

The Praxis® Study Companion

Speech Communication: Content Knowledge

5221



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.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 35).

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

Speech Communication: Content Knowledge (5221)

Test at a Glance			
Test Name	Speech Communication: Content Knowledge		
Test Code	5221		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Communication Fundamentals	13	11%
	II. Interpersonal Communication	16	13%
	III. Group Communication	16	13%
	IV. Public Speaking	21	18%
	V. Media and Their Influences	16	13%
	VI. Oral Interpretation and Performance Studies	13	11%
	VII. Forensics: Competitive Speech and Debate	13	11%
	VIII. Assessment and Evaluation Issues	12	10%

About This Test

The content knowledge test in Speech Communication is designed to measure the preparedness of examinees to teach speech communication in junior and senior high schools. The 120 selected-response questions cover a wide variety of subjects; some questions measure basic knowledge, and others call on the examinee's ability to apply principles to real-life situations.

The questions in the test require the examinee to demonstrate an understanding of the principles and concepts related to speech communication, including their development and application, the selection and use of appropriate instructional strategies, and ways of evaluating student learning.

Eight major content areas are included in the test: communication fundamentals; interpersonal communication; group communication; public speaking; media and their influences; oral interpretation and performance studies; forensics: competitive speech and debate; and assessment and evaluation issues.

Examinees typically have completed a bachelor's degree program in speech communication, communication, or similar degree, or have prepared themselves through some alternative certification program. Because there are many variations in such undergraduate programs, it is not expected that all of the material covered in the test will be familiar to every examinee. This test may contain some questions that will not count toward examinees' scores.

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 28.

I. Communication Fundamentals

- A. Verbal and nonverbal messages
- B. Effective listening behaviors
- C. Elements of communication and their definitions
- D. Communication process: perception, self-concept, self-disclosure
- E. The functions, development, and assessment of communication competence

II. Interpersonal Communication

- A. Interpersonal and intrapersonal elements of the communication process
- B. Relational communication competence
- C. Goals, skills, and outcomes of interpersonal communication
- D. Effect of gender and culture
- E. Emotional and relational messages
- F. Communication processes in different types of relationships: personal, family, romantic, business

III. Group Communication

- A. Discussion principles
- B. Problem solving and decision making
- C. Group roles and functions
- D. Conflict management and mediation
- E. Effect of culture on leadership
- F. Group communication processes

IV. Public Speaking

- A. Purposes, types, and forms
- B. Audience analysis
- C. Strategies for organizing content
- D. Style and use of language
- E. Effective delivery
- F. Listening, adapting to an audience, and feedback
- G. Choosing supporting materials and ethics of using supporting materials
- H. Components of delivery: voice and diction, pronunciation, movement
- I. Criticism and evaluation of speeches; rhetorical criticism; assessing student speeches
- J. Effect of culture on public speaking
- K. Argument in public speaking settings

V. Media and Their Influences

- A. Critical analysis and evaluation of media forms
- B. Influence on audiences: programming, commercials, political process
- C. Production techniques; communication technologies
- D. Environmental influences that affect the media industry
- E. Types of media: television, radio, Internet, and social media
- F. Media response to race, gender, and class issues

VI. Oral Interpretation and Performance Studies

- A. Literary principles and aesthetics
- B. Characteristics of analysis: text and context, interpretation process
- C. Principles of acting and performance techniques: voice, use of manuscripts, development of characters
- D. Dramatic theory and criticism: forms, styles, structures
- E. Readers' theater, storytelling, folklore, oral history, and creative dramatics

VII. Forensics: Competitive Speech and Debate

- A. Individual events: public address, interpretation, extemporaneous speaking, oratory
- B. Writing and/or performing individual events
- C. Effective program management: tournament and team management, coaching philosophy, school relations
- D. Argumentation and debate: Lincoln-Douglas debate, persuasion, policy

VIII. Assessment and Evaluation Issues

- A. Teacher responsibility: ethics, promptness of feedback, objective assessment of performance
- B. Assessment techniques for oral performance: classroom behaviors, written and oral critiques, rubrics
- C. Test construction and alternate forms of communication assessment
- D. Curriculum development: implementation, appropriate assignments, textbook selection

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 answers from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

