Special Education: Teaching Students with Intellectual Disabilities

5322

www.ets.org/praxis
Welcome to The Praxis® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the Praxis tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 36).
What should I expect when taking the test on computer?

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

Where and when are the Praxis tests offered?

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

Testing schedules may differ, so see the Praxis web site for more detailed test registration information at www.ets.org/praxis/register.
# Table of Contents

_The Praxis® Study Companion guides you through the steps to success_

1. **Learn About Your Test** ................................................................. 5  
   Learn about the specific test you will be taking

2. **Familiarize Yourself with Test Questions** .................................. 9  
   Become comfortable with the types of questions you’ll find on the Praxis tests

3. **Practice with Sample Test Questions** ....................................... 13  
   Answer practice questions and find explanations for correct answers

4. **Determine Your Strategy for Success** ...................................... 22  
   Set clear goals and deadlines so your test preparation is focused and efficient

5. **Develop Your Study Plan** ......................................................... 25  
   Develop a personalized study plan and schedule

6. **Review Study Topics** ............................................................... 29  
   Review study topics with questions for discussion

7. **Review Smart Tips for Success** .............................................. 34  
   Follow test-taking tips developed by experts

8. **Check on Testing Accommodations** ........................................ 36  
   See if you qualify for accommodations to take the Praxis test

9. **Do Your Best on Test Day** ...................................................... 37  
   Get ready for test day so you will be calm and confident

10. **Understand Your Scores** ......................................................... 39  
    Understand how tests are scored and how to interpret your test scores

**Appendix: Other Questions You May Have** .................................. 41
1. Learn About Your Test

Learn about the specific test you will be taking

Special Education: Teaching Students with Intellectual Disabilities (5322)

Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Special Education: Teaching Students with Intellectual Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>5322</td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
</tr>
<tr>
<td>Number of Questions</td>
<td>120</td>
</tr>
<tr>
<td>Format</td>
<td>Selected-response questions</td>
</tr>
<tr>
<td>Test Delivery</td>
<td>Computer delivered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Development and Characteristics of Students with Intellectual Disabilities</td>
<td>22</td>
<td>18%</td>
</tr>
<tr>
<td>II. Planning and Managing the Learning Environment</td>
<td>31</td>
<td>26%</td>
</tr>
<tr>
<td>III. Instruction</td>
<td>31</td>
<td>26%</td>
</tr>
<tr>
<td>IV. Assessment</td>
<td>19</td>
<td>16%</td>
</tr>
<tr>
<td>V. Foundations and Professional Responsibilities</td>
<td>17</td>
<td>14%</td>
</tr>
</tbody>
</table>

About This Test

The Special Education: Teaching Students with Intellectual Disabilities test is designed for examinees who plan to teach students with intellectual disabilities, at any grade level from preschool through grade 12. The focus is on five major content areas: Development and Characteristics of Students with Intellectual Disabilities, Planning and Managing the Learning Environment, Instruction, Assessment, Foundations and Professional Responsibilities.

The 120 selected-response questions assess the knowledge and understanding of the principles and other factors related to teaching students with intellectual disabilities. Some of these questions are based on a case study of about 500 words that is related to the teaching of students with intellectual disabilities.

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

NOTE: The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, Praxis test materials will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) until further notice.
Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 29.

I. Development and Characteristics of Students with Intellectual Disabilities
   
   A. Human Development and Behavior
      
      A beginning teacher of students with intellectual disabilities...
      
      1. Knows typical human growth and development in each domain
      2. Knows the impact of ID on development in each domain.
      3. Understands the major cognitive, behavioral, and social characteristics of students with ID
      4. Understands the similarities and differences between students with and without ID
      5. Knows the similarities and differences among students with ID
      6. Is familiar with the etiology of ID
      7. Knows indicators or behaviors that may be associated with the early identification of ID
      8. Is familiar with the factors that influence the educational experience of students with ID
      9. Understands the impact of conditions coexisting with ID
      10. Understands that medications can affect students with ID

   B. Theoretical Approaches to Learning and Motivation
      
      A beginning teacher of students with intellectual disabilities...
      
      1. Understands how deficits in cognitive function affect students with ID
      2. Knows major theoretical approaches to student learning and motivation

II. Planning and Managing the Learning Environment

   A. Curriculum Development
      
      A beginning teacher of students with intellectual disabilities...
      
      1. Understands the basic concepts of curriculum development
      2. Understands how to select instructional content, resources, and strategies appropriate for students with ID
      3. Understands how to integrate reading, writing, and mathematics instruction into daily activities for students with ID
      4. Knows how to plan instruction for developing the social skills of students with ID
      5. Knows how to plan instruction for developing independent functional life skills in students with ID
      6. Knows how to plan instruction for supporting the development of verbal and non-verbal language and communication skills
      7. Knows how to integrate educational and assistive technology into instructional planning

   B. Managing the Learning Environment
      
      A beginning teacher of students with intellectual disabilities...
      
