

The *Praxis*® Study Companion

Journalism

5223



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using *The Praxis Series*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 31)

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

Journalism (5223)

Test at a Glance			
Test Name	Journalism		
Test Code	5223		
Time	2 hours		
Number of Questions	100		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Mass Media and Communication	27	27%
II. Journalistic Writing and Photojournalism	33	33%	
III. Student-Produced Media	20	20%	
IV. Journalism in the School Community	20	20%	

About This Test

The Journalism test is designed to measure the preparedness of examinees in journalism at the secondary level. The 100 selected-response questions cover a wide variety of subjects. Some questions measure basic knowledge and others assess the ability to apply principles to real-life situations. Examinees typically have completed a bachelor's degree or a certificate program in journalism.

The questions require examinees to demonstrate an understanding of the principles and concepts related to journalism, including their development and application, the selection and use of appropriate instructional strategies, and ways of evaluating student learning. Four major content areas are included: mass media and communication; journalistic writing and photojournalism; student-produced media; and journalism in the school community.

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

Topics Covered

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

I. Mass Media and Communication

A. The teacher understands the historical development of journalism in the United States

1. Knows important events in the historical development of print and nonprint journalism (e.g., John Peter Zenger case, adoption of the First Amendment, development of the penny press, yellow journalism, introduction of radio and television, development of online journalism, consolidation of media outlets)
2. Knows important individuals in the history of journalism (e.g., Johann Gutenberg, Benjamin Franklin, Frederick Douglass, Joseph Pulitzer, William Randolph Hearst, Nellie Bly, Edward R. Murrow, Katharine Graham, Barbara Walters)
3. Analyzes the significance of important individuals, events, and developments in the history of print and nonprint journalism
4. Analyzes the historical and contemporary functions of journalism in democratic and nondemocratic societies
5. Understands ways in which print and nonprint journalism have influenced aspects of life in the United States (e.g., politics, social reform, popular culture)
6. Knows ways of teaching students that will develop their understanding of the history of journalism in the United States
7. Knows the historical development of U.S. scholastic press freedom

B. The teacher understands the role of mass media in society

1. Knows the four functions of mass communications (i.e., transmit culture, inform, persuade, entertain)
2. Recognizes full and fair media coverage and understands how different types of media and media techniques can shape or distort media messages
3. Analyzes ways in which business and other factors influence contemporary journalism
4. Analyzes the role and significance of online journalism in contemporary society
5. Knows how to teach students about the ways in which print and nonprint journalism have

influenced aspects of life in the United States (e.g., politics, social reform, popular culture)

6. Knows ways of teaching students that will develop their understanding of the evolving role of mass media in society

C. The teacher understands the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media

1. Applies skills and criteria for analyzing and evaluating mass media messages
2. Provides students with learning experiences that enable them to be critical, informed consumers of mass media
3. Applies analytical and critical evaluation skills to journalistic communication in a variety of media, including online journalism
4. Knows ways of teaching students how to evaluate mass media messages (e.g., evaluate message objectivity; analyze how method of presentation affects the message communicated; evaluate message content from diverse perspectives)

D. The teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media

1. Knows the rights and responsibilities of a free and responsible press in a democratic society and distinguishes between responsible and irresponsible media action
2. Applies knowledge of legal and ethical issues and concepts related to the press and press restrictions (e.g., libel, invasion of privacy, plagiarism, obscenity, copyright, censorship, conflict of interest, prior restraint, image alteration)
3. Analyzes how the First Amendment and key laws (e.g., Freedom of Information Act) and legal decisions (e.g., *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*) reflect societal views and values and affect the rights and responsibilities of the press, including the scholastic press
4. Analyzes legal and ethical considerations that affect journalism and legal and ethical issues confronting contemporary journalists in a diverse society

5. Knows the ways in which laws for print, broadcast, and online journalism differ and analyzes reasons for these differences
6. Knows how to teach students the responsibilities of journalists (e.g., balanced coverage, accuracy) and the responsibility of scholastic publications to create an open forum for diverse ideas, issues, and viewpoints represented within the school community
7. Knows ways of teaching students that will develop students' awareness of and ability to adhere to legal guidelines and professional ethical standards in various journalistic contexts (e.g., ensuring that publications are responsive to the concerns of all audience segments)

