ETS® PRAXIS®

Measuring the Power of Learning.®

The *Praxis*® Study Companion

Special Education: Education of Deaf and Hard of Hearing Students

5272

Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 44).

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**.

Table of Contents

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

1. Learn About Your Test

Learn about the specific test you will be taking

Special Education: Education of Deaf and Hard of Hearing Students (5272)

Test at a Glance	
Test Name	Special Education: Education of Deaf and Hard of Hearing Students
Test Code	5272
Time	2 hours
Number of Questions	120
Format	Selected-response questions
Test Delivery	Computer delivered

	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I.	Characteristics of Learners and Their Development	19	16%
II.	Assessment, Diagnosis, Evaluation, and Program Planning	28	23%
III.	Instructional Content and General Pedagogy	28	23%
IV.	Planning and Managing the Teaching and Learning Environment	21	18%
V.	Foundations of Deaf Education and Professional Practice	24	20%

About This Test

The Special Education: Education of Deaf and Hard of Hearing Students test measures whether entry-level teachers have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The content of the test is based on the professional teacher preparation standards of The Council for Exceptional Children (CEC), which ensure that students with disabilities receive high-quality instruction from well-prepared educators, and on the standards published by the Council on Education of the Deaf (CED). The test is also informed by the existing Core Curriculum and the Expanded Core Curriculum for Deaf and Hard of Hearing Children and Youths. The two-hour test is composed of 120 computer-delivered, selected-response questions.

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

Test Specifications

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

I.   Characteristics of Learners and their Development

A.   Stages and characteristics of human development

1. Describe the typical stages of development in children

2. Identify when a student is demonstrating differences from typical stages of development (e.g., delayed versus disorder and advanced versus typical)

3. Identify factors that affect human development (e.g., environmental, biological, and physical)

B.   Factors affecting development of deaf and hard of hearing (DHH) students (e.g., environmental, cognitive, social, and physical)

1. Recognize how hearing loss can affect social development

2. Recognize the impact of deafness on individuals, families, and society

3. Recognize the impact of language, culture, and gender differences on identification

4. Identify co-occurring conditions and their effects on development

C.   Anatomy and physiology of speech and hearing mechanisms

1. Identify the hearing mechanism

2. Identify the structure and functions of the hearing mechanism

3. Identify components of the outer, middle, and inner ears

4. Identify the vocal mechanism and describe how sound is produced

D.   Impact of hearing loss on speech and hearing

1. Describe the impact various degrees of hearing loss may have on the acquisition of speech and auditory development (e.g., mild, moderate, severe, and profound)

2. Describe types of hearing loss and their possible effects on the acquisition of speech and auditory development (e.g., conductive, mixed, and sensorineural)

3. Recognize the different learning styles of DHH learners

E.   Relationships among speech, hearing, language, and communication and the implications for DHH learners

1. Compare and contrast how speech, hearing, language, and communication are interrelated

2. Describe how the development of speech, hearing, language, and communication may affect DHH learners

F.   Hearing loss etiologies and resulting difficulties

1. Identify typical etiologies of hearing loss (e.g., heredity, CMV, otitis media, and auditory neuropathy)

2. Recognize which etiologies may have a secondary outcome on sensory, motor, and language learning

G.   Effects of etiology, age, and degree of loss on development of DHH students

1. Describe the potential influence a learner's audiological history has on his or her social, cognitive, behavioral, and language development

2. Recognize that DHH learners may have first and second languages

3. Recognize that some deaf students may have no formal languages or formal modes of communication

H.   Family dynamics

1. Recognize ways a family might be affected by having a child who is deaf or hard of hearing

2. Recognize that the presence or absence of a shared language or modality affects a learner's development

I. Impact of early intervention on communication and language development

1. Describe how early communication can improve language development

2. Recognize the influence on educational placement options

J. Cochlear implantation

1. Explain the dynamics of cochlear implantation

2. Identify candidacy criteria

3. Explain the dynamics of implant therapy (e.g., speech therapy, auditory training, mapping, care of implants, and programming)

4. Identify post-implantation accommodations and modifications

K. Hearing-aid technology

1. Understand how to troubleshoot hearing devices

2. Identify the components and explain the functions of each of the components in a hearing device

3. Recognize the various types and benefits of using amplification systems in the classroom

II. Assessment, Diagnosis, Evaluation, and Program Planning

A. Referral process

1. Identify the general sequence of steps in the referral-to-placement process

2. Identify standard score, raw score, grade equivalent, and norms

3. Describe the components of a diagnostic evaluation

B. Audiological assessments

1. Interpret a pure tone audiogram

2. Describe the process of administering a hearing test

3. Identify the ranges of hearing loss (e.g., mild, moderate, severe, and profound)

4. Identify the implications that audiological assessment results may have on spoken language development and auditory perception

5. Describe the role of residual hearing in developing spoken language and sound awareness

6. Recognize the terms used in audiological assessments

C. Collaboration with stakeholders

1. Explain test results

2. Use communication techniques that reflect stage of acceptance (e.g., active listening, reflection and summary, rephrasing, and open-ended questioning)

3. Explain or describe recommendations based on test results

4. Recognize the need to act as facilitator and interpreter for different audiences (e.g., parents, caregivers, and related service providers)

D. Gathering data for recommendations

1. Recognize the need for multiple sources of information to determine program-eligibility decisions (e.g., progress notes, portfolios, language samples, and checklists)

2. Determine appropriate instructional levels and long- and short-term goals

3. Identify IEP and placement recommendations when given formal and informal assessment data

E. Stakeholder roles in the IEP process

1. Identify different ways to collaborate and communicate with other professionals and parents

2. Identify required members of IEP teams (e.g., parents, student, and teacher of the DHH)

3. Identify roles of IEP team members (e.g., speech-language pathologist and audiologist)

F. Development and maintenance of assessment record

1. Create an organized system for compiling assessment results (e.g., student portfolios, work samples, and informal observation notes)

2. Recognize confidentiality issues

G. Influence of diversity

1. Recognize the influence of diversity on assessment, eligibility, and program placement of learners

2. Recognize that assessments must be administered in a student's first or preferred language

3. Describe accommodations that may be used in the assessment of deaf learners

4. Recognize that language skills may affect performance in content-area assessments

5. Recognize that few standardized tests are normed on DHH students

H. Legal and ethical issues related to assessment

1. Understand confidentiality issues

2. Determine appropriate accommodations

3. Understand when normed tests may not be appropriate

4. Identify appropriate ways to evaluate DHH students

I. Communication with other professionals and parents

1. Identify different ways to collaborate and communicate with other professionals and parents (e.g., team meetings, progress reports, conferences, IEP updates, technology, certified mail, and email)

2. Recognize ways to communicate assessment results to learners, parents, colleagues, and administrators (e.g., conferences, IEP meetings, report cards, progress reports, honor roll, and recognition awards)

J. Performance data and informal input

1. Develop strategies for assessing and evaluating results of instruction

2. Describe methods of utilizing ongoing assessment of learner progress (e.g., portfolios, journals, and work samples)

3. Modify the learning environment and evaluate the results of instruction

4. Recognize the need to frequently collect data to assess the effectiveness of assessments and to implement changes as necessary

5. Develop skills for implementing the American Sign Language (ASL) standards into instructional planning

K. Language samples

1. Define and calculate mean length of utterance (MLU) and mean length of sentence (MLS) for a collected-language sample of between 50–100 utterances

2. Implement methods to collect an expressive-language sample

3. Communicate assessment results to learners, parents, colleagues, and administrators

4. Recognize how to collect and analyze a language sample (e.g., videos, conversations, audios — written and dictated) to determine a student's present level of performance

L. Assessment instruments

1. Identify tests that have been normed for use with deaf students (e.g., the American Sign Language Proficiency Assessment [ASL-PA], Test of Early Reading Ability [TERA-4], Comprehensive Test of Nonverbal Intelligence [CTONI-2], Carolina Picture Vocabulary Test [CPVT], and Meadow-Kendall Social-Emotional Assessment Inventories for Deaf and Hearing-Impaired) and their importance