      1. Understands the impact of a safe, equitable, positive, and supportive environment on learning
      2. Understands basic classroom management theories and strategies
      3. Knows how to structure the physical environment to support learning for students with ID
      4. Knows how to establish and communicate expectations for student behavior in a variety of settings
      5. Knows how to select and implement behavior management strategies appropriate for individual students
      6. Knows how to implement a behavior intervention plan. Knows the components of a BIP
7. Knows how to design and manage daily routines
8. Knows strategies for crisis prevention and intervention
9. Knows universal precautions
10. Knows how to adapt a learning environment based on input from stakeholders

III. Instruction

A. Knows and understands instructional strategies and techniques

A beginning teacher of students with intellectual disabilities...
1. Understands that a number of variables affect how individual students learn and perform
2. Knows how to develop observable and measurable instructional objectives
3. Knows how to develop and implement a lesson plan
4. Knows how to include task analysis to instructional planning
5. Understands strategies for supporting students' progress in the general education curriculum in a variety of settings
6. Understands strategies for facilitating understanding of subject matter for students with ID
7. Knows methods for facilitating the generalization of skills/behaviors across learning environments
8. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students
9. Knows how to manage instructional variables in a variety of settings
10. Knows ways to support the development of students self-advocacy skills
11. Knows strategies for promoting students' development of self-regulatory skills
12. Knows how to use student responses and performance for guiding instruction and providing feedback
13. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making

IV. Assessment

A. Knows the definitions and uses of various assessments

A beginning teacher of students with intellectual disabilities...
1. Knows the basic terminology used in assessment
2. Is familiar with the uses, strengths, and limitations of various assessment instruments
3. Understands procedures for evaluating and determining eligibility for students with ID
4. Knows how to use assessment data to develop/modify an educational program, to evaluate students' needs and progress, and to adapt instruction
5. Knows the components of a functional behavior assessment
6. Knows how to use functional behavior assessments to develop behavior intervention plans
7. Understands factors that can lead to misidentification of students with ID
8. Knows how to communicate assessment data to a variety of stakeholders
9. Knows how to create, access, and maintain assessment records
10. Is familiar with the purpose and appropriate uses of alternative assessments
V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

A beginning teacher of students with intellectual disabilities...

1. Knows federal terminology and definitions relating to general and special education
2. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA
3. Understands procedural safeguards of stakeholders' rights and their impact on education decisions
4. Understands the components of an Individualized Education Plan (IEP)
5. Is familiar with the components of an Individualized Family Service Plan (IFSP)
6. Knows the provisions of major legislation that impact the field of special education
7. Is familiar with the basic characteristics and defining factors for each of the disability categories as defined under IDEA

B. Historical and Professional Foundations

A beginning teacher of students with intellectual disabilities...

1. Is familiar with current issues and trends in the field of special education
2. Knows how to locate information on research, practice, and movements in the field of special education
3. Understands the legal and ethical implications of major laws and regulations related to the rights of students and teachers
4. Knows the impact of ID on individuals, families, and society across the life span
5. Knows strategies for assisting families in understanding the implications of a student's ID
6. Is familiar with services, networks, and organizations for students with ID and their families
7. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members
8. Understands their collaborative role in the creation, implementation, and assessment of IEPs
9. Knows that there is a continuum of placement options and services available for students with ID
10. Knows strategies for assisting students, families, school personnel, and community members in planning appropriated transitions for students with ID
11. Knows how to structure activities of personnel who work with students with ID
12. Knows a variety of strategies for communicating with parents/caregivers about students' progress and needs
13. Understands their role as an advocate for special education
14. Understands their role as a resource for parents/caregivers, school personnel, and members of the community for information relating to students with ID and their educational experience
15. Knows how to use reflection to improve practice and guide professional growth
2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

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

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

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

Try following these steps to select the correct answer.

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

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

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

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

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

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

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

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

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

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

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

**How to approach unfamiliar formats**

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

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

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

**Understanding Constructed-Response Questions**

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

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

Take a look at a few sample essay topics:

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

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

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

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

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

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

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

Answer practice questions and find explanations for correct answers

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

While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?

- To determine students’ prior knowledge
- To monitor students’ progress
- To forecast students’ success rate in state tests
- To compare student achievement with that of previous classes

Answer the question above by clicking on the correct response.
Sample Test Questions

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

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

Note: In this test, the following special education terminology will appear as follows:
- Individualized Education Program may be referred to as an IEP
- Attention-deficit/hyperactivity disorder may be referred to as ADHD
- The Individuals with Disabilities Education Act may be referred to as IDEA
- A multidisciplinary team or Child Study Team may be referred to as an IEP team
- A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional
- A biological parent, legal guardian, surrogate, natural, adoptive, or foster parent may be referred to as parent
- Students with emotional and behavioral disturbances may be referred to as EBD
- The diagnosis “autism spectrum disorder” may be referred to as ASD

1. Sharmaine is a second-grade student who has been found eligible for special education with the classification of an intellectual disability. She receives daily mathematics instruction in a resource room. Her special education teacher wants to introduce Sharmaine to the addition of single digit numbers. Which of the following strategies would be the best activity to use?