II. Journalistic Writing and Photojournalism

A. The teacher understands skills for gathering information using journalistic research, interviews, and news judgment and develops students' ability to use these skills to create various journalistic products

1. Knows the types of information sources used in journalism (e.g., people, databases, Internet, reports) and ways to identify and locate print and nonprint information sources appropriate for given journalistic purposes
2. Applies criteria (e.g., bias, authoritativeness) for selecting and evaluating the credibility of information sources, including online sources
3. Knows procedures for identifying relevant issues and events to cover (e.g., analyzing a publication's purpose and the interests and needs of the readership, evaluating newsworthiness) and recognizes the importance of addressing and being responsive to diversity in student publications
4. Knows procedures for gathering information (e.g., planning questions, rehearsing interviewing techniques, taking notes, using listening skills), evaluating information obtained from various sources, and citing sources
5. Recognizes ethical issues and standards relevant to gathering information for student publications, including procedures for avoiding plagiarism
6. Knows procedures for formulating questions, refining topics for journalistic research, compiling information from primary and secondary sources, and organizing and linking information and ideas from multiple sources

B. The teacher understands various forms of journalistic writing

1. Knows the types of journalistic formats (e.g., news, feature, sports, editorial, column, review) and media (e.g., print, broadcast, online), as well as the writing and editing skills needed for various formats and media
2. Understands roles and audiences of different types of publications, including student publications
3. Recognizes forms of journalistic writing used to inform, entertain, and persuade, and the criteria for selecting an appropriate journalistic style and format to present content
4. Knows the proper use of attribution in journalism, the use of direct and indirect quotes in journalistic writing, and the structure and elements of news stories
5. Knows the skills and procedures for journalistic writing (e.g., determining a story's focus, using appropriate organizational patterns, writing copy for advertisements, using visual material)
6. Knows how to edit journalistic writing for effectiveness

C. The teacher understands methods for developing students' ability to use journalistic writing and editing to create journalistic products

1. Knows how to teach students to recognize the journalistic styles of different types of media (e.g., print, broadcast, online)
2. Knows ways of teaching that promote the development of students' skills in journalistic writing and editing and improve their ability to write in a well-organized, clear, and convincing fashion
3. Knows ways of teaching that promote students' skills for writing leads, bodies of stories in various structures (e.g., inverted pyramid, chronological order), headlines, and captions
4. Knows how to teach students about the role and uses of a stylebook in ensuring consistency within journalistic publications

5. Knows ways of teaching that promote students' use of appropriate grammar and usage for journalistic writing and their ability to revise and edit copy using appropriate proofreading/copyediting symbols
6. Knows how to teach students to use guidelines for effective journalistic writing (e.g., keeping sentences and paragraphs short, varying word usage, using active voice verbs, being specific, avoiding jargon and vague words, avoiding inappropriate editorializing, avoiding unnecessary words)
7. Knows ways of teaching that enable students to apply criteria (e.g., brevity, clarity, focus, bias, balance) for evaluating and appreciating the journalistic writing of others

D. The teacher understands principles, procedures, and techniques of photojournalism

1. Recognizes the role and history of photography in journalistic communication
2. Analyzes events and trends in the development of contemporary photography and photojournalism, including the uses and effects of electronic technology, digital imaging, and scanning
3. Knows the legal and ethical issues and guidelines in photojournalism (e.g., manipulation of images, invasion of privacy, copyright)
4. Knows the parts of cameras (e.g., film, digital, video) and their functions and the types and applications of media commonly used in journalism
5. Understands the principles of caption writing and methods for evaluating captions

E. The teacher understands methods for developing students' ability to create effective images for journalistic products

1. Knows ways of teaching that will develop students' ability to plan, prepare, and produce images for journalistic products reflecting a diverse population
2. Knows how to teach students to apply skills and procedures for managing and organizing assignments and deadlines in photojournalism and how to use procedures for planning photo layouts

3. Knows how to teach students procedures for taking, developing, and printing photographs (e.g., selecting film, using and manipulating lighting, using manual camera controls, applying principles of composition, processing photographic images, applying darkroom techniques, using darkroom chemicals safely, cropping and scaling photographs)
4. Knows how to teach students the procedures for digital imaging and scanning and procedures for using available technologies to manipulate images
5. Knows how to teach students techniques for creating aesthetically pleasing images using various types of composition (e.g., rule of thirds, leading lines)
6. Knows how to teach students the factors in determining an image's interest and effectiveness and the criteria for selecting images to meet journalistic needs (e.g., content, composition, technical qualities, diversity)