2. Identify the purposes, strengths, and limitations of a variety of assessments administered to DHH students

3. If given a profile of a particular student, select and justify appropriate instruments for assessment

4. Identify instruments used to assess DHH students (e.g., Woodcock-Johnson® IV, Wechsler Intelligence Scale for Children [WISC], Bayley Scales of Infant and Toddler Development®, and Stanford Achievement Test, 10th Edition [Stanford 10])

5. Recognize the importance of gathering and reviewing background information on DHH learners

III. Instructional Content and General Pedagogy

A. Curriculum materials and instructional practices

1. Assist DHH learners with meeting state standards

2. Identify opportunities for generalization and application of targeted skills

3. Identify how background information informs instructional planning

B. Language development

1. Identify ways to help students develop language

2. Identify ways to help learners become independent communicators (e.g., role-play, through interpreters, and task analysis)

3. Identify ways to help learners use technology (e.g., hearing devices, augmentative systems, and video-relay services)

C. Literacy and communication skills

1. Assist students with the development of their communicative competency in academic and nonacademic situations (e.g., asking questions, making complete statements, formulating accurate descriptions, and developing communication-repair strategies)

2. Model appropriate modes of communication for a variety of situations (e.g., writing for non-ASL users)

3. Identify strategies to foster self-advocacy (e.g., counseling, peer tutoring, and role-playing)

4. Identify skills necessary for literacy development. (e.g., metacognitive skills, phonological awareness, sequential processing)

D. Instructional techniques

1. Recognize the unique learning styles of DHH students and the implications for instruction

2. Identify strategies to develop social skills and conflict resolution (e.g., role-play, social stories, literature, and media)

3. Identify ways to teach mathematics, science, and social studies to DHH students

4. Identify meaningful ways to include DHH students in the arts (e.g., music, dance, and art) and physical education curricula

5. Identify ways to help DHH learners generalize targeted skills

6. Identify instructional strategies for improving reading and writing skills in students who are deaf or hard of hearing (e.g., language experience, small group instruction, Direct Instruction, Writer's Workshop)

E. Lesson plans

1. Use data and technology to plan appropriate instructional activities and to modify IEP goals and objectives

2. Plan instruction that provides opportunities for real-life learning

3. Integrate social skills development into academic curricula

4. Identify how to create a learning environment that encourages positive social skills (e.g., role-play, character education, and social stories)

5. Identify how background information informs instructional planning

F. Communication during instruction

1. Identify ways to prepare learners on the appropriate and effective use of interpreters, notetakers, and peer tutors

2. Recognize the importance of being a role model for DHH students

3. Identify ways to help DHH students know and express their rights

4. Identify ways to cultivate a multicultural perspective and diversity appreciation

5. Recognize strategies for helping learners establish ongoing interactions with peers, role models, and members of the Deaf community

6. Recognize benefits of American Sign Language instruction (ASL) and Listening and Spoken Language (LSL)

G. Transitions

1. Plan activities to facilitate successful student movement from one activity to another within the current placement

2. Plan activities to facilitate successful student movement from one setting to another in anticipation of future placements

3. Prepare plans that include timelines for anticipated outcomes

4. Communicate details of a transition timeline to stakeholders

5. Identify the community personnel who need to be involved in transitions

6. Work with teachers who need to be involved in transitions

IV. Planning and Managing the Teaching and Learning Environment

A. Best practices in classroom management

1. Communicate and maintain high behavioral expectations

2. Monitor classroom activities

3. Give students feedback and reinforcement regarding behavior

4. Develop and implement positive classroom rules and individual and group-management programs

B. Classroom and in-school transitions

1. Communicate and monitor transition plans

2. Identify problems associated with transitions in the school environment

3. Implement transition activities to facilitate successful student movement

C. Assistive listening and communication devices

1. Select, manage, and maintain assistive listening and communication devices

2. Provide opportunities for students to use communication devices

3. Check and utilize personal and classroom amplification systems, including hearing aids, FM, cochlear implants, and sound-field systems

4. Design an environment that maximizes opportunities for visual and auditory learning

D. Establishing and maintaining a safe classroom

1. Identify how to create a learning environment to encourage positive social skills (e.g., role-play, character education, and social stories)

2. Design classroom modifications for diverse learners (e.g., preferential seating, signal-to-noise ratio, light source, and captioning)

3. Describe and identify appropriate classroom arrangements and modifications for deaf learners (e.g., acoustic treatment and clear line of view)

4. Maintain the care, welfare, and safety of students in a classroom environment

5. Differentiate among situations that require different forms of intervention

6. Assist in developing behavior-intervention plans

7. Develop and explain classroom rules including positive feedback and reward systems

E. Contributions of others

1. Identify roles and responsibilities of members of the school community

2. Identify research materials and community organizations

3. Foster relationship with parents and agencies in the larger community

4. Select examples of ways that students can connect to the Deaf community (e.g., sports, clubs, and guest speakers)

F. Cochlear implants

1. Describe the function of a cochlear implant, its benefits, and its complications

2. Define the basic components (e.g., microphone, speech processor, receiver, and electrode ray)

3. Explain the importance of follow-up mappings and ongoing training in listening skills

4. Identify the role of service providers and paraprofessionals

V. Foundations of Deaf Education and Professional Practice

A. Developments in deaf education

1. Interpret historical events—perspectives and developments—and their effects on the field of deaf education

2. Identify major events, figures, issues in deaf education (e.g., oral-manual controversy, development of ASL, Thomas Gallaudet, Alexander Graham Bell)

3. Interpret how research has affected the education of DHH students

4. Distinguish between Deaf culture and Deaf community

5. Identify characteristics of membership of the Deaf community

B. Service delivery models

1. Identify learning environments in the education of DHH learners and their goals, benefits, and disadvantages

2. Compare and contrast learning environments that support the education of DHH learners

C. IDEA legislation

1. Identify the components of IDEA

2. Recognize the components of a 504 plan and an IEP

3. Apply eligibility criteria to DHH students

4. Identify federal safeguards (e.g., due process)

5. Identify the rights of DHH students

D. Legal and ethical implications of laws, regulations, and court cases

1. Interpret First Amendment rights, equal access, and privacy

2. Interpret court cases and their impact on the education of students who are deaf or hard of hearing (e.g., *Hendrick Hudson District Board of Education* v. *Rowley*)

3. Interpret federal and state requirements for the identification, referral, and placement of DHH students

4. Recognize the implications of least restrictive environment

5. Interpret timelines for providing services

6. Identify the components of the referral-to-placement process

7. Recognize implications of parental and student rights

E. IEPs and Individualized Family Service Plans (IFSPs)

1. Identify the members of an IEP and IFSP team

2. Interpret an IEP for placement needs and services

3. Identify appropriate IEP goals

4. Identify the components of an IEP and IFSP

5. Identify the eligibility requirements for an IEP and IFSP

6. Interpret an IEP and IFSP

F. Program models

1. Compare and contrast the philosophies of deaf education

2. Identify models for teaching DHH students

3. Identify attributes of the approaches to teaching DHH students (e.g., Listening and Spoken Language (LSL), bilingual, and Cued Speech)

G. Research and best practices

1. Identify resources and services of concern to parents

2. Recognize how to serve as a resource for parents

3. Identify cultural influences on learners, families, and schools

4. Identify characteristics of a reflective practitioner

5. Suggest ways to improve one's own performance

6. Use self-evaluation checklists

7. Compare and contrast the ways to practice reflective teaching

H. Communicating with diverse audiences

1. Provide information to diverse audiences about DHH students

2. Create and evaluate written reports

3. Explain the educational implications of being a deaf student

4. Address stakeholders' concerns about available services, organizations, and publications

I. Technology

1. Recognize features of modern hearing aids and amplification systems

2. Troubleshoot problems with hearing devices

3. Identify and explain the functions of each of the components of a hearing device

4. Recognize the various types and benefits of amplification systems

5. Identify media and technologies available to instruct learners

6. Use effective record-keeping technologies

7. Use technology to plan and implement instructional activities

8. Identify technological resources available for students and teachers

9. Maintain effective record-keeping tools

10. Interpret information in student records

11. Identify the impact of technology on deaf education

J. Transitions

1. Identify ways to integrate career and vocational skills with academic curricula to prepare learners for transitions

2. Propose transition activities (e.g., job fairs, résumé writing, opportunities to interact with guest speakers from various careers, and Internet search techniques)

3. Recognize personnel who could provide transitional assistance to students

4. Recognize the need for community-based experiences and learning

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

(A) Strawberry

(B) Cherry

(C) Vanilla

(D) Mint

How would you answer this question?

