Welcome to the Praxis® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the Praxis tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 38).
What should I expect when taking the test on computer?
When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the What to Expect on Test Day video to see what the experience is like.

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

Testing schedules may differ, so see the Praxis Web site for more detailed test registration information at www.ets.org/praxis/register.
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1. Learn About Your Test

Learn about the specific test you will be taking

Reading Specialist (5301)

Test at a Glance

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<th>Reading Specialist</th>
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<tr>
<td>Test Code</td>
<td>5301</td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
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| Number of Questions  | Part A: 80 selected-response questions  
                       Part B: 1 constructed-response question and 1 case study |
| Format               | Selected response and constructed response |
| Test Delivery        | Computer delivery  |

<table>
<thead>
<tr>
<th>Content Categories</th>
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<td>Part A: Selected-response Questions</td>
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<tr>
<td>I. Assessment and Diagnostic Teaching</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>II. Reading and Writing Development</td>
<td>45</td>
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<td>III. Leadership Skills and Specialized Knowledge of Pedagogical Principles and Instructional Practices</td>
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<td>IV. Professional Learning and Leadership</td>
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<tr>
<td>V. Analysis of Individual Student Case Study</td>
<td>1</td>
<td>10%</td>
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Pacing and Special Tips

In allocating time on this assessment, it is expected that approximately 80 minutes will be spent on Part A (the selected-response section) and approximately 40 minutes on Part B (about 20 minutes on the constructed-response question and about 20 minutes on the case study). Please note that Parts A and B are not independently timed.

About This Test

The Reading Specialist test is intended primarily for persons who have advanced academic preparation and/or who are being considered for supervisory or instructional positions related to the teaching of reading instruction in grades K–12. The test is most appropriate for candidates with advanced preparation (i.e., those with a master’s degree or course work comparable to the training needed for a master’s degree) who expect to have specialized responsibilities related to the teaching of reading at any level from kindergarten through twelfth grade. It also is appropriate for individuals who wish to be considered for supervisory or instructional positions related to the teaching of reading—those seeking positions as reading clinicians, consultants, supervisors, specialists, coordinators, or resource persons and thus intending to be responsible for more than the teaching of developmental reading in a regular classroom setting.

This test may contain some questions that will not count toward your score.
Step 1: Learn About Your Test

Topics Covered

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

I. Assessment and Diagnostic Teaching
   A. Understand the characteristics and uses of assessment and screening measures for evaluating students’ language proficiency and reading skills
      1. Distinguish between formal and informal assessment and screening measures to evaluate students’ oral and written language proficiency
      2. Distinguish between formal and informal assessments and screening measures to evaluate emergent readers’ and beginning readers’ knowledge and skills, e.g., concepts of print, phonemic awareness, letter recognition, sound-symbol knowledge, single-word recognition, and decoding
      3. Distinguish between formal and informal assessments and screening measures for monitoring the ongoing development of students’ reading skills and strategies, e.g., word-attack skills, vocabulary, word recognition in context, reading fluency, and oral and silent reading comprehension
   B. Understand the use of assessment data to plan reading instruction
      1. Describe methods for using assessment data to diagnose the reading needs of, and tailor instruction for, individual students
      2. Describe methods for using diagnostic reading data to differentiate instruction to accelerate the development of students’ reading skills
      3. Describe methods for using diagnostic reading data to differentiate instruction to address the needs of students with reading difficulties
      4. Describe the uses of flexible groupings in instruction to address students’ changing reading needs

II. Reading and Writing Development
   A. Understand the development of oral language and oral communication skills
      1. Explain appropriate instructional strategies to promote growth in students’ use of oral language, to develop their listening and speaking skills, and to expand their listening and speaking vocabularies
      2. Explain appropriate instructional strategies to build students’ oral communication skills, to help students use oral language for different purposes, and to facilitate the use of oral language for critical thinking and creative expression
      3. Explain appropriate instructional strategies to promote students’ use of oral and nonverbal communication skills in various settings, including group activities and oral presentations
      4. Explain appropriate instructional strategies to promote student’s understanding of oral language structures
      5. Explain appropriate effective methods for facilitating the learning of Standard American English by speakers of other languages and dialects
      6. Explain the relationship between the complex nature of language acquisition and the unique needs of students with language delays and disorders
      7. Explain how to create a learning environment that is respectful of, and responsive to, linguistic and cultural diversity
   B. Understand the development of phonological awareness, including phonemic awareness
      1. Describe phonological awareness and effective instructional strategies for promoting students’ phonological association skills
      2. Describe phonemic awareness and the role of phonemic awareness in reading development
3. Differentiate types of phonemic awareness skills, e.g., phoneme isolation, identity, categorization, blending, segmentation, and deletion

4. Describe instructional strategies to promote development of phonemic awareness skills by helping students hear, say, and manipulate phonemes in spoken words containing one or more syllables

C. Understand how to promote students’ understanding of concepts of print and basic phonetic principles

1. Describe instructional strategies for helping students learn concepts of print and begin to match voice with print. Describe ways to promote students’ automatic recognition of high-frequency sight words

2. Describe ways to help students recognize and name uppercase and lowercase letters

3. Describe instructional strategies to promote students’ understanding of basic phonetic principles by helping students grasp the alphabetic principle, match consonant sounds and short vowel sounds to appropriate letters, and identify beginning consonant sounds in single-syllable printed words

4. Explain the relationship between students’ invented spellings and their understanding of phonetic principles

D. Understand explicit, systematic phonics instruction

1. Describe basic phonic elements

2. Describe explicit instructional strategies for helping beginning readers blend consonant and vowel sounds to decode single-syllable words with regular spellings