III. Student-Produced Media

A. The teacher understands principles, elements, tools, and techniques of publication and design

1. Knows the importance of publication design for effective journalistic communication and the uses of elements and principles of design to develop visual presentations that reinforce and enhance written messages
2. Recognizes characteristics of the design of newspaper pages (e.g., front, editorial, sports, feature), literary magazines, yearbook sections (e.g., people, clubs, student life), advertisements, and digital products
3. Knows the design and format features of different types of student publications (e.g., yearbook, newspaper) and related terminology (e.g., signature, dummyming, ladder)
4. Recognizes principles of design (e.g., contrast, balance, center of visual interest, variety, dominance, continuity, consistency) and tools of design (e.g., color, lines, screens, art, graphics)
5. Understands basic rules, techniques, and applications of publication design (e.g., bumping heads, internal margins, trapped white space) and ways to use illustrations, photographs, and graphic devices (e.g., lines, screens, art) to communicate and emphasize a message

6. Recognizes the role of desktop publishing in producing student publications, the features of desktop publishing, including hardware and software, and the vocabulary and concepts related to the use of desktop publishing

B. The teacher understands methods for developing students' ability to use publication design skills to create effective, aesthetically pleasing student publications

1. Knows ways of teaching that will develop students' ability to use principles, elements, tools, and techniques of publication design to plan and create effective, aesthetically pleasing journalistic products
2. Knows how to teach students about the use of computer technology, including desktop publishing and digital imaging, in producing and designing visual presentations for student publications
3. Knows how to teach students about the types and characteristics of pages and spread design (e.g., modular, columnar) and the criteria to apply when analyzing and evaluating visual presentations in student publications
4. Knows how to teach students to design an advertisement for a particular audience
5. Knows how to teach students the use of typography in publication design and the criteria for selecting appropriate typography for various presentations
6. Knows how to teach students to prepare a layout for publication and apply skills for packaging stories for various media (e.g., print, online)

C. The teacher understands principles, procedures, and techniques of broadcast journalism and methods for developing students' ability to create effective broadcast productions

1. Knows the historical development of broadcasting and the significance of the growth of nonprint media for journalism
2. Analyzes the impact of broadcast media (e.g., radio, television) on society
3. Analyzes ways in which nonprint journalism is similar to and differs from print journalism
4. Understands principles and procedures for determining the content of news broadcasts, writing effective broadcast scripts, and presenting information for broadcasts, including use of effective speaking skills

5. Knows the roles of various personnel (e.g., producers, station managers, technical directors, news anchors) in broadcast journalism
6. Knows how to teach students to develop skills in creating, editing, and presenting effective broadcast journalism products
7. Knows how to teach students about issues related to news coverage and news writing in nonprint media (e.g., in relation to time constraints, legal and regulatory issues), including the importance of addressing and being responsive to diversity in student broadcasts
8. Knows how to teach students about the technical elements and procedures (e.g., cutaways, voiceovers, transitions) in broadcast production used to create and deliver news
9. Knows how to teach students to apply criteria for evaluating broadcast journalism products (e.g., news reports, interviews)

IV. Journalism in the School Community

A. The teacher understands the economics of student publications and methods for developing students' ability to use business management skills and procedures to produce and distribute journalistic products

1. Applies business management skills and procedures for financing and distributing student publications and understands methods of funding publications (e.g., advertisements, subscriptions, government grants)
2. Knows procedures for creating business plans and implementing financial plans to support student publications, including methods for selling student publications and advertising
3. Analyzes factors affecting the cost of producing student publications (e.g., number of pages, number of copies, type and quality of paper), understands techniques for designing and placing advertisements, and applies strategies and techniques for selling student publications
4. Applies knowledge of business practices relevant to student publications (e.g., estimating costs and developing cost projections; budgeting; identifying potential revenue sources; selling advertising space; working with outside vendors and printers; making decisions about purchasing equipment, supplies, and services; developing and promoting circulation and sales; using ethical sales techniques)