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

Try following these steps to select the correct answer.

1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given ("which of the following").

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute "vanilla" for the phrase "which of the following" and turn the question into this statement: "Vanilla is a flavor made from beans." This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

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

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

(A) Literal and inferential

(B) Concrete and abstract

(C) Linear and recursive

(D) Main and subordinate

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.
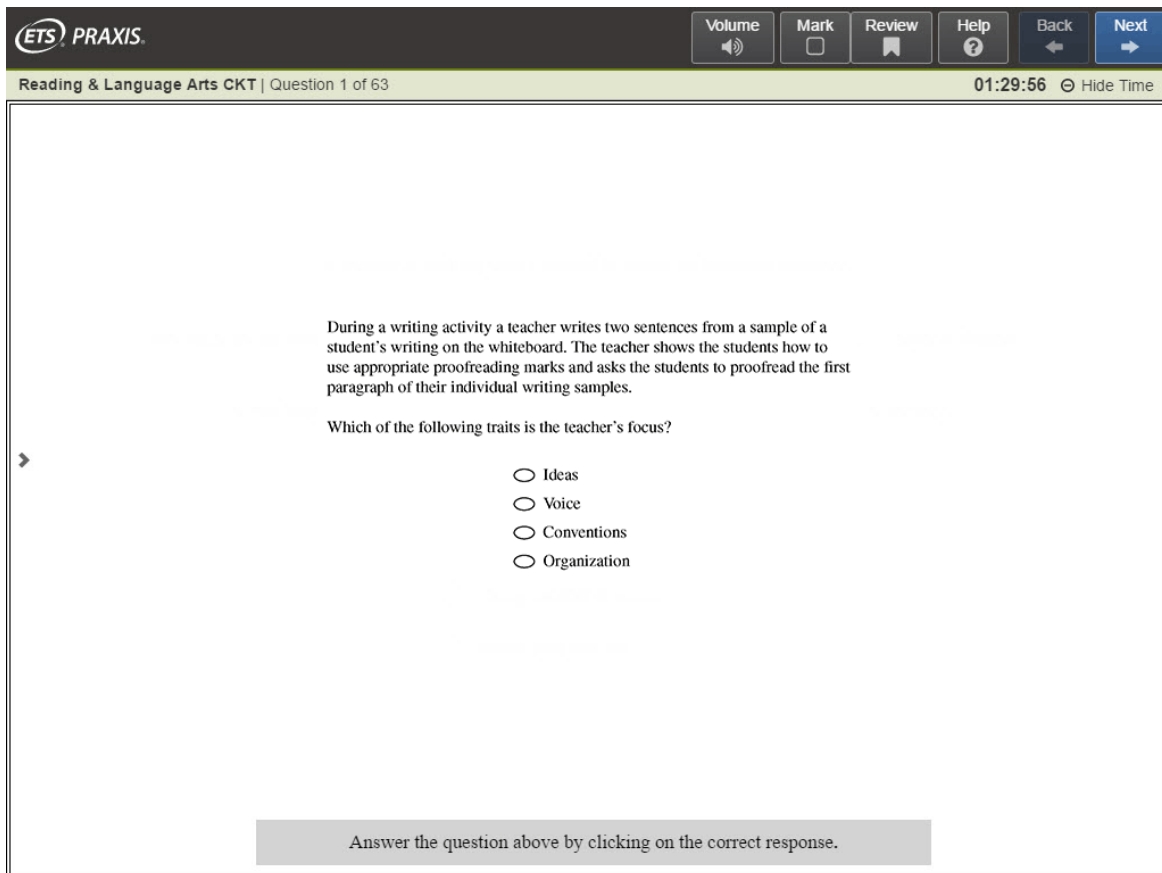
QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

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

Sample Test Questions

The following sample questions are examples of the kinds of questions on the test. These sample questions do not cover all of the content on the test. Also, on the actual test, the questions may be easier or more difficult than the sample questions. The sample selected-response questions are followed by brief explanations of the correct responses.

Note: The Study Companion for this test uses certain acronyms, including IDEA (Individuals with Disabilities Education Act), IEP (Individualized Education Program), ASHA (American Speech-Language-Hearing Association), DHH (deaf and hard of hearing), ASL (American Sign Language), and LRE (least restrictive environment). The names of tests used in the field are spelled out, and their acronyms are given in parentheses.

Directions: Each of the questions or statements below is followed by four choices. Select the best response to each question.

1. Which of the following statements is true about the acquisition of American Sign Language (ASL)?

    (A) The grammar of ASL can be acquired by deaf children by the age of five.

    (B) The grammar of ASL is uncomplicated compared to that of American English.

    (C) ASL can be mastered at any time in life.

    (D) ASL can be naturally acquired by deaf children as a first language.

2. What is most characteristic of the cause and effect of a malformed outer ear?

    (A) The cause is congenital and can result in a sensorineural hearing loss.

    (B) The cause is congenital and can result in conductive hearing loss.

    (C) The cause is acquired and has no effect on hearing.

    (D) The cause is acquired and can result in a mixed hearing loss.

Questions 3–6 are based on the case description below.

> STUDENT: Alex Chen
>
> - Alex is a 7-year-old student.
> - Alex has a severe bilateral sensorineural hearing loss.
> - Alex's parents are hearing, and they speak Cantonese at home.
> - Alex has poor skills in both English and sign language.
> - Alex's family moved to the school district three months ago.
> - Alex is frequently sent to the principal's office for misbehaving in class.
>
> A teacher of the deaf and hard of hearing is responsible for planning Alex's first Individualized Education Program (IEP) conference at school.

3. Which of the following is the most important task for the teacher of the deaf to complete first when preparing for Alex's IEP conference?

    (A) Making arrangements for a Cantonese interpreter to be present at the meeting

    (B) Informing the school psychologist of the IEP conference date

    (C) Gathering data on how well Alex functions in all academic areas as well as on how he functions socially and emotionally

    (D) Drafting an IEP covering academics to give to Alex's parents and teachers before the conference

4. The psychologist tells the IEP team that Alex's WISC scores indicate that his IQ is 87. Which of the following is the most appropriate way for the team to respond to this information?

    (A) By rejecting the information, because IQ scores are invalid for deaf students

    (B) By identifying programs for students with mild intellectual disabilities who are DHH

    (C) By using Alex's IQ score, and beginning to develop his IEP goals and objectives for the year

    (D) By asking the psychologist for the subscores from the performance scale and the verbal scale of the IQ test

5. At the IEP conference, the local education authority (LEA) representative must inform Alex's parents that

    (A) the availability of in-school services for Alex is limited

    (B) they will have time to review the proposed IEP plan before signing it

    (C) they are required to keep a record of the means by which Alex communicates at home

    (D) they must pay for Alex's transportation to and from any special services outside the school

6. If Alex's parents are dissatisfied with the recommendations of the IEP team, they have the right to

    (A) request that Alex be independently evaluated

    (B) ask that another IEP conference be scheduled in six months

    (C) insist the school provide the services they want Alex to have

    (D) transfer Alex to another placement at the school district's expense

7. Bella, a deaf student with behavioral problems, is being taught to interact appropriately with peers on the playground. After each recess, the playground supervisor provides Bella's teacher with feedback on her behavior. Bella earns points when she behaves appropriately during recess, and she loses points when she commits an infraction. This contingent withdrawal of reinforcing stimuli is known as

   (A) negative reinforcement

   (B) discrimination learning

   (C) response cost

   (D) generalization training

8. As mandated in IDEA, the IEP team must consider a student's need for transition services before she or he leaves school. If the team determines that a student requires transition services, which of the following is the most important task for the team to complete when preparing the student's transition plan?