   (A) Make a ten
   (B) Skip counting
   (C) Counting backward
   (D) Front-end addition

2. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be

   (A) educated with nondisabled peers only for elective courses
   (B) educated with nondisabled peers to the greatest extent possible
   (C) educated in a special school so that there is no interaction with nondisabled peers
   (D) educated with the most assistance, whether or not it be in the same environment as with nondisabled peers

3. Isaac is a fourth-grade student who has been classified with a mild intellectual disability. He attends a resource room for all academic subjects. He struggles to complete assignments independently, requires redirection to keep on task, and needs to be constantly reminded of the classroom rules. Which of the following is required before a behavior intervention plan (BIP) can be developed?

   (A) Hiring a paraprofessional to work with Isaac
   (B) Administering a functional behavioral assessment
   (C) Assigning less homework
   (D) Applying the current behavior reward system
4. Justin is a second-grade student who has a classification of intellectual disability. What is an advantage of seating him in a cooperative cluster?
   (A) Justin will be able to participate more in classroom discussions.
   (B) Justin will be in closer proximity to the teacher.
   (C) Justin can work with a partner if he has questions.
   (D) Justin can sit near the window.

5. Which of the following is the best example of differentiating instruction?
   (A) Exempting half the class from a homework assignment
   (B) Assigning different students to read certain chapters of a read-aloud book.
   (C) Asking all the boys to make a poster and all the girls to write an essay
   (D) Allowing students to summarize a chapter with a poem, essay, or cartoon

6. Which of the following actions should a teacher take before developing an applied behavior analysis (ABA) plan?
   (A) Defining the target behavior and identifying antecedents and consequences related to the behavior
   (B) Identifying the hidden curriculum that pertains to the student and discussing how it affects his or her behavior
   (C) Reading social stories and having the student identify positive and negative behaviors
   (D) Identifying inappropriate behaviors and providing remediation for social skills

7. What are the three components of the social-cognitive theory triangle most often associated with Bandura?
   (A) Parental level of education, family structure, and age
   (B) Personal happiness, conflicting feelings, and anxiety state
   (C) Socioeconomic status, level of education, and family size
   (D) Environment, behavior, and personal perceptions and actions

8. What are the two key assumptions underlying the behavioral model for describing maladaptive behavior?
   (A) Maladaptive behavior is based on unconscious motivation and on unresolved, underlying conflicts.
   (B) Maladaptive behavior is the result of family composition and is based on cultural interactions.
   (C) Maladaptive behavior is an inappropriate learned response and is a function of environmental events.
   (D) Maladaptive behavior is caused by physiological reactions and can be controlled by medication.

9. Which of the following is a limitation of Positive Behavioral Interventions and Supports (PBIS) as related to Tier 3 interventions?
   (A) The recommended supports reduce the incidence of targeted, negative behaviors through prevention rather than remediation.
   (B) The recommended supports must be ones that can be applied throughout the school to all students.
   (C) The recommended supports are limited to clarifying, teaching, and reinforcing expectations for students with behavioral disorders.
   (D) The recommended supports are often not specific enough to be helpful in identifying the purpose of a targeted behavior.
10. Section 504 of the Rehabilitation Act of 1973 provides students who attend a school that receives federal funds with protection against which of the following?
   (A) Discrimination based solely on an individual's disability
   (B) Discrimination based solely on an individual's gender or sexual orientation
   (C) Discrimination based solely on an individual's citizenship status
   (D) Discrimination based solely on an individual's socioeconomic status

11. Joshua is a 14-year-old student with severe intellectual and physical disabilities. Joshua’s parents want to ensure that he learns self-help skills so that he can be as independent as possible. Which of the following strategies will help Joshua’s teacher build good communication with Joshua’s parents?
   (A) Involving Joshua’s parents in writing the curriculum
   (B) Allowing Joshua’s parents to eat lunch with Joshua every day
   (C) Asking Joshua’s parents to come to the school’s open house
   (D) Sending home a weekly log of Joshua’s activities and progress.

12. Which of the following would be an important daily-living skill for a high school student with an intellectual disability?
   (A) Knowing the multiplication table
   (B) Using a microwave oven
   (C) Identifying the states on a map
   (D) Stating the main idea of a paragraph

13. Which of the following activities is the best example of a summative assessment?
   (A) An end of chapter test
   (B) Writing sentences using spelling words
   (C) Completing a homework assignment
   (D) Practicing how to write the directions for baking a cake

14. A deficit in which of the following areas would most accurately be called a phonological deficit?
   (A) Comprehension of the meanings associated with words
   (B) Ability to recognize differences between sound combinations
   (C) Monitoring the volume of one's own speech
   (D) Construction of complete sentences

