ETS PRAXIS

Measuring the Power of Learning.®

The *Praxis*® Study Companion

Pre-Kindergarten Education

5531

www.ets.org/praxis

Welcome to *The Praxis® Study Companion*

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 50).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

Table of Contents

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

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

2. Familiarize Yourself with Test Questions 13
Become comfortable with the types of questions you'll find on the Praxis *tests*

3. Practice with Sample Test Questions 17
Answer practice questions and find explanations for correct answers

4. Determine Your Strategy for Success 27
Set clear goals and deadlines so your test preparation is focused and efficient

5. Develop Your Study Plan 30
Develop a personalized study plan and schedule

6. Review Study Topics 34
Review study topics with questions for discussion

7. Review Smart Tips for Success 48
Follow test-taking tips developed by experts

8. Check on Testing Accommodations 50
See if you qualify for accommodations to take the Praxis *test*

9. Do Your Best on Test Day 51
Get ready for test day so you will be calm and confident

10. Understand Your Scores 53
Understand how tests are scored and how to interpret your test scores

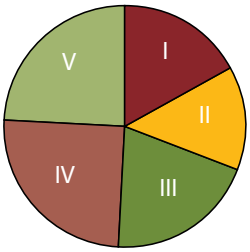
Appendix: Other Questions You May Have 55

1. Learn About Your Test

Learn about the specific test you will be taking

Pre-Kindergarten Education (5531)

Test at a Glance	
Test Name	Pre-Kindergarten Education
Test Code	5531
Time	2 hours
Number of Questions	100
Format	Selected-response questions
Test Delivery	Computer delivered



Content Categories		Approximate Number of Questions	Approximate Percentage of Examination
I.	Early Childhood Development	17	17%
II.	Teaching and Supporting Diverse Children	14	14%
III.	Creating a Developmentally Appropriate Learning Environment	20	20%
IV.	Teaching and Learning	25	25%
V.	Professionalism, Family, and Community	24	24%

About This Test

The Pre-Kindergarten Education test is intended primarily for prospective teachers of young children (ages two to five). It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child-centered activities that provide opportunities for choices, decision making, and discovery. The test was designed to align with the National Association for the Education of Young Children's *NAEYC Standards for Early Childhood Professional Preparation* (2009).

The test is 120 minutes long and contains 100 selected-response questions. The test may contain questions that do not count toward the test taker's score.

The questions are designed to assess the test taker's knowledge of pedagogy and content, the relationship between theory and practice, and the ways that theory can be applied in the educational setting. The questions also cover multicultural influences; diversity; variations in development, including atypical development; and the effects they have on child development and learning. Most of the questions are related to children ages two through five, but some questions may require knowledge of development at earlier or later ages to assess the test taker's understanding of the full development range that may be found among children in this age-group.

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 34.

I. Early Childhood Development

A. Understands the typical progression in each developmental domain of children from age two to age five

1. Knows age appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language)
2. Recognizes variable progression in children

B. Understands external factors that influence physical, cognitive, social and emotional development

1. Nutrition, culture identity, SES status, family
2. Knows Maslow hierarchy of needs
3. Knows how experiences, environment, and language affect a child's development
4. Differentiates how external factors influence the child
5. Determines factors that impact the individual child

C. Understands theories of family and community and how they impact child development

1. Comprehends and applies the Ecological theory, family systems theory, and Vygotsky's social culture theory
2. Relates child and family experiences to family-based theories

D. Understands how major theories of learning connect to early childhood practice

1. Differentiates and applies constructivism, behaviorism, and social learning (e.g., Brunner, Vygotsky, Piaget)
2. Understands that children are motivated in different ways

E. Understands how individual characteristics of a child influence all domains of development

1. Recognizes individual differences (e.g., physical characteristics, health, gender, heredity, temperament, and self concept)
2. Understands the uniqueness of the child as it impacts their development

F. Understands factors that influence language and literacy development

1. Understands how physical impairments, home and community, social interactions, primary language, environmental print, cultural context and sign language affect a child's language and literacy development
2. Identifies potential positive and negative communication issues

G. Recognizes how brain development influences the holistic development of the child

1. Knows the importance of early experiences and stimulation on development
2. Provides a rich environment to stimulate brain development