5. Analyzes the relationship between advertising and mass media planning and financing
6. Knows how to teach students the types of advertising (e.g., classified, display, public service), and how to analyze and evaluate the effectiveness of different types of advertisements (e.g., hard sell, soft sell) and the procedures for determining how much to charge for advertising
7. Knows how to teach students to develop and implement plans for financing, producing, and distributing student publications; to apply business management skills and procedures; and to maximize the audience for student publications

B. The teacher understands methods for encouraging students' development of organizational, collaborative, and leadership skills through the creation and distribution of journalistic products

1. Recognizes the roles and responsibilities of individuals involved in creating and distributing journalistic products (e.g., editor, advisor)
2. Analyzes ways in which students' active engagement in journalistic products can promote development of organizational, collaborative, and leadership skills
3. Knows how to use students' experiences in journalism to develop a broad range of students' skills (e.g., problem solving, decision making, critical thinking, team building, leadership, collaboration, organization, self-management, product evaluation, self-evaluation, working within time constraints)

4. Knows how to provide opportunities for students to work cooperatively as a staff, share ideas, and take direction
5. Knows strategies for guiding students to take responsibility for all aspects of developing and producing journalistic products (e.g., determining team members' roles and responsibilities; determining coverage and concepts for a publication; developing deadlines and monitoring progress; ensuring adherence to ethical standards; implementing procedures for submitting, critiquing, and revising work)
6. Knows strategies for guiding students to show respect for diverse views and perspectives, contribute individual ideas and talents, and develop products that reflect professional standards of journalism

C. The teacher understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community

1. Recognizes and applies skills for advising students in various contexts related to the creation and distribution of journalistic products
2. Recognizes and applies principles and procedures for selecting and managing a diverse student staff
3. Implements procedures for maintaining positive public relations and working cooperatively with school personnel and community members
4. Knows strategies for working with parents/guardians to promote students' development of knowledge and skills in journalism

2. Familiarize Yourself with Test Questions

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

The *Praxis Series* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

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

How would you answer this question?

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

Try following these steps to select the correct answer.

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

Try a more challenging example

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

For tests that have constructed-response questions, more detailed information can be found in "Understanding Constructed-Response Questions" on page 13.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

The sample questions that follow illustrate the kinds of questions 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 four suggested answers or completions. Select the one that is best in each case.

1. Which of the following best defines the significance of the 1969 Supreme Court ruling in *Tinker v. Des Moines* for the development of scholastic press freedom for U.S. students?
 - (A) It established the local school community as the standard-setting authority for defining content to be included in a school-sponsored student publication.
 - (B) It imposed limits on scholastic press freedom by ruling that school-sponsored publications may not invade a person's privacy by public comment, criticism, or ridicule.
 - (C) It clarified that the constitutional right to freedom of speech and expression that is guaranteed to adult citizens also extends to students in public high schools.
 - (D) It gave public high school administrators power to restrict student speech and expression, provided they had a "valid educational purpose."

2. In a journalism class, students and their teacher discuss the role of audiences who view, read, listen to, and use commercial mass media. Which of the following is an important principle that applies to virtually all mass media audiences that students should recognize?
 - (A) Audiences are important to the mass media primarily because their attention is sold to advertisers, who provide the bulk of revenues to media companies.
 - (B) The larger the audience, the greater the degree of audience control over decisions regarding the format and content of mass media presentations.
 - (C) Audiences are important to the mass media primarily because they act as the gatekeepers for the information that flows to and from the media.
 - (D) All types of mass media desire a diverse audience, so mass media marketing strategies target all age groups with the same messages.

3. Which of the following teaching strategies is likely to most effectively help high school students avoid plagiarism and develop sound journalistic skills for gathering information from online sources?
 - (A) Remind students that teachers are aware of and have easy access to Internet "term-paper mills" and similar Web sites.
 - (B) Require detailed, annotated bibliographies of all sources used for research, whether or not this information is included in students' final drafts.
 - (C) Monitor student work by uploading drafts to plagiarism detection Web sites such as Turnitin.com and notify students when plagiarism is detected.
 - (D) Define the difference between plagiarism and poor handling of sources, emphasizing correct procedures for quoting, paraphrasing, and citing information.