3. Describe explicit instructional strategies for helping beginning readers recognize common consonant-vowel patterns and apply knowledge of these patterns to read single-syllable words and decode unfamiliar words through analogy with known words containing familiar patterns

4. Describe explicit instructional strategies for developing and reinforcing students’ skills in using phonics to decode multisyllabic words and read words containing consonant blends, consonant digraphs, vowel combinations, and r-controlled vowels

E. Understand word-analysis skills and vocabulary development

1. Describe the way phonics, syntax, and semantics interact as the reader constructs meaning

2. Describe methods for improving students’ reading proficiency by helping students apply word-analysis skills and word-attack strategies

3. Describe instructional strategies for helping students read unfamiliar multisyllabic words, including compound words, by using syllabication and structural analysis to identify common spelling patterns and morphemes within the word

4. Describe instructional strategies for helping students use context, including sentence structure as well as meaning clues, to identify unfamiliar words and technical terms, determine the relevant meaning of a word with multiple meanings, and verify the relevant meaning and/or pronunciation of a homonym or homograph

5. Demonstrate advanced knowledge of instructional strategies for building and extending vocabulary knowledge

6. Describe instructional strategies for helping students make effective use of a dictionary, thesaurus, glossary, or other word-reference materials to clarify understanding of a word’s denotative and connotative meanings

F. Understand the development of reading fluency and reading comprehension

1. Describe the role and importance of automatic word recognition

2. Describe instructional strategies for promoting development of students’ reading fluency

3. Differentiate the linguistic, sociological, cultural, cognitive, and psychological bases of the reading process and how they influence students’ reading comprehension

4. Differentiate literal, inferential, and evaluative comprehension

5. Describe ways to help students apply comprehension strategies before reading, during reading, and after reading

6. Explain the importance of independent reading in the development of reading comprehension and vocabulary knowledge
7. Explain ways to promote independent reading and family and community involvement in literacy activities

G. **Understand reading comprehension strategies for fiction and poetry**

1. Explain how to select a wide variety of literature at appropriate reading levels to encourage independent and reflective reading and to promote students’ comprehension and enjoyment of, and appreciation for, fiction and poetry
2. Describe instructional strategies to help students comprehend fiction by identifying basic story elements, retelling familiar stories, and making predictions based on information and pictures in the text
3. Describe different genres and types of literature and use this knowledge to improve students’ comprehension
4. Identify instructional strategies to help students recognize different genres and types of literature
5. Describe ways to strengthen students’ comprehension by developing their literary response and analysis skills

H. **Understand reading comprehension strategies for nonfiction**

1. Describe how to select and use a variety of informational, descriptive, and persuasive materials at appropriate reading levels to promote students’ comprehension of nonfiction, including content-area texts
2. Describe how to use a variety of comprehension strategies to clarify understanding of a text
3. Describe instructional strategies to help students distinguish main ideas and supporting details in a nonfiction text and identify the author’s purpose
4. Describe instructional strategies to promote students’ comprehension by helping them identify logical organization and recognize structural patterns in nonfiction text

5. Describe instructional strategies for helping students locate and use evidence from a nonfiction text to support their predictions, opinions, and conclusions

I. **Understand writing skills and processes**

1. Describe writing as a developmental process
2. Describe how to write in various forms and for various audiences and purposes
3. Describe strategies for promoting students’ writing skills
4. Describe the recursive stages in the writing process and integrate appropriate strategies for conferencing with students to provide effective feedback during all phases of writing
5. Describe the characteristics of effective composing
6. Describe the principles of effective written expression
7. Describe the interdependence of reading and writing development and the role of writing activities in promoting reading comprehension

J. **Understand how to promote students’ knowledge of correct spelling, usage, and other writing mechanics.**

1. Describe spelling as a developmental process
2. Describe systematic spelling instruction, including strategies for helping students recognize common orthographic patterns and strategies for helping students generalize spelling knowledge by transferring what they learn in spelling lessons to their own writing
3. Describe appropriate instructional strategies for promoting students’ knowledge and use of writing mechanics, including correct usage, punctuation, and capitalization

K. **Understand writing and reading as tools for inquiry and research**

1. Describe ways to promote students’ research skills by helping the students apply effective reading techniques and writing techniques to locate, organize, evaluate, and synthesize information from a variety of print and electronic sources
2. Describe how to help students use text organizers to help locate and categorize information
3. Describe strategies for helping students make effective use of reference materials
4. Describe how to promote students’ skills in using technology, including electronic media, to conduct research and create final products of research
5. Describe ways to evaluate and select a variety of media resources

III. Leadership Skills and Specialized Knowledge of Pedagogical Principles and Instructional Practices

A. Understand specialized knowledge and skills required to perform the role of a reading specialist
1. Describe the processes involved in language acquisition in order to diagnose reading difficulties
2. Distinguish types of disabilities and their implications for literacy development and reading instruction
3. Integrate knowledge of the reading needs of high-achieving students and effective instructional strategies to challenge them at appropriate levels
4. Integrate knowledge of developmental psychology, including theories of personality and learning behaviors in relation to literacy development
5. Describe in-depth knowledge of, and respect for, the influence of cultural contexts on language and literacy development
6. Integrate knowledge of the principles of educational measurement and evaluation as they apply to reading assessment and screening
7. Apply current research and recognize exemplary practices in literacy instruction