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

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

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

How to approach unfamiliar formats

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

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

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

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

Take a look at a few sample essay topics:

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

Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

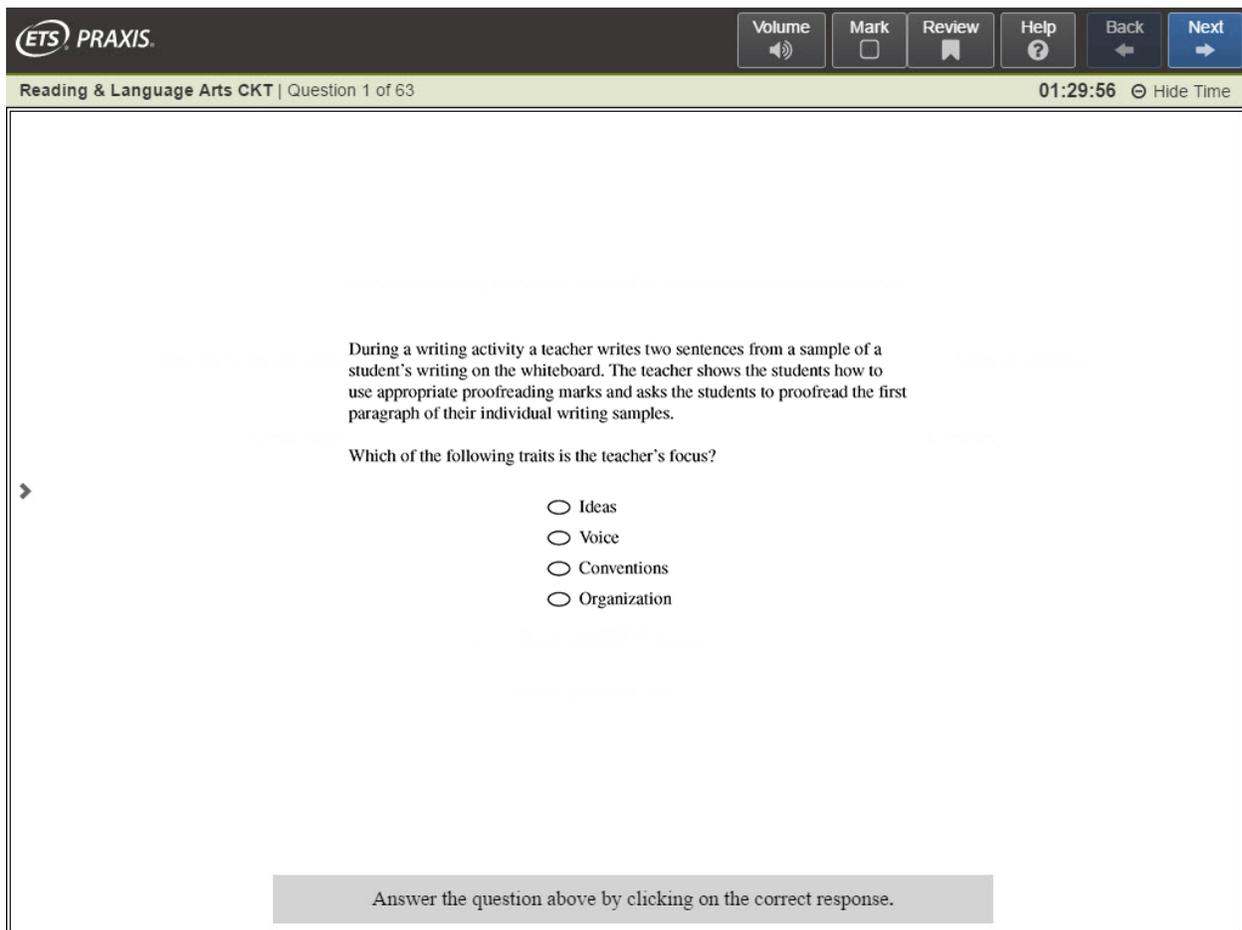
QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available via computer delivery. 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.



ETS PRAXIS

Volume Mark Review Help Back Next

Reading & Language Arts CKT | Question 1 of 63 01:29:56 Hide Time

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

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

- Ideas
- Voice
- Conventions
- Organization

Answer the question above by clicking on the correct response.