H. Knows the warning signs of common medical conditions and basic first aid procedures

1. Knows basic first aid and how to react to these situations (e.g., food allergies, asthma, Epi-pen® injections)

II. Teaching and Supporting Diverse Children

A. Recognizes areas of exceptionality and its potential impact on a child's learning

1. Describes areas of exceptionality that may impact the child's learning (e.g., developmental delays, health impairments, giftedness)
2. Develops appropriate adaptations

B. Knows the implications of current federal legislation relating to children with exceptionalities

1. Knows the meaning and purpose of IDEA (e.g., least restrictive environment, IEPs, IFSPs)

C. Knows a variety of approaches for accommodating children with diverse learning needs

1. Identifies learning accommodations for children with diverse needs (e.g., English language learners, gifted learners, special needs, local cultures, child populations)

D. Knows how to integrate a multicultural and an antibias curriculum into the early childhood environment

1. Defines antibias curriculum
2. Lists ways of representing diversity in the classroom environment (e.g., pictures, books, cultural artifacts)
3. Recognizes issues of equity (e.g., sexism and stereotypes)

III. Creating a Developmentally Appropriate Learning Environment

A. Understands the need for displaying critical health and safety information and procedures

1. Knows and follows established procedures of health and safety (e.g., fire exit procedures, emergency procedures)

B. Knows how to create a literacy-rich environment

1. Knows and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials)
2. Recognizes the importance of modeling reading, speaking and writing during daily routines
3. Knows intentional conversation strategies
4. Recognizes and adapts the literacy environment to the needs of the child

C. Understands the importance of health and safety when working with young children

1. Understands basic sanitation and nutrition
2. Establishes health and safety routines (e.g., hand washing, fire drill)
3. Considers safety in the creation of the environment to promote wellness

D. Knows how the arrangement of multisensory indoor and outdoor spatial environments impact children's development and learning

1. Integrates multisensory learning materials into indoor and outdoor spaces (e.g., accessibility, learning centers, aesthetics)
2. Arranges classroom and outdoor furniture to provide open areas for play and exploration to promote independence and cooperation
3. Arranges materials and environment to support developmental goals

E. Understands how to arrange the environment to provide purposeful opportunities for children to play and discover

1. Selects and provides a variety of materials that promote purposeful play and exploration
2. Designs spaces that provide children with opportunities to learn in a variety of ways (e.g., hands-on-activities, discovery learning, quiet space)
3. Identifies and supports a child's interest throughout the space

F. Understands principles and strategies for effectively managing an early learning environment

1. Understands the benefit of consistent routines and procedures (e.g., the importance of routines and procedures)
2. Applies a variety of strategies to engage children (e.g., clapping, classroom jobs, music and movement, sharing)
3. Knows appropriate strategies for transitions

G. Understands the effective use of verbal and nonverbal communication to enrich the learning environment

1. Applies and models active listening and speaking techniques (e.g., eye contact, tone, restating, questioning, extending, body language)
2. Understands cultural implications in communication styles
3. Knows visual and auditory cues (e.g., picture prompts, audio books)

H. Understands principles and strategies that promote positive behaviors in children

1. Identifies and applies strategies that promote positive behavior (e.g., redirection, modeling positive interactions, problem solving, setting limits and goals, child reflection, self regulation skills)
2. Provides opportunities for the children to interact in the physical environment
3. Incorporates conflict resolution strategies

I. Understands the importance of creating a sense of community

1. Designs learning environments and selects materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, setting up classroom rules together, classroom jobs, community garden)
2. Establishes an environment where children can feel safe to take risks
3. Creates an environment where children assume ownership (e.g., placement of materials that facilitate independence, is responsible for self and classroom, displaying children's work, promoting self-help skills)

IV. Teaching and Learning

A. Understands the role of standards and frameworks in instructional planning

1. Connects children's interest and learning experiences to the standards/frameworks

B. Understands how scope and sequence affect instructional planning

1. Understands the role of scope and sequence (e.g., in building upon prior knowledge, planning)
2. Utilizes scope and sequence to plan lessons that promote growth in all developmental domains and content areas