B. Understand leadership roles of the reading specialist in organizing and supervising reading programs and promoting staff development
1. Describe strategies for planning, organizing, coordinating, and supervising the reading program within the classroom, school, or division
2. Integrate appropriate strategies for instructing and advising teachers in the skills necessary to differentiate reading instruction for all students
3. Describe ways to initiate, implement, evaluate, and participate in professional development to enhance the quality of reading instruction and address the goals of the reading program
4. Describe principles, procedures, and issues involved in designing, implementing, evaluating, and improving the reading curriculum
5. Describe strategies for selecting, organizing, and using appropriate reading materials and instructional resources, including instructional technologies, to create a learning environment that promotes students’ reading development

C. Understand strategies for communicating and collaborating with all members of the educational community to address the goals of the reading program
1. Integrate communication and facilitation skills to promote effective collaboration among colleagues, students’ families, and the wider community in addressing the goals of the reading program
2. Describe how to apply techniques for consensus building and conflict resolution to facilitate communication about issues relating to the reading program
3. Describe how to interpret and communicate to colleagues and other members of the educational community relevant research findings about reading and their implications for reading instruction
4. Describe how to help advocate for public support of reading education by communicating effectively with policymakers, the media, and the general public
5. Describe strategies for developing effective partnerships between schools and community agencies to help address reading goals
IV. Professional Learning and Leadership
1. The candidate will apply knowledge of professional learning and leadership to prepare an organized written response to a topic relating to the development of student literacy

V. Analysis of Individual Student Case Study
1. The candidate will apply knowledge of reading assessment and instruction to prepare an organized written response to a case study of an elementary student
2. Familiarize Yourself with Test Questions

_Become comfortable with the types of questions you’ll find on the Praxis tests_

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

**Understanding Computer-Delivered Questions**

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

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

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

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

Remember that with every question you will get clear instructions.

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

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

Which of the following is a flavor made from beans?
(A) Strawberry
(B) Cherry
(C) Vanilla
(D) Mint

How would you answer this question?
All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

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

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

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

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

Entries in outlines are generally arranged according to which of the following relationships of ideas?
(A) Literal and inferential
(B) Concrete and abstract
(C) Linear and recursive
(D) Main and subordinate

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

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).
**QUICK TIP:** Don't be intimidated by words you may not understand. It might be easy to be thrown by words like “recursive” or “inferential.” Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

**Watch out for selected-response questions containing “NOT,” “LEAST,” and “EXCEPT”**

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

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

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

**How to approach unfamiliar formats**

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

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

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

**Understanding Constructed-Response Questions**

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

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

Take a look at a few sample essay topics:

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

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**Step 2: Familiarize Yourself with Test Questions**

The Praxis® Study Companion
Keep these things in mind when you respond to a constructed-response question

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

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

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

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

5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

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

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

Answer practice questions and find explanations for correct answers

Sample Test Questions

The sample questions that follow illustrate the kinds of questions you will find 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 incomplete statements below is followed by four suggested answers. For each item, select the response that best answers the question or completes the response.

1. A science teacher asks the school reading specialist for strategies to help students to acquire content-area vocabulary and improve their comprehension of the science textbook. Which of the following strategies is most appropriate for the reading specialist to recommend for this goal?
   (A) Introducing key vocabulary terms in context before reading the text
   (B) Selecting words from the text and having students write down the definitions from the glossary
   (C) Pretesting students on the vocabulary terms from the textbook
   (D) Comparing the dictionary definitions of the vocabulary terms with the definitions found in the textbook glossary

2. Research indicates that a relationship exists between reading and writing. Which of the following statements supports that finding?
   (A) Reading is a constructive process, and writing is a recursive one.
   (B) Reading emphasizes syllabication, and writing emphasizes semantics.
   (C) Reading and writing share similar processes and require using the same kinds of knowledge.
   (D) Readers and writers proceed through the same five stages and in the same order.

3. Mr. Harris administers the running record above to one of his third-grade students. Based on the results of the assessment, the student most frequently makes miscues in which of the following cueing systems?
   (A) Syntactic
   (B) Graphophonic
   (C) Semantic
   (D) Pragmatic

4. Language-experience activities in kindergarten can best be used to benefit students' early literacy development by
   (A) providing an authentic way to demonstrate word awareness in a meaningful context.
   (B) giving students opportunities to build alphabet-recognition skills
   (C) demonstrating how to write in various genres
   (D) providing a model of correct grammatical structures in written expression

5. Which of the following sets of reading activities are incorporated and practiced in a KWL strategy?
   (A) Recording information, reading text, and predicting outcomes
   (B) Learning content-area vocabulary and structural word-analysis skills
   (C) Surveying, questioning, reading, reciting, and reviewing new text
   (D) Activating prior knowledge, generating questions, and recording newly learned information
6. Students in elementary school classes often represent a wide range of reading abilities. Which of the following approaches would best meet the needs of all students?
(A) Establishing three ability groups for each subject
(B) Using the same text for all students but modifying assignments
(C) Asking the reading specialist to work with the lowest reading group
(D) Using flexible grouping and a variety of materials

7. A reading specialist is collecting data on a kindergarten student's knowledge of phonemic awareness skills. The reading specialist asks the student, “Which word does not belong? Plant, play, rain, please.” Which of the following phonemic awareness skills is the teacher assessing?
(A) Deletion
(B) Categorization
(C) Substitution
(D) Segmentation

8. The major goal of methods such as SQ3R is to enhance which of the following?
(A) Identifying sequential narration
(B) Assessing literary elements
(C) Integrating new and prior knowledge
(D) Learning information from content-area materials

