

The Praxis® Study Companion

Gifted Education

5358



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 45).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

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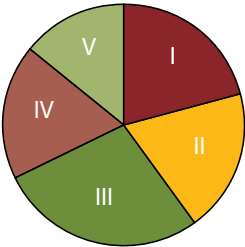
The Praxis® Study Companion guides you through the steps to success

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1. Learn About Your Test

Learn about the specific test you will be taking

Gifted Education (5358)

Test at a Glance			
Test Name	Gifted Education		
Test Code	5358		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Test
	I. Development and Characteristics of Gifted Students	25	21%
	II. Learning Environment for Gifted Students	23	19%
	III. Instruction of Gifted Students	33	28%
	IV. Identification and Assessment of Gifted Students	22	18%
	V. Professionalism	17	14%

About This Test

The *Praxis* Gifted Education test is designed for candidates who are preparing to enter the field of gifted education. The test measures the knowledge, skills, and abilities judged by a national advisory committee and a survey of experts in the field to be necessary for safe and effective practice.

Test takers are typically completing a graduate program in the education of gifted students or have an undergraduate degree and extensive experience planning and providing gifted services in their school districts.

Test questions assess knowledge of the essential components of effective practice: development and characteristics of gifted students, identification and assessment of gifted students, planning and managing the learning environment for gifted students, curriculum and instruction of gifted students, and professionalism expected of a teacher of gifted and talented students.

Test takers are asked to show their knowledge of the topics covered on the test in multiple ways: conceptual understanding, procedural awareness, interpretation, integration, and application. The content assessed is aligned with the NAGC-CEC teacher preparation standards in gifted and talented education.

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

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 35.

I. Development and Characteristics of Gifted Students

A. Development

1. Knows the advanced developmental milestones of gifted students in all domains, from early childhood through adolescence
 - a. physical
 - b. social/emotional
 - c. cognitive
 - d. communicative
 - e. adaptive
2. Knows how asynchronous development relates to giftedness
3. Knows the early indicators of giftedness
 - a. advanced verbal ability
 - b. curiosity and imagination
 - c. early achievement of milestones
 - d. ability to focus attention intensely
 - e. accelerated rate of learning
4. Knows the indicators of giftedness in all stages of development
5. Knows the role of stakeholders in supporting the development of giftedness

B. Characteristics

1. Understands the similarities and differences between gifted students and the general student population
2. Knows the similarities and differences among gifted students
3. Knows the characteristics associated with different types of giftedness
 - a. intellectual
 - b. academic
 - c. creative
 - d. leadership
 - e. visual and performing arts
4. Knows the cognitive characteristics of gifted students
 - a. memory, focus, capacity for learning, metacognition
 - b. originality, creativity and innovation, insight
 - c. rate of learning, breadth and depth of knowledge

- d. analogical thinking and reasoning, communication skills
 - e. abstract and conceptual learning
5. Knows the range of social and emotional characteristics of gifted students
 - a. perfectionism, persistence
 - b. emotional intensity, idealism, empathy
 - c. intrinsic motivation, self-awareness
 - d. sense of humor
 - e. preference for intellectual peers
 6. Knows a variety of factors that may affect the development of gifted students
 - a. socioeconomic status, culture, English-language proficiency
 - b. race, gender, ethnicity, peer relationships
 - c. availability of services and quality of instruction
 - d. age of identification, home support and environment
 - e. coexisting conditions and exceptionalities
 7. Knows common stereotypes associated with gifted students
 - a. socially shy and inept
 - b. excel in all academic areas
 - c. lack of interest in nonacademic pursuits
 - d. capable of learning on their own
 - e. easily identified
 8. Knows a variety of causes for underachievement in gifted students
 - a. cultural influences
 - b. pressure to conform
 - c. fear of failure, low self-esteem, boredom
 - d. lack of supportive academic environment
 - e. unsupportive family environment
 - f. transience (frequent moves)
 9. Knows the coexisting conditions and exceptionalities that may affect gifted students
 - a. giftedness and ADHD
 - b. giftedness and literacy disabilities
 - c. giftedness and learning disabilities

II. Learning Environment for Gifted Students

A. Physical and Social Environment

1. Understands the impact of a safe, equitable, positive, and supportive environment on learning
2. Knows the continuum of placement and delivery of service options for gifted students
 - a. general education classes with differentiation
 - b. cluster grouping
 - c. pull-out and self-contained classes
 - d. special, alternative, and virtual schools
 - e. dual enrollment
3. Knows the influence of social and emotional development on the learning of gifted students and that gifted students may have idiosyncratic learning patterns
4. Knows strategies for developing the nonacademic skills of gifted students
 - a. social competence
 - b. leadership
 - c. resilience
 - d. self-efficacy
 - e. risk taking
5. Is familiar with how identification and delivery models are related

B. Teaching and Learning Environment

1. Knows how to create a learning environment that addresses the characteristics and needs of gifted students
 - a. adapting the curriculum, content, process and product
 - b. aligning instruction with standards and benchmarks
 - c. selecting resources to meet the interests of gifted students
 - d. adapting resources to meet the needs of individual students
 - e. addressing the strengths and limitations of individual students
 - f. offering a broad array of resources for learning
2. Uses instructional activities specific to the development of complex cognitive processes
 - a. comparing and contrasting
 - b. analyzing, inferring, predicting
 - c. evaluating, categorizing, synthesizing
 - d. decision making, creating
 - e. generalizing

3. Knows methods for promoting higher levels of thinking
 - a. reflecting, supporting positions
 - b. challenging assumptions, drawing conclusions
 - c. finding relationships, designing alternate solutions
 - d. determining relevancy and validity of information
 - e. transferring knowledge
4. Knows strategies for addressing underachievement in gifted students
 - a. offering choice-based learning
 - b. supporting incremental goal setting
 - c. establishing supportive partnerships
 - d. recognizing success
5. Knows how to establish and maintain rapport with gifted students
 - a. communicating expectations for student performance
 - b. communicating expectations for student behavior in a variety of settings
6. Knows the tools for adapting a learning environment based on input from students and other stakeholders
 - a. preassessment
 - b. learning inventories
 - c. interpretation of test results and performance evaluations
 - d. consultation and collaboration with other stakeholders

III. Instruction of Gifted Students

A. Planning

1. Understands the basic concepts of curriculum development for gifted students
 - a. differentiating goals
 - b. developing scope and sequence
 - c. aligning with standards and benchmarks
 - d. increasing depth and rigor
 - e. modifying existing curriculums
2. Knows the major models for developing curriculum for gifted students
 - a. content mastery model (subject based)
 - b. process-product model (skill based)
 - c. concept-based model (theme based)

3. Knows how to differentiate the general education curriculum to meet the needs of gifted students
 - a. increasing complexity and depth of content
 - b. modifying the pace of learning
 - c. creating opportunities for creativity and innovation
 - d. allowing opportunities for independent study
 4. Knows how to select instructional content, resources, and strategies appropriate for gifted students
 5. Knows how to adapt content, strategies, and resources appropriate to the needs of individual students
 6. Knows how to design instruction that provides opportunities for students to investigate and extend areas of interest or talent
 7. Knows how to plan instruction for enhancing the communication skills of gifted students, including advanced oral and written communication tools
 8. Knows how to plan opportunities for gifted students to access and use technology in innovative ways
 9. Knows the academic and career guidance that must be integrated into instruction
 - a. academic and vocational assessment
 - b. shadowing and internships
 - c. mentors and role models
 10. Knows the importance of involving students in planning, implementing, and evaluating their learning
 11. Knows the types of assessment data that are used to inform instruction
 - a. formal and informal
 - b. summative and formative
 - c. pre- and postassessment
 - d. performance-based
2. Knows how to develop observable and measurable instructional objectives
 3. Knows how to develop and implement lesson plans
 4. Knows a variety of strategies for instructing gifted students
 - a. higher-level questioning
 - b. problem-based learning
 - c. inquiry-based learning
 - d. differentiated learning
 5. Knows how to pace instruction to meet the needs of individual students and that different strategies may be required for teaching gifted students with diverse cultural and linguistic needs
 6. Knows strategies for developing metacognitive thinking in gifted students
 - a. modeling thought processes in content areas
 - b. developing self-regulation
 - c. encouraging and supporting reflection
 - d. asking complex questions
 7. Knows methods of facilitating the transfer of knowledge and skills in specific areas of student development
 - a. generalizations
 - b. synthesis within and across disciplines
 - c. integration of conceptual understanding
 8. Knows strategies for teaching students self-advocacy and self-regulatory skills
 9. Knows how to use student responses and performance for guiding instruction and providing feedback
 10. Is familiar with strategies for addressing the needs of the profoundly gifted
 - a. adjusting age restrictions
 - b. increasing access to appropriate learning opportunities
 - c. adapting peer settings to meet academic and social needs
 - d. employing radical acceleration
 - e. locating content experts