C. Knows how to create observable and measurable goals that are developmentally appropriate

1. Determines and identifies the developmentally appropriate goals
2. Develops observable and measurable goals that meet the age and individual needs of children (e.g., cognitive, social, emotional, physical)

D. Understands the role of resources and materials for planning and for differentiated instruction

1. Organizes and allocates resources and materials for planning and differentiating instruction
2. Selects resources and materials based on the comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
3. Considers curricular, theoretical and philosophical approaches as planning resources

E. Knows a variety of instructional methods that encourage higher-level thinking

1. Implements a variety of instructional methods to create lessons that extend beyond factual recall and challenge children to develop higher-level thinking
2. Poses questions that encourage children to view, analyze, and interpret ideas from multiple perspectives
3. Designs lessons that provide opportunities for children to engage in exploration and discovery (e.g., project based, questioning)

F. Knows a variety of techniques to support children's learning

1. Knows and applies appropriate techniques based on context and different stages of the learning process
2. Knows of a variety of techniques and multiple representations of concepts to support children's learning (e.g., scaffolding, modeling, differentiating instruction)

G. Knows basic methods for promoting the development of children's self-regulatory skills

1. Identifies age appropriate ways to promote the development of children's self-regulatory skills (e.g., positive reinforcements, self-talk, charting, feedback)
2. Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences)

H. Understands how to adjust instruction in response to the needs and interests of children

1. Designs and adjusts instruction to accommodate individual differences in interests and approaches to learning (e.g., teachable moments, emergent curriculum, learning styles, multiple intelligences)
2. Knows how to engage children in active learning (e.g., interactive materials, discovery learning, intentionality)

I. Understands the use and implications of different grouping techniques and strategies

1. Knows the purpose of different grouping techniques (e.g., small group, whole group, one-to-one grouping)
2. Implements different grouping techniques and strategies that create opportunities for children to work collaboratively and independently (e.g., homogeneous, heterogeneous, collaborative learning)

J. Understands developmentally appropriate content knowledge in educating children from age two to age five

1. Selects appropriate content based on knowledge of child development and the abilities of children at each developmental level (e.g., math, science, language arts, social studies)
2. Allows children the opportunity to practice developmentally appropriate concepts during everyday classroom experiences (e.g., one-to-one correspondence, phonemic awareness)
3. Knows mathematical concepts (e.g., number sense, shapes, one-to-one correspondence, sequence)
4. Knows literacy concepts (e.g., phonemic awareness, vocabulary, writing, shared reading)
5. Knows scientific concepts (e.g., cause and effect, discovery learning, observation, change)
6. Knows social studies concepts (e.g., social skills, community, character, family, culture)

K. Knows how to design, implement, and evaluate lessons as part of an integrated and/or interdisciplinary curriculum

1. Designs developmentally appropriate lessons (e.g., content areas, developmental domains)
2. Knows how to integrate multiple content areas into lesson plans
3. Knows techniques to evaluate the effectiveness of integrated lessons (e.g., self reflection, child assessment, peer feedback)

L. Knows how to select and use resources and materials to support development across the curriculum

1. Selects resources and materials to support curricular and developmental goals (e.g., manipulatives, community resources, technology)
2. Knows the value of multipurpose materials (e.g., blocks, clay, paint)

M. Knows how to integrate the arts throughout the curriculum

1. Designs art experiences that focus on the process rather than the product
2. Explains the value of integrating the arts into the learning process (e.g., music, creative movement, visual arts)
3. Integrates the arts throughout the curriculum (e.g., songs, dancing, drama, drawing)

N. Knows how to integrate physical health and wellness into the curriculum

1. Explains the value of integrating physical health and wellness into the learning process (e.g., nutrition, gross motor play, movement)
2. Integrates physical health and wellness throughout the curriculum (e.g., hand washing, exercise, socio-dramatic play, self regulation)

O. Knows the necessary safety procedures and precautions to take when working with young children (including what to do during fire drills, on field trips, and on the playground)

1. Knows school safety procedures and follows them during an emergency
2. Establishes routines for the safety of children and staff
3. Identifies procedures for creating a safe environment (e.g., scanning for safety hazards, not leaving children unattended, removing materials that are unsafe)