4. Which of the following best describes why a student publication characterized by color, sophisticated graphics, dynamic photographs, and interesting ways of presenting information is likely to be successful in connecting with its audience?
- (A) It satisfies its audience's desire for the sensationalized images and stories produced by the tabloid media.
 - (B) It mimics the characteristics and style of national publications and newspapers such as USA Today.
 - (C) It reflects the lifestyle of its readers, who live in a fast-paced, digital world of moving images.
 - (D) It represents a notable departure from the types of media that students usually read, view, and use.
5. The inverted pyramid style of news writing is characterized by its:
- (A) use of intransitive verbs and the passive voice to indicate objectivity.
 - (B) chronological ordering of the facts of the story from the past to the present.
 - (C) presentation of facts in order from most important to least important.
 - (D) reliance on the narrative techniques of dialogue and characterization.
6. Which of the following actions involving the manipulation of an image used in a news publication is most likely to be considered an ethical violation?
- (A) including in the outline a brief explanation of the special effects or techniques used to create a photo illustration of a fireworks display
 - (B) digitally altering a photo of a city skyline by removing smog and adding blue color to the sky without noting this in the outline
 - (C) using dodging and burning techniques to lighten or darken background areas in a photo so that the image is reproducible
 - (D) using a fish-eye lens to photograph a scene and allowing the photo to run without noting in the outline that a special lens was used
7. Photojournalism students and their teacher discuss the role of photography in helping to ensure fair and balanced coverage of communities characterized by particular racial or ethnic populations. To best promote fairness and sensitivity to diversity, which of the following guidelines should photojournalists follow when visually reporting about an ethnically diverse community?
- (A) Take photographs that illustrate both positive and negative aspects of the community.
 - (B) Avoid stereotypes and try to portray the community in a holistic way.
 - (C) Submit several photographs for the story about the community in order to show a variety of subjects.
 - (D) Crop photographs so that people, rather than background details of the community, are featured.
8. Students in a publication design class are using desktop publishing software to create the front cover of a literary magazine. The cover features a photo gallery of student artwork. The students want to add graphics, a title, and a subtitle that have been saved in separate word processing files. To add these elements to the cover, the students should be familiar with which desktop publishing functions?
- (A) importing or merging and resizing/scaling
 - (B) bitmapping and rotating/flipping images
 - (C) creating templates and layering graphics
 - (D) changing file formats and routing or downloading text

9. A senior class yearbook committee plans to produce a yearbook that will be available as an interactive CD-ROM. The seniors want to incorporate video, digital, and print images, as well as text, music, and clip art, into the yearbook. Which of the following types of computer software should the advisor recommend that the students use to create the CD-ROM yearbook?
- (A) hypermedia or multimedia authoring software
 - (B) video editing software
 - (C) interactive videodisc (IVD) software
 - (D) 3-D modeling and animation software
10. In a broadcast journalism class, a teacher asks students to shoot and edit a two- to three-minute video segment that will capture a “typical” Fourth of July. The students must use four different filming techniques in their videos, including a cutaway. The teacher lists common techniques for students and describes an example of each. Which of the following examples best illustrates a cutaway?
- (A) an instantaneous switch from a shot of a small-town Fourth of July parade to a shot of fireworks
 - (B) an extended shot of a block party with residents grilling burgers and hot dogs and visiting with one another
 - (C) a shot of the Statue of Liberty superimposed over a map of the United States
 - (D) an image of children waving miniature U.S. flags that fades or dissolves into an image of vast fields of wheat gently blowing in the wind
11. The first issue of a high school newspaper contains several errors, including typos, inconsistent internal margins, and a missing caption. The journalism teacher creates a checklist based on these errors for students to consult during the editing and page-proofing stages. The students add to and revise the checklist throughout the school year as they catch pre- and post-production errors. The most important benefit of this practice is that it:
- (A) prompts students to more clearly define the purpose and mission of their publication
 - (B) encourages students to become more responsive to the characteristics of the publication’s audience
 - (C) motivates students to become competitive yet constructive in finding one another’s mistakes
 - (D) promotes students’ active engagement and collaboration in improving their publication.

Use the information below to answer the three questions that follow.

In an Introduction to Journalism class, two important goals are to foster students' understanding of the relationship between print and nonprint media in the United States and to increase students' awareness of the media's historical influence on society and culture.