9. A teacher wants to incorporate a metacognitive strategy before reading. Which of the following teacher actions will best help students apply metacognitive strategies to their reading?
(A) Prompting students to journal in the form of a personal narrative
(B) Asking students to read the first paragraph and summarize its meaning
(C) Formulating text-dependent questions for the students to answer
(D) Having students list questions they may want answered by reading

10. Which of the following is the term used to identify the average amount that scores differ from the mean on a standardized test?
(A) Standard deviation
(B) Grade-equivalent score
(C) Cutoff score
(D) Percentile rank

11. A teacher who relates Vygotsky’s theories to teaching reading is most likely to design instruction that
(A) occurs consistently within a student’s zone of proximal development
(B) provides extensive practice before mastery is declared
(C) begins only when a student has mastered needed cognitive structures
(D) organizes cooperative group work so that every member of the group has specific responsibilities

12. The most important reason for students to have a story schema is so they can better
(A) evaluate different literary genres
(B) understand and recall story events
(C) identify the author’s viewpoint
(D) construct a diagram of the plot
13. A third-grade student makes the errors listed in the chart above while orally reading a passage in a reading anthology. Based on the information, on which of the following word-analysis skills should the teacher focus instruction to best meet the student’s needs?

(A) Consonant blends  
(B) Long and short vowels  
(C) Syllabication  
(D) R-controlled vowels

14. After a student completes a reading fluency assessment, the teacher notes that the student can read the passage correctly, without hesitation, and at an appropriate pace. However, the student does not demonstrate expression while reading. The student primarily needs further instruction in

(A) prosody  
(B) speed  
(C) automaticity  
(D) decoding

15. While reading a paragraph in a nonfiction text, a student comes to an unfamiliar word. The student reads the complete sentence containing the word and figures out that the unfamiliar word is a verb. Which of the following cueing systems is the student primarily using to construct meaning?

(A) Semantic  
(B) Phonetic  
(C) Syntactic  
(D) Pragmatic

16. When a student who is reading aloud substitutes a word of similar meaning for a word that appears in print, the teacher’s most appropriate response should be to

(A) immediately ask the student to reread the word correctly  
(B) quietly and quickly correct the miscue by pronouncing the correct word aloud as soon as the student makes the mistake  
(C) stop the student immediately, write both words down, and have the student identify and read the word as it appears in the text  
(D) allow the student to continue reading, since occasional miscues are a normal aspect of reading
Answers to Sample Test Questions

1. The best answer is (A). Although there is not just one method for providing direct vocabulary instruction, teachers must assist students in improving their ability to construct word knowledge within a meaningful context and not just learn words in isolation. (B) is not correct because selecting vocabulary from a text and writing definitions is not an effective method for learning meanings of unfamiliar words. (C) is not correct because pretesting may provide the teacher with data to plan differentiated instruction, but it is not an instructional strategy for improving students’ knowledge of vocabulary. (D) is not correct because comparing definitions from two sources is not an appropriate method of meeting the students’ content-area vocabulary need.

2. The best answer is (C). Research has shown that readers and writers use the same kinds of knowledge when constructing meaning. Both processes, for example, require knowledge of language, language conventions, content, organization, pragmatics, and purpose. (A) and (D) are not correct because both reading and writing are considered active, constructive processes. Writing is recursive, and good writers do not necessarily progress through the five steps of the writing process in a linear manner. For example, during revision, a writer may realize the need to return to the prewriting step to acquire more information or to change organizational structure. (B) is not correct because the processes of reading and writing are not characterized only by having a knowledge of syllabication and semantics.

3. The best answer is (C). According to Kenneth Goodman, “A miscue is defined as an observed response that does not match what the person listening to the reading expects to hear.” An analysis of a reader’s miscues gives information about how a reader is interpreting text in order to construct meaning. When using the semantic cueing system, the reader applies background knowledge and the context of the sentence or passage to correctly identify words. The errors made in this running record indicate that the student is not reading for meaning. (A) is not correct because the errors indicate that the reader is using grammatical cues while reading the passage. (B) is not correct because the miscues indicate that the reader attempts to focus attention on the relationship between sounds and written forms of the language. (D) is not correct. A reader demonstrates use of the pragmatic cueing system by linking the other three cueing systems and showing what he or she considers important, i.e., the purpose for reading and the need to read for meaning. The running record does not provide sufficient evidence to support that the majority of miscues are in the pragmatic cueing system.

4. The best answer is (A). Through the use of language-experience charts, teachers demonstrate how talking can be written down in a meaningful way. Students observe the process as the teacher records their ideas, and they learn word awareness in an authentic way. (B) is not correct because the names of the letters of the alphabet is not the purpose of using the language-experience approach. (C) is not correct because, although topics for language experience activities may vary greatly, students are not being shown how to write in different genres, and such an activity is not developmentally appropriate for kindergarten students. (D) is not correct. The teacher provides a model of correct grammatical structures while recording students’ speech, but such modeling is not the primary benefit of language-experience activities for developing kindergarten students’ early literacy skills.
5. The best answer is (D). KWL charts are used to activate and build students’ background knowledge. A teacher begins to fill in the chart by first asking students what they know about a topic and records the information in the first column. Discussion continues as students think about what they want to know, and the teacher writes the questions in the second column. At the end of the unit of study, the teacher completes the third column on the chart to summarize and review the students’ new learning. Although information is recorded and students read text, (A) is not correct because predicting outcomes is not an element of the KWL strategy. (B) is not correct. Although teachers have the opportunity to introduce new content-area vocabulary while using the KWL strategy, providing direct instruction in word-analysis skills is not associated with this technique. (C) is not correct because these strategies are characteristic of the SQ3R study technique.