P. Knows how to integrate technological resources and materials in the instructional process as developmentally appropriate

1. Knows how to use technology to explore children's interest
2. Explains the value of integrating technological resources and materials into the learning process (e.g., cameras, computer, CD player, tape recorders)
3. Integrates technological resources throughout the curriculum (e.g., assistive devices, SMARTboard, overhead projector, light table)

Q. Knows how to integrate multicultural and antibias resources in content instruction

1. Identifies antibias resources
2. Selects materials for content instruction that fairly and accurately represent diversity (e.g., pictures, books, cultural artifacts)
3. Recognizes biases and stereotypes in resources and materials
4. Uses materials and resources as needed to support the learning of all children (e.g., assistive devices, multicultural dolls)

R. Knows how to integrate play in content instruction across the curriculum

1. Knows how play impacts the developmental domains
2. Explains the value of play in the learning process
3. Integrates play across the curriculum
4. Identifies the different types of play (e.g., dramatic, parallel)
5. Provides opportunities for learning through play (e.g., space, time, materials)

S. Understands the role of formal and informal assessment to inform the instructional process

1. Identifies opportunities in which informal assessment can be used to guide the instructional process (e.g., during independent work, play, group work)
2. Explains how formal assessment can be used to guide instruction (e.g., standardized tests, unit tests, curriculum tests, benchmarks)
3. Explains how informal assessment can be used to guide instruction (e.g., daily observations, checklists, anecdotal notes)

T. Knows the distinctions among and the purposes of the different types of assessments

1. Understands the purpose of different types of assessment (e.g., selected response, portfolio, checklist)
2. Discriminates among summative, diagnostic and formative assessment

U. Knows how to create, select, and appropriately use a variety of assessments

1. Identifies a variety of assessments to measure children's learning (e.g., observation, anecdotal, portfolio, checklist)
2. Uses multiple assessment tools to make informed decisions
3. Creates developmentally appropriate assessments according to the child's needs
4. Chooses an appropriate assessment tool to measure a child's development in various context
5. Involves children in the assessment process

V. Knows how to interpret assessment results and convey the meaning of those results to children, parents/caregivers, and school personnel

1. Collects and organizes children's assessment data to interpret results
2. Discusses a child's performance objectively with others
3. Adjusts communication style and vocabulary when relaying assessment results to various audiences
4. Identifies areas of strength and areas of improvement in a child

W. Knows how to use assessment results to influence planning

1. Adjusts instruction based on assessment data (e.g., modify learning goals, grouping, materials, modeling, level of complexity, methods of teaching)

V. Professionalism, Family, and Community

Professionalism

A. Understands the skills needed for respectful and effective communication about early childhood education to various audiences

1. Knows the importance of being professional at all times (e.g., cultural awareness, body language, tone)
2. Knows the role of preparedness in professional communication in varied context (e.g., parent-teacher conferences, note home)
3. Demonstrates positive and appropriate language (e.g., adjust communication appropriate for audience)

B. Knows the guidelines for the ethical, appropriate, and safe use of technology

1. Understands how to set age-appropriate guidelines and limitations for proper use of technology in the classroom (e.g., cell phones, audio centers, Internet)
2. Understands the importance of the teacher modeling professional use of technology in and out of the classroom (e.g., social networks, blogs)
3. Knows how to screen and identify appropriate educational technology resources (e.g., gender biases, cultural biases)

C. Knows major policies related to the rights and responsibilities of teachers and children

1. Knows that you are a mandated reporter of the violation of children rights (e.g., confidentiality, privacy, and reporting of child abuse)
2. Knows the role of documentation (e.g., student samples, anecdotal notes, parent communication)
3. Knows privacy rights of children and families (e.g., records, confidentiality)

D. Understands ethical responsibilities in a professional context

1. Recognizes ethical dilemma
2. Recognizes the importance of being sensitive to the needs and rights of children and families (e.g., informed consent)
3. Understands family and community characteristics (e.g., divorce, family structure, SES)

E. Understands the role of professional development resources

1. Identifies and recognizes the need for professional development resources
2. Recognizes the benefits that professional associations can provide (e.g., quality standards, conferences, research)
3. Incorporates new strategies to improve teaching (e.g., learning communities, professional associations, literature)

