

The Praxis® Study Companion

# Special Education: Teaching Students with Visual Impairments

5282



# Welcome to the *Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 49).

### **What should I expect when taking the test on computer?**

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

### **Where and when are the *Praxis* tests offered?**

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

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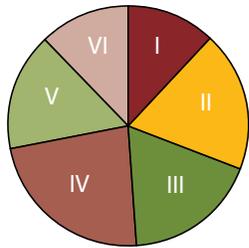
*The Praxis® Study Companion guides you through the steps to success*

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Special Education: Teaching Students with Visual Impairments (5282)

Test at a Glance			
<b>Test Name</b>	Special Education: Teaching Students with Visual Impairments		
<b>Test Code</b>	5282		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	120		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Principles and Educational Rights for Students with Disabilities	15	12%
	II. Development and Characteristics of Students with Visual Impairments	23	19%
	III. Planning and Managing the Learning and Teaching Environment	21	18%
	IV. Implementing Instruction	27	23%
	V. Assessment	20	16%
	VI. Professional Practice, Collaboration, and Counseling	14	12%

### About This Test

The Special Education: Teaching Students with Visual Impairments (TSVI) 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 CEC Division on Visual Impairments and Deafblindness (DVIDB). The test is also informed by the existing Core Curriculum and the Expanded Core Curriculum for Blind and Visually Impaired 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 35.

### I. Principles and Educational Rights for Students with Disabilities

#### A. Knows policies and procedures for screening, prereferral, and classification of students with visual impairments

#### B. Understands federal requirements for the referral and identification of students with disabilities

1. Describes the steps in referral and identification process
  - a. parental consent
  - b. case study evaluation
  - c. multidisciplinary evaluation
  - d. independent educational evaluation
  - e. individualized Education Program (IEP)
  - f. placement
  - g. re-evaluation process

#### C. Understands federal safeguards of stakeholders' rights

1. Describes federal safeguards of stakeholders' rights
  - a. prior written notice in understandable language
  - b. parental consent
  - c. confidentiality information
  - d. access to records
  - e. independent assessment at public expense
  - f. mediation
  - g. due process
  - h. free and appropriate education and least restrictive environment
2. Provides examples of how stakeholders' rights impact educational decisions

#### D. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)

1. Describes the components of an IFSP
  - a. statement of child's present levels of physical, cognitive, communication, social or emotional, and adaptive development
  - b. major outcomes for the child and family

- c. specific early intervention services, including frequency, intensity, location, and method
- d. environments in which early intervention services will be provided
- e. objective criteria and evaluation procedures
- f. informed written consent of parents/caregivers

2. Describes the components of an IEP
  - a. statement of child's present levels of academic achievement and functional performance
  - b. measurable annual goals
  - c. measurable short-term objectives
  - d. specially designed instruction, including strategies, methods, and materials
  - e. extent of inclusion in regular education programs and accommodations needed
  - f. related or support services to be provided, including the nature, frequency, and duration of services
  - g. objective criteria and evaluation procedures
  - h. participation in testing
  - i. transition services
  - j. informed written consent of parents/caregivers

#### E. Understands the provisions of major legislation that impact the field of special education

1. Identifies legislation impacting the field of special education
  - a. Public Law 94-142
  - b. IDEA 2004
  - c. Section 504 of the Rehabilitation Act
  - d. Assistive Technology Act of 1998
  - e. Americans with Disabilities Act
  - f. state provisions
2. Explains how the provisions of major legislation are related to educational decisions

#### F. Understands the basic characteristics and defining factors of the 13 areas of disabilities defined under IDEA

1. Identifies the areas of disability and their basic characteristics
2. Explains the implications of each area of disability within educational contexts

## II. Development and Characteristics of Students with Visual Impairments

### A. Understands terminology related to the visual system and visual disorders

1. Knows common causes of visual disorders
  - a. illness
  - b. trauma
  - c. complications during pregnancy or delivery
  - d. inherited traits
  - e. neurological disorders
  - f. environment factors

### B. Understands characteristics of students with visual impairments and/or additional exceptionalities

1. Describes stereotypic behaviors and their causes
2. Identifies impairments/behaviors associated with commonly seen etiologies and syndromes

### C. Understands the typical and atypical development, structure, and function of the human visual system

1. Explains the processes involved in the development of the visual system, including developmental milestones
2. Describes the anatomical components of the visual system
  - a. eyelid and conjunctiva
  - b. parts of the eye
  - c. optic nerve
  - d. optic chiasm
  - e. optic tract
  - f. visual cortex
3. Explains how the human visual system functions
  - a. physiology of vision
  - b. field of view
  - c. eye movement
  - d. binocular vision
  - e. color vision
  - f. depth perception
  - g. optic radiation
4. Understands the role of vision in typical development and learning across developmental domains

### D. Understands the impact of visual impairment on development and learning across the lifespan

1. Describes ways in which visual impairment affects students' development in all domains
2. Describes the effect visual impairment has on a variety of learning situations
  - a. incidental
  - b. purposeful

### E. Understands how etiology, degree, and onset of visual impairment affect students' development and learning

1. Describes the effects of different visual conditions on learning
  - a. congenital versus adventitious
  - b. blind versus low vision
  - c. central versus peripheral field loss

### F. Understands that medication may affect visual systems and functioning

### G. Understands the impact of visual impairment on sensory function

### H. Understands the impact of additional disabilities on the development and learning of students with visual impairments

1. Intellectual disability
2. Neuromotor impairments
3. Deafness and hearing loss
4. Orthopedic impairments

### I. Understands the impact of environmental factors on students' development and learning

1. Socioeconomic status
2. Gender
3. Culture
4. Prior knowledge and experience
5. Language
6. Educational setting

**J. Understands how motivation affects students' learning and behavior**

1. Knows the major contributions of foundational behavioral theorists to education
  - a. Thorndike
  - b. Watson
  - c. Maslow
  - d. Skinner
  - e. Erickson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
3. Defines terms related to foundational motivation theories
  - a. self-determination
  - b. attribution
  - c. extrinsic/intrinsic motivation
  - d. cognitive dissonance
  - e. classic and operant conditioning
  - f. positive and negative reinforcement
  - g. punishment
4. Relates motivation theories to instruction, learning, and classroom management
5. Recognizes that motivational methods may vary due to visual impairment

**K. Understands the critical role of early intervention for students with visual impairments**

1. Describes the effects of early intervention on the development of a child's communication skills
2. Describes the role of early intervention in family support and services

**III. Planning and Managing the Learning and Teaching Environment****A. Understands the specialized curricular needs of students with visual impairments at all developmental levels**

1. Knows the purpose and goals of the expanded core curriculum (ECC)
2. Describes the nine areas of the ECC
3. Knows the importance of integrating the ECC when planning instruction

**B. Knows how to develop learning objectives**

1. Distinguishes among the different learning domains
2. Knows how to apply Bloom's Taxonomy to the development of instructional objectives
3. Knows how to describe observable behaviors
4. Knows how to describe measurable outcomes

**C. Knows how to select, obtain, modify, adapt, and create instructional materials to support individual student's learning needs**

1. Recognizes that students with exceptionalities require particular accommodations
2. Knows how to conduct a learning media assessment to guide decisions about a student's literary needs
3. Knows how to select, obtain, modify, adapt, and create instructional materials to meet a recognized need
  - a. literary Braille
  - b. Unified English Braille (UEB)
  - c. basic Nemeth Braille
  - d. tactile graphics
  - e. large print
  - f. NIMAS/NIMAC
  - g. auditory process
  - h. emerging technologies

**D. Knows how to select and use assistive technology to facilitate student learning**

1. Knows the operation and application of a variety of assistive technologies
  - a. adapted science equipment
  - b. Cranmer abacus
  - c. tactile graphics
  - d. screen reading and magnification software
  - e. Braille translation software
  - f. Braille embossers and refreshable Braille display
  - g. slate and stylus
  - h. scanned material access
  - i. portable note-taking devices/PDAs
  - j. large display and talking calculators
  - k. auditory access and accessible material readers

**E. Knows the care, use, and storage of a variety of media used by students who are visually impaired, and methods for instructing others in use**

**F. Knows the theory and practice of effective classroom management in a variety of settings (e.g., itinerant, resource, general education)**