B. Instruction

1. Knows that a number of variables may affect how individual students learn and perform
 - a. culture, socioeconomic status, gender
 - b. prior knowledge and experience
 - c. self-confidence, self-esteem
 - d. developmental readiness, asynchrony
 - e. coexisting conditions and exceptionalities

IV. Identification and Assessment of Gifted Students

A. Assessment

1. Knows the basic terminology used in assessment
 - a. validity, reliability, mean, median, mode
 - b. raw score, scaled score, stanine, percentile
 - c. normal distribution, standard deviation, standard error of measurement
 - d. grade-equivalent scores, age-equivalent scores
 - e. norm-referenced and criterion-referenced tests
 - f. ceiling effect, out-of-level testing
2. Is familiar with assessment instruments and their uses, strengths, and limitations
 - a. observations
 - b. checklists
 - c. parent or teacher recommendations
 - d. portfolios, work samples
3. Knows the various purposes of assessment
 - a. planning and instruction
 - b. documenting growth
 - c. identification
 - d. placement
4. Knows the legal and ethical practices related to the identification, assessment, and placement of gifted students
 - a. confidentiality of educational records
 - b. nondiscriminatory assessment
 - c. state and district regulations
 - d. national and local norms
5. Knows how to develop assessments to measure student learning and progress
6. Knows how to report assessment data to stakeholders
7. Knows how to interpret assessment data for making placement and program decisions

B. Identification

1. Knows the processes and procedures for nominating and identifying gifted students
2. Knows commonly used qualitative assessments associated with identifying giftedness
 - a. observations
 - b. checklists
 - c. parent or teacher recommendations
 - d. portfolios, work samples
3. Knows commonly used quantitative assessments associated with identifying giftedness
 - a. creativity tests
 - b. achievement tests
 - c. aptitude tests
 - d. IQ tests
4. Is familiar with the use of alternative assessments for identifying giftedness in special populations
5. Knows the importance of using multiple criteria for identifying giftedness
6. Knows factors that can lead to the over-, under-, or misidentification of gifted students
 - a. gender, race, ethnicity, stigma
 - b. cultural factors, social status, economic status
 - c. parental pressure
 - d. behavioral issues, coexisting exceptionalities
 - e. English language proficiency, testing bias
 - f. teacher expectations and misconceptions

V. Professionalism

A. Foundations

1. Knows the major foundations, theories, and philosophies of gifted education
 - a. historical foundations
 - b. major contributors
 - c. varying conceptions of giftedness
2. Is familiar with the major legislation regarding the education of gifted students
 - a. Javits Act
 - b. Individuals with Disabilities Education Act (IDEA)
 - c. state laws
3. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers
 - a. equal access
 - b. privacy and confidentiality
 - c. intellectual freedom
 - d. licensing/certification
4. Knows the rationales, principles, and goals of gifted education
 - a. existence of individual differences
 - b. benefit to society of the development of giftedness
 - c. diverse perspectives on the conceptions of giftedness

- d. entitlement of gifted students to an education that supports the attainment of their full potential

B. Collaboration, Leadership, and Professional Development

1. Knows the publications and professional organizations relevant to the field of gifted education
 - a. *Journal for the Education of the Gifted*
 - b. *Parenting for High Potential*
 - c. *Gifted Child Quarterly, Gifted Child Today*
 - d. National Association for Gifted Children
 - e. Council for Exceptional Children
 - f. The Association for the Gifted
2. Knows how to locate and evaluate information on issues, trends, and research in the field of gifted education
3. Knows how to apply theory and research in gifted education to instructional practice
4. Knows how to collaborate with colleagues and school personnel to address the academic, emotional, and social needs of gifted students
5. Knows how to use reflective practice to improve instructional practice
6. Knows how to collaborate with stakeholders to advocate for services for gifted students
7. Knows how to serve as a resource for supplementary opportunities for gifted students outside of school
 - a. summer and weekend programs
 - b. conventions and competitions
 - c. special interest organizations
8. Is familiar with the impact of giftedness on individuals, families, and society across the life span
 - a. knows the common emotional reactions to gifted individuals
 - b. knows the stressors and challenges associated with gifted individuals and family members
 - c. knows ways that gifted individuals can affect the school and greater communities, and society as a whole
9. Knows strategies to help families understand the implications of a student's giftedness and provides strategies for supporting the student's development and learning
 - a. initiating and maintaining relationships with family members
 - b. providing information about resources that support families
10. Knows a variety of strategies for communicating with parents and caregivers about students' progress and needs
11. Knows the role of an advocate for gifted education and is a resource for parents and caregivers, school personnel, and members of the community for information relating to gifted students and their educational experience

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 on the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

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

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

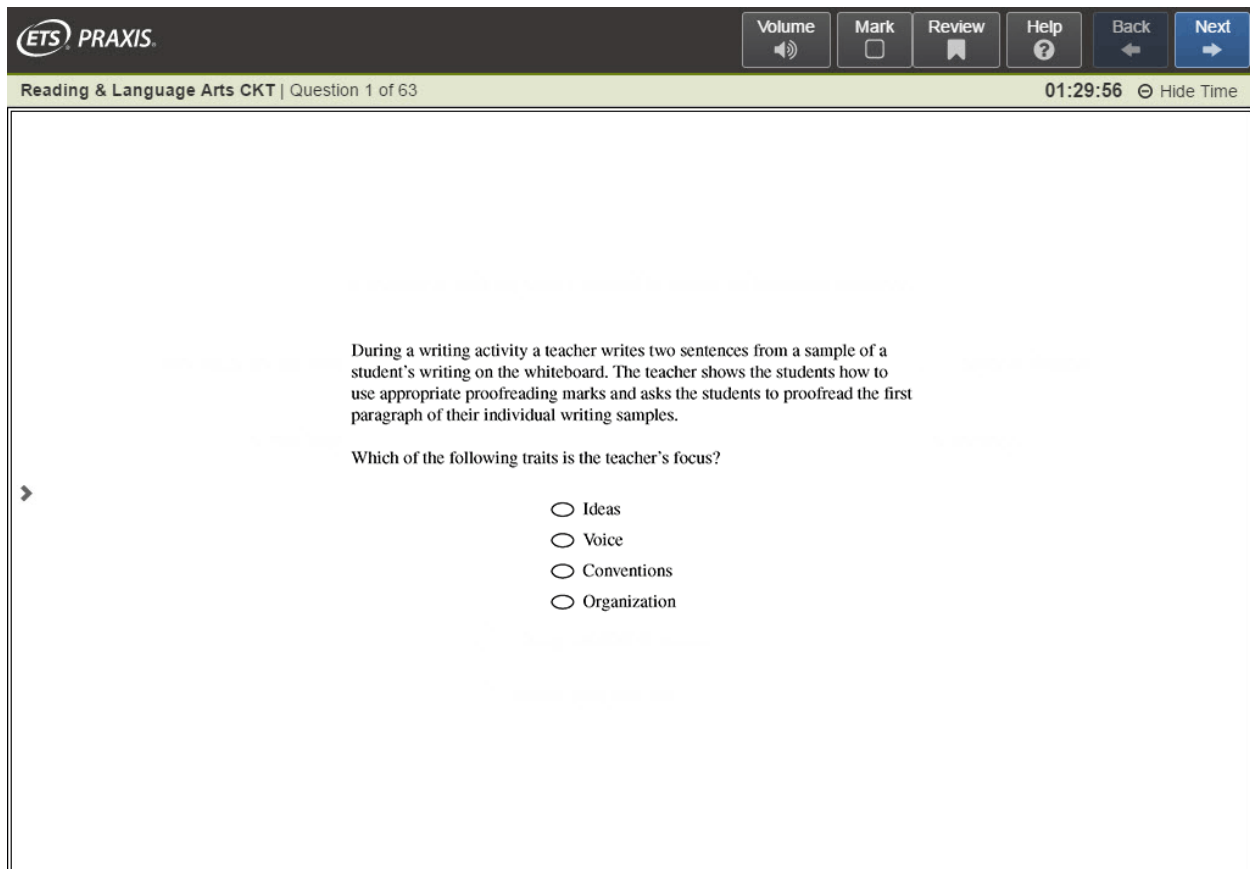
QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