Sample Test Questions

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

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

1. Which of the following statements about the effects of the perception of space on communication behavior is accurate?
 - (A) People usually accept uninvited entry into their personal space but not into their social space.
 - (B) Seating arrangements have no effect on who is likely to dominate a conversation.
 - (C) People who are cooperating are more likely to sit at opposite ends of the table.
 - (D) Interpersonal distances are the same from culture to culture.
 - (E) Environmental qualities can affect how people send and interpret messages.
2. The communication process of decoding refers to
 - (A) the sender's decision to transmit a message
 - (B) the sender's selection of what words to say
 - (C) the receiver's mental visualization of the communication
 - (D) the relay of a message through an inappropriate channel
 - (E) the receiver's interpretation of the sender's message
3. When a group is faced with a problem requiring immediate action, the most effective leadership style is
 - (A) authoritarian
 - (B) democratic
 - (C) laissez-faire
 - (D) charismatic
 - (E) permissive
4. When members join an existing group, they have to learn about the group's expectations, roles, culture, and manner of working together. The process described is referred to as
 - (A) socialization
 - (B) the assembly effect
 - (C) synergy
 - (D) mentoring
 - (E) symbolic convergence
5. A startling introductory statement is most useful in establishing contact with which of the following kinds of audience?
 - (A) Hostile
 - (B) Apathetic
 - (C) Attentive
 - (D) Homogeneous
 - (E) Political

6. According to diffusion theory, opinion leaders are
- (A) very successful with followers whose backgrounds differ from their own
 - (B) very likely to make themselves available to the media
 - (C) less socially active and more introverted than their followers
 - (D) uniformly disregarded by other agents of change
 - (E) unlikely to be influential until they have built a strong group of followers
7. Which of the following most accurately describes the research on the relationship between viewing violence on television and engaging in violent behavior?
- (A) It has demonstrated fairly conclusively that there is no substantive relationship between the two activities.
 - (B) It suggests that there is a substantial relationship, in that television viewing patterns predict about 75 percent of violent behavior.
 - (C) It suggests that viewing violence is associated with an increased likelihood of intimate violence, but not a change in the likelihood of violence towards a stranger.
 - (D) It shows a significant relationship between the two but explains no more than a small amount of violent behavior.
 - (E) It concludes that there is a substantial relationship for children but not for adults.
8. It is a generally accepted first principle of oral interpretation that the reader must be true to
- (A) the performance space
 - (B) the author
 - (C) the method
 - (D) the audience
 - (E) his or her training
9. In debate, a prima facie case is one that
- (A) minimally meets the negative side's burden of proof
 - (B) is presented in the second affirmative rebuttal
 - (C) is necessary only when a proposition of fact is being argued
 - (D) is necessary only when a proposition of value is being argued
 - (E) minimally meets the affirmative side's unattached burden of proof
10. Which of the following best describes a speech delivered by a demagogue?
- (A) It is given in a place of worship
 - (B) It is characterized by a high degree of structure
 - (C) It adheres to a strict formula in terms of content
 - (D) It attempts to win over an audience by appealing to prejudice
 - (E) It is given by a professor in an educational setting
11. A speech that relates facts of the events leading up to the Boston Tea Party would be classified as which of the following types of speech?
- (A) Informative
 - (B) Persuasive
 - (C) Ceremonial
 - (D) Adaptive
 - (E) Eulogy
12. A debate in which the affirmative constructive is six minutes long and the negative constructive is seven minutes long is following which of the following formats?
- (A) Standard
 - (B) Lincoln-Douglas
 - (C) Oxford
 - (D) Cross-examination
 - (E) Mock trial