   (A) Adopting a transition plan that was previously drafted by officials of the state department of education, the vocational rehabilitation agency, and the local school district

   (B) Gathering information from adult agency personnel regarding postschool educational services, community-living options, and employment options that are available for the student

   (C) Providing written information for the family and student to review, and suggesting a placement for postsecondary special services

   (D) Conducting meetings to determine the student's and family's goals and responsibilities, the information they need to provide and when they need to provide it, and the resources needed to meet each goal

9. Which of the following is the most appropriate least restrictive environment for a 5-year old student, Bette, who is hard of hearing, has a mild autism spectrum disorder, and receives speech therapy?

   (A) A setting that maximizes her contact with other students who receive itinerant services and use assistive technology to communicate

   (B) A traditional early childhood program that places her with students who have delays and disabilities in a center-based setting

   (C) The same educational program that students her age who are not disabled are receiving, plus necessary support services

   (D) An alternative education setting that provides each student with one-on-one support from a trained paraprofessional

10. Stephen is a tenth-grade student who is hard of hearing and is classified with having a language-based learning disability. He receives direct reading instruction in decoding skills to facilitate his ability to recognize vocabulary words. Stephen's instruction represents

    (A) a remedial approach

    (B) a compensatory approach

    (C) a metacognitive strategy

    (D) scripted reading instruction

11. Jon is a 7-year-old student who had a cochlear implantation when he was 18 months old. His functioning in all areas other than expressive language is age appropriate. Which of the following is the most appropriate placement for Jon?

    (A) A self-contained special education class plus speech and language services

    (B) A part-time placement in a resource room for developmental and oral reading

    (C) A full-time general education placement plus speech and language services

    (D) A full-time general education placement plus reading support

12. Using a student's classwork as a means for evaluating progress and adapting instruction is known as

    (A) curriculum-based assessment

    (B) standardized-achievement testing

    (C) summative assessment

    (D) guided practice

13. Which of the following is an accurate statement about IDEA requirements for IEPs?

    (A) IEPs must include a multiyear outline of instructional objectives.

    (B) IEPs must include a section on assistive devices, regardless of the nature or degree of the student's disability.

    (C) An IEP must be in effect before special education services or related services are provided to an eligible student.

    (D) An IEP must not be made available to any school personnel except special education teachers.

14. Ms. Smith wants to improve the quality of responses from and the level of participation by all students during class discussion. Which of the following techniques has the greatest potential for improving the thoughtfulness of students' responses and stimulating wider participation?

    (A) Keeping a seating chart that includes a record of each student's participation

    (B) Using peer tutoring in which students who are more able work with students who are less able

    (C) Pausing between posing a question and calling on a student to respond

    (D) Giving verbal and visual clues to the kind of response she is seeking

15. The concept of placing students in the least restrictive educational environment developed as a result of efforts to

    (A) equalize educational opportunities for female students and students who belong to a minority group

    (B) normalize the lives of students with disabilities who were being educated in isolation from their peers

    (C) obtain increased federal funding for the noneducational support of children living in poverty

    (D) reduce the overall cost of educating students with special needs

16. Which of the following instructional strategies is most commonly observed in middle-grade classes in which core subjects are integrated into the curriculum?

    (A) The teacher focuses on individualized instruction, and small groups are used more for reading than for mathematics.

    (B) The teacher is careful to prepare students for seat work so that they have opportunities to complete tasks successfully.

    (C) The teacher focuses on whole-group discussions and uses various questioning, explaining, and probing techniques.

    (D) The teacher stops and reteaches material whenever necessary for students who do not understand the material.

17. Studies indicate that teachers most frequently ask questions that elicit which of the following?

    (A) Applications of information to real-life situations

    (B) Critical analysis of relationships

    (C) Literal recall of information

    (D) Creative interpretations of text

18. Which of the following activities most effectively helps students practice vocabulary at the intermediate level?

    (A) Writing each new word a specified number of times while subvocalizing its pronunciation

    (B) Engaging in word-association activities to help students develop a broader range of choices for expressing their ideas

    (C) Using a dictionary to look up and copy the definition of each new word

    (D) Consulting a thesaurus to find other words that mean nearly the same as the new words

19. Which of the following is the first step in a directed reading lesson?

    (A) The students read the text to themselves or aloud to a partner.

    (B) The students answer literal comprehension questions.

    (C) The teacher summarizes the text for the students before they read it.

    (D) The teacher discusses with the students key concepts related to the text topic.

20. Students who are hard of hearing will benefit most from a guest speaker's presentation to a small group when the speaker does which of the following?

    (A) Speaks loudly while walking around the group

    (B) Consults frequently with the ASL interpreter

    (C) Uses captioned visual aids on presentation slides

    (D) Offers to prepare a verbatim transcript of the presentation

21. DHH students can find it useful to use syntactic cues because such cues

    (A) rely exclusively on letter-sound correspondences

    (B) encourage the use of spelling patterns to recognize words

    (C) use the structure of the language to provide meaning

    (D) depend on syllabication rules for word pronunciation

22. Which of the following is the best classroom seating arrangement for a class that includes a deaf student?

    (A) A semicircle

    (B) Paired desks

    (C) Paired rows

    (D) Individual rows

23. Which of the following is the most accurate statement about the language-acquisition process of young children?

    (A) Children understand full sentences at a relatively late stage in language development.

    (B) Children exhibit random, highly variable errors in sentence construction.

    (C) Children infer the underlying rules of the language to which they have been exposed.

    (D) Children require planned early instructional intervention to master their language's grammar.

24. A high school student whose primary language is ASL will benefit most from an ASL interpreter who does which of the following during classroom lessons?

    (A) Stands so that the student can see the interpreter and the teacher simultaneously

    (B) Answers lesson-related questions from the student

    (C) Speaks to the teacher on behalf of the student

    (D) Takes notes that will be transcribed after the class for the student

25. Which of the following is the area of the expanded core curriculum that a student who is deaf or hard of hearing is primarily trained to use during a conversation?

    (A) Presentation skills

    (B) Self-determination skills

    (C) Personal responsibility skills

    (D) Social interaction skills

26. A teacher shows a student a picture book opened to the first page of a story and asks, "Where should we begin to read?" By asking that question, the teacher is evaluating the student's understanding of which of the following emergent reading skills?

    A) Conventions about print

    (B) Phonological sensitivity

    (C The alphabet system

    (D) Letter-sound correspondence

27. According to Vygotsky, students are best able to learn a new skill when learning involves which of the following?

    (A) Independent practice

    (B) Scaffolded practice

    (C) Multiple intelligences

    (D) Cultural relevance

28. Which of the following is the most appropriate way for a teacher of DHH students to encourage reluctant readers to read on their own?

    (A) Involving parents in the school's reading program

    (B) Checking for student understanding using literal-level questions

    (C) Suggesting books that feature characters with disabilities who deal with challenging situations

    (D) Providing a variety of materials at different reading levels in multimodal formats

29. A teacher evaluating students' mastery of a district-mandated curriculum at the end of a term is most likely to use a

    (A) formative assessment

    (B) true-false test

    (C) summative assessment

    (D) open-book test

30. Which of the following is the most appropriate way for a teacher to acknowledge that students can have different learning styles?

