description of content</th>
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<tbody>
<tr>
<td>Language in different contexts</td>
<td>Determine whether information presented in a reading selection is presented as fact or opinion</td>
<td>4</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/15</td>
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<td>Contextual meaning</td>
<td>Identify the meanings of words as they are used in the context of a reading selection</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/15</td>
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<tr>
<td>Figurative Language</td>
<td>Understand figurative language and nuances in word meanings</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/8/15</td>
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<tr>
<td>Vocabulary range</td>
<td>Understand a range of words and phrases sufficient for reading at the college and career readiness level</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/15/15</td>
<td>8/17/15</td>
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<tr>
<td>Integration of Knowledge and Ideas</td>
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<tr>
<td>Diverse media and formats</td>
<td>Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/22/15</td>
<td>8/24/15</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Identify the relationship among ideas presented in a reading selection</td>
<td>4</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/24/15</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection</td>
<td>3</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/27/15</td>
<td>8/27/15</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Determine the logical assumptions upon which an argument or conclusion is based</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Draw conclusions from material presented in a reading selection</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/30/15</td>
<td>8/31/15</td>
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<tr>
<td>Comparison of texts</td>
<td>Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection</td>
<td>4</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>9/3/15</td>
<td>9/4/15</td>
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<tr>
<td>Comparison of texts</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>9/5/15</td>
<td>9/6/15</td>
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My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): ______________________________________________________

Test Date: __________

<table>
<thead>
<tr>
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### Step 5: Develop Your Study Plan

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<th>How well do I know the content? (scale 1–5)</th>
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<th>Dates I will study the content</th>
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6. Review Study Topics

*Detailed study topics with questions for discussion*

**Using the Study Topics That Follow**

The Teaching Reading: K-12 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 will help improve your understanding of fundamental concepts and may 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. Phonological and Phonemic Awareness, including Emergent Literacy

A. Is familiar with receptive and expressive components associated with oral language development
B. Is familiar with how to identify cultural, environmental, and linguistic factors that may have an impact on literacy development
C. Is familiar with instructional methods for teaching phonological awareness and phonemic awareness (Syllables and onset and rime, phoneme segmenting, blending, deletion, and substitution)
D. Knows how to recognize phonemic-awareness difficulties across ages and grades
E. Knows instructional methods to teach beginning readers the concepts about print, such as directionality, return sweep, parts of a book, and the form and function of print
F. Knows instructional strategies to help emergent readers fluently identify letter names and sounds

Discussion areas: Phonological and Phonemic Awareness including Emergent Literacy

• What are ways that teachers can model the rules of Standard English while respecting regional and dialectical variations?
• What are some instructional strategies for teaching letter recognition?
• How can students’ print awareness be assessed?

II. Phonics and Decoding

A. Is familiar with the impact of decoding skills on literacy development across grade levels
B. Knows instructional methods for teaching phonics and decoding systematically, explicitly, and recursively across grade levels
C. Knows instructional methods for teaching common phonics patterns and rules (Consonant digraphs, blends, diphthongs, schwa sound, syllable types, word families, etc.)
D. Understands instructional methods for teaching morphological analysis (Affixes, roots, and base words)
E. Understands instructional methods for teaching syllable types when decoding multisyllabic words
F. Is familiar with multisensory approaches for supporting student recognition of non-decodable/irregularly spelled words (e.g., “was,” “listen,” “though,” “the,” “once”)

Discussion areas: Phonics and Decoding

• At which age ranges should the various phonological skills be acquired?
• What does the term “phonemic awareness” mean?
• How is phonemic awareness related to phonological awareness?
• What is the relationship between phonemic awareness and the development of decoding and encoding skills?
• What is the difference between phonics and phonological awareness?
• What role do decodable text, writing practice, and spelling practice play in reinforcing specific phonics skills?

III. Fluency and Vocabulary

A. Understands instructional methods to foster students’ fluency (accuracy, automaticity, prosody, and self-efficacy)
B. Knows methods of supporting fluent reading behaviors at the letter name/sound, word, phrase, sentence, and passage level
C. Understands instructional methods to build, expand, and use expressive and receptive vocabulary systematically, explicitly, and through repeated exposures in multiple contexts
D. Knows multiple approaches to teach word-solving strategies (context clues and structural analysis)
E. Knows how to match an instructional method to word complexity
F. Knows how to guide students to understand a wide variety of words through direct instruction (common, contextual, content-specific, connotation, multiple-meaning words)
G. Is familiar with multiple instructional methods for vocabulary instruction of second-language learners (cognates, figurative language, idioms)

H. Understands how grammatical functions and punctuation affect fluency and meaning of text

I. Understands how fluency, vocabulary, and comprehension are interrelated

**Discussion areas: Fluency and Vocabulary**

- What criteria should be used when selecting words for vocabulary instruction?
- How can teachers model the use of context as a strategy to confirm word meaning?
- How do common prefixes, suffixes, and roots affect the meaning of English words?
- How can writing activities be used to support reading comprehension?
- In what ways do students' cultural and linguistic backgrounds affect comprehension?
- What factors should be taken into account when choosing texts for students?
- What instructional strategies can be used to improve oral reading fluency?