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



The screenshot shows a test interface with a dark header bar. On the left is the ETS PRAXIS logo. On the right are buttons for Volume, Mark, Review, Help, Back, and Next. Below the header, a light green bar displays "Reading & Language Arts CKT | Question 1 of 63" on the left and "01:29:56 Hide Time" on the right. The main content area is white and contains the following text:

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

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

- Ideas
- Voice
- Conventions
- Organization

Sample Test Questions

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

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

- Eight-year-old Sarah is working on advanced algebra, reading at an eighth-grade level, and in her spare time experiments with a chemistry set at home. Her parents meet with her teacher and request testing for the program for gifted and talented students. Although the teacher does agree that Sarah is reading well above grade level, the teacher is hesitant to refer Sarah for the program because she is often off task, rarely finishes class assignments, and has a tendency to cry when frustrated.

The teacher would benefit from training to better recognize

 - emotional dysfunction
 - self-efficacy
 - cognitive processes
 - asynchronous development
- Which of the following activities would encourage divergent thinking in a young, intellectually gifted elementary student?

 - Classifying pictures of rocks using a teacher-prepared guide
 - Reading an encyclopedia article on rocks and minerals
 - Collecting rocks and deciding on multiple ways to organize them
 - Drawing pictures of rocks found in the neighborhood
- According to the National Council for the Social Studies (NCSS), which of the following is an essential component when teaching history to support the development of critical thinking?

 - Integrating more difficult activities into each lesson
 - Grouping students according to ability
 - Including diversity and multiple perspectives
 - Creating presentations with input from local historians
- A teacher of gifted students wants to provide students with an engaging format and a highly responsive learning community where reflection is commonplace. Which of the following approaches taken by the teacher will best help achieve the goal?

 - Assigning a group research project and adapting the depth of the task
 - Including the use of online discussion forums and other media in tasks
 - Requiring that students present their products to their general education peers for feedback
 - Integrating the students into a highly competitive learning group
- Which of the following teaching approaches is most likely to enhance the creativity of gifted students?

 - Emphasizing concrete, real-life applications of topics rather than abstract concepts
 - Structuring assignments in ways that encourage divergent thinking
 - Accelerating coverage of required content to allow time for creative activities
 - Encouraging students to choose their own educational goals and to seek out their own resources

6. Which of the following is most likely to be a primary consideration in the selection of a curriculum model for gifted students?
- (A) The model should be focused primarily on content that is appropriate for gifted students, leaving process-related decisions up to the individual teacher.
 - (B) The model should be a feasible adjunct to the regular curriculum.
 - (C) The model should maximize opportunities for the integration of gifted and regular students in instructional activities.
 - (D) The model should provide multiple paths to reach specified goals.
7. When a gifted student is involved in independent study, what is the major responsibility of the student's teacher or mentor?
- (A) Identifying appropriate resources to support the student's learning
 - (B) Analyzing data and drawing conclusions from the student's projects
 - (C) Determining an appropriate format for the presentation of results
 - (D) Helping the student focus on appropriate topics for study
8. Which of the following principles is most appropriate for guiding the development of a gifted education program?
- (A) Gifted students should be given multiple educational opportunities to realize their potential to the fullest extent possible.
 - (B) The primary aim of instruction for gifted students should be to provide students with learning experiences that help translate the affective domain into thoughts and actions.
 - (C) Gifted students should be instructed in homogeneous groupings to the maximum extent possible.
 - (D) Education for the gifted should be administered as a separate program from the regular education program to maximize available funding and other resources.
9. Educational researcher Joseph S. Renzulli distinguishes between schoolhouse giftedness and creative-productive giftedness. The distinction primarily influences gifted program development in which of the following ways?
- (A) By offering additional homework to address the gifted students' needs
 - (B) By altering coursework to reduce scheduling conflicts for gifted students
 - (C) By expecting gifted students to excel in all academic areas with distinction
 - (D) By providing gifted students with multiple opportunities to maximize their achievements
10. A middle school teacher of the gifted is having students read stories about Sherlock Holmes and observe how, as a detective, Holmes is particularly skilled at drawing conclusions from observations?
- Which of the following might best explain the teacher's purpose in using the character of Sherlock Holmes as a model?
- (A) To help students understand the limitations of logical reasoning
 - (B) To encourage students to develop intellectual and emotional regulation
 - (C) To sensitize students to contradictions and paradoxes in the world
 - (D) To teach students that examining detail may help them in ascertaining meaning
11. Which of the following best characterizes the overexcitabilities of gifted students as observed by Kazimierz Dabrowski?
- (A) Antisocial behavior when frustrated
 - (B) Supersensitivity to their environments
 - (C) Obsessive-compulsive behavior
 - (D) Intense interest in a complex topic

12. A teacher assigns gifted students a group research project. Which of the following examples shows how the teacher can best communicate expectations for student performance that are appropriately geared toward their abilities?
- (A) Showing students projects that were completed in previous years
 - (B) Providing a checklist of project tasks to complete
 - (C) Establishing clear deadlines for components of the project
 - (D) Working with students to create a rubric to assess the project
13. The primary benefit of using alternative assessments for special populations of underrepresented gifted students is that the assessments can
- (A) consider the definition of giftedness statically
 - (B) demonstrate the necessity for absolute attributes of giftedness
 - (C) use authentic evaluation tools and learning opportunities
 - (D) focus on the link between giftedness and academic achievement
14. Which of the following is a model curriculum for gifted education that focuses on high levels of engagement and the use of challenging learning experiences based on students' interests and learning styles?
- (A) Race to the Top
 - (B) Schoolwide Enrichment Model
 - (C) Mentoring Mathematical Minds
 - (D) Depth and Complexity Model
15. A gifted sixth grader has a propensity for blurting out answers during classroom discussions. Which of the following is the best way for the teacher to help the student control this impulse and thereby ensure that all students in the class have an equal opportunity to participate?
- (A) Providing self-help strategies such as using internal self-control messages to prevent impulsive behavior
 - (B) Asking only open-ended questions and giving students ten to fifteen seconds of wait time to think about their answers before calling on one to respond
 - (C) Ignoring all attention-getting behaviors such as hand-waving in favor of selecting a name at random from a prepared set of name cards
 - (D) Preassigning questions to groups of three to five students and having them make notes before presenting their response to the class