    (A) Covering as much material in depth as possible in each lesson

    (B) Teaching concepts using as many modalities as possible

    (C) Determining prior knowledge before launching new lessons

    (D) Observing student interactions during free-choice activities

Answers to Sample Questions

1. The correct answer is (D). According to certain researchers, ASL is like other languages, spoken or signed. It is acquired in a developmental sequence that parallels that of spoken languages. If it is to be a child's first language, it must be learned early to be learned well.

2. The correct answer is (B). People who are born with an occluded or malformed outer ear commonly have a conductive hearing loss of up to 60 decibels (dB). The cause is therefore congenital and can result in conductive hearing loss.

3. The correct answer is (C). The IEP team needs all of the data that have been gathered in the process of evaluating Alex's functioning. The team will use the data to determine the placement it will recommend for Alex when it meets with his parents at the IEP conference.

4. The correct answer is (D). The IEP team must know the basis for the IQ score so that it can determine whether it is appropriate to use the score when developing Alex's IEP program. The WISC generates an IQ score that represents a child's general cognitive ability. It includes verbal and performance subtests.

5. The correct answer is (B). According to federal laws regarding individuals with disabilities, parents are to have access to all records relevant to their child's evaluation and placement. Parents may have time to consider the evaluation and the placement before signing the IEP.

6. The correct answer is (A). If Alex's parents are dissatisfied with the initial evaluation and placement, according to federal laws regarding individuals with disabilities, they may request and obtain an independent evaluation.

7. The correct answer is (C). The withdrawal of reinforcing stimuli upon the performance of an undesirable behavior is known as response cost.

8. The correct answer is (D). A student's transition to postschool life will be most effective when the student's goals and family are considered, when all responsible agencies work together to develop a plan for the student, and when specific tasks toward the student's goals are scheduled, monitored, and completed.

9. The correct answer is (C). Under the least restrictive environment provision of IDEA, "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

10. The correct answer is (A). Remedial instruction is one-on-one or small-group instruction that focuses on the needs of the individual student.

11. The correct answer is (C). Since Jon's functioning is age appropriate in most respects, it is probable that he could work at the level of the class in a general education setting as long as he is provided with appropriate support services to address his hearing and expressive language deficit.

12. The correct answer is (A). All student work reflects the curriculum; thus, the assessment is curriculum-based. (B) is incorrect because standardized tests compare students' data with those of other students in the same age-group. (C) is incorrect because summative assessments are used to determine whether the student is meeting the curriculum requirements; they are not used to guide instruction. (D) is incorrect because guided practice is a teaching strategy used to provide instruction; it is not used to evaluate progress.

13. The correct answer is (C). According to IDEA, an IEP must be in effect before special education and related services are provided to an eligible student. None of the other choices is required.

14. The correct answer is (C). The question asks about "wait time," an instructional technique that is especially helpful in eliciting responses to higher-level questioning. Providing more time for reflection and using higher-level questioning stimulates students to think at a more complex cognitive level and to provide longer, often unsolicited, more speculative responses. To encourage such responses, teachers must pose questions and then wait for students to think before they respond.

15. The correct answer is (B). The concept of least restrictive stems from PL 94–142 and subsequent legislation regarding the education of students with disabilities and implies that students with special needs are not to be classified by disability and given permanent special placement on the basis of these classifications. Rather, they are to be moved to special settings only if necessary and only for as long as necessary.

16. The correct answer is (C). The most common instructional strategy is one in which the teacher facilitates whole-class discussions, asks questions, listens carefully to answers, explains, probes, corrects, and asks more questions. Many of the questions focus on short stories or articles that the whole class has read and that address more than one content area, such as science and technology or art and history. The other answer choices are more common in elementary-grade classrooms.

17. The correct answer is (C). Researchers observed teachers who assigned readings to students and then asked the students questions about what they had read. The data collected and analyzed by the researchers indicates that about 60 percent of teachers' questions are devoted to the assessment of literal comprehension, 20 percent to higher-order thinking, and 20 percent to procedural knowledge.

18. The correct answer is (B). Semantic feature analysis, based on the way students organize knowledge, is a sound visual-instructional practice that builds on the reader's prior knowledge. It shows students how words that are closely related can have some similar characteristics as well as some that are different.

19. The correct answer is (D). In a directed reading lesson, teachers first help students access background knowledge about the content related to the text they are to read.

20. The correct answer is (C). Students who are hard of hearing need to have a clear view of a speaker's face and the presentation. The speaker needs to face the audience and remember that the use captioned visual aids is an important component of communicating with students who are hard of hearing.

21. The correct answer is (C). Context cues fall into two general categories: semantic cues (using the meaning of words) and syntactic cues (using the grammar and structure of the language).

22. The correct answer is (A). A semicircular arrangement provides students with an unobstructed view of the teacher and the other students.

23. The correct answer is (C). According to psycholinguists and others who specialize in human growth and development, young children begin to acquire the ability to communicate through hypothesis testing. Children's perception of adult speech helps them form hypotheses about how different ideas are expressed in the language that they are acquiring, and then they test their hypotheses.

24. The correct answer is (A). The interpreter should stand in an area that has good lighting and where the student can see both the teacher and the interpreter at the same time. Interpreters do not answer lesson-related questions, take notes, or speak to the teacher on behalf of the deaf student, but they do voice questions to the teacher on behalf of the student.

25. The correct answer is (D). Deaf and hard of hearing students need to learn and practice the social interaction skills that are important when having conversations with others.

26. The correct answer is (A). By asking the question, the teacher is assessing the student's understanding of the conventions about print. These conventions include left-to-right and top-to-bottom orientation of print, the difference between pictures and print on a page, and the functions of print.

27. The correct answer is (B). According to Vygotsky, children learn a new skill best when they are exposed to someone who models the skill and provides supportive feedback during the learning process.

28. The correct answer is (D). Reading materials about interesting topics, written at different reading levels, and in different formats are likely to appeal to reluctant readers.

29. The correct answer is (C). At the end of a term, a teacher is most likely to test students' mastery of the content of the course using a summative assessment containing different types of questions.

30. The correct answer is (B). A teacher who develops a variety of activities using auditory, visual, and kinesthetic modalities is acknowledging the students' different learning styles and is likely to maintain students' interest in learning.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit **www.ets.org/praxis/testprep** for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at **www.ets.org/praxis/testprep**. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at **www.ets.org/praxis/register/dates_centers**.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 47.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 30 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

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

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

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

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

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 16.

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

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

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

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

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

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

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

Praxis Test Name (Test Code):   Core Academic Skills for Educators: Reading (5712)
Test Date: 9/15/18

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

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

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

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

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Special Education: Education of Deaf and Hard of Hearing Students test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

Discussion Areas

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

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

Study Topics

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

I.   Characteristics of Learners and their Development

A.   Stages and characteristics of human development

1. Describe the typical stages of development in children

2. Identify when a student is demonstrating differences from typical stages of development (e.g., delayed versus disorder and advanced versus typical)

3. Identify factors that affect human development (e.g., environmental, biological, and physical)

B.   Factors affecting development of deaf and hard of hearing (DHH) students (e.g., environmental, cognitive, social, and physical)

1. Recognize how hearing loss can affect social development

2. Recognize the impact of deafness on individuals, families, and society

3. Recognize the impact of language, culture, and gender differences on identification

4. Identify co-occurring conditions and their effects on development

C.   Anatomy and physiology of speech and hearing mechanisms

1. Identify the hearing mechanism

2. Identify the structure and functions of the hearing mechanism

3. Identify components of the outer, middle, and inner ears

4. Identify the vocal mechanism and describe how sound is produced

D.   Impact of hearing loss on speech and hearing

1. Describe the impact various degrees of hearing loss have on the acquisition of speech and auditory development (e.g., mild, moderate, severe, and profound)

2. Describe types of hearing loss and their effects on the acquisition of speech and auditory development (e.g., conductive, mixed, and sensorineural)

3. Recognize the different learning styles of DHH learners

Relationships among speech, hearing, language, and communication and the implications for DHH learners