15. Which of the following theoretical explanations best accounts for the difficulties that students with learning disabilities often experience with short-term memory function?
   (A) Inefficient processing and initial encoding of information
   (B) Inefficient transfer of information into long-term memory
   (C) Difficulties in utilizing working memory
   (D) Difficulties in generalizing from one situation to another

16. According to Piaget’s stages of cognitive development, the last stage in development is
   (A) preoperational
   (B) sensorimotor
   (C) formal operations
   (D) concrete operations

17. Which of the following is developed by a team planning early intervention services for a 2-year-old preschooler?
   (A) Individualized Family Service Plan
   (B) Individualized Education Program
   (C) Behavior Intervention Plan
   (D) Section 504 Plan
18. Which of the following instructional models is most appropriate to follow when teaching reading to a tenth-grade student with a learning disability who cannot decode well and does not recognize important sight words?
   (A) A constructivist approach with a focus on making meaning using high-quality literature
   (B) A multimodal approach with an emphasis on oral and visual language
   (C) A direct-instruction approach with an emphasis on explicit phonics and decoding
   (D) A sheltered English immersion approach such as that used for English-language learners at the school.

19. Corinna is a young student with a mild intellectual disability who uses a wheelchair. With which of the following will she most need support when toileting?
   (A) Moving into the restroom and positioning the wheelchair
   (B) Locking the wheelchair’s breaks and undoing her seatbelt
   (C) Moving to the edge of the wheelchair seat
   (D) Standing, turning, and sitting on the toilet

20. To promote the transfer of word attack skills to newspaper reading, a middle school teacher of students with intellectual disabilities is most likely to
   (A) prepare teacher-made newspaper articles for the students to read
   (B) select articles from the local newspaper for students to read
   (C) develop writing exercises using words from the curriculum
   (D) prepare worksheet exercises based on single sentences from newspaper articles

21. Which of the following techniques is likely to be most successful in helping learners with intellectual disabilities to retain previously acquired skills?
   (A) Scheduling frequent peer tutoring sessions
   (B) Acknowledging appropriate behavior regularly
   (C) Providing periodic review of lessons
   (D) Allowing longer independent practice periods

22. As an intervention, response cost is best suited for which of the following purposes?
   (A) Improving students’ understanding of directions
   (B) Increasing the speed of performance in mathematics
   (C) Decreasing the incidence of angry outbursts
   (D) Decreasing excessive competitiveness among students

23. Which of the following is the best rationale for using task analysis in instructing students with disabilities?
   (A) Instruction is delivered in steps that are easily achievable and that promote student success.
   (B) Students can eventually learn to analyze assigned tasks themselves.
   (C) Students learn classification skills by identifying similar aspects of different kinds of tasks.
   (D) Instruction can be delivered effectively to many students at once without need for individualization.

24. An IEP must include which of the following components?
   (A) The present levels of academic achievement and functional performance
   (B) A record of past student performance
   (C) A description of the student’s intellectual functioning
   (D) Suggestions for parental involvement
25. Which of the following actions will most likely facilitate productive communication between a special education teacher and a student’s parents or guardians at a parent-teacher conference?

(A) The special education teacher sets the agenda and ensures that the student’s parents adhere to the discussion points.
(B) The special education teacher conducts the conference using education jargon and technical language.
(C) The special education teacher discusses the student’s academic strengths and offers suggestions for how the student can improve on weaknesses.
(D) The special education teacher instructs the parents on how to provide guidance to the student in a more consistent manner.

26. Tanya is a seventh-grade student classified with an intellectual disability. Her science teacher states that she is an active participant in class, completes homework on time, but her reading comprehension is below grade level. A chapter test is planned for next week. Which of the following assessment accommodations would most likely be included in Tanya’s IEP?

(A) Allowing Tanya to use a dictionary to check spelling
(B) Reading the test aloud to Tanya
(C) Administering the test to Tanya in a separate room
(D) Providing Tanya frequent breaks during testing

27. Trish is a sixth-grade student who is diagnosed with autism spectrum disorder (ASD). She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?

(A) Assigning Trish a peer buddy to help her keep on task
(B) Providing Trish a visual menu of appropriate behaviors
(C) Seating Trish next to the window so she can look outside
(D) Giving Trish high-interest, low-reading-level assignments

28. Karen, an eighth-grade student, who has an IEP that states written assignments will be completed using word processing and speech recognition software. Which of the following is most likely to promote successful use of assistive technology?

(A) Limiting the amount of written homework
(B) Providing software for home use
(C) Assigning keyboarding homework
(D) Allowing choice of topic for written assignments

29. The teachers in a third-grade inclusion classroom have students who read on many different levels. To be sure all students have access to the curriculum, the teachers must differentiate reading instruction. Which of the following will best allow the teachers to differentiate reading instruction?

(A) Guided reading
(B) Literature circles
(C) Shared read-alouds
(D) Book clubs

30. The mission statement for a certain elementary school states that positive growth occurs when diverse student bodies work together and help one another reach instructional goals. Which of the following educational practices is most likely to be used at the school to foster the full inclusion of students with disabilities?