12. During a discussion on the role of the media in contemporary society, one student says that a major responsibility of the press is to keep people in power honest. Which of the following journalistic developments should the teacher introduce in relation to the historical watchdog role of the press?
- (A) the invention of wire service telegraphy and the 1848 formation of the Associated Press
 - (B) the introduction of eyewitness correspondents in the Civil War
 - (C) the "muckraking" movement of the early 1900s, when journalists exposed political corruption, business fraud, and poor labor conditions
 - (D) the newspaper circulation war between Hearst and Pulitzer that resulted in sensational, lurid coverage of the Spanish-American War
13. Which of the following developments of the 1980s would be most appropriate to study as an example of the influence of tabloid journalism on television?
- (A) investigative news programs that focused on sensational events
 - (B) situation comedies that explored controversial themes
 - (C) cable television channels devoted exclusively to special interests (e.g., sports, cooking)
 - (D) extended live coverage of congressional hearings
14. While working on a research assignment on the growth of media influence during the 1970s, one student asks the teacher to help her understand a claim that television news played a significant role in ending the Vietnam War. In response, it would be most instructive for the teacher to point out that which of the following occurred during the Vietnam War?
- (A) Television journalists were allowed to accompany U.S. troops into combat for the first time.
 - (B) Uncensored television images of warfare were broadcast to the nation for the first time.
 - (C) Television networks won a crucial Supreme Court ruling in support of their right to broadcast freely.
 - (D) Enhanced satellite technology led to higher-quality television images than ever before.

Use the information below to answer the two questions that follow.

In a meeting to discuss how to boost sales, the staff of a high school yearbook declares a goal of “total coverage.” In addition to individual portraits, each student will be featured at least once more, either in a photograph, by quotation, or through the use of student artwork. The staff’s sales target is for every student at the high school to buy a yearbook.

15. The yearbook’s layout editor suggests running candid individual portraits around the display advertisements in the advertising section of the yearbook. Which of the following is a primary advantage of this marketing idea that should be communicated to potential advertisers?
- (A) It functions as a common design element to unify the look of the advertising section.
 - (B) It enhances their advertisements by implying that the featured students endorse their products or services.
 - (C) It signifies to readers that the businesses consider teenagers to be their most important customers.
 - (D) It attracts interest and therefore increases the likelihood that the advertising pages will be read.
16. The yearbook advisor suggests inviting advertising managers from commercial publishing companies in the area to lead mini-workshops on sales strategies. The advisor’s suggestion illustrates an application of which of the following strategies for helping staff enhance yearbook sales?
- (A) using past and present principles of newspaper and magazine advertising
 - (B) becoming more visible to all segments of the community
 - (C) soliciting objective product evaluations from individuals unconnected with the school
 - (D) using community professionals or experts to mentor students

Use the information below to answer the two questions that follow.

Following the injury of two high school students in an alcohol-related automobile accident over the summer, the newspaper staff of the *Sexton Star* plans a series on teenage driving. The series will include a student survey on underage drinking.

17. Because the planned survey may be controversial, the faculty advisor of the newspaper should meet with the *Star*’s editors to advise them in which of the following ways?
- (A) Remind them that the Supreme Court decision in *Hazelwood School District v. Kuhlmeier* gives school administrators the right to cancel any story they find unacceptable.
 - (B) Suggest that they schedule an appointment with the school principal to explain their plans for the survey.
 - (C) Remind them of their absolute right under the First Amendment to publish responsible journalism without censorship.
 - (D) Suggest that they obtain legal advice about publishing information about an activity that is clearly illegal.
18. A week later, as the *Star* prepares to go to press, a staff member produces an editorial cartoon from the Internet that the editorial team agrees illustrates the feature article better than the original art drawn by the *Star*’s cartoonist. In this situation, which of the following advisor recommendations would best allow students to act in accordance with legal and ethical principles?
- (A) Run the original cartoon art since there is insufficient time to research and request copyright release for the downloaded cartoon.
 - (B) Run the downloaded cartoon without a credit, but with a pending copyright notice for the next edition.
 - (C) Run the downloaded cartoon with a credit to the Web site and apply for copyright release retroactively.
 - (D) Modify the original cartoon art so that it resembles the downloaded cartoon.

Answers to Sample Questions

1. (C) is the correct answer. The case, *Tinker v. Des Moines*, concerned students who wore black arm bands imprinted with the peace symbol. School principals banned the wearing of the arm bands. The students sued, asserting abridgement of their right to free speech. Both (A) and (B) are incorrect because the case was concerned with symbolic speech on school grounds, not print material. (D) is incorrect because the Supreme Court's decision denied school administrators the right to restrict student speech.