16. Which of the following best characterizes the study guide approach to compacting and differentiating instruction for a gifted fifth-grade student?
- (A) The student will work independently in the classroom to develop a deeper level of understanding about a particular concept.
 - (B) The student will work in the library on a self-selected topic and present a weekly progress log to the classroom teacher.
 - (C) The student will sign a contract to learn independently and will be excused from whole-class activities and classroom testing
 - (D) The student will work independently on a teacher-assigned topic and will learn to synthesize information from many different sources.
17. Which of the following statements most accurately reflects current research regarding acceleration of gifted students?
- (A) Acceleration of gifted students is best accomplished at all ages through early entrance into school programs.
 - (B) High-ability students who have been accelerated often report dissatisfaction with the acceleration experience.
 - (C) Underage gifted students are often identified as being immature and look to same-aged peers for interactions.
 - (D) Underage students in gifted programs are as socially and emotionally well-adjusted as their older classmates.
18. A gifted student who is feeling frustrated and overwhelmed wants to stop working on an independent project. Which of the following is the best first step a teacher can take to enable the student to maintain interest in the project?
- (A) Agreeing with the student that challenging projects are frequently frustrating
 - (B) Reminding the student that he or she has the skills and motivation needed to do well on the project
 - (C) Helping the student break the project into manageable short-term goals that can be met one at a time
 - (D) Asking the student's parents to assist with the project by locating sources of information the student can use
19. What is one of the primary goals of a professional organization?
- (A) Mandating a national curriculum
 - (B) Controlling publication of articles related to the profession
 - (C) Enforcing standards for the practice of the profession
 - (D) Providing leadership for the improvement of the profession
20. A gifted and talented class teacher creates an assessment after completion of a novel study that allows students to select from a menu of assignments. Which of the following best describes the type of differentiation that occurs during the assessment?
- (A) Content
 - (B) Process
 - (C) Product
 - (D) Environment

21. A teacher of gifted and talented students regularly meets with colleagues to share information about the special characteristics and educational needs of gifted students. By doing this, the teacher of the gifted and talented students is primarily assuming which of the following roles?
- (A) Facilitator
 - (B) Advocate
 - (C) Researcher
 - (D) Collaborator
22. Which of the following assessments is primarily used to collect data for curriculum adjustment during the course of a unit?
- (A) Summative
 - (B) Benchmark
 - (C) Diagnostic
 - (D) Formative
23. Which of the following actions is most effective for a district to take to address the issue of equity in the identification of gifted and talented students?
- (A) Adhering rigidly to cutoff scores when assessing students for the gifted and talented program
 - (B) Utilizing the same assessments for all students during the identification process
 - (C) Using the same criteria guidelines for all campuses to identify gifted and talented students
 - (D) Considering the background of each student during the identification process
24. An elementary student performs significantly above grade level in math and reading, displays excellent work habits, has good attendance, and frequently seeks opportunities to work with older students. Which of the following is the best tool for determining the child's grade placement?
- (A) Iowa Acceleration Scale
 - (B) Torrance® Tests of Creative Thinking
 - (C) Stanford-Binet Intelligence Scales
 - (D) Iowa Tests of Basic Skills®
25. A teacher can best promote self-reflection among high school students by asking them to
- (A) discuss a recent play the class watched
 - (B) analyze the two sides of a court case
 - (C) use a rubric to self-assess performance on a presentation
 - (D) ask and answer open-ended questions in a group discussion
26. Which of the following is the most efficient assessment to use to determine whether gifted students in a science class have mastered the basic terms and concepts and are ready to move on to more complex problem solving?
- (A) Two narrative essay questions
 - (B) A collaborative performance task
 - (C) An observation checklist
 - (D) A multiple-choice test
27. Because of the diverse characteristics of gifted learners, identification must primarily be based on
- (A) multiple modes of assessment
 - (B) students' social-emotional maturity
 - (C) students' task commitment
 - (D) parent interviews
28. Which of the following resources should a teacher of gifted students consult initially when planning instruction for the classroom?
- (A) Guidelines from the Acceleration Institute
 - (B) Classroom textbooks and teacher's guides for each subject
 - (C) Position papers by the National Association for Gifted Children
 - (D) National standards for gifted programming

29. A general education teacher assigns fifth graders an occupation to research and specifies how they will present their findings. Which of the following changes in the assignment is most likely to support the learning of the gifted students in the class?

- (A) Allowing students to select the careers they will research and their method of presentation
- (B) Pairing each gifted student with a struggling student to create the presentation
- (C) Asking students to choose from a list of fine arts occupations to research
- (D) Letting students choose any topic to research and present based on their interests

30. Roberta, an academically and artistically talented tenth-grade student, is interested in designing protective clothing for public safety professionals. Roberta's art teacher guides her through an independent study project to use her strong design skills to improve the safety uniform for firefighters in her town.

Which of the following is the best next step to take to have the project evaluated on a professional level?

- (A) Displaying the uniform design in the school library
- (B) Taking a college course in textile design
- (C) Interning with the local fire department
- (D) Entering the uniform design in a competition

Answers to Sample Questions

1. The correct answer is (D). This question tests your knowledge of asynchronous development. Like Sarah, many gifted students tend to exhibit wide discrepancies in their development of intellectual, social, emotional, and physical areas. It is important for teachers working with gifted students to be able to recognize this development pattern for appropriate identification of gifted students. Choice (A) is incorrect because there is no evidence for emotional dysfunction. Sarah is young and frustrated, so it is possible that she cries because of that frustration. Choice (B) is incorrect because self-efficacy is a person's judgment about being able to perform a particular activity. It is a student's "I can" or "I cannot" belief. There is no mention of Sarah's self-efficacy in the scenario. Choice (C) is incorrect because although Sarah's cognitive abilities are clearly evidenced in the scenario, the teacher is not addressing this. Instead, the teacher focuses on the negative qualities Sarah exhibits in the classroom, such as her poor handwriting and her tendency to cry when frustrated, neither of which are descriptors of intellectual giftedness.

2. The correct answer is (C). This question tests your knowledge of research on the thinking and learning styles of gifted students. Research indicates that gifted students tend both to need and to derive considerable satisfaction from activities that involve organizing ideas and objects in a meaningful way, preferably according to principles that they themselves have generated. Gifted children also tend to prefer active exploration over more passive modes of learning. Of the choices listed, only (C) meets all these criteria. For example, collecting rocks is a more active assignment than looking at pictures (A) or reading an article (B). Similarly, finding ways to organize rocks, which involves both generating and applying an organizing principle, is an activity that gifted children would tend to prefer over the activity of simply applying a classification scheme choice (A). Choice (D) is incorrect because drawing pictures of rocks would offer the children no opportunity to explore, generate ideas, or use or derive organizational principles.

3. The correct answer is (C). This question tests your knowledge of using multiple perspectives when teaching history. Educational research stresses the importance of teaching multiple perspectives when teaching history to help students become critical thinkers when engaged in the learning process. Choice (A) is incorrect because simply inserting more difficult assignments is too general to support the development of critical thinking. Choice (B) is incorrect because grouping students according to ability is not the best practice to meet the needs of the gifted and talented students. Choice (D) is incorrect because collaborating with local experts to create a presentation is a well-received activity, but teaching diversity and multiple perspectives helps all students become critical thinkers engaged in the learning process.

4. The correct answer is (B). This question tests your knowledge of how the Internet provides students with immediate information, an engaging format, and a highly responsive learning community where reflection is commonplace. Choice (A) is incorrect because adapting depth does not also engage and encourage reflection. Choice (C) is incorrect because presenting in front of peers does not allow for metacognition. Choice (D) is incorrect because integration into a competitive group does not encourage reflection and sharing of viewpoints. Generally, in competition, students do not share their learning.

5. The correct answer is (B). This question tests your knowledge of the concept of intellectual creativity, which refers to the ability to generate new, unanticipated ideas and connections between ideas. This type of thinking is referred to as divergent thinking and is best promoted when teachers present students with open-ended questions, with problems that require new perspectives for their solutions, and with issues that invite a wide range of responses. Choice (A) is incorrect because creative thought can be elicited by or applied to abstract concepts as well as to concrete, real-life situations. Choice (C) is incorrect because it reflects a basic understanding: creative activities should not be separated from regular school tasks and tacked on to the end of so-called regular tasks as a type of bonus. On the contrary, required educational content can and should be presented in ways that encourage creative thinking. Choice (D) is incorrect because it implies another basic misunderstanding that it is the responsibility of professionals, not students, to set educational goals. Furthermore, although students may

demonstrate some creativity in identifying resources for specific tasks and projects, it is the responsibility of educators to provide the basic resources required by students to attain educational goals.