(A) Homogeneous grouping
(B) Looping
(C) Heterogeneous grouping
(D) Tracking
Answers to Sample Questions

1. (A) is correct because “make a ten” is a strategy for learning addition facts, which would be developmentally appropriate for Sharmaine. (B) is incorrect because skip counting is a precursor to multiplication, not addition. (C) is incorrect because counting backward is a prerequisite to subtraction. (D) is incorrect because front-end addition is a skill used to estimate when adding large-digit numbers.

2. (B) is correct because IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from nondisabled students of their age. These decisions are made based on a student’s ability to function in the school environment.

3. (B) is correct because under federal law the team must conduct a functional behavioral assessment (FBA) prior to implementation of a behavior intervention plan. (A) is incorrect because paraprofessionals provide academic support, not behavioral intervention. (C) is incorrect because it does not address the behavior problems. (D) is incorrect because it is not a required step to implementing a behavior intervention plan.

4. (C) is correct because cooperative clusters allow students to work together to complete a task with the teacher facilitating. (A) is incorrect because just by sitting him in a cooperative cluster will not increase his chances of participating. (B) is incorrect because sitting in a cooperative cluster does not necessarily mean he will be closer to the teacher. (D) is incorrect because sitting near a window is likely to be a distraction for a student with an intellectual disability.

5. (D) is correct because differentiated instruction allows students to show their understanding of the assignment using various products. (A) is incorrect because it is not a differentiation strategy. (B) is incorrect because assigning different chapters from the same book does not differentiate instruction. (C) is incorrect because the students are not able to choose the presentation of their final product.

6. (A) is correct because an ABC (antecedent, behavior, consequence) chart is completed before developing an ABA. (B), (C), and (D) are incorrect because they do not address ABA principles.

7. (D) is correct because social-cognitive theory focuses on the triad of environment, person, and behavior. (A), (B), and (C) are incorrect because they do not correctly identify the three components of the social-cognitive theory triangle.

8. (C) is correct because the behavioral model states that all behaviors are learned as a function of the environment; therefore, maladaptive behavior is an inappropriate learned response. (A) is incorrect because it represents the psychological model of behavior. (B) is incorrect as this describes the ecological model of behavior. (D) is incorrect as this represents the biological model of behavior.

9. (D) is correct because Tier 3 interventions require a functional behavioral analysis to identify the function of the targeted behavior and PBIS are limited in that they are general interventions that are not specific to the needs of the student. (A) is incorrect because Tier 3 interventions are remedial in nature and applied to only a select group of students who do not respond to interventions at Tiers 1 and 2. (B) is incorrect because most students require only the first tier of support. (C) is incorrect because PBIS are not intended for only students with behavior disorders.

10. (A) is correct because the basic premise of Section 504 of the Rehabilitation Act is that a qualified individual cannot be denied participation due to a disability if the school receives federal funds. (B), (C), and (D) are incorrect because Section 504 of the Rehabilitation Act does not relate to discrimination based on gender, citizenship, or socioeconomic status.

11. (D) is correct because a log will communicate Joshua’s progress and allow his parents to ask questions or comment on the activities. (A) and (B) are incorrect because they will not build communication between the teacher and the parent. (C) is incorrect because although it is a good start to communication, an open house meeting as a stand-alone activity, will not build communication.

12. (B) is correct because being able to heat up food would allow the student a measure of independence. (A), (C), and (D) are incorrect because they are not daily-living skills.
13. (A) is correct because summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter. (B) is incorrect because writing sentences using spelling words is an example of an instructional activity, not a summative assessment. (C) is incorrect because homework is used as a follow-up to classroom instruction. (D) is incorrect because practicing a skill is part of instruction, not assessment.

14. (B) is correct because a phonological deficit is one involving the sound structure of a language, such as how sounds combine into sequences. (A) is incorrect because comprehension of the meanings attached to words relates to the semantic rather than the phonological structure of language. (C) is incorrect because monitoring the volume of one’s own speech is a difficulty with speech output, but is not related to the sound structure of the language and so does not represent a phonological deficit. (D) is incorrect because the construction of complete sentences relates to syntactic structure.

15. (A) is correct because the difficulties that students with learning disabilities experience commonly appear to arise because information is not processed and coded efficiently as it comes in. (B) is incorrect because the inefficient transfer of information into long-term memory is not generally believed to account for difficulties with the short-term memory itself. (C) is incorrect because difficulties in utilizing working memory, the ability to keep information in mind while performing other cognitive tasks is not generally believed to account for difficulties with the short-term memory itself. (D) is incorrect because, although a student with learning disabilities may experience difficulties in generalizing from one situation to another, it does not clearly account for short-term memory problems.

16. (C) is correct because the period of formal operations goes from 12 years and onwards. (A) is incorrect because it covers ages 2-7 years. (B) is incorrect because the stage lasts from birth to 2 years old. (D) is incorrect because the period spans from 7-12 years.