1. Knows how to develop classroom routines and procedures
  - a. knows how to maintain accurate records
  - b. knows how to establish standards of conduct
  - c. knows how to arrange classroom space
  - d. recognizes ways of promoting a positive learning environment

**G. Knows how to use a variety of instructional models and approaches to meet instructional objectives**

1. Knows the basic characteristics of predominant educational theories
  - a. cognitivism
  - b. social-learning theory
  - c. constructivism
  - d. behaviorism
2. Knows how to apply the basic concepts of predominant educational theories in instructional contexts

#### IV. Implementing Instruction

**A. Knows a variety of strategies to help students acquire, maintain, and transfer knowledge to a variety of educational settings**

1. Understands the theoretical foundations of how students learn
  - a. knows how knowledge is constructed
  - b. knows a variety of means by which skills are acquired
  - c. understands a variety of cognitive processes and how they are developed
2. Understands the concepts and terms related to a variety of learning theories
  - a. metacognition
  - b. schema
  - c. transfer/generalization
  - d. self-efficacy
  - e. self-regulation
  - f. zone of proximal development
  - g. classical and operant conditioning

**B. Understands how to select and implement interventions, accommodations, modifications, and adaptations for students with visual impairments**

**C. Knows a variety of methods, materials, and resources to promote the communication skills of students with visual impairments**

1. Slate and stylus
2. Brailled materials
3. Optical devices
4. Electronic note takers/PDAs
5. Large print
6. Tactile graphics
7. Auditory access
8. Manual communication
9. Communication boards
10. Computer software
11. Emerging technologies

**D. Knows a variety of strategies and materials for teaching and supporting literacy**

1. Distinguishes among functional, emergent, and academic literacy
2. Knows how to use information from a functional vision assessment (FVA) and a learning media assessment (LMA) to guide the selection of literacy media and tasks
3. Knows how to collaborate with peers to provide students with access to literacy materials used by sighted peers
4. Knows how to instruct students in the use of literacy aids
5. Knows how to modify or adapt materials to enable access to information
6. Knows how to conduct assessments to inform literacy skills instruction

**E. Knows a variety of strategies and materials for teaching concept development**

1. Knows a variety of methods for teaching concrete and abstract concepts
2. Knows how to determine concepts that may need to be pretaught
3. Knows how to guide others in explaining visual material to students with visual impairments
4. Knows strategies for generalizing concepts

**F. Knows strategies and environmental adaptations for developing students' basic visual efficiency skills**

1. Identifies basic visual skills of localizing, scanning, tracing, and tracking
2. Knows basic techniques for promoting the use of visual skills across environments to assist in mobility
3. Knows adaptations related to glare, lighting, contrast, and positioning
4. Knows how to customize adaptations based on a student's eye condition and functional vision

**G. Knows strategies for developing listening comprehension and compensatory auditory skills**

1. Knows the components necessary for listening comprehension
  - a. retaining auditory information in short-term memory
  - b. recognizing stress, rhythm, and tone patterns
  - c. recognizing word patterns and vocabulary
  - d. detecting key words
  - e. deriving meaning from context
2. Knows techniques for teaching listening comprehension skills
  - a. identifying the purpose for listening
  - b. determining relevant information
  - c. using listening strategies flexibly and appropriately
  - d. checking for comprehension
  - e. following written materials
3. Understands strategies for effective listening
  - a. attending to the speaker
  - b. restating key points
  - c. asking appropriate questions
  - d. interpreting information
  - e. providing relevant feedback
  - f. being respectful
  - g. listening interactively

**H. Knows strategies to help students use their senses of touch, smell, and taste, as appropriate, to gather information about their environment**

**I. Knows basic strategies for the development of orientation and mobility skills**

1. Sensory awareness
2. Spatial concepts
3. Systematic search patterns
4. Independent movement
5. Sighted guide
6. Protective techniques

**J. Knows strategies for teaching social-emotional, daily living, and functional life skills**

1. Knows how to assess students' social and daily living skills
2. Knows how to use role play, problem-solving scenarios, and peer-mediated interventions
3. Knows how to provide information about sexuality, as appropriate
4. Knows strategies for teaching self-advocacy skills and provides opportunities for advocating independently
5. Knows how to foster positive self-esteem
6. Knows strategies for teaching daily living skills

**K. Knows strategies for developing prevocational and career education skills**

1. Knows how to work with team members to assess students' vocational and career interests, preferences, and aptitudes
2. Knows how to explain the impact of visual impairment on students' ability to obtain and maintain employment
3. Knows how to support students' development of organizational, study, and time management skills
4. Knows how to provide opportunities for career exploration
5. Knows how to communicate workplace behavior and a work ethic

## V. Assessment

### A. Understands the basic terminology associated with assessment

1. Validity, reliability, norm referenced, criterion referenced
2. Raw score, scaled score, percentile
3. Mean, median, mode, range, standard deviation
4. Grade-equivalent scores, age-equivalent scores

### B. Understands terminology associated with assessment of students with visual impairments

1. Functional vision assessment (FVA)
2. Learning media assessment (LMA)
3. Low-vision evaluation (LVE)
4. Assistive technology assessment
5. Orientation and mobility assessment

### C. Understands the legal and ethical issues related to assessment

1. Validity
2. Reliability
3. Bias related to gender, language, culture, socioeconomic status
4. Qualifications of examiners
5. Accommodations/modifications
6. Socioeconomic status

### D. Understands the legal and ethical issues related to assessment of students with visual impairments

1. Flagging
2. Testing accommodations
3. Testing modifications
4. Proctoring issues
5. Use of tactile graphics
6. Equivalent questions
7. Test format and content

### E. Knows the distinctions between the legal and functional definitions of terms related to visual impairment

1. Functionally blind
2. Low vision
3. Legally blind
4. FDB (functions at the definition of blindness)
5. Visual efficiency
6. Utilization of visual information
7. Visual-field restrictions

### F. Knows how to gather background information and family history related to a student's visual status

### G. Knows how to interpret eye reports and other vision-related diagnostic information

### H. Knows how to use data from disability-specific assessment instruments

### I. Knows how to conduct formal and informal assessment of areas of development impacted by visual impairment

### J. Knows how to conduct assessments of the progress and academic achievement of students with visual impairments

### K. Knows how to adapt non-disability-specific instruments for students with visual impairments

### L. Knows how to seek and synthesize information from a range of sources to develop comprehensive profiles of students with visual impairments

### M. Knows how to collaborate with parents/caregivers and school and community personnel in assessments of students with visual impairments

### N. Knows how to use assessment data to make eligibility, program, and placement recommendations for students with visual impairments

### O. Knows how to create and maintain records of assessment procedures, resulting actions, and ongoing progress for students with visual impairments

- P. Knows how to communicate assessment results to students, parents/caregivers, and school and community personnel, using language appropriate for the audience**
- Q. Understands the role of formal and informal assessment in guiding the instructional process**
1. Defines and provides uses and examples of formal and informal assessment modes
  2. Explains how the results of formal and informal assessments are used in making educational decisions
- R. Understands the uses, strengths, and limitations of a variety of assessment instruments used to evaluate student performance**
1. Essay
  2. Selected response
  3. Portfolio
  4. Conference
  5. Observation
  6. Performance
- S. Knows how to select or adapt assessment tools and procedures for assessment of the performance of students with visual impairments**
1. Describes the uses, strengths, and limitations of a variety of assessments for students with visual impairments
- T. Knows how to use technology to conduct and/or adapt assessments**
- U. Knows how to interpret and use assessment data for instructional planning**
- VI. Professional Practice, Collaboration, and Counseling**
- A. Knows how to locate information on current research, practice, issues, and movements in the field of education**
- B. Knows how to locate information on current research, practice, issues, and movements in the field of education of students with visual impairments**
- C. Knows organizations and publications relevant to the field of education of students with visual impairments**
1. Is familiar with organizations serving students with visual impairments, their families, and educators
    - a. American Council of the Blind
    - b. American Foundation for the Blind
    - c. International Council for Education of People with Visual Impairment
    - d. National Alliance of Blind Students
    - e. National Association for Visually Handicapped
    - f. National Association of Blind Students
    - g. National Federation of the Blind
  2. Is familiar with publications serving students with visual impairments, their families, and educators
    - a. Journal of Visual Impairment and Blindness
    - b. Teaching Exceptional Children
    - c. Technology and Disability
    - d. Access World
    - e. The Educator
    - f. Braille Monitor
    - g. Future Reflections
- D. Knows the legal and ethical implications of laws and regulations related to the education of students with disabilities and specifically to students with visual impairments**
1. IDEA 2004, ADA, Section 504 of the Rehabilitation Act
  2. Federal quota funds, Federal entitlements, American Printing House for the Blind (APH)