6. The correct answer is (D). This question tests your knowledge of the principles that should guide educators when selecting a curriculum model. One of these principles involves flexibility in reaching specified goals. The flexibility factor is important in allowing teachers to be responsive to the diverse needs, interests, and talents of their students, as well as to the particular constellation of resources that may be available in a given situation. Choice (A) is incorrect because a curriculum for gifted students should define not only the type of content that is most appropriate but also how to present this content in ways that will best challenge the particular intellectual strengths and interests of the gifted students. Choices (B) and (C) are incorrect because the feasibility of linking the gifted curriculum to the general education curriculum or the gifted students to the general education students may be an issue to consider in some particular circumstances. However, because these considerations have nothing inherently to do with the question of how best to serve gifted students, they should not be the guiding principles in curriculum development.

7. The correct answer is (D). This question tests your knowledge of independent study for gifted students. An important aspect of independent study for gifted students is ensuring that the students select appropriate topics to serve as a focus for their project. However, gifted students often have difficulty determining the appropriate level of specificity for a study topic. The teacher has a major responsibility to help students focus their study topics in such a way that a productive project is possible, given limitations of time, resources, and the students' intellectual maturity. In specific situations, a teacher may sometimes decide to assist a student in identifying resources as in (A), analyzing data and drawing conclusions (B), or determining an appropriate format for presentation of results (C). However, since none of these activities is in all cases a major responsibility of the teacher, (A), (B), and (C) are incorrect.

8. The correct answer is (A). This question tests your knowledge of the fundamental principle that guide the development of educational programs, including those designed for gifted students. One of the principles is that ample opportunities should be provided to students to realize their full potential. With respect to this principle, gifted programs should differ from other educational programs because gifted students' learning styles and learning potential differ in many ways from those of general education students; gifted students, therefore, may require different educational provisions. Choice (B) is incorrect because translating the affective domain into thoughts and actions is an objective that would apply only occasionally in specific situations; this is by no means a guiding principle of gifted education. Choice (C) is incorrect because the homogeneous grouping of gifted students in instruction is a desirable aim for some, but by no means all, instructional situations. Therefore, this consideration is not the most appropriate guiding principle for the development of a gifted education program. Choice (D) involves questionable reasoning: administering gifted education separately from general education does not necessarily, or even usually, maximize available funding and other resources.

9. The correct answer is (D). This question tests your knowledge of educational researcher Joseph S. Renzulli, who believes that the purpose of gifted education programs is to provide students with maximum opportunities for self-fulfillment through the development of performance areas where superior potential may be present. Such areas include lesson-learning giftedness as well as creative-productive giftedness. Choice (A) is incorrect because additional homework does not develop creativity and Renzulli's theory does not influence instructional methods for developing talent. Choice (B) is incorrect because altering coursework to reduce scheduling conflicts is not directly relevant to specific behavioral manifestations for development of high potentials. Choice (C) is incorrect because the expectation that a gifted student is talented in all areas of academia is a false idea of giftedness and does not address the measures of schoolhouse giftedness and creative-productive giftedness.

10. The correct answer is (D). This question tests your knowledge of an instructional strategy to teach students how to draw conclusions. Having Sherlock Holmes model the importance of examining what is often not noticed will aid students in analyzing not only literature but life situations in general. Choice (A) is incorrect because there is a different instructional strategy used in the development of logical reasoning. Choice (B) is incorrect because the development of intellectual and emotional regulation requires a different process. Choice (C) is incorrect because sensitization strategies would be different.

11. The correct answer is (B). This question tests your knowledge of the research contributions of the Polish psychologist Kazimierz Dabrowski (1902-1980). In his research, Dabrowski defined overexcitabilities as “extreme intensities or sensitivities that affect the ways in which an individual experiences the world.” He also noted that “although most of us may have extra energy at times or have strong reactions to various stimuli on occasion, those with overexcitabilities experience these distinguishing behaviors regularly. Choice (A) is incorrect because antisocial behavior may not be characteristic of overexcitabilities. Choice (C) is incorrect because obsessive-compulsive behavior may not be characteristic of excitabilities. Choice (D) is incorrect because while almost always welcome, intense interest does not necessarily accompany overexcitabilities.

12. The correct answer is (D). This question tests your knowledge of how students and teachers work together to set high expectations and establish ownership of these expectations through clear communication of standards. Choice (A) is incorrect because simply showing students projects does not facilitate the communication of expectations. Choice (B) is incorrect because a checklist of tasks does not set criteria or quality-based standards. Choice (C) is incorrect because establishing clear deadlines does not outline the criteria for the project.

13. The correct answer is (C). This question tests your knowledge of using authentic assessment tools and providing varied opportunities for observation of students over time and in action rather than in a static testing environment alone. Choice (A) is incorrect because students benefit from the dynamic definition of giftedness. Choice (B) is incorrect because alternative assessments do not rely on absolute attributes. Choice (D) is

incorrect because alternative assessments expand on the idea that giftedness ties to academic achievement.

14. The correct answer is (B). This question tests your knowledge of the major goal of the Schoolwide Enrichment Model (SEM) to provide enrichment for all students through high levels of engagement and the use of challenging learning experiences based on students’ interest and learning styles. Choice (A) is incorrect because this refers to a stimulus for improvement in schools endorsed by the federal government. Choice (C) is incorrect because it represents a conceptually different focus. Choice (D) is incorrect because the focus of this model is dissimilar to the intent of the SEM.

15. The correct answer is (A). This question tests your knowledge that the best way for the teacher to help the student stop blurting out answers is to provide the student with self-help strategies that teach the student to use internal self-control messages to prevent impulsive behavior. One suggestion is to have students write down the answer on a sticky note every time they feel the urge to blurt out the answer. Choice (B) is incorrect because while wait time may be a valuable intervention, modeling preferred behavior is best. Choice (C) is incorrect because ignoring inappropriate behavior may be beneficial, or it may increase frustration; modeling correct behavior likely fosters greater impact. Choice (D) is incorrect because it does not address the impulsive behavior in the classroom.

16. The correct answer is (A). This question tests your knowledge of the study guide approach to compacting and differentiating instruction under the guidance of a teacher. The student is given alternate work in varying formats and can work at a relatively fast pace. Choice (B) is incorrect because the relationship of the library task to compacting and differentiating has not been clearly stated. Choice (C) is incorrect because it is not a given that the student is to be excused from instruction and testing; rather, only if the content were determined to be redundant for the learner would this be so. Choice (D) is incorrect because the gifted student would self-select a topic based on personal interests.

17. The correct answer is (D). This question tests your knowledge of research on acceleration. Research has shown that gifted students who have been accelerated thrive in a challenging atmosphere and are well-adjusted socially and emotionally. Choice (A) is incorrect because acceleration may be achieved by one or more of a variety of methods. Stanley (1979) has delineated some types of acceleration: grade skipping, early part-time college study, college graduation in fewer than four years (by entering college with sophomore standing, taking heavier-than-average course loads, attending summer school, and/or concurrent graduate study), and bypassing the bachelor's degree. Choice (B) is incorrect because in a study of high-ability children who had been accelerated, 71 percent reported satisfaction with their acceleration experience. Of the participants who reported they were unsatisfied, the majority indicated they would have preferred more acceleration. In addition, in a series of interviews with students who were accelerated, an overwhelming majority of these students said that acceleration was an excellent experience for them. Choice (C) is incorrect because Keating, Weigand, and Fox (1974) examined the behavior of five precocious boys aged 12 to 15 in a college course. In addition to outperforming their older classmates, these young students interacted as much as their older classmates and often were not even identified as being young.