17. (A) is correct because an Individualized Family Service Plan focuses on the family and the child’s needs. (B) is incorrect because although an Individualized Education Program may be necessary when the child turns 3, the Individualized Family Service Plan fits their immediate needs better. (C) is incorrect because a behavior intervention plan is developed in response to a functional behavior assessment in order to change inappropriate behaviors in students. (D) is incorrect because a Section 504 plan is utilized for a child with a physical or mental impairment and lists the accommodations and modifications that will help them to succeed, but does not address the family needs.

18. (C) is correct because the student needs practice and frequent feedback in the fundamental skills of reading—decoding, recognizing sound combinations, sounding out words, recognizing words in isolation and in passages, and comprehending. (A) is incorrect because a constructivist approach is best for an independent learner who has mastered the basic reading skills. (B) is incorrect because a multimodal approach is also constructivist and requires that a student use oral and written language confidently and with ease. (D) is incorrect because a sheltered English approach is for English learners who do not have reading disabilities.

19. (D) is correct because this description requires the most skill from the student, so is most likely to require the assistance of a teacher or other adult. (A), (B), and (C) are incorrect because they are skills that require minimal support; thus, they are most likely to be handled independently by the student.

20. (B) is correct since one component of successful transfer of learning is the similarity between the situation on which a skill is learned and the situation to which it is to be applied. (A) is incorrect because teacher-made newspaper articles will not enable the student to apply word attack skills to real-life situations. (C) is incorrect because developing writing exercises using words from the curriculum will not help with identifying words from the newspaper. (D) is incorrect because work sheets will not allow the student to use word attack skills when reading the newspaper.
21. (C) is correct because once a skill has been mastered, the teacher can best assure its retention by providing additional meaningful learning situations in which the student can recall and use the skill. (A), (B), and (D) are incorrect because they would not support the retention of previously acquired skills.

22. (C) is correct because response cost needs to be tied to the occurrence of a specific, observable behavior. The behaviors that are identified in (A), (B), and (D) are incorrect because they would not benefit from the use of response cost.

23. (A) is correct because it provides two key justifications for the use of task analysis. (B) is incorrect because, although the skill it describes is a possible benefit of using task analysis, it is not the basic rationale for the use of task analysis. (C) is incorrect because the learning of classification skills is not a primary objective of task analysis. (D) is incorrect because individualization of instruction is always important in instructing students with disabilities.

24. (A) is correct because it is mandated in IDEA. (B), (C), and (D) are incorrect because they are not required components of the IEP.

25. (C) is correct because if the teacher discusses the student’s positive qualities first, the parents will be more willing to discuss difficulties and challenges. (A) is incorrect because there should be a conversational exchange between the teacher and the parents. (B) is incorrect because the use of jargon and technical language could intimidate parents, which would not foster trust and a good rapport. (D) is incorrect because pointing out inconsistencies in parenting could be seen as judgmental and might provoke anger and hostility.

26. (B) is correct because Tanya participates in class, but has difficulty with reading comprehension; therefore, reading the test to her would eliminate the struggle to read the questions and allow her to focus on the content of the test. (A) is incorrect because Tanya’s disability is in the area of reading comprehension and a dictionary would not be an appropriate accommodation. (C) is incorrect because there is no indication that Tanya is suffering from test anxiety or another condition that would be alleviated by testing in a separate room. (D) is incorrect because there is no indication that Tanya has difficulty concentrating or any other condition that would require frequent breaks.

27. (B) is correct because using a visual reminder can increase appropriate behavior. (A) is incorrect because a peer buddy should not be given the task of keeping another student on task. (C) is incorrect because that is not an appropriate strategy for Trish. (D) is incorrect because that strategy is not related to the behavior.

28. (B) is correct because the student would be able to practice using the same programs at school and home, thus reinforcing her writing skills. (A) is incorrect because limiting homework does not help her to use the writing programs. (C) is incorrect because although typing practice is useful, it does not help her to use the programs, one of which is voice recognition software and does not require typing. (D) is incorrect because the accommodation of choice will not promote more successful use of assistive technology.

29. (A) is correct because guided reading allows teachers to work with small groups of students while focusing on the students’ levels and differentiating instruction while working within the groups. (B) is incorrect because a literature circle allows the students to choose books based on their interests rather than their reading levels and the students are more independent. (C) is incorrect because a read-aloud helps the teacher to model or share a book with students, but does not focus on their reading levels. (D) is incorrect because a book club is similar to a literature circle, where students choose their books and work more independently within their interest-based group.

30. (C) is correct because heterogeneous groups are made up of students with diverse abilities and this practice is helpful in including students with special needs. (A) is incorrect because homogeneous groups cluster students with similar abilities and this process does not promote inclusion. (B) is incorrect because looping refers to when a teacher follows the same class from one grade to the next. (D) is incorrect because tracking refers to grouping students in courses that reflect the differences in the students’ prior learning.
4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

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

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

Scoring information can be found on page 39.

7) **Develop a study plan.**

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

And most important—get started!