6. The best answer is (D). Flexible grouping is a teaching strategy that allows for student placement in various groups based on factors such as skill need, interest, or personal choice. The flexible groups may change on a daily basis or may exist for several days or more. Using a variety of literary materials in different genres at various reading levels also addresses a wide range of reading abilities within a classroom. (A) is not correct because establishing three static reading groups based on ability is not an effective organizational pattern for meeting the diverse and continually changing needs and interests of students. (B) is not correct because students’ independent, instructional, and frustration reading levels vary; providing students with modified assignments using the same leveled text does not address students’ specific skill needs. (C) is not correct because asking a reading specialist to work with the lowest reading group does not address the classroom-based instructional needs of all students.

7. The best answer is (B), phoneme categorization. In this activity, students must recognize the word that has a different sound from among a set of four words. (A) is not correct because phoneme deletion refers to a student’s ability to recognize the word that remains when a phoneme is removed from another word. (C) is not correct because phoneme substitution is replacing a phoneme in one word to form a new word. (D), phoneme segmentation, is not correct because the student is not being asked to break a word into its individual sounds (phonemes).

8. The best answer is (D). SQ3R is a five-step study technique in which students survey, question, read, recite, and review expository text. Content-area textbooks are very difficult to read, and teaching students a technique for how to read them aids comprehension. (A), (B), and (C) are not correct because SQ3R is not an appropriate technique to use for identifying the sequence in a passage or text, assessing literary elements in a story, or connecting prior knowledge with new learning.

9. The best answer is (D). Students who have an understanding of the purpose for reading, prior to reading, know what they will be required to know after the reading. Listing the questions prior to reading helps students think about what they are reading, before, during, and after reading, which enhances their reading comprehension. (A) is not correct because having students journal about personal experiences that may or may not be related to reading is not using metacognition or having them think about their thought processes. (B) is not correct because this task is cognitive and asks students to perform an academic task that does not ask them to consider processes or concepts. (C) is not correct because the teacher formulating questions for the students does not allow the students to consider what they want to know or what questions they have based on their thoughts and ideas.

10. The best answer is (A), standard deviation. An important concept related to a normal distribution in a standardized test is standard deviation, a measure of the dispersion of scores. (B) is not correct because a grade-equivalent is a type of standard score that compares an individual student’s raw scores to the average scores obtained by norming groups at different grade levels. (C) is not correct because cutoff is a score that represents the minimum needed for a student to demonstrate mastery of a particular subject. (D), percentile rank, is not correct. It is a derived score that refers to the percentage of scores in a norming group that fall below a specific raw score.
Step 3: Practice with Sample Test Questions

11 The best answer is (A). Vygotsky’s theory of the zone of proximal development is defined as the level at which a student cannot accomplish a task independently but could accomplish the task with assistance from another person who has that competency. For assisting a student learning to read, the theory translates to the idea of developing instruction that begins with what the student can do independently. Then, with scaffolding, the teacher helps the student move toward independence when performing more complex tasks. (B) is not correct. Although providing opportunities to practice a skill can result in mastery, this concept is not directly related to the theory of the zone of proximal development. (C), beginning instruction only when a student has mastered needed cognitive structures, is not related to Vygotsky’s theory. (D) is not correct. Cooperative learning activities can be effective in teaching reading when less competent students develop skills with assistance from more competent peers. However, assigning specific responsibilities to members of cooperative groups is not a correct interpretation of the benefits of cooperative learning groups relative to Vygotsky’s theory.

12 The best answer is (B). To deepen story comprehension, students must understand the basic elements of story structure (e.g., beginning, middle, and end of a story or the identification of characters, setting, problem, plot, and solution). Reading fictional stories provides understanding of these elements, but students benefit further through direct instruction. Explicit instruction in story schema is best accomplished, for example, through mini-lessons or the use of graphic organizers, which provide a visual representation of story elements. (A) and (D) are not correct because understanding various literary genres and identifying author’s viewpoint are not relevant to story schema. (D) is not correct because plot is one part of a story’s total schema.

13 The best answer is (C). The errors indicate that the student has difficulty in applying syllabication rules to unknown words. The focus of further instruction should be on helping the student decode multisyllabic words through recognizing affixes, compound words, and open and closed syllable patterns, for example. (A) and (D) are not correct because the student did not make errors in reading words with consonant blends or r-controlled vowels. (B) is not correct because, based on the syllabication errors displayed on the chart, the student identified the long and short vowels correctly according to the principles of vowel generalizations for open and closed syllables.

14 The best answer is (A) because prosody is the ability to read with expression and appropriate tone. (B) is not correct because the student is reading at an appropriate speed (pace). (C) is not correct because the student is demonstrating the ability to read the given passage with automaticity. (D) is not correct because the student is able to decode words successfully since the speed of reading is appropriate.

15 The best answer is (C) because the student is using the information from the sentence to figure out that the unfamiliar word is a verb. This strategy involves using syntactic cues. (A) is not correct because using semantic cues is the ability to attach meaning to the words, to have some pre-existing knowledge of how this new textual information is integrated into their existing knowledge and experience. (B) is not correct because the student is not sounding out the word in the scenario. (D) is not correct because pragmatic cues refer to the appearance of a text, including how it looks on a page and how it is organized.