F. Recognizes the role of reflective practice for professional growth

1. Identifies a variety of ways to achieve desired educational and professional goals
2. Demonstrates purposeful reflective practice to guide instruction (e.g., critical, pedagogical, surface, self-reflection, self-evaluation)

G. Is familiar with research and current issues that impact early childhood education and development

1. Identifies and applies appropriate and credible information (e.g., journals, books, online resources, professional associations)
2. Understands the importance and role of research driven practice

H. Understands the role of support personnel

1. Identifies the benefits and recognizes the need for collaboration (e.g., speech therapists, paraprofessionals)
2. Recognizes the importance of other support staff as partners in learning
3. Knows of policy and procedures to involve support personnel

I. Understands the implications of major laws, legislation, and court decisions relating to children, families, and teachers

1. Understands the implications of major laws (e.g., child abuse, no child left behind, zero tolerance, school prayer, IDEA)

J. Knows basic strategies for the protection of teachers' rights

1. Knows how to properly document classroom incidents
2. Understands the importance of teacher evaluation guidelines

K. Knows how to collaborate with colleagues

1. Understands how to use colleagues as resources (e.g., grade level meetings, mentor)
2. Demonstrates professional communication with colleagues
3. Knows the roles and responsibilities of other professionals in the school setting (e.g., school board, principal)

Family and Community

L. Knows a variety of methods for partnering with families in the educational process

1. Provides and creates family involvement opportunities (e.g., volunteering, sharing cultural interests)
2. Provides appropriate and proactive communication with families (e.g., newsletters, family conference, support of at-home learning, consider family access to technology)
3. Recognizes the importance of parents as first teachers and partners in learning

M. Knows a variety of ways to partner with the community in the educational process

1. Understands the importance of partnering (e.g., community outreach, guest speakers, parent workshops)
2. Connects classroom to community (e.g., field trips, community volunteers)

N. Knows how to advocate for children

1. Identifies school and community resources that will support children and families (e.g., collaborate with families, connect needs to resources, communicate needs, community awareness)

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

(A) Strawberry

(B) Cherry

(C) Vanilla

(D) Mint

How would you answer this question?

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

Try following these steps to select the correct answer.

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

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

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

Try a more challenging example

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

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

(A) Literal and inferential

(B) Concrete and abstract

(C) Linear and recursive

(D) Main and subordinate

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

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

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

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

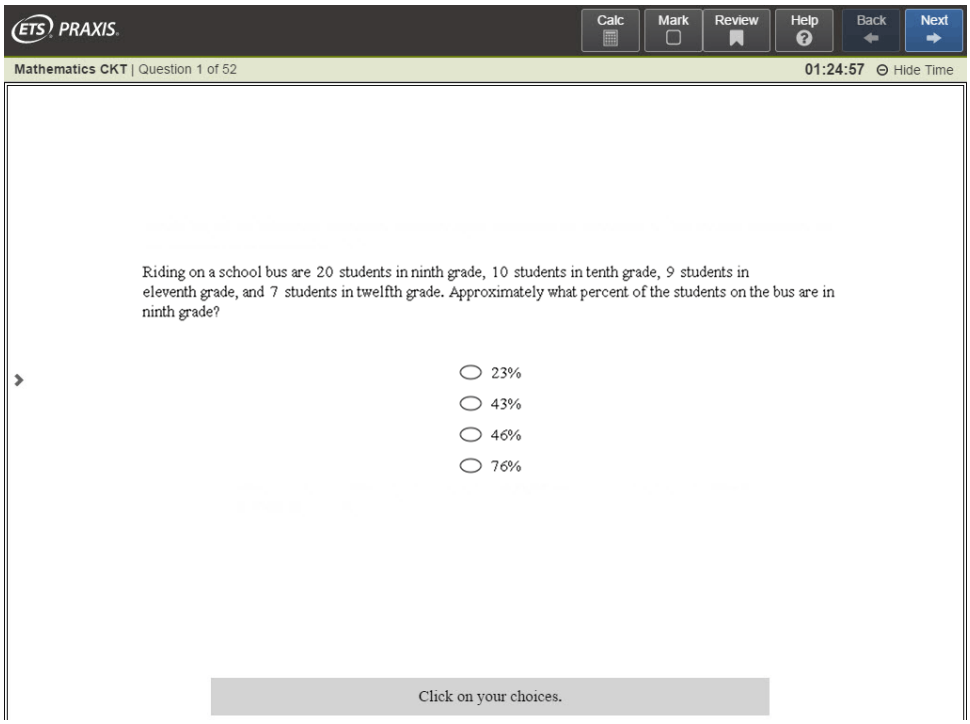
QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