1. Compare and contrast how speech, hearing, language, and communication are interrelated

2. Describe how the development of speech, hearing, language, and communication may affect DHH learners

F.   Hearing loss etiologies and resulting difficulties

1. Identify typical etiologies of hearing loss (e.g., heredity, CMV, otitis media, and auditory neuropathy)

2. Recognize which etiologies may have a secondary outcome on sensory, motor, and language learning

G.   Effects of etiology, age, and degree of loss on development of DHH students

1. Describe the potential influence a learner's audiological history has on his or her social, cognitive, behavioral, and language development

2. Recognize that DHH learners may have first and second languages

3. Recognize that some deaf students may have no formal languages or formal modes of communication

H.   Family dynamics

1. Recognize ways a family might be affected by having a child who is deaf or hard of hearing

2. Recognize that the presence or absence of a shared language or modality affects a learner's development

I.   Impact of early intervention on communication and language development

1. Describe how early communication can improve language development

2. Recognize the influence on educational placement options

J. Cochlear implantation

1. Explain the dynamics of cochlear implantation
2. Identify candidacy criteria
3. Explain the dynamics of implant therapy (e.g., speech therapy, auditory training, mapping, care of implants, and programming)
4. Identify post-implantation accommodations and modifications

K. Hearing-aid technology

1. Understand how to troubleshoot hearing devices
2. Identify the components and explain the functions of each of the components in a hearing device
3. Recognize the various types and benefits of using amplification systems in the classroom

Discussion areas: Characteristics of Learners and their Development

- Describe the physical development of children who are deaf or hard of hearing when compared to children who do not have a hearing loss

- Describe the ear and how it functions

- Describe the characteristics of children who are deaf or hard of hearing and have a co-occurring condition such as Down syndrome, autism spectrum disorder, or a learning disability

- Describe the unique characteristics of students who have deafblindness

- Describe the impact that primary language, culture, family background can have on a child who is deaf or hard of hearing

- Describe the impact that a hearing loss can have on a deaf or hard of hearing child's social development, language development, hearing development, and speaking development

- Describe how language, speech, hearing, and communication are interrelated

- Describe the different types of hearing loss and how some types can affect sensory, motor, and language learning

- Describe the impact that a child's hearing loss can have on a family

- Describe technology that can assist a deaf or hard of hearing child to use residual hearing

- Describe a cochlear implant and the modification and adaptations that a child should be given to receive maximum benefit from one

II. Assessment, Diagnosis, Evaluation, and Program Planning

A. Referral process

1. Identify the general sequence of steps in the referral-to-placement process
2. Identify standard score, raw score, grade equivalent, and norms
3. Describe the components of a diagnostic evaluation

B. Audiological assessments

1. Interpret a pure tone audiogram
2. Describe the process of administering a hearing test
3. Identify the ranges of hearing loss (e.g., mild, moderate, severe, and profound)
4. Identify the implications that audiological assessment results may have on spoken language development and auditory perception
5. Describe the role of residual hearing in developing spoken language and sound awareness
6. Recognize the terms used in audiological assessments

C. Collaboration with stakeholders

1. Explain test results
2. Use communication techniques that reflect stage of acceptance (e.g., active listening, reflection and summary, rephrasing, and open-ended questioning)
3. Explain or describe recommendations based on test results
4. Recognize the need to act as facilitator and interpreter for different audiences (e.g., parents, caregivers, and related service providers)

D. Gathering data for recommendations

1. Recognize the need for multiple sources of information to determine program-eligibility decisions (e.g., progress notes, portfolios, language samples, and checklists)

2. Determine appropriate instructional levels and long- and short-term goals

3. Identify IEP and placement recommendations when given formal and informal assessment data

E. Stakeholder roles in the IEP process

1. Identify different ways to collaborate and communicate with other professionals and parents

2. Identify required members of IEP teams (e.g., parents, student, and teacher of the DHH)

3. Identify roles of IEP team members (e.g., speech-language pathologist and audiologist)

F. Development and maintenance of assessment record

1. Create an organized system for compiling assessment results (e.g., student portfolios, work samples, and informal observation notes)

2. Recognize confidentiality issues

G. Influence of diversity

1. Recognize the influence of diversity on assessment, eligibility, and program placement of learners

2. Recognize that assessments must be administered in a student's first or preferred language

3. Describe accommodations that may be used in the assessment of deaf learners

4. Recognize that language skills may affect performance in content-area assessments

5. Recognize that few standardized tests are normed on DHH students

H. Legal and ethical issues related to assessment

1. Understand confidentiality issues

2. Determine appropriate accommodations

3. Understand when normed tests may not be appropriate

4. Identify appropriate ways to evaluate DHH students

I. Communication with other professionals and parents

1. Identify different ways to collaborate and communicate with other professionals and parents (e.g., team meetings, progress reports, conferences, IEP updates, technology, certified mail, and email)

2. Recognize ways to communicate assessment results to learners, parents, colleagues, and administrators (e.g., conferences, IEP meetings, report cards, progress reports, honor roll, and recognition awards)

J. Performance data and informal input

1. Develop strategies for assessing and evaluating results of instruction

2. Describe methods of utilizing ongoing assessment of learner progress (e.g., portfolios, journals, and work samples)

3. Modify the learning environment and evaluate the results of instruction

4. Recognize the need to frequently collect data to assess the effectiveness of assessments and to implement changes as necessary

5. Develop skills for implementing the American Sign Language (ASL) standards into instructional planning

K. Language samples

1. Define and calculate mean length of utterance (MLU) and mean length of sentence (MLS) for a collected-language sample of between 50–100 utterances

2. Implement methods to collect an expressive-language sample

3. Communicate assessment results to learners, parents, colleagues, and administrators

4. Recognize how to collect and analyze a language sample (e.g., videos, conversations, audios — written and dictated) to determine a student's present level of performance

L. Assessment instruments

1. Identify tests that have been normed for use with deaf students (e.g., the American Sign Language Proficiency Assessment [ASL-PA], Test of Early Reading Ability [TERA-4], Comprehensive Test of Nonverbal Intelligence [CTONI-2], Carolina Picture Vocabulary Test [CPVT], and Meadow-Kendall Social-Emotional Assessment Inventories for Deaf and Hearing-Impaired) and their importance

2. Identify the purposes, strengths, and limitations of a variety of assessments administered to DHH students

3. If given a profile of a particular student, select and justify appropriate instruments for assessment
4. Identify instruments used to assess DHH students (e.g., Woodcock-Johnson® IV, Wechsler Intelligence Scale for Children [WISC], Bayley Scales of Infant and Toddler Development®, and Stanford Achievement Test, 10th Edition [Stanford 10])
5. Recognize the importance of gathering and reviewing background information on DHH learners

Discussion areas: Assessment, Diagnosis, Evaluation, and Program Planning

-   Discuss the multiple types of assessment information needed to make educational decisions for students who are deaf or hard of hearing
-   Discuss how hearing is assessed and how data from hearing tests is interpreted and used to make decisions for DHH students
-   Discuss how results of assessments are used to identify exceptional learning needs and to develop and implement individualized programs
-   Discuss the stakeholders with whom teachers of DHH students collaborate when making placement decisions for students who are deaf or hard of hearing
-   Discuss the importance of good record keeping and the standards related to record keeping
-   Discuss how to collect a language sample and the importance of analyzing language samples frequently to determine a student's communication skills
-   Discuss formal and informal ways to monitor and assess the learning progress of deaf and hard of hearing students
-   Discuss types of bias in testing deaf and hard of hearing students
-   Discuss ways to identify students who have emotional, behavioral ,or learning disabilities
-   Discuss ways to ensure that assessments of deaf and hard of hearing students meet the highest standards of the testing profession

-   Discuss how diversity must be taken into account when assessing students who are deaf or hard of hearing
-   Discuss testing accommodations related to language, setting, timing, presentation
-   Discuss the characteristics, advantages, and limitations of assessment instruments used to test deaf test takers
-   Discuss the relationship between assessment results and program planning