13. When authorities claim that communication competence is situational, they mean that
- (A) the physical situation is the dominant factor in determining appropriateness
 - (B) a speaker can be very good at one form of speaking, such as leading a meeting, but not good at making an argument
 - (C) most speakers who excel at public speaking excel in interpersonal situations as well
 - (D) all speakers react the same in similar situations
 - (E) all situations require the same response
14. “Excessive consumption of caffeine can lead to high blood pressure. Therefore, people seeking to improve their health whose caffeine exceeds a safe level should reduce their caffeine intake.” The argument above illustrates which of the following?
- (A) Deductive reasoning
 - (B) An ad hominem argument
 - (C) Adaptive inductive reasoning
 - (D) Analogical reasoning
 - (E) Abductive reasoning
15. In oral interpretation, a slow tempo to suggest a serious idea may be created with
- (A) a pitch change
 - (B) greater vocal resonance
 - (C) sustained vowel or certain other sounds such as “m” or “ng”
 - (D) an increase in the frequency of words spoken during a specified time
 - (E) a change of tone
16. Within the communication process, the component that causes the most breakdowns is
- (A) noise
 - (B) feedback
 - (C) the situation
 - (D) the channel
 - (E) the message
17. An informative speech that explains the history of genetics most likely follows which of the following methods of organization?
- (A) Comparison-contrast
 - (B) Cause-effect
 - (C) Chronological
 - (D) Problem-solution
 - (E) Spatial
18. A speech that is brief and is delivered off the cuff is most likely which of the following types of speech?
- (A) Oration
 - (B) Informative
 - (C) Persuasive
 - (D) Extemporaneous
 - (E) Impromptu
19. Which of the following is most important in planning and developing curriculum?
- (A) The teacher should follow his or her favorite textbook.
 - (B) The teacher should follow standards adopted by the district and state.
 - (C) The teacher should follow the textbook used when he or she was in college.
 - (D) The teacher should allow the students to choose what curriculum is covered.
 - (E) The teacher should cover topics that he or she likes the most.
20. David is preparing a speech about why Hollywood became the center of the motion picture industry and the impact that its development as the center had on filmmaking. David’s speech should be organized using which of the following methods?
- (A) Spatial
 - (B) Chronological
 - (C) Cause-effect
 - (D) Problem-solution
 - (E) Topical

21. Which of the following statements best describes a difference between verbal and nonverbal communication?
- (A) Nonverbal communication starts and stops, whereas verbal communication is continuous.
 - (B) Nonverbal communication reflects culture, whereas verbal communication does not.
 - (C) Nonverbal communication is less believable than verbal communication.
 - (D) Nonverbal communication is multichanneled, whereas verbal communication tends to take place in a single channel.
 - (E) Nonverbal communication is intentional, whereas verbal communication is unintentional.
22. Audience factors such as age, gender, and ethnicity are referred to as
- (A) personality traits
 - (B) minor characteristics
 - (C) situational variables
 - (D) demographics
 - (E) dispositions
23. To determine whether groupthink is taking place, group leaders should watch for which of the following symptoms?
- (A) Statements of group vulnerability (“Lots can go wrong with this project.”)
 - (B) Out-group valuing (“We should not underestimate our competition.”)
 - (C) Welcoming dissenters (“Let’s hear the downsides of this choice.”)
 - (D) Group rationalizing (“We know there are problems, but it’s all good.”)
 - (E) Group feelings of uneasiness (“We should take our time in making this decision.”)
24. Which of the following best describes the largest quadrant of the Johari window for a person who keeps to himself or herself and does not disclose much information to others?
- (A) Blind
 - (B) Hidden
 - (C) Unknown
 - (D) Known
 - (E) Secret
25. The Telecommunications Act of 1996 allowed for an increase in which of the following?
- (A) Cross-ownership of media industries
 - (B) Advertising revenue for online newspapers
 - (C) The legal sharing of MP3 music files
 - (D) The regulation of indecency in broadcasting
 - (E) Research on the impacts of media violence
26. Which of the following is the best guideline for effective vocal delivery?
- (A) Speak with a monotonous pitch.
 - (B) Slur speech sounds.
 - (C) Never pause.
 - (D) Maintain adequate volume.
 - (E) Mispronounce words.
27. Which of the following is the least credible source for an extemporaneous speech?
- (A) *U.S. News and World Report*
 - (B) *Wikipedia*
 - (C) *Time* magazine
 - (D) *Huffington Post*
 - (E) *The New York Times*