18. The correct answer is (C). This question tests your knowledge of breaking projects into manageable chunks, which will more easily allow a student to complete a whole project; breaking projects into chunks and setting short-term goals will help fulfill the overall goals and objectives. Allowing students to do a project that matches their strengths and interests and working together to divide the task, the student and teacher will develop plans, rubrics, and timelines. Choice (A) is incorrect because such comments may produce additional frustration and potentially impede progress. Choice (B) is incorrect because while affirming ability can be helpful, providing a framework within which the student can comfortably and diligently demonstrate such ability is preferable and more advantageous. Choice (D) is incorrect because inviting the parents to join the effort has the potential to compromise the student's sense of independence.

19. The correct answer is (D). This question tests your knowledge of how a professional organization provides guidance and leadership for its members. It cannot mandate what is taught (A), nor can it control what is published about it (B). It cannot enforce standards (C), though it can support and endorse them.

20. The correct answer is (C). This question tests your knowledge of how differentiation of the final product allows students to demonstrate their strengths, complete the assignment to the depth and level of individual ability, and to be creative, which is necessary for advancing students who are gifted. Choice (A) is incorrect because content modification changes what the student needs to learn or how the student will get access to the information. Choice (B) is incorrect because process differentiation modifies activities the student engages in to make sense of or master the content. Choice (D) is incorrect because environment differentiation modifies the way to the classroom works and feels.

21. The correct answer is (B). This question tests your knowledge of advocacy that involves the sharing of information for the betterment of an educational program. The teacher who shares information about gifted students will help others understand and better meet their needs. Choice (A) is incorrect because the teacher is not facilitating instruction or acting as a guide on the side. The teacher is directly approaching a peer and providing direct information or instruction. Choice (C) is incorrect because the teacher has not researched information about the student or program to influence the educational program. Choice (D) is incorrect because the teachers are not working together to accomplish something; in a collaborative setting, one teacher is sharing and the other is listening.

22. The correct answer is (D). This question tests your knowledge of using formative assessment to observe how well students are learning new material and make adjustments to their instruction to ensure student mastery. Choice (A) is incorrect because a summative assessment typically occurs at the end of a unit. Choice (B) is incorrect because a benchmark is typically used as a comparison of student understanding or performance against a set of uniform standards within the same school year. Choice (C) is incorrect because a diagnostic assessment happens as a preassessment to determine students' weaknesses.

23. The correct answer is (D). This question tests your knowledge that the population of a gifted program in a district should reflect the racial and economic makeup of the community. To do this successfully, school districts need to focus on individual groups in order to make sure they are adequately represented. This may include using identification instruments that are sensitive to students from low socioeconomic backgrounds as well as instruments sensitive to different racial groups. Choice (A) is incorrect because cut-off scores should actually not be used rigidly. If a student performs well in several areas but does not make a particular cut-off score, the student should still be considered using multiple criteria. Choice (B) is incorrect because strategies should be specified for identifying the disadvantaged gifted and talented students and may vary based on the makeup of the community. Choice (C) is incorrect because in school districts where the student population is very homogeneous the identification criteria used may work on one campus but not all campuses in the district. For example, if each campus in the district has similar socioeconomic and racial/ethnic demographics, the same criteria may be used throughout the district. However, in districts in which the demographics are more diverse, a single set of criteria used on all campuses will tend to identify gifted and talented students on one campus to the exclusion of potentially eligible students on another campus.

24. The correct answer is (A). This question tests your knowledge of the Iowa Acceleration Scale, which is recognized as a standardized tool to determine whether a student is an excellent candidate for whole-grade acceleration. Choice (B) is incorrect because the Torrance® Test of Creative Thinking is an instrument that is used for identification of the creatively gifted but does not consider the full range of conditions pertinent to whole-grade acceleration. Choice (C) is incorrect because the Stanford-Binet Intelligence Scales measures cognitive abilities (IQ) and does not consider the full range of conditions pertinent to whole-grade acceleration. Choice (D) is incorrect because the Iowa Tests of Basic Skills® measure academic achievement but do not consider the full range of conditions pertinent to whole-grade acceleration.

25. The correct answer is (C). This question tests your knowledge of how students' use of rubrics to self-assess performance reflects on their own work and its quality. Choice (A) is incorrect because a class discussion may involve analyzing and drawing conclusion but does not use the skill of self-reflection and self-assessment. Choice (B) is incorrect because this involves analysis, not reflection. Choice (D) is incorrect because asking and answering open-ended questions does not necessarily involve students in reflecting on their own performance.

26. The correct answer is (D). This question tests your knowledge of the benefits of tests containing multiple-choice questions. Multiple-choice tests are efficient, can be administered quickly and easily, can be graded in a short time, and contain a sizable number of questions. Choice (A) is incorrect because essay tests limit the content to a few items, and scoring/grading is more time-consuming. Choice (B) is incorrect because a collaborative performance task is not the most efficient assessment to determine mastery of basic terms and concepts. Choice (C) is incorrect because an observation checklist could be used to interview each student test for mastery of concepts and terms, but would take a great deal of time.

27. The correct answer is (A). This question tests your knowledge of the artistically gifted and talented students that require additional modes of assessment beyond the standardized testing for gifted identification. Choice (B) is incorrect because social-emotional maturity is not indicative of giftedness. Choice (C) is incorrect because task commitment considers motivation and the correlation to achievement and not multiple possibilities of giftedness. Choice (D) is incorrect because teacher and parent interviews do not provide the only indicator of giftedness, even though they may shed light on students who are potentially underrepresented.

28. The correct answer is (D). This question tests your knowledge of the National Association for Gifted Children and their development of Pre-K–Grade 12 Gifted Programming Standards—the national standards in programming and services and teacher preparation to guide high-quality education for the nation’s estimated 3 to 5 million gifted and talented students. Choice (A) is incorrect because the guidelines on acceleration are irrelevant to providing a curriculum for current students. Acceleration is an option that demands input from all stakeholders, including parents, general education teachers, and gifted teachers. It can be a long process and may apply only to a few students. The gifted teacher planning for an upcoming year should focus on providing students with a challenging curriculum based on where they are. Choice (B) is incorrect because although textbooks and teacher’s guides may help, the teacher needs to begin with what standards have been set forth for gifted students, some of which may not be contained in the general education textbooks and teacher’s guides. The gifted curriculum may use different textbooks, trade books, or other materials. Choice (C) is incorrect because the although position papers provide relevant research, they do not provide resources that can be used in the classroom. Although they may guide the gifted teacher as to pedagogy and strategies for teaching, they will not provide curriculum and resources to address the standards set forth locally and statewide.

29. The correct answer is (A). This question tests your knowledge of how allowing gifted students choice in how to present their learning gives them freedom to go above and beyond the curriculum by using their creativity to add content to their presentation. Choice (B) is incorrect because pairing students to work together to create a presentation is not a curriculum adaptation best suited to support learning of the gifted and talented students. Choice (C) is incorrect because allowing students to choose from a list of fine arts occupations to research does not best support learning of the gifted students in the class. Choice (D) is incorrect because changing the assignment and giving the gifted students an entirely different topic is not adapting but is totally changing the assignment. This clearly makes gifted students stand out from their peers and also absolves them from learning the content that is part of the fifth-grade curriculum.

30. The correct answer is (D). This question tests your knowledge of providing the student with an opportunity for the design to be evaluated by experts in the field who can assess the student’s work on a professional level. A project should be produced and presented to an appropriate audience. Choice (A) is incorrect because displaying the student’s work within the school presents the work only to faculty and students, which is too general to have professional impact. Choice (B) is incorrect because a course in textile design would be too broad for the student’s specific interests. Choice (C) is incorrect because an internship with the fire department would not specifically advance the student’s work with art and design, although it could provide the student with valuable knowledge and experience.