- E. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers**
1. Equal access
  2. Privacy and confidentiality
  3. First Amendment issues
  4. Intellectual freedom
  5. Mandated reporting of child neglect/abuse
  6. Due process
  7. Liability
  8. Licensing and tenure
  9. Copyright
- F. Knows strategies for planning and conducting collaborative conferences with students with visual impairments, their families, and school and community members**
1. Knows the elements of successful collaboration
    - a. developing an action plan
    - b. identifying the stakeholders
    - c. identifying the purpose of the collaboration
    - d. supporting effective communication
    - e. seeking support
- G. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs**
1. Knows how to work and communicate within a team context
  2. Knows how to observe, record, and assess the performance and behaviors of special education students
  3. Knows how to contribute to development of interventions and strategies
  4. Knows how to contribute to determinations of supplementary aids and services
  5. Knows how to implement an IEP
- H. Knows how to communicate with school personnel about the characteristics and needs of students with visual impairments**
- I. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with visual impairments**
1. Facilitating career exploration
  2. Providing opportunities for job shadowing or work experience
  3. Training in compensatory skills
- J. Knows techniques for structuring and supervising the activities of paraprofessionals who work with students with visual impairments**
1. Communicating needs
  2. Planning instructional support
  3. Modeling strategies
  4. Scheduling
  5. Providing specific training
- K. Knows a variety of resources for students with visual impairments and their families, as well as methods for accessing those resources**
- L. Understands the role of educational service personnel and paraprofessionals in the education of students with visual impairments**
1. Orientation and mobility specialist
  2. Teacher of visually impaired students (TVI)
  3. Members of interdisciplinary team
  4. School nurse, physical therapist, paraprofessionals
  5. Itinerant, special education, general education teachers
  6. Transcriber, reader, counselors
- M. Understands ways a visual impairment affects families and the reciprocal effects on the student**
1. Knows common reactions of family members
    - a. grief, denial, anger, anxiety, depression, rejection
    - b. protectiveness, acceptance, advocacy
  2. Knows the effects of family reactions on students
    - a. anxiety, dependence, depression
    - b. reduced self-esteem, social withdrawal
    - c. acceptance, trust, self-advocacy, perseverance

- N. Knows strategies for assisting families in understanding the implications of a student's visual impairment for a student's learning and experience and provides strategies for supporting the student's development and learning**
- O. Knows how to integrate observations provided by students and parents/caregivers in instructional planning and decision making**
- P. Knows a variety of strategies for communicating with parents/caregivers about a student's progress and needs**
  - 1. Knows how to use a variety of verbal, written, and electronic communication methods
  - 2. Is able to communicate using language appropriate for the audience
- Q. Understand the teacher's role as a resource for parents/caregivers, school personnel, and members of the community in providing information about students with visual impairments**

## 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 answers.
- **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 answers and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting answers from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

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

## Understanding Selected-Response Questions

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

**Which of the following is a flavor made from beans?**

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

### How would you answer this question?

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

Try following these steps to select the correct answer.

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

### Try a more challenging example

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

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

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

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

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

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

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

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

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

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

### How to approach unfamiliar formats

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

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

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

## Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

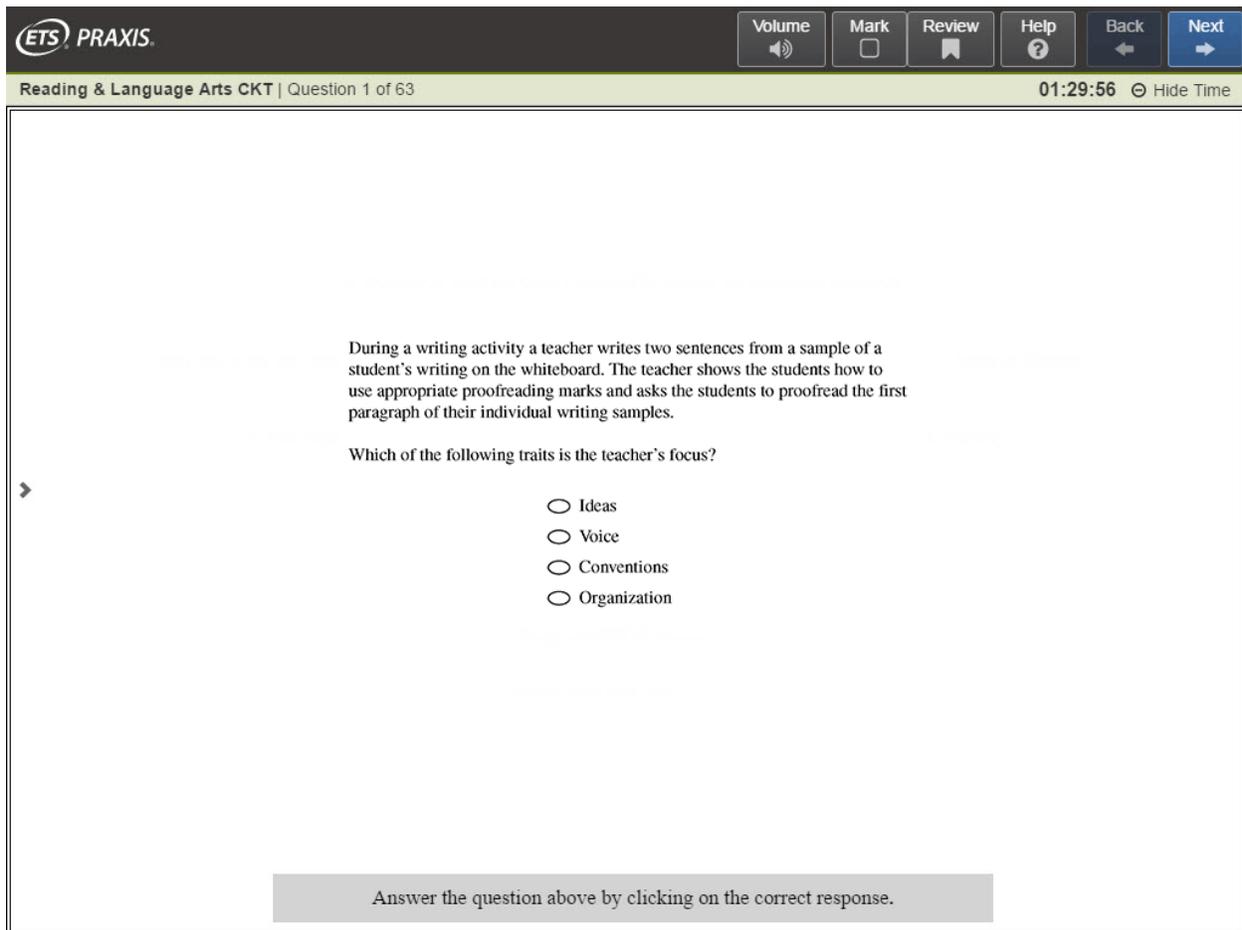
**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Computer Delivery

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



The screenshot shows a computer-delivered test interface. At the top left is the ETS PRAXIS logo. To the right are navigation buttons: Volume, Mark, Review, Help, Back, and Next. Below the navigation bar, the text reads "Reading & Language Arts CKT | Question 1 of 63" on the left and "01:29:56 Hide Time" on the right. The main content area contains the following text:

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

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

- Ideas
- Voice
- Conventions
- Organization

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

## Sample Test Questions

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

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

- Which of the following is the most common refractive error occurring among children with visual disabilities?
  - Myopia
  - Hyperopia
  - Diplopia
  - Astigmatism
- A student with an abnormality in the cones of the eye will most likely
  - have poor color vision
  - be uncomfortable in bright light
  - require corrective lenses for reading
  - benefit from patching one eye
- Infants born prematurely have a greater risk of vision problems than infants born full-term primarily because
  - their eyes are not yet ready to function in daylight
  - medications given to mothers to aid in delivery are harmful to the eyes
  - the development of the eyes is not complete until the final months of gestation
  - medical interventions given to premature infants can result in eye damage
- Which of the following concepts do elementary school children who have been totally blind from birth have the most difficulty understanding?
  - Kernels of corn grow in rows on an axis called a cob.
  - The horizon is the point where Earth and sky seem to meet.
  - When liquid water freezes, it becomes a solid called ice.
  - A songbird can be identified by the song it sings.
- Which of the following is the communication skill that a preschool child who is totally blind is most likely to learn first?
  - Localizing the speaker's voice by sound and facing the speaker
  - Touching the speaker to communicate that the speaker is being heard
  - Using expressive gestures to indicate confusion about a message
  - Repeating what a speaker says to indicate that it was comprehended
- The term "legally blind" applies to individuals with corrected central visual acuity in the better eye at or below which of the following levels?
  - 20/50
  - 20/70
  - 20/100
  - 20/200

7. Under federal law, which of the following is a right that parents of students with disabilities are guaranteed?
- (A) To receive supplemental private tutors for their child during time spent away from the school
  - (B) To obtain an independent evaluation if they are dissatisfied with the data collected by the school
  - (C) To receive the program placement that they requested for their child
  - (D) To request that medical personnel identify their child's evaluation and placement
8. A wide variety of reading materials in braille appropriate for children and youths are available without charge to educational facilities on a quota basis from which of the following sources?
- (A) The American Printing House for the Blind
  - (B) Office of Special Education and Rehabilitative Services
  - (C) Learning Ally
  - (D) The American Foundation for the Blind
9. A medical description of a child with multiple disabilities, including blindness, defines the disabilities in two ways: by etiology, the physiological condition of the child, and by current functioning as determined by average child growth and development scales. Additional information is needed to make decisions about the educational services to be provided for the child. Which of the following is most appropriate to include in the additional information?
- (A) A school psychologist's evaluation of the child's current academic abilities
  - (B) A parent's description of the child's fine motor skill development
  - (C) A teacher's observations of the child's functional social skills
  - (D) A physician's opinion of the child's ability to achieve academically
10. Which of the following is the most inexpensive magnifying device?
- (A) A set of clip-on microscopic or telescopic lenses
  - (B) A handheld bar magnifier
  - (C) A rear view projection screen
  - (D) An overhead projector
11. When reinforcing behavior during a discrete trial or when using applied behavior analysis, satiation occurs when
- (A) the student desires the reinforcer and performs the desired behavior
  - (B) the directions become too complex for the student to respond appropriately
  - (C) the reinforcer no longer elicits the desired response
  - (D) the stimulus to which the student will respond is effective
12. Before light rays focus on the retina of the eye, they must pass through the eye in which of the following orders?
- (A) Lens, cornea, pupil, vitreous humor
  - (B) Cornea, pupil, lens, vitreous humor
  - (C) Pupil, vitreous humor, lens, cornea
  - (D) Lens, vitreous humor, cornea, pupil
13. Which of the following is an example of a teaching practice that best addresses the unique needs of a student with a visual impairment (VI) ?
- (A) An itinerant teacher and a classroom teacher planning and discussing teaching strategies
  - (B) Two certified professionals teaching parallel lessons in the same classroom
  - (C) A classroom teacher and a paraprofessional supervising an experimental approach to teaching students with VI
  - (D) A consultant and a supervisor giving a presentation to general education teachers about community services for students with VI

14. Which of the following is the most appropriate nonoptical accommodation for a student with a visual impairment?
- (A) Providing a stand magnifier that has a built-in illumination system
  - (B) Seating the student facing a filtered but natural light source
  - (C) Removing all surfaces that produce glare from the classroom
  - (D) Matching the lighting level to the student's visual needs
15. A student with glaucoma sometimes falls asleep in class. The most reasonable explanation for the student's behavior is that
- (A) eye strain and headaches related to glaucoma can cause drowsiness
  - (B) children with glaucoma and other visual impairments often do not sleep well
  - (C) medications for pediatric glaucoma can cause drowsiness
  - (D) sleep apnea is common in children who have glaucoma
16. Marie is an eleventh-grade student with low vision that includes loss of contrast sensitivity function (CSF). Which of the following is most likely to address Marie's visual impairment in a trigonometry classroom?
- (A) Using e-books in place of textbooks
  - (B) Using an antiglare filter screen on a computer
  - (C) Using a line guide when listening to what is being read
  - (D) Using simple diagrams with sharp, bold lines
17. Which of the following specialists is specifically trained to collaborate with a teacher to help students with visual impairments develop sensory-integration skills?
- (A) Orientation and mobility instructor
  - (B) Physical therapist
  - (C) Assistive-technology specialist
  - (D) Occupational therapist
18. Joan, a bright eleventh-grade student who is totally blind, is enrolled in a chemistry class. She is experiencing difficulty with experiments and requests assistance from the chemistry teacher. Which of the following strategies is likely to be most effective in helping Joan learn the skills needed to do well in chemistry lab?
- (A) Relieving Joan of the responsibility of participating in the experiments since she does well on the chemistry content knowledge tests
  - (B) Assigning Joan a sighted partner and having Joan act as the recorder in experiments done with the partner
  - (C) Enlisting sighted class members to team with Joan so she can be involved in every phase of the experiments
  - (D) Having Joan do the experiments with a vision specialist outside of the regularly scheduled laboratory time
19. Kelly is a student with a visual impairment who cannot divide three-digit numbers by two-digit numbers using the standard division algorithm. Which of the following is most likely to help Kelly develop the requisite understanding to use the algorithm successfully?
- (A) Undoing multiplication problems on the abacus
  - (B) Using a talking calculator to perform the division
  - (C) Practicing division of 100s by multiples of 10
  - (D) Using manipulatives to model the number facts to 20
20. What does the ophthalmic abbreviation "Dx" appearing on a visual screening report stand for?
- (A) Diopter
  - (B) Distance vision
  - (C) Diagnosis
  - (D) Disease

21. Which of the following is most likely to foster the best collaborative relationship between the home and the school?
- (A) Assigning daily homework that students can complete independently at home or in class
  - (B) Ensuring that the paraprofessionals who work directly with students know how to contact students' parents
  - (C) Increasing time allotted for professional learning communities during the school week
  - (D) Providing multiple opportunities during the year for parental involvement in school activities
22. Parents of a student with a visual impairment notify the teacher that their child has been complaining of eye strain after school each day. Which of the following is an appropriate way for the teacher to adjust the learning environment for the student?
- (A) Seating the student facing a window when the student is reading or working on class assignments
  - (B) Using red markers and simple diagrams when teaching with a whiteboard
  - (C) Incorporating word games, puzzles, and graphs to supplement classroom discussions
  - (D) Reducing glare in the classroom and ensuring the availability of large-print reading materials
23. Of the following expanded core curriculum skills, which should a student with a visual impairment use during conversations?
- (A) Orientation and mobility
  - (B) Sensory efficiency
  - (C) Visual efficiency
  - (D) Social interaction
24. Bart is a ninth-grade student who is hard of hearing and legally blind in one eye. He is of above-average intelligence but is currently functioning slightly below grade level. Which of the following accommodations is most likely to help Bart develop and self-monitor his study skills?
- (A) Assigning a paraprofessional to work with him in all his classes
  - (B) Shortening written assessments and eliminating oral assignments
  - (C) Allowing additional time to complete tests and classroom assignments
  - (D) Providing a checklist to use as assigned activities and tasks are completed
25. Which of the following is an appropriate preliminary activity for a teacher of students who are visually impaired (TSVI) to use to introduce positional concepts to a preschool student?
- (A) Reading stories about children playing outdoors on playground equipment
  - (B) Having the student determine the direction from which sounds are coming
  - (C) Playing games that require the student to use fine motor skills
  - (D) Demonstrating the concepts with real objects in hands-on activities
26. Which of the following types of assessment focuses on early developmental milestones and helps to determine whether further testing is needed?
- (A) Adaptive behavior tests
  - (B) Screening tests
  - (C) Ecological analyses
  - (D) Program evaluations