III.   **Instructional Content and General Pedagogy**

A.   **Curriculum materials and instructional practices**

1. Assist DHH learners with meeting state standards
2. Identify opportunities for generalization and application of targeted skills
3. Identify how background information informs instructional planning

B.   **Language development**

1. Identify ways to help students develop language
2. Identify ways to help learners become independent communicators (e.g., role-play, through interpreters, and task analysis)
3. Identify ways to help learners use technology (e.g., hearing devices, augmentative systems, and video-relay services)

C.   **Literacy and communication skills**

1. Assist students with the development of their communicative competency in academic and nonacademic situations (e.g., asking questions, making complete statements, formulating accurate descriptions, and developing communication-repair strategies)
2. Model appropriate modes of communication for a variety of situations (e.g., writing for non-ASL users)
3. Identify strategies to foster self-advocacy (e.g., counseling, peer tutoring, and role-playing)
4. Identify skills necessary for literacy development. (e.g., metacognitive skills, phonological awareness, sequential processing)

D.   **Instructional techniques**

1. Recognize the unique learning styles of DHH students and the implications for instruction

2. Identify strategies to develop social skills and conflict resolution (e.g., role-play, social stories, literature, and media)

3. Identify ways to teach mathematics, science, and social studies to DHH students

4. Identify meaningful ways to include DHH students in the arts (e.g., music, dance, and art) and physical education curricula

5. Identify ways to help DHH learners generalize targeted skills

6. Identify instructional strategies for improving reading and writing skills in students who are deaf or hard of hearing (e.g., language experience, small group instruction, Direct Instruction, Writer's Workshop)

E.   Lesson plans

1. Use data and technology to plan appropriate instructional activities and to modify IEP goals and objectives

2. Plan instruction that provides opportunities for real-life learning

3. Integrate social skills development into academic curricula

4. Identify how to create a learning environment that encourages positive social skills (e.g., role-play, character education, and social stories)

5. Identify how background information informs instructional planning

F.   Communication during instruction

1. Identify ways to prepare learners on the appropriate and effective use of interpreters, notetakers, and peer tutors

2. Recognize the importance of being a role model for DHH students

3. Identify ways to help DHH students know and express their rights

4. Identify ways to cultivate a multicultural perspective and diversity appreciation

5. Recognize strategies for helping learners establish ongoing interactions with peers, role models, and members of the Deaf community

6. Recognize benefits of American Sign Language instruction (ASL) and Listening and Spoken Language (LSL)

G.   Transitions

1. Plan activities to facilitate successful student movement from one activity to another within the current placement

2. Plan activities to facilitate successful student movement from one setting to another in anticipation of future placements

3. Prepare plans that include timelines for anticipated outcomes

4. Communicate details of a transition timeline to stakeholders

5. Identify the community personnel who need to be involved in transitions

6. Work with teachers who need to be involved in transitions

Discussion areas: Instructional Content and General Pedagogy

• Identify ways to help deaf and hard of hearing students meet national, state, and local standards

• Identify communication strategies to facilitate understanding of subject matter for students whose primary language is not English

• Identify ways to be a role model for students and to provide guided practice that results in maintenance and generalization of skills

• Identify ways to articulate long-range individualized instructional plans and to translate them into shorter-term goals and objectives

• Identify teaching techniques to help deaf and hard of hearing students develop their language, literacy, and communication skills

• Identify teaching strategies to enhance the learning of social, critical-thinking, problem-solving, and performance skills

• Identify ways to help DHH students develop their self-awareness, self-management, self-control, self-reliance, and self-esteem

• Identify principles for reading to deaf children based on research that examined deaf parents and deaf teachers reading to deaf children (translate stories using ASL, reread, follow the child's lead, connect concepts to the real world, engage in role play, use attention maintenance strategies, expect the child to become literate)

• Identify research-based teaching strategies to help deaf and hard of hearing students learn to read well enough to be prepared for college and careers (use the student's

strengths, preteach vocabulary, incorporate, speaking (signing), listening (receiving communication), writing, and reading activities)

- Identify ways to help DHH students develop their writing skills (consider using Interactive Writing, preteach, analyze writing samples, provide authentic opportunities to write, have students write every day, study a writing continuum, read the research)

- Identify ways to help students appreciate, create, and perform deaf poetry

- Identify ways to design and integrate activities into lessons during Deaf Awareness Month

- Identify ways to help DHH students meet the objectives detailed in the eight areas of the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing (audiology, career education, communication, family education, functional skills for educational success, self-determination and advocacy, social-emotional skills, and technology)

- Identify teaching strategies to help deaf and hard of hearing students access the content areas of mathematics, science, and social studies (use visuals, preteach and reteach vocabulary, use advance organizers)

- Identify appropriate ways to help deaf and hard of hearing students engage in music, art, dance, and physical education activities

- Identify ways to help students make successful transitions from one classroom activity to another and from one grade to another

- Identify ways to ensure that communication during instruction is two-way and appropriate for all deaf and hard of hearing students

- Identify ways to help deaf and hard of hearing students learn to generalize and transfer knowledge (word study, collaborative work, game playing)

- Identify ways to ensure that deaf and hard of hearing students are prepared to transition from school to work or college

- Identify ways to involve stakeholders

(students, parents, family, school personnel, community members) in transitions

- Identify ways to make lesson plans that are responsive to the special needs of deaf and hard of hearing students

- Identify sources of materials to adapt or that have been adapted specifically for the special needs of deaf, deafblind, and hard of hearing students

- Identify ways to construct tests that are as accessible as possible to deaf and hard of hearing students (simple declarative sentences, active voice, brief questions)

- Identify ways to use the results of assessment to modify and customize instructional plans

- Identify ways to help students learn to use interpreters, note takers, tutors, and technology

- Identify ways to use augmentative, alternative, and assistive technologies to support and enhance communication with deaf and hard of hearing students

- Identify strategies to include Deaf culture, diversity, and multiculturalism in lesson plans

- Identify ways that colleagues, aids, and parents can participate in the education of deaf and hard of hearing students

IV. Planning and Managing the Teaching and Learning Environment

A. Best practices in classroom management

1. Communicate and maintain high behavioral expectations
2. Monitor classroom activities
3. Give students feedback and reinforcement regarding behavior
4. Develop and implement positive classroom rules and individual and group-management programs

B. Classroom and in-school transitions

1. Communicate and monitor transition plans
2. Identify problems associated with transitions in the school environment
3. Implement transition activities to facilitate successful student movement

C. Assistive listening and communication devices

1. Select, manage, and maintain assistive listening and communication devices
2. Provide opportunities for students to use communication devices
3. Check and utilize personal and classroom amplification systems, including hearing aids, FM, cochlear implants, and sound-field systems
4. Design an environment that maximizes opportunities for visual and auditory learning

D. Establishing and maintaining a safe classroom

1. Identify how to create a learning environment to encourage positive social skills (e.g., role-play, character education, and social stories)
2. Design classroom modifications for diverse learners (e.g., preferential seating, signal-to-noise ratio, light source, and captioning)
3. Describe and identify appropriate classroom arrangements and modifications for deaf learners (e.g., acoustic treatment and clear line of view)
4. Maintain the care, welfare, and safety of students in a classroom environment
5. Differentiate among situations that require different forms of intervention
6. Assist in developing behavior-intervention plans
7. Develop and explain classroom rules including positive feedback and reward systems

E. Contributions of others

1. Identify roles and responsibilities of members of the school community
2. Identify research materials and community organizations
3. Foster relationship with parents and agencies in the larger community
4. Select examples of ways that students can connect to the Deaf community (e.g., sports, clubs, and guest speakers)

F. Cochlear implants

1. Describe the function of a cochlear implant, its benefits, and its complications
2. Define the basic components (e.g., microphone, speech processor, receiver, and electrode ray)