28. Which of the following statements best explains the role of interpersonal communication in the development of the self-concept?
- (A) The self-concept is formed through an indefinite process that is not linked to interpersonal communication.
 - (B) Interpersonal communication impacts the self-concept in adulthood, but not in childhood.
 - (C) Biological predispositions overrule the influence of any social interaction.
 - (D) Only communication with close friends influences the self-concept.
 - (E) Social interactions influence the way one sees him or herself.
29. Which of the following is a benefit that synergy provides for members of a small group?
- (A) An increased level of motivation to get work done
 - (B) Relationship development in addition to accomplishment
 - (C) A level of accomplishment that is greater than the members could have achieved working alone
 - (D) Greater support for the group's ideas by people outside the group
 - (E) A reduced level of conflict in getting work done
30. Speech tournament competitions are preferably held in which of the following locations?
- (A) A theater
 - (B) A classroom
 - (C) A cafeteria
 - (D) A library
 - (E) A gymnasium

Answers to Sample Questions

1. The correct answer is (E). Research shows that environment is an important factor affecting both judgment making and communication. Research also shows that people are more protective of personal space (1½–4 feet) than social space (4–12 feet), and thus, are less willing to accept uninvited entry; that seating arrangements have a pronounced effect on communication; that people who are working together will probably sit side by side; and that interpersonal distances vary considerably across cultures.

2. The correct answer is (E), which presents the definition of decoding. The decision to transmit a message is referred to as sending, the selection of what words to say is encoding, the visualization of the communication is transmission, and a relay through an inappropriate channel is interference.

3. The correct answer is (A). Authoritarian, democratic, and laissez-faire are the three common styles of leadership. In situations requiring immediate action, such as one involving stress because of an impending deadline, an authoritarian style is most often considered appropriate and is in fact frequently welcomed by group members due to its ability to get work done more quickly. Both democratic and laissez-faire styles of leadership promote lengthier discussion that slows the pace of group progress.

4. The correct answer is (A). The process described is that of socialization. The assembly effect refers to the idea that putting the right people together will result in better outcomes. Synergy is the effect that happens when groups accomplish more than individuals could have accomplished working alone. Mentoring is the activity of an experienced member helping a newer member succeed; while effective mentoring can help a person better socialize into a group, mentoring is the action of an established member, not the process by which someone assimilates into a group. Symbolic convergence is a theory that explains how sharing imaginative ideas within a group generates shared understanding of symbols; it builds culture within a group but is a process that all members do together that helps create group culture, not the process of a new member learning about existing culture.

5. The correct answer is (B). Research shows that a startling opening statement is very likely to be effective in catching the attention of an audience that has little or no interest in the speaker or the topic. An apathetic audience is more likely to be affected by such an opening than are any of the other kinds of audiences listed.

6. The correct answer is (B). An opinion leader spreads information to others who rely on him or her as a source. Such an individual is likely to maintain close contact with the media as a means of both obtaining information and disseminating it. Opinion leaders tend to have backgrounds that resemble, rather than differ from, those of their followers. If social activity is involved, the leaders will be more active than their followers; opinion leaders are usually respected by their peers.

7. The correct answer is (D). Although a connection has been established between violence on television and violent behavior, in both children and adults, the evidence is far from conclusive and accounts for only a small amount of real-life violence.

8. The correct answer is (B). The primary aim of the oral interpreter should be to act as a medium for the ideas, images, and emotions of a literary text. The interpreter must care about the author's material and must want to share it with others.

9. The correct answer is (E). The first requirement that the affirmative must meet, whether debating fact or value, is that of "burden of proof": the affirmative must prove something in order to win a judge's decision. The minimal proof is a case that will persuade "a reasonable and prudent person" that the affirmative resolution deserves acceptance. This minimal case is called a *prima facie* case, one that is convincing at first glance.

10. The correct answer is (D). A speech delivered by a demagogue refers to an attempt to win over an audience through appeals to prejudice or spiteful emotions like fear, anger, and frustration. A speech delivered in a place of worship is better classified as homiletics rather than demagoguery. A speech delivered by a demagogue can have a variety of structure and/or content, while a professor in an educational setting does not typically attempt to win over an audience by appealing to prejudice and spiteful emotions.

11. The correct answer is (A). Speech or writing that conveys information or offers an explanation is termed "informative." The type of speech described here would by nature be informative.

12. The correct answer is (B). In the standard accepted format for Lincoln-Douglas debates, the affirmative constructive is six minutes long and the negative constructive is seven minutes long. This is not true of any of the other debate formats listed.