**IV. Comprehension of Literary and Informational Text**

A. Understands how to support students' listening comprehension and how it relates to reading comprehension

B. Knows how to apply knowledge of child and adolescent development to the teaching of literary and informational texts

C. Is familiar with how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners

D. Is familiar with how to use measures of text complexity to select appropriate texts for instruction and to guide students in self-selecting texts to increase motivation and engagement in literacy development (qualitative, quantitative, reader, and task)

E. Knows how to use technology to support student's ability to critically examine online resources and knows how to foster digital literacy to support active learning and research across content areas

F. Knows how to integrate speaking and active-listening skills into the reading process to scaffold understanding (probing, discussions, questioning, and responding)

G. Understands how to activate and scaffold students' background knowledge to increase comprehension and how students' experiences influence the way they interpret a text

H. Knows how to use various approaches to develop comprehension skills from simple to complex (retelling, summarizing, understanding thesis, and complex arguments)

I. Knows how to direct students to draw inferences from text(s) and cite relevant textual evidence to support comprehension and text analysis

J. Understands strategies for supporting readers as they construct literal and inferential meaning, including author's use of language and rhetoric

K. Understands the role of language structures of text (i.e., sentence, phrase, paragraph) in comprehension

L. Knows methods for teaching students to understand authors' word choices, format/style, text structure, and visual representations to create a desired effect (meaning, tone, mood, etc.)

M. Knows how to model metacognitive strategies that support students to self-monitor their understanding of text (analyze, synthesize, evaluate)

N. Understands how to teach the use of graphic and semantic organizers to support comprehension

O. Knows how to teach the recognition and understanding of literary and informational text, including genre text structure (poetry, prose, drama, biography, how-to, story elements, description, cause and effect) and text features (text boxes, graphs, technical language)

P. Knows how to teach the recognition and understanding of literary devices (figurative language, connotation, nuance of words, rhetoric, appositives, and alliteration)

Q. Knows ways to demonstrate how source material can be represented in multiple mediums and can have more than one interpretation or version
Step 6: Review Study Topics

**Discussion areas: Comprehension and Informational Text**
- In what ways do students’ cultural and linguistic backgrounds affect comprehension?
- What factors should be taken into account when choosing texts for students?
- What instructional strategies can be used to improve oral reading fluency?
- What is the relationship between fluency and comprehension?

**V. Writing**
A. Understands how to teach writing as a recursive process that supports self-evaluation, expression, analysis, and inquiry
B. Knows systematic, explicit, and responsive instructional methods to build students’ understanding and use of the writing process
C. Knows instructional methods for integrating reading and writing in varied contexts and across grade levels and disciplinary domains
D. Is familiar with instructional methods to support writing development for English learners
E. Is familiar with instructional methods to support student use of multiple print and digital tools for communication, collaboration, research, and all steps of the writing process
F. Is familiar with the defining characteristics, purpose, appropriate audience, and instructional methods for teaching the types of writing
G. Knows instructional methods to develop students’ skills in selecting and using credible and accurate sources
H. Knows instructional methods to teach the quoting and proper citation of textual evidence in the writing process
I. Knows how to model author’s use of craft for effect to develop written language across grade levels
J. Is familiar with using mentor texts to motivate and support students throughout the writing process
K. Knows how to model editing and revising to refine a piece of writing
L. Knows methods to connect the teaching of both decoding and encoding as reciprocal skills
M. Knows how to take a systematic, explicit, multisensory, recursive approach to spelling development
N. Understands instructional methods for teaching the structure of written language, including conventions of grammar and mechanics (parallel structure, phrases, clauses, punctuation)

**Discussion areas: Writing**
- What criteria should be evaluated when choosing a mentor text?
- What instructional strategies can be used to support writing development in different stages?
- What is the relationship between learning to read and learning to write?

**VI. Included in ALL Categories: Assessment**
A. Knows how to monitor student progress by analyzing and interpreting formative assessment data to inform instruction
B. Knows how to use data to differentiate instruction for whole class, groups, and individuals
C. Understands how to embed and apply informal and formal methods for assessing all essential elements of literacy instruction (formal and informal methods: formative and summative evaluations)
D. Is familiar with making decisions that lead to the modification or accommodation of instruction based on assessments to meet the needs of diverse learners (diverse needs of learners: gifted, English learners, struggling readers and writers, and students with learning disabilities)
E. Is familiar with ways to integrate digital tools into the assessment process
Step 6: Review Study Topics

VII. Assessment and Instructional Decision Making (Constructed-Response Items)

A. Developing emergent literacy learners (phonological and phonemic awareness, phonics, and decoding/encoding)

B. Supporting independent literacy learners (fluency, vocabulary, comprehension, writing)

C. Responding to diverse learners (i.e., gifted, English learners, struggling readers and writers, and students with learning disabilities)

Discussion areas: Assessment and Instructional Decision Making

• How can teachers use assessment data to inform their instruction?

• What are effective ways to communicate students’ reading progress to stakeholders (i.e., parents and administration)?
Step 7: Review Smart Tips for Success

7. Review Smart Tips for Success

*Follow test-taking tips developed by experts*

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

**Should I guess?**

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

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

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

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

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

**Are there answer patterns on the test?**

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

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

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

**Smart Tips for Taking the Test**

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.
2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT …” is asking for the one answer that is NOT a correct statement or conclusion.

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

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the GRE® or other tests. It doesn't matter on the Praxis tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the Praxis tests at [https://www.ets.org/praxis/institutions/scores/passing/](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/plne_accommodations/](http://www.ets.org/praxis/register/plne_accommodations/).

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

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

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- 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)
- 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)
- 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 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.

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.

What your Praxis scores mean
You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report. To access Understanding Your Praxis Scores, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective
Your score report indicates:

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

If you have taken the same Praxis test or other Praxis tests in the last 10 years, your score report also lists the highest score you earned on each test taken.
Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- Understanding Your Praxis Scores (PDF), found at www.ets.org/praxis/scores/understand
- Praxis Passing Scores, found at https://www.ets.org/praxis/institutions/scores/passing/
- State requirements, found at 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.

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 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 and click on your score report. If you do not already have a Praxis account, you must create one to view your scores.

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

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

To search for the Praxis test prep resources that meet your specific needs, visit:
www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the Praxis tests, visit the ETS Store:
www.ets.org/praxis/store