27. Which of the following adaptations to a social studies lesson on a world culture is most appropriate to assist a student with low vision understand the abstract concepts related to the lesson?
- (A) Having the student listen while peers use a wall map to locate the geographic region where the culture thrives
  - (B) Having the student examine reproductions of artifacts produced by the culture
  - (C) Having the student access an online interactive multimedia presentation about the culture
  - (D) Having the student and classmates role-play a cultural historical event related to the lesson
28. Building on Patterns, a product of the American Printing House for the Blind, is best described as an instructional sequence designed to teach
- (A) the braille math code
  - (B) social interaction skills
  - (C) primary braille literacy
  - (D) auditory discrimination
29. By law, how frequently must parents be invited to attend meetings to review their child's individualized education program?
- (A) Monthly
  - (B) Quarterly
  - (C) At least once a year
  - (D) At least once every two years
30. By law, what is the role of the representative of the public agency at an IEP meeting?
- (A) To interpret the mandates of IDEA for the participants
  - (B) To document the decision of the IEP team for the district
  - (C) To determine the effectiveness of a student's goals and objectives
  - (D) To assure that services specified in the IEP will be actually be provided

## Answers to Sample Questions

1. The correct answer is (A). Nearsightedness or myopia is the most common refractive error occurring among children.
2. The correct answer is (A). Cones, located in the retina of the eye, allow for color perception. A student with an impairment affecting the cones is likely to be color-blind.
3. The correct answer is (C). The human eyes develop rapidly in the last month of gestation and premature birth impedes this development.
4. The correct answer is (B). An elementary school child totally blind from birth can gain a knowledge of the world through use of his or her remaining senses—touch, smell, hearing, and taste. Many things, such as the horizon, are inaccessible because they depend on the physical process of seeing, although they can be explained.
5. The correct answer is (A). The young child who is totally blind lacks the advantage of the visual cues utilized by the sighted child to identify where a speaker is. The child who is blind must auditorily locate the speaker. Both blind and sighted children must learn that communication involves action, such as turning to the speaker, that indicates attention to what is being said.
6. The correct answer is (D). The most widely used definition of blindness, applied largely for legal purposes, describes a person as blind if that person has central visual acuity of 20/200 or less in the better eye with correcting glasses or central visual acuity of more than 20/200 if there is a field defect in which the peripheral field has contracted to such an extent that the widest diameter of visual field subtends an angular distance no greater than 20 degrees.
7. The correct answer is (B). According to federal laws pertinent to individuals with disabilities, such as the Individuals with Disabilities Education Improvement Act, parents are to be involved in the evaluation and placement of their children, including being given notice in their primary language that an evaluation will take place, access to all records relevant to the evaluation and placement, and recourse to appeal for an independent evaluation if they are dissatisfied with the initial evaluation and placement. The placement is decided on the basis of the evaluation conducted by the evaluation team, not on what the parents request.

8. The correct answer is (A). Established as a national agency in 1858, the American Printing House for the Blind annually registers all blind children and youths enrolled in public educational facilities and determines on the basis of congressional appropriations a current per capita quota for each student. Educational facilities are assigned a multiple of that quota corresponding to their enrollment and can order books and materials according to their needs.
9. The correct answer is (A). Evaluation of children who are blind with additional disabilities appropriately involves medical professionals, psychologists, and social workers, who provide information specifically related to their respective fields of expertise. However, in making a decision about a child's educational services, it is most appropriate to consider the judgment of the specialist trained to make such decisions, namely the school psychologist.
10. The correct answer is (B). The most inexpensive magnifying device is a simple handheld magnifier, such as a bar magnifier, because this device does not require special fitting or expensive production and/or installation costs.
11. The correct answer is (C). Satiation is a term in behavioral psychology that means that a behavior has been reinforced so often with a particular reinforcer that the reinforcer has lost its power to satisfy. An individual has essentially had the appetite for the reinforcer satisfied, and no longer responds to it.
12. The correct answer is (B). Before the light reaches the retina of the eye, it must pass through the clear sclera or outer covering of the eyeball, then through the cornea, pupil, and the lens. Next it travels through the vitreous gel in the eyeball and finally enters the retina.
13. The correct answer is (A). Most general education classroom teachers need assistance when they have a student with a visual impairment in their class. An itinerant teacher of students who are visually impaired (TSVI) is trained to teach students with visual impairments and to support the general education teacher. Preparing lessons together and devising appropriate instructional strategies is most likely to result in a student with a visual impairment accessing the same curriculum in the same way as classmates, and that is the goal of the Individuals with Disabilities Education Act (IDEA).

14. The correct answer is (D). A nonoptical accommodation is one that does not involve a tool or technology that enhances vision. A stand magnifier is an optical tool. A student should not be seated facing the light. It is not possible to remove all surfaces in a classroom that produce glare.

15. The correct answer is (C). There are several approved drugs for pediatric glaucoma, and they all cause side effects. Drowsiness is one such side effect and can explain why a student might nod off in class.

16. The correct answer is (D). Low vision with a loss of contrast sensitivity function means that the student needs to use materials that are enlarged and contain illustrations that are simply presented using sharply contrasting elements. This can be achieved by using simple fonts, diagrams, maps, charts, and figures that contain sharp, bold lines.

17. The correct answer is (D). An occupational therapist works with students who are blind to help them use their hearing, touch, body position, and movement sensations for everyday activities.

18. The correct answer is (C). By conducting experiments in chemistry class, students learn from each other as well as from the activity in a way not readily achieved through other activities. Therefore, active participation in conducting experiments in class should be a part of Joan's learning experiences. Having sighted team members willing to work along with Joan allows her the experience.

19. The correct answer is (C). To develop an understanding of the algorithm for dividing three-digit numbers by two-digit numbers, Kelly needs to use numbers that are easy to work with. The tens and hundreds are such numbers. They can be easily represented by tactile number tiles and separated into groups to reveal the division process.

20. The correct answer is (C). The abbreviation "Dx" is the one used to indicate diagnosis in all visual and medical reports. It is usually the first word on a prescription. It appears on reports that a vision specialist might need to explain to others.

21. The correct answer is (D). Parents who are kept informed by the school administration and staff through newsletters, emails, and conferences, for example, and who are invited to participate in school activities are more likely to support school personnel and school goals for their children. They are more likely to come to parent conferences and to volunteer even if they have many other commitments. They advocate actively for their children and help teachers understand the special needs of a student who is visually impaired.

22. The correct answer is (D). Reducing glare in the classroom from windows and lights and ensuring the availability of large-print reading materials are effective ways to help reduce eye strain experienced by a student who has a visual impairment.

23. The correct answer is (D). The expanded core curriculum (ECC) for children and youths who are blind and visually impaired (VI) consists of a body of knowledge and skills that are needed by students with visual impairment due to their unique disability-specific needs. According to the ECC, a student is trained to behave in socially appropriate ways during a conversation by listening politely, taking his or her turn, not interrupting, looking at the speaker, and asking polite questions.

24. The correct answer is (D). If Bart is to be successful in school, he needs to become an independent and intrinsically motivated student. Of the ways listed, the one that is most likely to help him develop the ability to work independently, completely, and in a timely manner is the use of a checklist provided by his teacher.

25. The correct answer is (D). Spatial concepts such as "over and under" and "in and out" should be taught by a TSVI using actions and hands-on contact with real objects in real situations.

26. The correct answer is (B). Screenings are used early in a child's life to provide information about motor, cognitive, and sensory functioning and to decide whether referral for additional testing is indicated.

27. The correct answer is (D). A role-playing activity brings aspects of a particular culture to life and allows the student with a visual impairment to actively participate in learning the same material as the sighted students learn.

28. The correct answer is (C). The Building on Patterns series is a complete primary literacy program designed to teach beginning Braille users to read, write, and spell in Braille.

29. The correct answer is (C). IDEA states that the IEP must be reviewed periodically, but not less than annually.

30. The correct answer is (D). According to IDEA, the individual representing the public agency, usually the school district, at an IEP meeting must be able to commit the resources of the agency and assure that whatever services are specified in the IEP will be provided.

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

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

### 2) Assess how well you know the content.

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

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

### 5) Practice explaining the key concepts.

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

### 6) Understand how questions will be scored.

Scoring information can be found on page 52.