2. (A) is the correct answer: It is true that virtually all mass media audiences are important to the mass media primarily because their attention is sold to advertisers. (B) is incorrect because audiences have no control over format and content for any mass media—television, radio, magazines, e-zines, etc. (C) is incorrect for similar reasons as (B): audiences play no gate-keeping role in the flow of information to and from the media. (D) is incorrect because media often target specific audiences. For example, television sitcoms may be aimed at a specific demographic, and radio commentators may target voters of a specific political leaning.

3. (D) is the best answer as it describes a teaching strategy that will effectively help high school students avoid plagiarism and develop sound journalistic skills for handling online sources. (A) and (C) are not the best answers because neither constitutes a teaching strategy. (B) is not the best answer because while it reinforces something presumably already taught—producing detailed annotated bibliographies—it neither describes a teaching strategy nor addresses concerns about avoiding plagiarism and learning how to gather information from online sources.

4. (C) best describes an accepted view of the media realities which surround students. (A) and (B) are not correct because they rely on highly debatable assumptions about student audiences, namely that they prefer sensationalized images and tabloid stories to other content, and that they enjoy national publications and newspapers such as *USA Today*. (D) is incorrect because it offers the antithesis to the correct answer.

5. (C) is the correct answer because it defines the inverted pyramid style of news writing. (A) is incorrect because it neither defines the inverted pyramid style nor states an accepted practice for news writing. (B) and (D) refer to practices which, though useful for certain styles of feature writing, do not characterize the inverted pyramid style of news writing.

6. (B) is the best answer as it is the only choice that involves the meaningful alteration of the content of a photograph without alerting the reader to the alteration. (A) is incorrect because the manipulation is disclosed in the cutline. (C) is not the best answer because, in most cases, using dodging and burning techniques to ensure that a photo is reproducible does not meaningfully alter the image. (D) is not the best answer because the warped perspective created by the fish-eye lens is a feature of the original photograph; therefore, the photo has not been manipulated in such a way as to constitute an ethical violation.

7. (B) is the correct answer. It promotes sensitivity to diversity by encouraging photojournalists to be cognizant of stereotypes, and it promotes fairness by encouraging photojournalists to create holistic portrayals of ethnically diverse communities. (A) is not correct because specifically illustrating negative aspects of the community could lead to stereotyping. (C) is incorrect because submitting photos that show a variety of subjects does not ensure fairness or sensitivity. (D) is incorrect because eliminating background details of the community may compromise the photojournalist's reporting.

8. (A) is correct. To combine separate files containing graphics, a title, and a subtitle, and to bring these separate elements into alignment, the students need to be familiar with the merging and resizing/scaling functions of desktop publishing software. (B) is incorrect because knowledge of bitmapping and rotating/flipping images is not generally required for combining separate files. (C) is incorrect because, while the project might be aided by students' ability to layer graphics, it does not call for templates. (D) is incorrect because adding graphics and text to the cover does not require changing file formats, routing text, or downloading additional text.

9. (A) is correct. Hypermedia or multimedia authoring software allows for the creation of interactive CD-ROMs containing video, images, text, music, and clip art. (B) is incorrect, as this kind of software may not include the necessary functionality to author multimedia CD-ROM discs. (C) is incorrect because the interactive videodisc format is best suited for allowing users to play back segments of video in various combinations; hence, it does not meet the seniors' goals for the yearbook. (D) is incorrect because the seniors are not seeking to include animations or 3-D models; this type of software would be better suited to the creation of an original video game.

10. (A) is the correct answer; a cutaway in video is the quick cutting from one scene to another which is related in some way to the first scene. The assignment is to capture a typical Fourth of July on video, and (A) cuts instantaneously from one scene to another, both of which characterize Fourth of July celebrations throughout the country—a hometown parade and fireworks. (B), (C), and (D) are incorrect because they are not examples of cutaways. (B) describes an extended single scene; (C), superimposed images; and (D), non-instantaneous transitions.

11. (D) is correct. As the students use and add to the checklist, catching errors both pre- and post-production, they are actively engaging and collaborating in the improvement of the publication. (A) and (B) are incorrect because neither choice addresses students' collaborative effort to identify and correct their errors. While (C) does suggest collaboration, it also introduces the idea of competition among the students, something neither implicitly nor explicitly expressed in the information given.