**Would a Study Group Work for You?**

**Using this guide as part of a study group**

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

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

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

- **Plan the group’s study program.** Parts of the study plan template, beginning on page 27, can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group’s study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.

- **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 “Test Specifications” information beginning on page 5 to help complete it.

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

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5713)
Test Date: 9/15/19

<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>
<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>7/15/19</td>
<td>7/15/19</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>7/17/19</td>
<td>7/17/19</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>7/20/19</td>
<td>7/21/19</td>
</tr>
<tr>
<td><strong>Craft, Structure, and Language Skills</strong></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>7/25/19</td>
<td>7/26/19</td>
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<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>7/25/19</td>
<td>7/27/19</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>8/1/19</td>
<td>8/1/19</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>8/1/19</td>
<td>8/1/19</td>
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</tbody>
</table>

(continued on next page)
### Content covered

<table>
<thead>
<tr>
<th>Description of content</th>
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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>8/1/19</td>
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<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>8/1/19</td>
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<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>8/8/19</td>
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<td>Vocabulary range</td>
<td>Understand a range of words and phrases sufficient for reading at the college and career readiness level</td>
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<td>College library, course notes, high school teacher, college professor</td>
<td>8/15/19</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<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>8/22/19</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>8/24/19</td>
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<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>8/27/19</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>
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<td>Evaluation of arguments</td>
<td>Draw conclusions from material presented in a reading selection</td>
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<td>College library, course notes, high school teacher, college professor</td>
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<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>
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<td>College library, course notes, high school teacher, college professor</td>
<td>9/3/19</td>
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<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>
<td>9/5/19</td>
</tr>
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## My Study Plan

Use this worksheet to:

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

### Praxis Test Name (Test Code):

____________________________________________________________

### Test Date:

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### Step 5: Develop Your Study Plan

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<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>
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6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

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

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

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

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

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

Discussion Areas

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

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

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

I. Development and Characteristics of Students with Intellectual Disabilities

A. Human Development and Behavior

A beginning teacher of students with intellectual disabilities...

1. Knows typical human growth and development in each domain
2. Knows the impact of ID on development in each domain.
3. Understands the major cognitive, behavioral, and social characteristics of students with ID
4. Knows the similarities and differences among students with ID
5. Is familiar with the etiology of ID
6. Knows indicators or behaviors that may be associated with the early identification of ID
7. Is familiar with the factors that influence the educational experience of students with ID
8. Understands the impact of conditions coexisting with ID
9. Understands that medications can affect students with ID

B. Theoretical Approaches to Learning and Motivation

A beginning teacher of students with intellectual disabilities...

1. Understands how deficits in cognitive function affect students with ID
2. Knows major theoretical approaches to student learning and motivation

Discussion areas: Development and Characteristics of Students with Intellectual Disabilities

• What does the term developmental disability mean?
• What is a developmental delay?
• How is it that individuals with a similar disability can differ in the way they learn?
• Is there only one definition for each of the special disability categories?

II. Planning and Managing the Learning Environment

A. Curriculum Development

A beginning teacher of students with intellectual disabilities...

1. Understands the basic concepts of curriculum development
2. Understands how to select instructional content, resources, and strategies appropriate for students with ID
3. Understands how to integrate reading, writing, and mathematics instruction into daily activities for students with ID
4. Knows how to plan instruction for developing the social skills of students with ID
5. Knows how to plan instruction for developing independent functional life skills in students with ID
6. Knows how to plan instruction for supporting the development of verbal and non-verbal language and communication skills
7. Knows how to integrate educational and assistive technology into instructional planning

B. Managing the Learning Environment

A beginning teacher of students with intellectual disabilities...

1. Understands the impact of a safe, equitable, positive, and supportive environment on learning
2. Understands basic classroom management theories and strategies
3. Knows how to structure the physical environment to support learning for students with ID
4. Knows how to establish and communicate expectations for student behavior in a variety of settings
5. Knows how to select and implement behavior management strategies appropriate for individual students
6. Knows how to implement a behavior intervention plan. Knows the components of a BIP
7. Knows how to design and manage daily routines
8. Knows strategies for crisis prevention and intervention
9. Knows universal precautions
10. Knows how to adapt a learning environment based on input from stakeholders

Discussion areas: Planning and Managing the Learning Environment

• What are common strategies that teachers can use to help students with various intellectual disabilities succeed in the general education setting?
• What are the components of a measurable goal?
• What steps do teachers take to ensure that students in their classrooms have a meaningful learning experience?
• What are the characteristics of successful inclusion programs?
• What factors should be considered in structuring the learning environment?
• How will you organize your classroom management and instruction to meet the needs of diverse learners?
• What are some basic assumptions underlying behavioral approaches?
• What kind of behavior management plan would you develop for a specific student?
• How do we support students emotionally for personal growth?

III. Instruction

A beginning teacher of students with intellectual disabilities...