### 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 33 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 33, 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 19.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

## 5. Develop Your Study Plan

*Develop a personalized study plan and schedule*

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

**Use this worksheet to:**

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

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

**Test Date:** 9/15/18

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

(continued on next page)

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





## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Special Education: Teaching Students with Visual Impairments test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

### Discussion Areas

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

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

## Study Topics

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

### I. Principles and Educational Rights for Students with Disabilities

#### A. Knows policies and procedures for screening, prereferral, and classification of students with visual impairments

#### B. Understands federal requirements for the referral and identification of students with disabilities

1. Describes the steps in referral and identification process
  - a. parental consent
  - b. case study evaluation
  - c. multidisciplinary evaluation
  - d. independent educational evaluation
  - e. individualized Education Program (IEP)
  - f. placement
  - g. re-evaluation process

#### C. Understands federal safeguards of stakeholders' rights

1. Describes federal safeguards of stakeholders' rights
  - a. prior written notice in understandable language
  - b. parental consent
  - c. confidentiality information
  - d. access to records
  - e. independent assessment at public expense
  - f. mediation
  - g. due process
  - h. free and appropriate education and least restrictive environment
2. Provides examples of how stakeholders' rights impact educational decisions

#### D. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)

1. Describes the components of an IFSP
  - a. statement of child's present levels of physical, cognitive, communication, social or emotional, and adaptive development
  - b. major outcomes for the child and family

- c. specific early intervention services, including frequency, intensity, location, and method
- d. environments in which early intervention services will be provided
- e. objective criteria and evaluation procedures
- f. informed written consent of parents/caregivers

#### 2. Describes the components of an IEP

- a. statement of child's present levels of academic achievement and functional performance
- b. measurable annual goals
- c. measurable short-term objectives
- d. specially designed instruction, including strategies, methods, and materials
- e. extent of inclusion in regular education programs and accommodations needed
- f. related or support services to be provided, including the nature, frequency, and duration of services
- g. objective criteria and evaluation procedures
- h. participation in testing
- i. transition services
- j. informed written consent of parents/caregivers

#### E. Understands the provisions of major legislation that impact the field of special education

1. Identifies legislation impacting the field of special education
  - a. Public Law 94-142
  - b. IDEA 2004
  - c. Section 504 of the Rehabilitation Act
  - d. Assistive Technology Act of 1998
  - e. Americans with Disabilities Act
  - f. state provisions
2. Explains how the provisions of major legislation are related to educational decisions

#### F. Understands the basic characteristics and defining factors of the 13 areas of disabilities defined under IDEA

1. Identifies the areas of disability and their basic characteristics
2. Explains the implications of each area of disability within educational contexts

### Discussion areas: Principles and Educational Rights for Students with Disabilities

- Summarize the events in the United States that led to the development of Public Law 94-142, which continues to the present as IDEA, including the aim of the legislation and why it was necessary.
- Describe the guidelines for referral, assessment, conferencing, placement, and annual review and transition services for students who are blind or have a visual impairment.
- Identify who is required to be included in educational referral, evaluation, and placement conferences for students who qualify for special education services.
- Define “discrimination” and identify what discriminatory practices federal and state laws safeguard against with regard to educational placement, assessment for special education services, and enrollment in special education services.
- Describe how teachers of students who are blind or visually impaired (TSVI) safeguard against discriminatory practices for diverse populations of students.
- Define “people-first language” and describe how it should influence professionals’ communication with parents, teachers, and students.
- Describe in detail the similarities and differences between the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP), including when the IFSP and the IEP are developed.
- Identify some basic strategies for effective counseling of parents and students about vision loss, including the role of the TSVI in supporting effective transition planning and implementation of IEP goals.
- Compare and contrast high-incidence with low-incidence disabilities and describe the characteristics associated with each (e.g., autism spectrum disorder, traumatic brain injury, attention-deficit/hyperactivity disorder).

## II. Development and Characteristics of Students with Visual Impairments

### A. Understands terminology related to the visual system and visual disorders

1. Knows common causes of visual disorders
  - a. illness
  - b. trauma
  - c. complications during pregnancy or delivery
  - d. inherited traits
  - e. neurological disorders
  - f. environment factors

### B. Understands characteristics of students with visual impairments and/or additional exceptionalities

1. Describes stereotypic behaviors and their causes
2. Identifies impairments/behaviors associated with commonly seen etiologies and syndromes

### C. Understands the typical and atypical development, structure, and function of the human visual system

1. Explains the processes involved in the development of the visual system, including developmental milestones
2. Describes the anatomical components of the visual system
  - a. eyelid and conjunctiva
  - b. parts of the eye
  - c. optic nerve
  - d. optic chiasm
  - e. optic tract
  - f. visual cortex
3. Explains how the human visual system functions
  - a. physiology of vision
  - b. field of view
  - c. eye movement
  - d. binocular vision
  - e. color vision
  - f. depth perception
  - g. optic radiation
4. Understands the role of vision in typical development and learning across developmental domains

**D. Understands the impact of visual impairment on development and learning across the lifespan**

1. Describes ways in which visual impairment affects students' development in all domains
2. Describes the effect visual impairment has on a variety of learning situations
  - a. incidental
  - b. purposeful

**E. Understands how etiology, degree, and onset of visual impairment affect students' development and learning**

1. Describes the effects of different visual conditions on learning
  - a. congenital versus adventitious
  - b. blind versus low vision
  - c. central versus peripheral field loss

**F. Understands that medication may affect visual systems and functioning****G. Understands the impact of visual impairment on sensory function****H. Understands the impact of additional disabilities on the development and learning of students with visual impairments**

1. Intellectual disability
2. Neuromotor impairments
3. Deafness and hearing loss
4. Orthopedic impairments

**I. Understands the impact of environmental factors on students' development and learning**

1. Socioeconomic status
2. Gender
3. Culture
4. Prior knowledge and experience
5. Language
6. Educational setting

**J. Understands how motivation affects students' learning and behavior**

1. Knows the major contributions of foundational behavioral theorists to education
  - a. Thorndike
  - b. Watson
  - c. Maslow
  - d. Skinner
  - e. Erickson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
3. Defines terms related to foundational motivation theories
  - a. self-determination
  - b. attribution
  - c. extrinsic/intrinsic motivation
  - d. cognitive dissonance
  - e. classic and operant conditioning
  - f. positive and negative reinforcement
  - g. punishment
4. Relates motivation theories to instruction, learning, and classroom management
5. Recognizes that motivational methods may vary due to visual impairment

**K. Understands the critical role of early intervention for students with visual impairments**

1. Describes the effects of early intervention on the development of a child's communication skills
2. Describes the role of early intervention in family support and services

**Discussion areas: Development and Characteristics of Students with Visual Impairments**

- Describe the major developmental milestones that characterize children's development from birth to 12 years of age.
- Explain the fundamentals of vision, including the anatomy and physiology of the eye.
- Recognize typical and atypical development of children with and without vision loss.
- Describe the impact of vision loss on children's academic progress, social adjustment, and quality of life and the critical role of early intervention.