12. (C) is the correct answer because it is the only option that addresses the historic watchdog role of the press. (A), (B), and (D) are incorrect because they do not address the press' role in helping to keep people in power honest. (A) is concerned with the transfer of information and the formation of a news organization; (B) with reporting about wartime; and (D) with a circulation war and yellow journalism.

13. (A) is the correct answer. Tabloid journalism is the reporting of sensational, lurid and/or scandalous events, often in a way that distorts or ignores the truth. Of the four answer choices given, only (A) connects with that definition. (B) is incorrect because, while situation comedies that explored controversial themes might have caused some scandal, these comedies do not serve as an example of the influence of tabloid journalism on television. (C) and (D) are incorrect because they do not refer to sensational, scandalous, or lurid content.

14. (B) is the correct answer because during the Vietnam War, uncensored television images of warfare were broadcast to the nation for the first time, helping to fuel anti-war protest and contributing to the unpopularity of the conflict. (A) is incorrect because television journalists such as Edward R. Murrow accompanied U.S. troops to war prior to the Vietnam War. (C) is incorrect because it does not name the "crucial" Supreme Court ruling, and is therefore too vague to serve as an instructive example in the context given. (D) is incorrect because it centers on technology, not reportorial content, and thus will not help the

student understand the significance of the role played by television news in ending the Vietnam War.

15. (D) is the correct answer. Adding individual portraits to the advertising section increases the likelihood that students will read this section and, hence, the ads. (A) is incorrect because businesses generally do not buy advertising space based on the appeal of a publication's common design elements; they buy ad space in order to sell products. (B) does not represent a primary advantage of the marketing idea because student endorsements typically do not sell products. (C) has the advantage of stressing a connection between advertisers and teenage audiences, but this connection alone is not the primary advantage of the layout editor's marketing idea, as it does not address the increased likelihood that students will actually see the advertisements.

16. (D) is the correct answer; it is the only option that deals with students learning from experts how to expand yearbook advertising sales. (A) centers on principles of advertising, not on sales strategies. (B) suggests that advertising managers represent all segments of the community—which is not necessarily true—and that this visibility constitutes sales strategies. (C) does not relate to advertising sales strategies or enhancing yearbook sales.

17. (B) is the correct response because it accurately describes an appropriate action for the faculty advisor to take. (A) is incorrect because the Hazelwood case clarified that school administrators may censor stories if the decision to censor is "reasonably related to legitimate pedagogical concerns"; however, the case does not give school administrators the absolute right to cancel any story that they find unacceptable. (C) is incorrect, again, because there is no absolute right to publish responsible journalism without censorship. And (D) is incorrect both because the recommendation is unnecessary in the planning stages of the survey, and writing about illegal activity occurs often in journalism.

18. (A) is the correct response; it conforms to ethical principles and legal guidelines regarding published material that may be copyrighted. (B) is incorrect because publishing a cartoon that may be copyrighted, with or without a credit, is a potential violation of copyright law. (C) is incorrect because it, too, constitutes a potential violation of copyright law; a release must be secured prior to publication, and the Web site might not be the actual copyright holder. (D) is incorrect because reproducing parts of a copyrighted image without permission is unethical and potentially illegal.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in "1. Learn About Your Test" on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep 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/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found in "9. Understand Your Scores" on page 34.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 27 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

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

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

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

- **Plan the group's study program.** Parts of the study plan template, beginning on page 27, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 15.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

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

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

(continued on next page)

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

My Study Plan

Use this worksheet to:

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

Praxis Test Name: _____

Praxis Test Code: _____

Test Date: _____

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

(continued on next page)

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I Guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*[®] or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

7. Check on Testing Accommodations

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

What if English is not my primary language?

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

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 http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

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

8. Do Your Best on Test Day

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

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring a pen or pencil to use on the scratch paper you are given
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- 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!

9. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

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 test or other tests in *The Praxis Series* over the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Series Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- 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 *Praxis II* tests for professional licensing.

Do all states require these tests?

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

What is licensure/certification?

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

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require *The Praxis Series* tests?

Your state chose *The Praxis Series* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher

educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of *The Praxis Series* test development process. First, ETS asked them which knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and ETS Standards for Quality and Fairness.*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates 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 (2003, Princeton, NJ) 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 (1999, Washington, DC).

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:

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