13. The correct answer is (B). The notion of “situational competence” implies that speakers might have different levels of comfort and competence in different communication situations. Research indicates that some people are more effective when communicating in one situation (e.g., giving a speech to a group) but may be less effective in others (e.g., interpersonal communication in a business setting). Thus, speakers who excel in one area may not necessarily be effective in a different type of communication, because different situations may require different responses and different approaches.

14. The correct answer is (A). Deductive reasoning is defined as the process of reasoning from general principles to specific instances. In this case, the argument moves from the general idea that consumption of caffeine leads to high blood pressure to the conclusion that, in order to help avoid high blood pressure, it is important to reduce caffeine intake.

15. The correct answer is (C). The only choice here that would lead to a slower tempo involves sustaining the sounds (vowel sounds and certain consonants, like “m” or “ng,” are the best possibilities when speakers are looking for places to sustain sounds). Pitch and resonance can be altered at any tempo, and both fewer pauses and greater frequency of words would increase, rather than decrease, the tempo of the interpretation.

16. The correct answer is (A). Even though communication breakdowns can occur at any point in the communication process, only interference is a problem in and of itself. Noise, whether physical, psychological, or semantic, is a kind of interference that disrupts the communication process.

17. The correct answer is (C). Chronological order organizes the speech in the order in which things occurred and would suit a speech charting the history of genetics. Comparison-contrast would need two separate areas to compare and contrast; cause-effect would be appropriate only if the purpose of the speech were to cover the reasons why the study of genetics occurred; problem-solution would be suited to a persuasive speech, and spatial refers to organization based on direction order.

18. The correct answer is (E). The question provides the description of an impromptu speech. The four other choices describe speeches that are lengthier, may provide more than one point of view, allow the use of research from multiple sources, and are not delivered exclusively from memory.

19. The correct answer is (B). Although instructors might consider a variety of factors when planning and developing curriculum, the district and state standards are by far the most important to follow.

20. The correct answer is (C). Cause and effect is an explanation of why Hollywood became the center of industry and what impact that had will focus on what forces led to the rise of Hollywood, and the consequence its ascension has on the industry.

21. The correct answer is (D). Nonverbal communication often occurs simultaneously in two or more channels. It may be seen, heard, and felt. In contrast, verbal communication tends only to be heard if it is oral in nature or only seen if it is written in nature.

22. The correct answer is (D). Demographics are traits such as age, gender, ethnicity, and group membership that speech writers should take into account when trying to reach an audience.

23. The correct answer is (D). All of the other choices other than (D) are the opposite of the symptoms of groupthink. As in (D), rationalization is taking place which would mean groupthink is taking place.

24. The correct answer is (B). Any traits that are known to the person but not to that person’s peers are referred to as hidden.

25. The correct answer is (A). The 1996 Telecommunications Act eliminated the laws that limited the number of radio stations that any one company could own. It also allowed for restructuring in the recording industry in which significant mergers took place. It did not address any of the other items listed.

26. The correct answer is (D). The following are characteristics of effective vocal delivery: adequate volume, clearly and distinctly articulated speech sounds (as opposed to slurred), accurately pronounced words, varied pitch, varied speaking rate, and pauses to emphasize key ideas. Effective vocal delivery is necessary for the audience to understand and maintain interest in the speech.

27. The correct answer is (B). Whereas the other sources all have professional editors to review material, *Wikipedia* can be edited by anyone who accesses the website, so there is less screening for bias or inaccuracies.

28. The correct answer is (E). Social interactions (or ongoing communication with family, friends, romantic partners, and other interactants) influence the way we see ourselves. Interpersonal communication affects the self-concept across the lifespan. Moreover, aspects of the self-concept can often be traced to specific verbal and nonverbal exchanges. (For example, a belief that one is clumsy can be linked to repeated comments by a parent.) Although biological predispositions (such as shyness) are consequential, so are social interactions.

29. The correct answer is (C). Synergy refers to the potential gains in performance from the diverse perspectives and access to resources that a group possesses that is superior to what any individual could have produced alone.

30. The correct answer is (B). Speech tournament competitions are usually held in a high school classroom.

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 38.