- Discuss the implications of foundational motivation theories for instruction, learning, and motivation of students who are blind or visual impaired.
  - Discuss the impact of vision loss and co-occurring conditions on a child's development.
  - Describe what stressors may impede the effective functioning of families with a child presenting with a vision loss, including how the TSVI, in conjunction with other professionals, works with the family to eliminate or reduce the impact of the stressors.
3. Knows how to select, obtain, modify, adapt, and create instructional materials to meet a recognized need
    - a. literary Braille
    - b. Unified English Braille (UEB)
    - c. basic Nemeth Braille
    - d. tactile graphics
    - e. large print
    - f. NIMAS/NIMAC
    - g. auditory process
    - h. emerging technologies

**D. Knows how to select and use assistive technology to facilitate student learning**

1. Knows the operation and application of a variety of assistive technologies
  - a. adapted science equipment
  - b. Cranmer abacus
  - c. tactile graphics
  - d. screen reading and magnification software
  - e. Braille translation software
  - f. Braille embossers and refreshable Braille display
  - g. slate and stylus
  - h. scanned material access
  - i. portable note-taking devices/PDAs
  - j. large display and talking calculators
  - k. auditory access and accessible material readers

**III. Planning and Managing the Learning and Teaching Environment**

**A. Understands the specialized curricular needs of students with visual impairments at all developmental levels**

1. Knows the purpose and goals of the expanded core curriculum (ECC)
2. Describes the nine areas of the ECC
3. Knows the importance of integrating the ECC when planning instruction

**B. Knows how to develop learning objectives**

1. Distinguishes among the different learning domains
2. Knows how to apply Bloom's Taxonomy to the development of instructional objectives
3. Knows how to describe observable behaviors
4. Knows how to describe measurable outcomes

**C. Knows how to select, obtain, modify, adapt, and create instructional materials to support individual student's learning needs**

1. Recognizes that students with exceptionalities require particular accommodations
2. Knows how to conduct a learning media assessment to guide decisions about a student's literary needs

**E. Knows the care, use, and storage of a variety of media used by students who are visually impaired, and methods for instructing others in use**

**F. Knows the theory and practice of effective classroom management in a variety of settings (e.g., itinerant, resource, general education)**

1. Knows how to develop classroom routines and procedures
  - a. knows how to maintain accurate records
  - b. knows how to establish standards of conduct
  - c. knows how to arrange classroom space
  - d. recognizes ways of promoting a positive learning environment

**G. Knows how to use a variety of instructional models and approaches to meet instructional objectives**

1. Knows the basic characteristics of predominant educational theories
  - a. cognitivism
  - b. social-learning theory
  - c. constructivism
  - d. behaviorism
2. Knows how to apply the basic concepts of predominant educational theories in instructional contexts

**Discussion areas: Planning and Managing the Learning and Teaching Environment**

- Describe the most common interventions for students who are blind or visually impaired, based on best practices that are currently in use.
- Discuss what factors influence decision making about the best approach to intervention with each student.
- Identify and describe what service delivery models are commonly used in public schools for students who are blind or visually impaired.
- Identify the curricular needs of students defined in the Expanded Core Curriculum, specialized materials that support learning, and assistive technologies that facilitate learning.
- Compare approaches to organizing students for instruction, techniques for keeping students on task, and strategies for establishing standards of conduct.

**IV. Implementing Instruction****A. Knows a variety of strategies to help students acquire, maintain, and transfer knowledge to a variety of educational settings**

1. Understands the theoretical foundations of how students learn
  - a. knows how knowledge is constructed
  - b. knows a variety of means by which skills are acquired
  - c. understands a variety of cognitive processes and how they are developed
2. Understands the concepts and terms related to a variety of learning theories
  - a. metacognition
  - b. schema
  - c. transfer/generalization
  - d. self-efficacy
  - e. self-regulation
  - f. zone of proximal development
  - g. classical and operant conditioning

**B. Understands how to select and implement interventions, accommodations, modifications, and adaptations for students with visual impairments****C. Knows a variety of methods, materials, and resources to promote the communication skills of students with visual impairments**

1. Slate and stylus
2. Brailled materials
3. Optical devices
4. Electronic note takers/PDAs
5. Large print
6. Tactile graphics
7. Auditory access
8. Manual communication
9. Communication boards
10. Computer software
11. Emerging technologies

**D. Knows a variety of strategies and materials for teaching and supporting literacy**

1. Distinguishes among functional, emergent, and academic literacy
2. Knows how to use information from a functional vision assessment (FVA) and a learning media assessment (LMA) to guide the selection of literacy media and tasks
3. Knows how to collaborate with peers to provide students with access to literacy materials used by sighted peers
4. Knows how to instruct students in the use of literacy aids
5. Knows how to modify or adapt materials to enable access to information
6. Knows how to conduct assessments to inform literacy skills instruction

**E. Knows a variety of strategies and materials for teaching concept development**

1. Knows a variety of methods for teaching concrete and abstract concepts
2. Knows how to determine concepts that may need to be pretaught
3. Knows how to guide others in explaining visual material to students with visual impairments
4. Knows strategies for generalizing concepts

**F. Knows strategies and environmental adaptations for developing students' basic visual efficiency skills**

1. Identifies basic visual skills of localizing, scanning, tracing, and tracking
2. Knows basic techniques for promoting the use of visual skills across environments to assist in mobility
3. Knows adaptations related to glare, lighting, contrast, and positioning
4. Knows how to customize adaptations based on a student's eye condition and functional vision

**G. Knows strategies for developing listening comprehension and compensatory auditory skills**

1. Knows the components necessary for listening comprehension
  - a. retaining auditory information in short-term memory
  - b. recognizing stress, rhythm, and tone patterns
  - c. recognizing word patterns and vocabulary
  - d. detecting key words
  - e. deriving meaning from context
2. Knows techniques for teaching listening comprehension skills
  - a. identifying the purpose for listening
  - b. determining relevant information
  - c. using listening strategies flexibly and appropriately
  - d. checking for comprehension
  - e. following written materials
3. Understands strategies for effective listening
  - a. attending to the speaker
  - b. restating key points
  - c. asking appropriate questions
  - d. interpreting information
  - e. providing relevant feedback
  - f. being respectful
  - g. listening interactively

**H. Knows strategies to help students use their senses of touch, smell, and taste, as appropriate, to gather information about their environment****I. Knows basic strategies for the development of orientation and mobility skills**

1. Sensory awareness
2. Spatial concepts
3. Systematic search patterns
4. Independent movement
5. Sighted guide
6. Protective techniques

**J. Knows strategies for teaching social-emotional, daily living, and functional life skills**

1. Knows how to assess students' social and daily living skills
2. Knows how to use role play, problem-solving scenarios, and peer-mediated interventions
3. Knows how to provide information about sexuality, as appropriate

4. Knows strategies for teaching self-advocacy skills and provides opportunities for advocating independently
5. Knows how to foster positive self-esteem
6. Knows strategies for teaching daily living skills

**K. Knows strategies for developing prevocational and career education skills**

1. Knows how to work with team members to assess students' vocational and career interests, preferences, and aptitudes
2. Knows how to explain the impact of visual impairment on students' ability to obtain and maintain employment
3. Knows how to support students' development of organizational, study, and time management skills
4. Knows how to provide opportunities for career exploration
5. Knows how to communicate workplace behavior and a work ethic

**Discussion areas: Implementing Instruction**

- Describe a variety of strategies for helping students acquire, maintain, and transfer knowledge.
- Discuss the interventions, accommodations, modifications, and adaptations appropriate for students with visual impairments.
- Describe the methods, materials, and resources that promote the communication skills of students with visual impairments.
- Discuss the strategies and materials that support the development of students' literacy and concept development in the content areas.
- Explain how to determine and develop students' visual efficiency skills, listening and comprehension skills, and orientation and mobility skills.
- Describe strategies to develop students' listening-comprehension skills and compensatory auditory skills.
- Explain how to help students use their senses to gather information about the environment.

- Discuss strategies for teaching social-emotional, daily living, and functional life skills.
- Describe ways to develop students' prevocational and career education skills.