16 The best answer is (D). The most important consideration for analyzing a reader’s oral reading miscues is whether the error makes sense, i.e., whether the error is semantically correct. A reader whose primary attention is on creating meaning from text reveals this focus while reading orally. In fact, the reader may not even be aware of the miscue if the meaning has not changed. (A), (B), and (C) are not correct because they are not effective instructional practices.
General Scoring Guide

Note: The elements of reading and reading instruction assessed in constructed-response questions are those included in the Reading Specialist (5301) assessment domains.

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

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

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

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

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

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

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

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

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

Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English.
Step 3: Practice with Sample Test Questions

Constructed-Response Question with Sample Responses and Annotations

Ms. Pennington is a reading specialist in an elementary school. At the beginning of the year, four new teachers joined the staff. The principal requests that Ms. Pennington provide guidance for the new professionals throughout the school year in the area of literacy instruction.

Task 1: Identify and explain the purpose of two professional development activities Ms. Pennington can implement while providing support within each teacher’s classroom.

Task 2: Identify and explain the purpose of two professional development activities Ms. Pennington can plan for weekly group meetings with the new teachers.

Sample Response that Received a Score of 3

Ms. Pennington can implement several professional development activities with her new teachers within their classrooms. One idea is to plan several reading lessons together. The teacher can then observe Ms. Pennington teaching the lesson and experience first-hand how to use different strategies and how to group students in different ways for different purposes. Following the lesson, Ms. Pennington and the teacher should meet to discuss the lesson. The modeling Ms. Pennington can provide would be very valuable to a new teacher.

Along with the classroom teacher, Ms. Pennington can plan an intervention lesson with a struggling reader. The new teacher can then teach the lesson which could be videotaped. Following the lesson, Ms. Pennington and the teacher can view and discuss the instruction.

Ms. Pennington can coach the teacher on how to improve her techniques and also suggest additional strategies that can be used in future lessons.

One professional development activity Ms. Pennington can do during weekly group meetings with the new teachers is have ongoing discussion about how to use assessment data to plan for differentiated instruction. Many teachers, especially new teachers, are overwhelmed by the amount of planning required for the job. This weekly topic would help the teachers discuss among themselves, under the leadership of the reading specialist, how to use data to plan appropriate instruction. Once teachers understand how and why to use data, planning for instruction would be less time-consuming and more productive for them; more effective teaching will also result in greater student achievement.

Also, teachers must stay current with strategies, research, and exemplary practices in the field of literacy. A book or professional journal study group can be formed with Ms. Pennington and the new teachers. The discussion in the study groups using these resources would give teachers the information needed to instruct students in literacy using the best and most current practices.

Commentary on a Response with a Score of 3

This sample received a score of 3 because every part of both tasks is clearly and specifically addressed. In task 1, the test taker identifies and thoroughly describes two professional development activities to do within the classroom: planning collaboratively followed by the reading specialist modeling instructional practices and videotaping the teacher for the purpose of providing feedback for improving the new teacher’s instruction. In task 2, the test taker identifies and thoroughly describes the purpose of two professional development activities to do during weekly meetings with the new teachers: holding ongoing discussions on how to use assessment data to plan differentiated instruction and participating in a study group to read professional books and journals to stay current with best practices. This response demonstrates a thorough understanding of the elements of reading and reading instruction.

Sample Response that Received a Score of 2

Ms. Pennington can provide in-class support for the new teachers in many ways.

She can provide modeling on the organizational patterns needed for small-group differentiated instruction. It is necessary for new teachers to understand the components involved to be able to include all aspects in daily instruction.

She can also provide modeling of comprehension strategies for the new teachers. Weekly group meetings can
focus on looking at pre- and post-test data and identifying appropriate student strengths and needs for instruction.

Group meetings can also explain a balanced approach to literacy. New teachers may not know how to do this and, therefore, need to help each other.

**Commentary on a Response with a Score of 2**

This sample received a score of 2 because most parts of the question are addressed but at a general level. In task 1, the test taker identifies two ways for the reading specialist to provide professional development within the classroom: modeling how to develop small groups for differentiated instruction and modeling comprehension strategies. The sample does not explain how to do this or state the purpose of the activities. In task 2, the test taker gives two professional development activities to include in weekly meetings with the teachers: focusing on pretest and post-test data and developing an understanding of a balanced approach to literacy—but gives a limited explanation of the activities. This response demonstrates a general understanding of the elements of reading and reading instruction relevant to the question.

**Sample Response that Received a Score of 1**

Ms. Pennington can discuss below average students with the teachers when they meet together once a week. The teachers can get new teaching ideas from each other when they talk about the students. Ms. Pennington can also give new ideas. The teachers can discuss average and above average students. The teachers can help boost student achievement. These teachers can help to motivate each other. When the teachers discuss all levels of students, they can help the students achieve and reach their maximum potential.

**Commentary on a Response with a Score of 1**

This response received a score of 1 because some parts of the question were answered at a weak or limited level. The response does not address any part of task 1, providing professional development to each teacher within the classroom. Task 2 is partially addressed. The test taker identifies discussion of different levels of student achievement as a professional development activity that can be part of the weekly meetings. The response also gives information about the teachers motivating each other. This response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.
Case Study with Sample Responses and Annotations

Case Study

Scenario:

This case study focuses on Brian, a fourth-grade student. Brian’s classroom teacher, Ms. Kemmer, has expressed concern to Mr. Swenson, the school’s reading specialist, that Brian is experiencing difficulty in comprehension, especially when reading content-area textbooks. Brian is enthusiastic about learning when he reads self-selected fictional literature. He belongs to a weekly after-school reading buddies club and reads picture books to second-grade students. Ms. Kemmer has asked for testing to determine Brian’s current strengths and weaknesses in reading. Ms. Kemmer also requests that Mr. Swenson provide ideas for instructional strategies that will benefit Brian’s reading development.