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 26 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 26, 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 12.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)

Test Date: 9/15/18

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/18	7/15/18
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/18	7/17/18
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/18	7/21/18
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/18	7/26/18
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/18	7/27/18
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/18	8/8/18
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/18	8/17/18
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/18	8/24/18
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/18	8/24/18
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/18	8/27/18
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/18	8/30/18
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/18	8/31/18
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/18	9/4/18
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/18	9/6/18

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

(continued on next page)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Speech Communication: Content Knowledge 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 that follow are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

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

Discussion Areas

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

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

Study Topics

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

I. Communication Fundamentals

- A. Verbal and nonverbal messages
- B. Effective listening behaviors
- C. Elements of communication and their definitions
- D. Communication process: perception, self-concept, self-disclosure
- E. The functions, development, and assessment of communication competence

Discussion areas: Communication Fundamentals

- How do verbal and nonverbal messages interact to create meaning?
- What types of messages are conveyed by verbal and by nonverbal cues?
- How can people be most effective in listening?
- What are the elements of a communication transaction?
- How does each element contribute to or detract from the success of the communication process?
- How do the elements and sequences in the communication process facilitate or inhibit the success of messages getting from one person to another?
- What factors influence the communication process?
- What makes a person a competent communicator?

II. Interpersonal Communication

- A. Interpersonal and intrapersonal elements of the communication process
- B. Relational communication competence
- C. Goals, skills, and outcomes of interpersonal communication
- D. Effect of gender and culture
- E. Emotional and relational messages
- F. Communication processes in different types of relationships: personal, family, romantic, business

Discussion areas: Interpersonal Communication

- What are the interpersonal and intrapersonal elements of the communication process?
- What are the characteristics of relational communication competence?
- What are the goals of interpersonal communication?
- What skills are necessary for effective interpersonal communication?
- What are the outcomes of effective and ineffective interpersonal communication?
- How do gender and culture affect communication?
- Which theories of gender and culture are relevant to interpersonal communication?
- What are the emotional and relational messages that can be conveyed through interpersonal communication?
- Which communication elements, processes, and theories are relevant to different types of interpersonal relationships?

III. Group Communication

- A. Discussion principles
- B. Problem solving and decision making
- C. Group roles and functions
- D. Conflict management and mediation
- E. Effect of culture on leadership
- F. Group communication processes

Discussion areas: Group Communication

- What makes for effective group discussion?
- What kinds of communication factors affect group decision making and problem solving?
- What kinds of roles do group members play in functional groups?
- What are some of the best practices group members should follow when communicating during episodes of conflict?
- What makes for effective leadership communication?
- How does culture affect communication?
- In what kinds of groups do individuals communicate?

IV. Public Speaking

- A. Purposes, types, and forms
- B. Audience analysis
- C. Strategies for organizing content
- D. Style and use of language
- E. Effective delivery
- F. Listening, adapting to an audience, and feedback
- G. Choosing supporting materials and ethics of using supporting materials
- H. Components of delivery: voice and diction, pronunciation, movement
- I. Criticism and evaluation of speeches; rhetorical criticism; assessing student speeches
- J. Effect of culture on public speaking
- K. Argument in public speaking settings

Discussion areas: Public Speaking

- What are the major purposes for public speaking?
- What are several types of special-occasion speeches?
- What are demographic characteristics of audiences?
- Why is audience analysis important?
- What methods are used to gain information about an audience?
- Describe the different methods for organizing speeches.
- Which organizational methods are suitable for informative speeches?
- Which are best for persuasive speeches?
- What elements should be contained in an introduction?
- How do written and spoken language differ? How are they similar?
- What imagery devices are effective for public speeches?
- What are the four methods of delivery for public speaking?
- What style of delivery is best suited for most speeches?
- Why is feedback important during a speech?
- How can a speaker adapt to various audiences?
- How can a public speaker avoid plagiarism?
- Why should a speaker include supporting materials in a speech?
- Why types of supporting materials are commonly used in speeches?
- How do visual aids enhance a speech?
- What aspects of a speaker's voice are commonly used in speeches?
- What aspects of the speaker's body are commonly used to enhance public speaking?

- What are the most important elements in assessing the effectiveness of a speech?
- How are speeches assessed fairly?
- How should the speaker make sure the speech is inclusive of all audience members?
- What are the three types of appeals used in persuasion?
- What are the major types of argument reasoning?
- What are fallacies in reasoning?