**V. Assessment**

**A. Understands the basic terminology associated with assessment**

1. Validity, reliability, norm referenced, criterion referenced
2. Raw score, scaled score, percentile
3. Mean, median, mode, range, standard deviation
4. Grade-equivalent scores, age-equivalent scores

**B. Understands terminology associated with assessment of students with visual impairments**

1. Functional vision assessment (FVA)
2. Learning media assessment (LMA)
3. Low-vision evaluation (LVE)
4. Assistive technology assessment
5. Orientation and mobility assessment

**C. Understands the legal and ethical issues related to assessment**

1. Validity
2. Reliability
3. Bias related to gender, language, culture, socioeconomic status
4. Qualifications of examiners
5. Accommodations/modifications
6. Socioeconomic status

**D. Understands the legal and ethical issues related to assessment of students with visual impairments**

1. Flagging
2. Testing accommodations
3. Testing modifications
4. Proctoring issues
5. Use of tactile graphics
6. Equivalent questions
7. Test format and content

- E. Knows the distinctions between the legal and functional definitions of terms related to visual impairment**
1. Functionally blind
  2. Low vision
  3. Legally blind
  4. FDB (functions at the definition of blindness)
  5. Visual efficiency
  6. Utilization of visual information
  7. Visual-field restrictions
- F. Knows how to gather background information and family history related to a student's visual status**
- G. Knows how to interpret eye reports and other vision-related diagnostic information**
- H. Knows how to use data from disability-specific assessment instruments**
- I. Knows how to conduct formal and informal assessment of areas of development impacted by visual impairment**
- J. Knows how to conduct assessments of the progress and academic achievement of students with visual impairments**
- K. Knows how to adapt non-disability-specific instruments for students with visual impairments**
- L. Knows how to seek and synthesize information from a range of sources to develop comprehensive profiles of students with visual impairments**
- M. Knows how to collaborate with parents/caregivers and school and community personnel in assessments of students with visual impairments**
- N. Knows how to use assessment data to make eligibility, program, and placement recommendations for students with visual impairments**
- O. Knows how to create and maintain records of assessment procedures, resulting actions, and ongoing progress for students with visual impairments**
- P. Knows how to communicate assessment results to students, parents/caregivers, and school and community personnel, using language appropriate for the audience**
- Q. Understands the role of formal and informal assessment in guiding the instructional process**
1. Defines and provides uses and examples of formal and informal assessment modes
  2. Explains how the results of formal and informal assessments are used in making educational decisions
- R. Understands the uses, strengths, and limitations of a variety of assessment instruments used to evaluate student performance**
1. Essay
  2. Selected response
  3. Portfolio
  4. Conference
  5. Observation
  6. Performance
- S. Knows how to select or adapt assessment tools and procedures for assessment of the performance of students with visual impairments**
1. Describes the uses, strengths, and limitations of a variety of assessments for students with visual impairments
- T. Knows how to use technology to conduct and/or adapt assessments**
- U. Knows how to interpret and use assessment data for instructional planning**

**Discussion areas: Assessment**

- Compare and contrast screening, assessment, and diagnostic methods.
- Identify types of assessment and their purposes; summarize the strengths and limitations of each type.
- Identify psychometric concepts and terms associated with standardized tests, such as "validity," "reliability," and "standard scores."

- Identify what medical, developmental, educational, and social information should be collected during assessments and how the information should be used.
- Describe the outcomes of assessment and the responsibility of the TSVI in communicating the information to parents, teachers, and students.
- Identify what records should be maintained and how those records should contribute to documentation to demonstrate the outcomes of intervention (e.g., IEP goals).
- Discuss the multicultural issues that influence assessment and the evidence-based practices used to decrease biased testing and inappropriate outcomes.

## VI. Professional Practice, Collaboration, and Counseling

### A. Knows how to locate information on current research, practice, issues, and movements in the field of education

### B. Knows how to locate information on current research, practice, issues, and movements in the field of education of students with visual impairments

### C. Knows organizations and publications relevant to the field of education of students with visual impairments

1. Is familiar with organizations serving students with visual impairments, their families, and educators
  - a. American Council of the Blind
  - b. American Foundation for the Blind
  - c. International Council for Education of People with Visual Impairment
  - d. National Alliance of Blind Students
  - e. National Association for Visually Handicapped
  - f. National Association of Blind Students
  - g. National Federation of the Blind

2. Is familiar with publications serving students with visual impairments, their families, and educators
  - a. Journal of Visual Impairment and Blindness
  - b. Teaching Exceptional Children
  - c. Technology and Disability
  - d. Access World
  - e. The Educator
  - f. Braille Monitor
  - g. Future Reflections

### D. Knows the legal and ethical implications of laws and regulations related to the education of students with disabilities and specifically to students with visual impairments

1. IDEA 2004, ADA, Section 504 of the Rehabilitation Act
2. Federal quota funds, Federal entitlements, American Printing House for the Blind (APH)

### E. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers

1. Equal access
2. Privacy and confidentiality
3. First Amendment issues
4. Intellectual freedom
5. Mandated reporting of child neglect/abuse
6. Due process
7. Liability
8. Licensing and tenure
9. Copyright

### F. Knows strategies for planning and conducting collaborative conferences with students with visual impairments, their families, and school and community members

1. Knows the elements of successful collaboration
  - a. developing an action plan
  - b. identifying the stakeholders
  - c. identifying the purpose of the collaboration
  - d. supporting effective communication
  - e. seeking support

**G. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs**

1. Knows how to work and communicate within a team context
2. Knows how to observe, record, and assess the performance and behaviors of special education students
3. Knows how to contribute to development of interventions and strategies
4. Knows how to contribute to determinations of supplementary aids and services
5. Knows how to implement an IEP

**H. Knows how to communicate with school personnel about the characteristics and needs of students with visual impairments****I. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with visual impairments**

1. Facilitating career exploration
2. Providing opportunities for job shadowing or work experience
3. Training in compensatory skills

**J. Knows techniques for structuring and supervising the activities of paraprofessionals who work with students with visual impairments**

1. Communicating needs
2. Planning instructional support
3. Modeling strategies
4. Scheduling
5. Providing specific training

**K. Knows a variety of resources for students with visual impairments and their families, as well as methods for accessing those resources****L. Understands the role of educational service personnel and paraprofessionals in the education of students with visual impairments**

1. Orientation and mobility specialist
2. Teacher of visually impaired students (TVI)
3. Members of interdisciplinary team
4. School nurse, physical therapist, paraprofessionals
5. Itinerant, special education, general education teachers
6. Transcriber, reader, counselors

**M. Understands ways a visual impairment affects families and the reciprocal effects on the student**

1. Knows common reactions of family members
  - a. grief, denial, anger, anxiety, depression, rejection
  - b. protectiveness, acceptance, advocacy
2. Knows the effects of family reactions on students
  - a. anxiety, dependence, depression
  - b. reduced self-esteem, social withdrawal
  - c. acceptance, trust, self-advocacy, perseverance

**N. Knows strategies for assisting families in understanding the implications of a student's visual impairment for a student's learning and experience and provides strategies for supporting the student's development and learning****O. Knows how to integrate observations provided by students and parents/caregivers in instructional planning and decision making****P. Knows a variety of strategies for communicating with parents/caregivers about a student's progress and needs**

1. Knows how to use a variety of verbal, written, and electronic communication methods
2. Is able to communicate using language appropriate for the audience

**Q. Understand the teacher's role as a resource for parents/caregivers, school personnel, and members of the community in providing information about students with visual impairments**

**Discussion areas: Professional Practice, Collaboration, and Counseling**

- Explain the roles and responsibilities of the TSVI for collaboration with parents and other professionals throughout assessment, IEP planning, goal writing, implementation of IEPs, and monitoring of student progress.
- Explain the legal and ethical implications of special education laws, regulations, and court decisions.
- Describe the characteristics of effective communication and successful collaboration with stakeholders in the education of students who are blind or visually impaired.
- Discuss the ways a TSVI interacts with general education teachers, paraprofessionals, aids, and other specialists, such as a teacher of the deaf or a physical therapist.
- Discuss ways a TSVI can assist families in understanding the implications of a visual impairment and help them play a meaningful role during instructional planning and evaluation sessions.
- Describe how a TSVI can be an effective reflective practitioner by serving as an advocate for students, keeping up with research in the field, and sharing knowledge with colleagues, parents, and students.

## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

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

#### **Should I guess?**

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

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

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

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

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

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

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

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

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

### **Smart Tips for Taking the Test**

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

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

## 8. Check on Testing Accommodations

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

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

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

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

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

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

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

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

### Are You Ready?

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

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

## How do I know whether I passed the test?

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

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What your *Praxis* scores mean

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

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand).

## Put your scores in perspective

Your score report indicates:

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

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

## Content category scores and score interpretation

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

## Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *Praxis Passing Scores*, found at <https://www.ets.org/praxis/institutions/scores/passing/>
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

# Appendix: Other Questions You May Have

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

## What do the *Praxis* tests measure?

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

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

## Who takes the tests and why?

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

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

## Do all states require these tests?

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

## What is licensure/certification?

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

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

## Why does my state require the *Praxis* tests?

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

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

### How were the tests developed?

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

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

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

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

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

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

### How long will it take to receive my scores?

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

### Can I access my scores on the web?

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

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

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

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

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

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

**[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)**

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

**[www.ets.org/praxis/store](http://www.ets.org/praxis/store)**

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