Using the information in the scenario and in the following documents, write a response in which you apply your knowledge of literacy assessment and instructional strategies to analyze this case study. Your response should completely address the following tasks.

Task 1: Identify and describe one literacy strength and one literacy weakness that Brian is experiencing. Cite evidence from the scenario and the documents provided in this case study to support your observations.

Task 2: For the literacy weakness cited in Task 1, identify and describe one before-reading strategy Brian’s teacher can use to improve his literacy development.
**Document 1**

**Informal Reading Assessment**

Ms. Kemmer requests that Mr. Swenson, the school’s reading specialist, assess Brian’s current reading skills. Mr. Swenson uses the passage below from Brian’s fourth-grade social studies textbook to do an informal reading assessment. Brian had not previously read the passage.

---

**The Gold Rush**

On January 24, 1848, James W. Marshall was inspecting a ditch at John Sutter’s sawmill next to the American River in California. Marshall looked down into the water and saw something that sparkled. He picked up the little glittering particle, half the size of a pea, and was sure that he had found gold.

In January, 1848, California was home to a big immigrant. James Marshall worked for John Sutter, an immigrant from Sweden, who owned 39,000 acres of land in California. Sutter’s dream was to build a huge agricultural empire on which he would raise livestock, fruits, and vegetables. When Marshall told Sutter about his discovery, Sutter swore him to secrecy. If word got out about the gold, men would rush from everywhere, and Sutter’s dream would be destroyed.

However, slowly at first, word did get out about the gold on John Sutter’s land. In California, gold was free to anyone who could find it. A miner could take $25 to $35 of gold a day out of a riverbed. Stories of men becoming instantly rich spread like wildfire. Gold fever quickly spread and the rush to California for a new life began.

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**Key**

- unsettling
- unsettled
- word error
- omission
- pause
- TP
- teacher pronounced
- self-corrected
- repeated text
### Document 2
#### Teacher’s Anecdotal Records

<table>
<thead>
<tr>
<th>Date</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/15</td>
<td>I observed Brian during SSR. He chose an easy picture book and read it three times during the 20-minute period.</td>
</tr>
<tr>
<td>10/3</td>
<td>Brian said he enjoyed the science experiment we did today. On a follow-up quiz on science concepts covered in the experiment and in the textbook, he received a score of 35%. Brian said science words are very hard.</td>
</tr>
<tr>
<td>10/25</td>
<td>Brian reported he had trouble with the social studies homework because he didn’t understand the three pages of text he was required to read. He was unable to write a correct response to two questions.</td>
</tr>
<tr>
<td>10/26</td>
<td>In a follow-up class discussion of the homework assignment from 10/25, Brian listened attentively and added information that he had recently learned on the topic.</td>
</tr>
<tr>
<td>11/8</td>
<td>Brian said he loved taking a lead role in readers’ theater today. The class performed <em>The Tortoise and the Hare</em>. Brian said he loves these kinds of stories.</td>
</tr>
<tr>
<td>11/17</td>
<td>Brian commented that he didn’t know how to read the words in an article I gave to students for a health lesson. He said that when the class started to discuss the concepts, he understood the material and felt good about that.</td>
</tr>
<tr>
<td>11/18</td>
<td>I had a conversation with the reading buddies club sponsor who reported that Brian loves reading to young children and always does a great job.</td>
</tr>
</tbody>
</table>
Sample Response that Received a Score of 3

One literacy strength that Brian has is that his listening comprehension ability appears to be strong. Evidence for this observation can be seen in the anecdotal notes that his teacher Ms. Kemmer made. For example, on October 26, Brian was able to understand social studies concepts when the class discussed the topics. Brian was even able to contribute to the discussion because of prior learning. A literacy weakness that Brian is experiencing is difficulty in decoding multisyllabic words. In the informal reading assessment, Brian read “expecting” for “inspecting,” “em-gant” for “immigrant,” and “instance” for “instantly.” These miscues did not make sense in the context of the passage and Brian did not make an attempt to stop and self-correct the errors. Problems in recognizing words in a health article was also noted in the teacher’s anecdotal notes on 11/17.

Vocabulary knowledge is extremely important in terms of affecting student comprehension of a text. This fact is especially true for students in fourth grade who are expected to learn through reading expository text. Because Brian is having difficulty with decoding multisyllabic words, Ms. Kemmer can provide direct instruction and model strategies prior to reading using morphemic analysis. A reader who uses word-part clues, i.e., morphemic analysis, can figure out all or part of the meaning of words that are unknown. Following the explicit instruction, Ms. Kemmer can create a chart with lists of common prefixes and suffixes and their meanings to display in the classroom for Brian and other students’ reference. During the before reading part of a specific content-area reading lesson, the teacher can also present and define root words that will be found in the new vocabulary in the lesson. A list of root words and their meanings can be added to the chart as well.