V. Media and Their Influences

- A. Critical analysis and evaluation of media forms
- B. Influence on audiences: programming, commercials, political process
- C. Production techniques; communication technologies
- D. Environmental influences that affect the media industry
- E. Types of media: television, radio, Internet, and social media
- F. Media response to race, gender, and class issues

Discussion areas: Media and Their Influences

- In what ways are citizens and policy makers influenced by the way information is framed?
- In what ways do mass media impact peoples' lives politically, socially, economically, and culturally?
- What constitutes a communication technology?
- In what ways do communication technologies affect the way individuals, volunteer groups, organizations, and governments interact?
- What range of social factors might influence how news is reported, how commercials are produced, what music is programmed on the radio, and how individuals use the Internet?

- In what ways does the practice of instant voting and polling using technology suggest a new paradigm in understanding public opinion?
- How do people use television, radio, newspapers, and the Internet to gratify their needs?
- How are peoples' different needs fulfilled through these media?
- How do some forms of media fill a need differently than another medium?
- How do these forms of media operate on a basic level?
- What are the ethical issues involved in copyright law?
- How are race, gender, and class represented in the media?

VI. Oral Interpretation and Performance Studies

- A. Literary principles and aesthetics
- B. Characteristics of analysis: text and context, interpretation process
- C. Principles of acting and performance techniques: voice, use of manuscripts, development of characters
- D. Dramatic theory and criticism: forms, styles, structures
- E. Readers' theater, storytelling, folklore, oral history, and creative dramatics

Discussion areas: Oral Interpretation and Performance Studies

- What decisions must an oral interpreter make when selecting and preparing a piece of literature for performance for an audience?
- When analyzing literature for oral interpretation, what are the important literary elements to consider for cutting selections for performance and for conveying the author's intent?
- In oral interpretation, how can performers bring text to life for an audience without costumes or props and with only a printed manuscript?

- How do the genre of the literature being performed and the characteristics of the genre affect the performance of the literature and the approach an interpreter takes during preparation?
- How has oral interpretation evolved from early humankind until today, and what are some of the specific forms of oral interpretation that exist today as unique types of performances and records of human culture and history?
- How can performers best use their voices and bodies to create unique personae and characters in oral interpretation and bring literature to life for an audience?

VII. Forensics: Competitive Speech and Debate

- Individual events: public address, interpretation, extemporaneous speaking, oratory
- Writing and/or performing individual events
- Effective program management: tournament and team management, coaching philosophy, school relations
- Argumentation and debate: Lincoln-Douglas debate, persuasion, policy

Discussion areas: Forensics: Competitive Speech and Debate

- At the high school level, which events are written by students, and which must be performed from published works?
- What are the National Forensic League rules for individual events?
- How are competitive speech events different at the high school level from the collegiate level?
- How is interpretation different from acting?
- What is meant by extemporaneous speaking in competitive speech?
- What skills are necessary for effective coaching of debate and competitive speech?
- How can a coach best prepare for hosting a tournament?
- What are the stock issues in policy debate?

- What differentiates policy debate from Lincoln-Douglas debate?
- What are the major types of debate cases?

VIII. Assessment and Evaluation Issues

- Teacher responsibility: ethics, promptness of feedback, objective assessment of performance
- Assessment techniques for oral performance: classroom behaviors, written and oral critiques, rubrics
- Test construction and alternate forms of communication assessment
- Curriculum development: implementation, appropriate assignments, textbook selection

Discussion areas: Assessment and Evaluation Issues

- What are guidelines for teaching and modeling ethics to students?
- What are guidelines for the timing of feedback?
- What are characteristics of objective assessment of performance?
- What are the purposes and elements of curriculum development and implementation?
- What are guidelines for developing appropriate assignments?
- What is the process of textbook selection?
- What are guidelines for managing classroom behavior?
- What are guidelines for providing written and oral critiques?
- What are the principles of rubric construction and utilization?
- What are the principles of test construction and administration?
- What are types of alternate forms of assessment, and what are the principles for their construction and use?

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/> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis test

What if English is not my primary language?

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

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

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

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

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

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.

You can find additional information on available resources for test takers with disabilities or health-related needs at 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.

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 over the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *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.

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

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

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

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