1. Knows and understands instructional strategies and techniques
2. Understands that a number of variables affect how individual students learn and perform
3. Knows how to develop observable and measurable instructional objectives
4. Knows how to develop and implement a lesson plan
5. Knows how to include task analysis to instructional planning
6. Understands strategies for supporting students’ progress in the general education curriculum in a variety of settings
7. Understands strategies for facilitating understanding of subject matter for students with ID
8. Knows methods for facilitating the generalization of skills/behaviors across learning environments
9. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students
10. Knows how to manage instructional variables in a variety of settings
11. Knows ways to support the development of students self-advocacy skills
12. Knows strategies for promoting students’ development of self-regulatory skills
13. Knows how to use student responses and performance for guiding instruction and providing feedback
14. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making

Discussion areas: Instruction

• How would you arrange a classroom where you and your students can access materials easily?
• How does a teacher determine how to establish groups for a particular lesson?
• How do you ensure that students can generalize concepts they have learned in the classroom?
Step 6: Review Study Topics

- How would you use technology in the classroom to meet the needs of students with intellectual disabilities?
- What strategies are effective for having students move around the classroom without being disruptive?
- How can schools use outside support services to create a supportive learning environment for students with intellectual disabilities?

IV. Assessment

A. Knows the definitions and uses of various assessments

A beginning teacher of students with intellectual disabilities...

1. Knows the basic terminology used in assessment
2. Is familiar with the uses, strengths, and limitations of various assessment instruments
3. Understands procedures for evaluating and determining eligibility for students with ID
4. Knows how to use assessment data to develop/modify an educational program, to evaluate students' needs and progress, and to adapt instruction
5. Knows the components of a functional behavior assessment
6. Knows how to use functional behavior assessments to develop behavior intervention plans
7. Understands factors that can lead to misidentification of students with ID
8. Knows how to communicate assessment data to a variety of stakeholders
9. Knows how to create, access, and maintain assessment records
10. Is familiar with the purpose and appropriate uses of alternative assessments

Discussion areas: Assessment

- What are the different ways of recording observations?
- How is assessment data communicated to stakeholders?
- Why do teachers construct their own tests?

- What might be included in a portfolio assessment?
- When may test practices be considered discriminatory?
- How do teachers use assessment measures as a means for developing appropriate, individualized instruction?

V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

A beginning teacher of students with intellectual disabilities...

1. Knows federal terminology and definitions relating to general and special education
2. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA
3. Understands procedural safeguards of stakeholders' rights and their impact on education decisions
4. Understands the components of an Individualized Education Plan (IEP)
5. Is familiar with the components of an Individualized Family Service Plan (IFSP)
6. Knows the provisions of major legislation that impact the field of special education
7. Is familiar with the basic characteristics and defining factors for each of the disability categories as defined under IDEA

B. Historical and Professional Foundations

A beginning teacher of students with intellectual disabilities...

1. Is familiar with current issues and trends in the field of special education
2. Knows how to locate information on research, practice, and movements in the field of special education
3. Understands the legal and ethical implications of major laws and regulations related to the rights of students and teachers
4. Knows the impact of ID on individuals, families, and society across the life span
5. Knows strategies for assisting families in understanding the implications of a student’s ID
6. Is familiar with services, networks, and organizations for students with ID and their families
7. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members
8. Understands their collaborative role in the creation, implementation, and assessment of IEPs
9. Knows that there is a continuum of placement options and services available for students with ID
10. Knows strategies for assisting students, families, school personnel, and community members in planning appropriated transitions for students with ID
11. Knows how to structure activities of personnel who work with students with ID
12. Knows a variety of strategies for communicating with parents/caregivers about students’ progress and needs
13. Understands their role as an advocate for special education
14. Understands their role as a resource for parents/caregivers, school personnel, and members of the community for information relating to students with ID and their educational experience
15. Knows how to use reflection to improve practice and guide professional growth

Discussion areas: Foundations and Professional Responsibilities

- What are the provisions for nondiscriminatory testing procedures in IDEA?
- With whom can you discuss your students and their needs?
- What agencies can aid in preparing a student for work?
- Who participates on an IEP team?
- Who is accountable for the IEP?
- What types of activities could you use to encourage socialization among your students?
- What resources in your community assist parents of children with special needs?
- What is the relationship between a special education teacher and a paraprofessional?
- What is the relationship between a special education teacher and a general education teacher?
- What steps can teachers take to make collaboration successful?
- What are effective communication tools that teachers can use with parents?
- How might personal cultural biases affect you as a teacher? What can you do to counteract them?
7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

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

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

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

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

See if you qualify for accommodations to take the Praxis test

What if English is not my primary language?

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

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

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

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

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

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

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

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.
Step 9: Do Your Best on Test Day

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

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

Are You Ready?

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

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

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

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your Praxis scores mean

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


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

Put your scores in perspective

Your score report indicates:

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

If you have taken the same Praxis test or other Praxis tests in the last 10 years, your score report also lists the highest score you earned on each test taken.
Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

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

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

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

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

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

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

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

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

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

Appendix: Other Questions You May Have

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

**How were the tests developed?**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store