3. Explain the importance of follow-up mappings and ongoing training in listening skills
4. Identify the role of service providers and paraprofessionals

Discussion areas: Planning and Managing the Teaching and Learning Environment

- Explain how to create a classroom environment that fosters cultural understanding, safety, and emotional well-being for DHH students

- Explain how to ensure that DHH students engage in positive social interactions in the classroom

- Explain how to foster an environment in which diversity is valued by all students

- Explain the various ways of grouping students for instruction and the primary advantage of each approach

- Explain how to shape an environment to encourage independence and risk taking by DHH students

- Explain how to help colleagues integrate DHH students into the general education classroom

- Explain how to provide guidance and direction to tutors, paraprofessionals, volunteers working with DHH students

- Explain the use of direct motivational techniques to teach DHH students to respond to expectations

- Explain the use of instructional interventions to teach DHH students to meet behavioral expectations

- Explain how to modify the classroom to provide assistive listening and communication devices for DHH students

- Explain how to modify the classroom environment for students who have cochlear implants

- Explain how to maximize opportunities for visual and auditory learning

- Explain how to communicate classroom expectations to students

- Explain how to collaborate with students to develop classroom rules

- Explain how to help DHH students make successful classroom and post-school transitions

- Explain the purpose of behavioral intervention plans (BIPs)

- Explain how to use positive interventions to address problem behaviors

- Explain ways that DHH students can connect with members of the Deaf community and the larger community

V. Foundations of Deaf Education and Professional Practice

A. Developments in deaf education

1. Interpret historical events—perspectives and developments—and their effects on the field of deaf education

2. Identify major events, figures, issues in deaf education (e.g., oral-manual controversy, development of ASL, Thomas Gallaudet, Alexander Graham Bell)

3. Interpret how research has affected the education of DHH students

4. Distinguish between Deaf culture and Deaf community

5. Identify characteristics of membership of the Deaf community

B. Service delivery models

1. Identify learning environments in the education of DHH learners and their goals, benefits, and disadvantages

2. Compare and contrast learning environments that support the education of DHH learners

C. IDEA legislation

1. Identify the components of IDEA

2. Recognize the components of a 504 plan and an IEP

3. Apply eligibility criteria to DHH students

4. Identify federal safeguards (e.g., due process)

5. Identify the rights of DHH students

D. Legal and ethical implications of laws, regulations, and court cases

1. Interpret First Amendment rights, equal access, and privacy

2. Interpret court cases and their impact on the education of students who are deaf or hard of hearing (e.g., *Hendrick Hudson District Board of Education* v. *Rowley*)

3. Interpret federal and state requirements for the identification, referral, and placement of DHH students

4. Recognize the implications of least restrictive environment

5. Interpret timelines for providing services

6. Identify the components of the referral-to-placement process

7. Recognize implications of parental and student rights

E. IEPs and Individualized Family Service Plans (IFSPs)

1. Identify the members of an IEP and IFSP team

2. Interpret an IEP for placement needs and services

3. Identify appropriate IEP goals

4. Identify the components of an IEP and IFSP

5. Identify the eligibility requirements for an IEP and IFSP

6. Interpret an IEP and IFSP

F. Program models

1. Compare and contrast the philosophies of deaf education

2. Identify models for teaching DHH students

3. Identify attributes of the approaches to teaching DHH students (e.g., Listening and Spoken Language (LSL), bilingual, and Cued Speech)

G. Research and best practices

1. Identify resources and services of concern to parents

2. Recognize how to serve as a resource for parents

3. Identify cultural influences on learners, families, and schools

4. Identify characteristics of a reflective practitioner

5. Suggest ways to improve one's own performance

6. Use self-evaluation checklists

7. Compare and contrast the ways to practice reflective teaching

H. Communicating with diverse audiences

1. Provide information to diverse audiences about DHH students

2. Create and evaluate written reports

3. Explain the educational implications of being a deaf student

4. Address stakeholders' concerns about available services, organizations, and publications

I. Technology

1. Recognize features of modern hearing aids and amplification systems

2. Troubleshoot problems with hearing devices

3. Identify and explain the functions of each of the components of a hearing device

4. Recognize the various types and benefits of amplification systems

5. Identify media and technologies available to instruct learners

6. Use effective record-keeping technologies

7. Use technology to plan and implement instructional activities

8. Identify technological resources available for students and teachers

9. Maintain effective record-keeping tools

10. Interpret information in student records

11. Identify the impact of technology on deaf education

J. Transitions

1. Identify ways to integrate career and vocational skills with academic curricula to prepare learners for transitions

2. Propose transition activities (e.g., job fairs, résumé writing, opportunities to interact with guest speakers from various careers, and Internet search techniques)

3. Recognize personnel who could provide transitional assistance to students

4. Recognize the need for community-based experiences and learning

Discussion areas: Foundations of Deaf Education and Professional Practice

- Recognize the impact of federal laws on the education of students with disabilities (ADA, IDEA, ESSA)

- Explain the impact that decisions of the United States Supreme Court have had on education of students with disabilities (Rowley, Brown, Honig v. Doe)

- Recognize the significance of major events in the history of deaf education (Deaf President Now, mainstreaming and inclusion, key figures)

- Explain the impact of research findings on the education of DHH students (ASL is a visual-gestural language, hearing loss and stem cell research, decreasing risk of auditory nerve damage)

- Recognize the legal and ethical implications of laws, regulations, and court cases (first amendment rights, equal access, privacy)

- Compare and contrast the different approaches to the education of DHH students (Bilingual, Listening and Spoken Language (LSL), Cued Speech)

- Compare and contrast the service delivery models deployed in the education of DHH students (full inclusion, push-in, itinerant services)

- Compare and contrast ways to practice reflective teaching (checklists, lesson evaluation, peer evaluation)

- Compare and contrast the components of IEPs and IFSPs (team members, service delivery, goals)

- Compare and contrast ways of communicating (email, web sites, journals) with diverse audiences (parents, students, colleagues, administration)

- Demonstrate an understanding of eligibility criteria for special education services for DHH students and deafblind students

- Demonstrate the ability to write and recognize IEP goals that are based on a student's present levels of academic achievement and functional performance, that are objective and measurable within a timeframe, that are realistic and attainable

- Demonstrate an understanding of ethical practices, students' and parents' rights, and federal safeguards in complex situations

- Demonstrate ways to be an ongoing advocate for DHH students' needs and to use technology to plan and implement instruction

- Demonstrate ways to be a professional practitioner (membership in a learning community, acknowledging oneself as a lifelong learner, being sensitive to the many aspects of diversity, staying current with evidence-based practices)

- Demonstrate knowledge of the resources effective in teaching DHH students (Visual Phonics, handbook for itinerant teachers, ASL flashcards)

- Demonstrate effective strategies for preparing DHH students for final transitions (community-based experiences, meeting with guest speakers, resume writing)

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

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

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

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

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

8. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis *test*

What if English is not my primary language?

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

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

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

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

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

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at **https://www.ets.org/s/praxis/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf**.

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

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the Bulletin Supplement for Test Takers with Disabilities or Health-related Needs (PDF).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit **www.ets.org/praxis/test_day/bring**.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- ❐ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?

- ❐ Have you followed all of the test registration procedures?

- ❐ Do you know the topics that will be covered in each test you plan to take?

- ❐ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?

- ❐ Do you know how long the test will take and the number of questions it contains?

- ❐ Have you considered how you will pace your work?

- ❐ Are you familiar with the types of questions for your test?

- ❐ Are you familiar with the recommended test-taking strategies?

- ❐ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?

- ❐ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?

- ❐ If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered "yes" to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

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

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

- *Praxis* Passing Scores, found at **https://www.ets.org/praxis/institutions/scores/passing/**

- State requirements, found at **www.ets.org/praxis/states**

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

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

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

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

Your teaching career is worth preparing for, so start today!

Let the Praxis® Study Companion guide you.

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

www.ets.org/praxis/testprep

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

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