4. Determine Your Strategy for Success

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

Overview

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 48.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 33 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

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

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

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

- **Plan the group's study program.** Parts of the study plan template, beginning on page 33, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 15.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

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

Test Date: 9/15/18

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

(continued on next page)

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

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

(continued on next page)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Gifted Education 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 Gifted Students

A. Development

1. Knows the advanced developmental milestones of gifted students in all domains, from early childhood through adolescence
 - a. physical
 - b. social/emotional
 - c. cognitive
 - d. communicative
 - e. adaptive
2. Knows how asynchronous development relates to giftedness
3. Knows the early indicators of giftedness
 - a. advanced verbal ability
 - b. curiosity and imagination
 - c. early achievement of milestones
 - d. ability to focus attention intensely
 - e. accelerated rate of learning
4. Knows the indicators of giftedness in all stages of development
5. Knows the role of stakeholders in supporting the development of giftedness

B. Characteristics

1. Understands the similarities and differences between gifted students and the general student population
2. Knows the similarities and differences among gifted students
3. Knows the characteristics associated with different types of giftedness
 - a. intellectual
 - b. academic
 - c. creative
 - d. leadership
 - e. visual and performing arts
4. Knows the cognitive characteristics of gifted students
 - a. memory, focus, capacity for learning, metacognition
 - b. originality, creativity and innovation, insight
 - c. rate of learning, breadth and depth of knowledge
 - d. analogical thinking and reasoning, communication skills
 - e. abstract and conceptual learning
5. Knows the range of social and emotional characteristics of gifted students
 - a. perfectionism, persistence
 - b. emotional intensity, idealism, empathy
 - c. intrinsic motivation, self-awareness
 - d. sense of humor
 - e. preference for intellectual peers
6. Knows a variety of factors that may affect the development of gifted students
 - a. socioeconomic status, culture, English-language proficiency
 - b. race, gender, ethnicity, peer relationships
 - c. availability of services and quality of instruction
 - d. age of identification, home support and environment
 - e. coexisting conditions and exceptionalities
7. Knows common stereotypes associated with gifted students
 - a. socially shy and inept
 - b. excel in all academic areas
 - c. lack of interest in nonacademic pursuits
 - d. capable of learning on their own
 - e. easily identified
8. Knows a variety of causes for underachievement in gifted students
 - a. cultural influences
 - b. pressure to conform
 - c. fear of failure, low self-esteem, boredom
 - d. lack of supportive academic environment
 - e. unsupportive family environment
 - f. transience (frequent moves)
9. Knows the coexisting conditions and exceptionalities that may affect gifted students
 - a. giftedness and ADHD
 - b. giftedness and literacy disabilities
 - c. giftedness and learning disabilities

Discussion areas: Development

- What are the advanced developmental milestones of gifted students in all domains from early childhood through adolescence?
- How is asynchronous development related to giftedness?
- What are the early indicators of giftedness?
- How do stakeholders support the development of giftedness?

Discussion areas: Characteristics

- What are the similarities between gifted students and the general student population?
- What are the differences between gifted students and the general student population?
- What are the characteristics associated with different types of giftedness such as intellectualism, creativity, and leadership?
- What are the cognitive characteristics of gifted students?
- What are the social and emotional characteristics of gifted students?
- Identify the variety of factors that may affect the development of gifted students.
- What are the common stereotypes associated with gifted students?
- How do coexisting conditions and exceptionalities affect gifted students?

II. Learning Environment for Gifted Students**A. Physical and Social Environment**

1. Understands the impact of a safe, equitable, positive, and supportive environment on learning
2. Knows the continuum of placement and delivery of service options for gifted students
 - a. general education classes with differentiation
 - b. cluster grouping
 - c. pull-out and self-contained classes
 - d. special, alternative, and virtual schools
 - e. dual enrollment
3. Knows the influence of social and emotional development on the learning of gifted students and that gifted students may have idiosyncratic learning patterns
4. Knows strategies for developing the nonacademic skills of gifted students
 - a. social competence
 - b. leadership
 - c. resilience
 - d. self-efficacy
 - e. risk taking
5. Is familiar with how identification and delivery models are related

B. Teaching and Learning Environment

1. Knows how to create a learning environment that addresses the characteristics and needs of gifted students
 - a. adapting the curriculum, content, process and product
 - b. aligning instruction with standards and benchmarks
 - c. selecting resources to meet the interests of gifted students
 - d. adapting resources to meet the needs of individual students
 - e. addressing the strengths and limitations of individual students
 - f. offering a broad array of resources for learning
2. Uses instructional activities specific to the development of complex cognitive processes
 - a. comparing and contrasting
 - b. analyzing, inferring, predicting
 - c. evaluating, categorizing, synthesizing
 - d. decision making, creating
 - e. generalizing

3. Knows methods for promoting higher levels of thinking
 - a. reflecting, supporting positions
 - b. challenging assumptions, drawing conclusions
 - c. finding relationships, designing alternate solutions
 - d. determining relevancy and validity of information
 - e. transferring knowledge
4. Knows strategies for addressing underachievement in gifted students
 - a. offering choice-based learning
 - b. supporting incremental goal setting
 - c. establishing supportive partnerships
 - d. recognizing success
5. Knows how to establish and maintain rapport with gifted students
 - a. communicating expectations for student performance
 - b. communicating expectations for student behavior in a variety of settings
6. Knows the tools for adapting a learning environment based on input from students and other stakeholders
 - a. preassessment
 - b. learning inventories
 - c. interpretation of test results and performance evaluations
 - d. consultation and collaboration with other stakeholders

Discussion areas: Learning Environment

- How does a safe, equitable, positive, and supportive environment impact learning?
- How can a teacher of the gifted and talented adapt curriculum and resources to meet the needs of gifted and talented students?
- What are the continuum of placement options for gifted students?
- What are the continuum of delivery options for gifted students?
- How does social and emotional development influence learning?
- How does a teacher of gifted and talented students create a learning environment that addresses the characteristics and needs of gifted students?
- What instructional activities best develop complex processes such as evaluating and categorizing?
- What methods can be used to promote higher levels of thinking?
- What strategies can be used to address underachievement in gifted students?
- How does a teacher of gifted and talented students establish and maintain a positive rapport with gifted students?
- How does a teacher of gifted students adapt the learning environment based on input from students and other stakeholders?

III. Instruction of Gifted Students

A. Planning

1. Understands the basic concepts of curriculum development for gifted students
 - a. differentiating goals
 - b. developing scope and sequence
 - c. aligning with standards and benchmarks
 - d. increasing depth and rigor
 - e. modifying existing curriculums
2. Knows the major models for developing curriculum for gifted students
 - a. content mastery model (subject based)
 - b. process-product model (skill based)
 - c. concept-based model (theme based)
3. Knows how to differentiate the general education curriculum to meet the needs of gifted students
 - a. increasing complexity and depth of content
 - b. modifying the pace of learning
 - c. creating opportunities for creativity and innovation
 - d. allowing opportunities for independent study
4. Knows how to select instructional content, resources, and strategies appropriate for gifted students
5. Knows how to adapt content, strategies, and resources appropriate to the needs of individual students
6. Knows how to design instruction that provides opportunities for students to investigate and extend areas of interest or talent
7. Knows how to plan instruction for enhancing the communication skills of gifted students, including advanced oral and written communication tools
8. Knows how to plan opportunities for gifted students to access and use technology in innovative ways
9. Knows the academic and career guidance that must be integrated into instruction
 - a. academic and vocational assessment
 - b. shadowing and internships
 - c. mentors and role models
10. Knows the importance of involving students in planning, implementing, and evaluating their learning

11. Knows the types of assessment data that are used to inform instruction
 - a. formal and informal
 - b. summative and formative
 - c. pre- and postassessment
 - d. performance-based