Commentary on a Response with a Score of 3

This sample received a score of 3 because every part of each task was addressed clearly and specifically. In task 1, the test taker identified and completely described a literacy strength (listening comprehension) and a literacy weakness (decoding multisyllabic words). The response provided evidence from the scenario and the anecdotal notes to support the observations. In task 2, the test taker identified and thoroughly described one before-reading strategy, morphemic analysis, as a way to improve the weakness identified in task 1. This response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the tasks in the case study.
Sample Response that Received a Score of 2

A literary strength that Brian has is the ability to read fictional books. Motivation to learn to read is very important. Brian seems to be very motivated to read for his own enjoyment and to provide a positive experience with books for younger students. The scenario states that Brian reads self-selected fictional books in class and he reads books to younger children in the reading buddies club. He also enjoys performing fictional stories during readers’ theater activities. A literary weakness Brian has is not knowing how to read many words in nonfiction passages. The informal reading assessment shows words that Brian didn’t know. Some examples are reading “expecting” for “inspecting,” and “unsettling” for “unsettled.” Brian’s miscues show that he isn’t reading for meaning.

One reason Brian isn’t comprehending well is because of all the miscues he makes when he reads. Ms. Kemmer should give Brian a list of words to practice at home with his parents. Brian can learn the words before he has to read them in class. This will help him improve his reading.

Commentary on a Response with a Score of 2

The sample received a score of 2. The test taker clearly and completely addressed all parts of task 1. The response states the ability to read fictional text as a literacy strength and supports the observation with documentation from the scenario and the anecdotal notes. In task 2, the test taker identifies having the teacher send a list of words home to practice before the student reads them in the text at school. The response does not identify and describe an instructional strategy the teacher can do to help Brian in building his skill in recognizing content-area vocabulary. The response to the tasks in the case study is incomplete but demonstrates a general understanding of reading and reading instruction relevant to the case study.

Sample Response that Received a Score of 1

Brian is experiencing many problems in his literacy development. He leaves off endings of words when he reads aloud. He adds words and repeats the sentences. The stories are too hard for him. Because the stories are too hard, Brian can’t understand what he reads. Brian’s teacher should give him first grade books to read. Brian’s parents should read to him at home and try to help him learn to read better.

Commentary on a Response with a Score of 1

The sample received a score of 1. The test taker responded to parts of both tasks but at a basic level. In task 1, the response did not address a literacy strength. The test taker stated three difficulties with word recognition: leaving off word endings, adding words in sentences, and repeating parts of sentences. The response did not provide evidence from the scenario or supporting documents. Task 2 was not answered correctly. The task asked for a before-reading strategy to improve Brian’s literacy development. Having Brian read first-grade-level books and asking parents to help him at home are not before-reading instructional strategies. This response demonstrates a weak or limited understanding of the elements of reading and reading instruction.
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 in “1. Learn About Your Test” on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other Praxis tests.

2) Assess how well you know the content.
Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

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

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

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

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

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

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

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

6) Understand how questions will be scored.

Scoring information can be found in “9. Understand Your Scores” on page 41.

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 34 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 34, can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Dates I will study the content”), you can create an overall schedule for your group’s study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 15.

- **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
Step 4: Determine Your Strategy for Success

- **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 “Study Topics” information beginning on page 5 to help complete it.

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

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

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

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

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<tr>
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</thead>
<tbody>
<tr>
<td>Language in different contexts</td>
<td>Determine whether information presented in a reading selection is presented as fact or opinion</td>
<td>4</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/15</td>
<td>8/1/15</td>
</tr>
<tr>
<td>Contextual meaning</td>
<td>Identify the meanings of words as they are used in the context of a reading selection</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/15</td>
<td>8/1/15</td>
</tr>
<tr>
<td>Figurative Language</td>
<td>Understand figurative language and nuances in word meanings</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/8/15</td>
<td>8/8/15</td>
</tr>
<tr>
<td>Vocabulary range</td>
<td>Understand a range of words and phrases sufficient for reading at the college and career readiness level</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/15/15</td>
<td>8/17/15</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td></td>
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<tr>
<td>Diverse media and formats</td>
<td>Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/22/15</td>
<td>8/24/15</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Identify the relationship among ideas presented in a reading selection</td>
<td>4</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/24/15</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection</td>
<td>3</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/27/15</td>
<td>8/27/15</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Determine the logical assumptions upon which an argument or conclusion is based</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/28/15</td>
<td>8/30/15</td>
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<tr>
<td>Evaluation of arguments</td>
<td>Draw conclusions from material presented in a reading selection</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/30/15</td>
<td>8/31/15</td>
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<tr>
<td>Comparison of texts</td>
<td>Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection</td>
<td>4</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>9/3/15</td>
<td>9/4/15</td>
</tr>
<tr>
<td>Comparison of texts</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
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My Study Plan

Use this worksheet to:
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</table>
6. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I Guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

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

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

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

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

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

What if English is not my primary language?

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

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

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

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

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

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

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

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.
If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the Bulletin Supplement for Test Takers with Disabilities or Health-related Needs (PDF).

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

Are You Ready?

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

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

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

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

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

**What are the score requirements for my state?**

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](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 Series tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires Praxis tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at [www.ets.org/praxis/states](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.


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 tests in *The Praxis Series* over the last 10 years, your score report also lists the highest score you earned on each test taken.
Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

• Understanding Your Praxis Scores (PDF), found at www.ets.org/praxis/scores/understand
• The Praxis Series Passing Scores (PDF), found at www.ets.org/praxis/scores/understand
• State requirements, found at www.ets.org/praxis/states
Appendix: Other Questions You May Have

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

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

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

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

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

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

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

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

Why does my state require The Praxis Series tests?
Your state chose The Praxis Series tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher...
The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

**How were the tests developed?**

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

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

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

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

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

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

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

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

**Can I access my scores on the Web?**

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

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

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

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)