B. Instruction

1. Knows that a number of variables may affect how individual students learn and perform
 - a. culture, socioeconomic status, gender
 - b. prior knowledge and experience
 - c. self-confidence, self-esteem
 - d. developmental readiness, asynchrony
 - e. coexisting conditions and exceptionalities
2. Knows how to develop observable and measurable instructional objectives
3. Knows how to develop and implement lesson plans
4. Knows a variety of strategies for instructing gifted students
 - a. higher-level questioning
 - b. problem-based learning
 - c. inquiry-based learning
 - d. differentiated learning
5. Knows how to pace instruction to meet the needs of individual students and that different strategies may be required for teaching gifted students with diverse cultural and linguistic needs
6. Knows strategies for developing metacognitive thinking in gifted students
 - a. modeling thought processes in content areas
 - b. developing self-regulation
 - c. encouraging and supporting reflection
 - d. asking complex questions
7. Knows methods of facilitating the transfer of knowledge and skills in specific areas of student development
 - a. generalizations
 - b. synthesis within and across disciplines
 - c. integration of conceptual understanding
8. Knows strategies for teaching students self-advocacy and self-regulatory skills
9. Knows how to use student responses and performance for guiding instruction and providing feedback

10. Is familiar with strategies for addressing the needs of the profoundly gifted
 - a. adjusting age restrictions
 - b. increasing access to appropriate learning opportunities
 - c. adapting peer settings to meet academic and social needs
 - d. employing radical acceleration
 - e. locating content experts

Discussion areas: Instruction of Gifted Students—Planning

- What are the basic concepts of curriculum development for gifted students?
- What are the major models for developing curriculum for gifted students?
- How does a teacher of gifted students differentiate the general education curriculum to meet the needs of gifted students?
- How does a teacher of gifted and talented students plan instruction to enhance the communication skills of gifted and talented students, including advanced oral and written communication skills?
- How does a teacher of the gifted and talented students design instruction to provide opportunities for students to investigate and extend areas of interest or talent?

Discussion areas: Instruction of Gifted Students—Instruction Strategies

- Give examples of variables that may affect how individual students learn and perform.
- How can a teacher of the gifted and talented develop observable and measurable instructional objectives?
- How can a teacher of the gifted and talented develop and implement lesson plans using a variety of strategies for instructing gifted and talented students?
- What instructional strategies further develop metacognitive thinking in gifted students?
- What methods facilitate the transfer of knowledge and skills?
- What strategies promote self-advocacy and self-regulatory skills?
- What strategies promote student responses and performances?

IV. Identification and Assessment of Gifted Students

A. Assessment

1. Knows the basic terminology used in assessment
 - a. validity, reliability, mean, median, mode
 - b. raw score, scaled score, stanine, percentile
 - c. normal distribution, standard deviation, standard error of measurement
 - d. grade-equivalent scores, age-equivalent scores
 - e. norm-referenced and criterion-referenced tests
 - f. ceiling effect, out-of-level testing
2. Is familiar with assessment instruments and their uses, strengths, and limitations
 - a. observations
 - b. checklists
 - c. parent or teacher recommendations
 - d. portfolios, work samples
3. Knows the various purposes of assessment
 - a. planning and instruction
 - b. documenting growth
 - c. identification
 - d. placement
4. Knows the legal and ethical practices related to the identification, assessment, and placement of gifted students
 - a. confidentiality of educational records
 - b. nondiscriminatory assessment
 - c. state and district regulations
 - d. national and local norms
5. Knows how to develop assessments to measure student learning and progress
6. Knows how to report assessment data to stakeholders
7. Knows how to interpret assessment data for making placement and program decisions

B. Identification

1. Knows the processes and procedures for nominating and identifying gifted students
2. Knows commonly used qualitative assessments associated with identifying giftedness
 - a. observations
 - b. checklists
 - c. parent or teacher recommendations
 - d. portfolios, work samples

3. Knows commonly used quantitative assessments associated with identifying giftedness
 - a. creativity tests
 - b. achievement tests
 - c. aptitude tests
 - d. IQ tests
4. Is familiar with the use of alternative assessments for identifying giftedness in special populations
5. Knows the importance of using multiple criteria for identifying giftedness
6. Knows factors that can lead to the over-, under-, or misidentification of gifted students
 - a. gender, race, ethnicity, stigma
 - b. cultural factors, social status, economic status
 - c. parental pressure
 - d. behavioral issues, coexisting exceptionalities
 - e. English language proficiency, testing bias
 - f. teacher expectations and misconceptions

Discussion areas: Identification and Assessment of Gifted Students

- Identify and describe basic assessment terminology used to assess gifted and talented students.
- What are the processes and procedures for nominating and identifying gifted students?
- What are the uses, strengths, and limitations for various assessment instruments used to identify gifted students?
- What are the commonly used qualitative and quantitative measures of assessment for identifying gifted students?
- What is the importance of using multiple criteria for identifying giftedness?
- How are assessment data interpreted and used for making placement decisions for gifted and talented students?
- How are assessment data reported to stakeholders?
- What are the various purposes of assessment?
- What factors can lead to over-, under-, or misidentification of gifted students?
- What are the legal and ethical practices related to the identification, assessment, and placement of gifted students?

V. Professionalism

A. Foundations

1. Knows the major foundations, theories, and philosophies of gifted education
 - a. historical foundations
 - b. major contributors
 - c. varying conceptions of giftedness
2. Is familiar with the major legislation regarding the education of gifted students
 - a. Javits Act
 - b. Individuals with Disabilities Education Act (IDEA)
 - c. state laws
3. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers
 - a. equal access
 - b. privacy and confidentiality
 - c. intellectual freedom
 - d. licensing/certification
4. Knows the rationales, principles, and goals of gifted education
 - a. existence of individual differences
 - b. benefit to society of the development of giftedness
 - c. diverse perspectives on the conceptions of giftedness
 - d. entitlement of gifted students to an education that supports the attainment of their full potential

B. Collaboration, Leadership, and Professional Development

1. Knows the publications and professional organizations relevant to the field of gifted education
 - a. *Journal for the Education of the Gifted*
 - b. *Parenting for High Potential*
 - c. *Gifted Child Quarterly, Gifted Child Today*
 - d. National Association for Gifted Children
 - e. Council for Exceptional Children
 - f. The Association for the Gifted
2. Knows how to locate and evaluate information on issues, trends, and research in the field of gifted education
3. Knows how to apply theory and research in gifted education to instructional practice

4. Knows how to collaborate with colleagues and school personnel to address the academic, emotional, and social needs of gifted students
5. Knows how to use reflective practice to improve instructional practice
6. Knows how to collaborate with stakeholders to advocate for services for gifted students
7. Knows how to serve as a resource for supplementary opportunities for gifted students outside of school
 - a. summer and weekend programs
 - b. conventions and competitions
 - c. special interest organizations
8. Is familiar with the impact of giftedness on individuals, families, and society across the life span
 - a. knows the common emotional reactions to gifted individuals
 - b. knows the stressors and challenges associated with gifted individuals and family members
 - c. knows ways that gifted individuals can affect the school and greater communities, and society as a whole
9. Knows strategies to help families understand the implications of a student's giftedness and provides strategies for supporting the student's development and learning
 - a. initiating and maintaining relationships with family members
 - b. providing information about resources that support families
10. Knows a variety of strategies for communicating with parents and caregivers about students' progress and needs
11. Knows the role of an advocate for gifted education and is a resource for parents and caregivers, school personnel, and members of the community for information relating to gifted students and their educational experience

**Discussion areas: Professionalism—
Foundations**

- What are the major foundations, theories, and philosophies of gifted education?
- How has major legislation affected the education of gifted students?
- What are the rationales, principles, and goals of gifted education?
- How do diverse perspectives affect the concept of giftedness?

**Discussion areas: Professionalism—
Collaboration, Leadership, and Professional
Development**

- What publications and professional organizations are relevant to the field of gifted education?
- How do teachers of gifted and talented students locate information on the issues, trends, and research in the field of gifted education?
- How does the application of theory and practice affect instructional practice in gifted education?
- How does reflective practice improve instructional practice in gifted education?
- What are the strategies for communicating with stakeholders about students' progress and needs?
- How does a gifted and talented teacher advocate for gifted education with various stakeholders?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Overview

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 answers the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

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

8. Check on Testing Accommodations

Find out if you qualify to make it easier to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/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 Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

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

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

Overview

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

Note: All cell phones, smartphones (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

Overview

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 is available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

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

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

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

www.ets.org/praxis/testprep

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

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