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



Sample Test Questions

The sample questions that follow illustrate the kinds of questions in 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.

1. A preschool teacher develops a memory game activity for his preschool children. The memory game consists of the teacher showing a child a few small objects and then covering them up and seeing how many objects the child can remember. Which of the following areas of development would this activity best reinforce?
   (A) Manipulative
   (B) Perceptual
   (C) Physical
   (D) Social

2. Ms. Jordan, a pre-kindergarten teacher, observes that when she places photos of structures such as skyscrapers and bridges in the block center, the children's building patterns change. Which of the following questions could she ask the children to help them apply physical science principles to their work?
   (A) How many blocks did you use in your building?
   (B) What shape blocks did you use most often in your building?
   (C) How could you make your building stronger?
   (D) How is your building different from the one in the photograph?

3. Which of the following is the most important role of a paraprofessional in an early childhood classroom?
   (A) Creating new alternative instruction for small-group work
   (B) Attending IEP meetings as the teacher representative
   (C) Facilitating instructional services to students under the supervision of the teacher
   (D) Selecting and administering assessments based on the Individualized Family Service Plan (IFSP)

4. Which of the following is the best example of how a pre-kindergarten teacher can ensure the emotional safety of the children in the classroom?
   (A) Making sure that all dangerous equipment is out of reach
   (B) Showing the children how to respect one another's differences
   (C) Encouraging the children to engage in creative play
   (D) Posting the classroom rules at the children's eye level

5. Tyler is a four-year-old boy who has occasional emotional outbursts. His teacher gives him time to think about his behavior and ways to change it. Which of the following would be the age-appropriate length of Tyler's thinking time?
   (A) 10 minutes
   (B) 4 minutes
   (C) As long as necessary for him to fully reflect
   (D) Thinking time is not yet age-appropriate for him

6. Which of the following is the best example of a child who is in the preoperational stage of Piaget's cognitive development?

   (A) Michelle explores objects by putting them in her mouth.

   (B) Steven recognizes the feelings and thoughts of others as different from his own.

   (C) Laura engages in extensive pretend play.

   (D) Catherine analyzes different aspects of a problem in order to solve it.

7. A child agrees to trade her older brother a whole cookie for two halves because she knows that this is a fair trade—she will not lose anything. According to the Piagetian theory of development, the younger child demonstrates development of

   (A) object permanence

   (B) class inclusion

   (C) conservation

   (D) subtraction

8. Using outside resources in curriculum planning is a good way of reinforcing the lessons and concepts taught in the classroom. Which of the following is the best way of using outside resources?

   (A) Asking the students to bring in movies and/or videos related to the unit of study, to watch at the end of the unit

   (B) Scheduling a field trip related to the unit of study after the students have completed the unit

   (C) Taking the students to the school library to research the current unit of study

   (D) Inviting guest speakers, associated with all units taught for the year, to share their experiences in an end-of-year culminating activity

9. Which of the following placements for Michael, a child with multiple disabilities, provides the least restrictive environment?

   (A) A setting that maximizes contact with other children who have disabilities and reduces exposure to a mainstreamed environment

   (B) A traditional early childhood program in which children with disabilities do not receive special services

   (C) The same educational program, with supportive services, that other children his age are receiving

   (D) An alternative educational setting providing each child with a trained paraprofessional who works one-on-one with the child

10. Which of the following strategies will best foster multiculturalism in the classroom?

    (A) Playing a variety of music from different cultures

    (B) Providing foods from various countries in the role-play area

    (C) Inviting families to share their custom with the class

    (D) Hanging travel posters from various countries in the classroom

11. Which of the following teacher actions would best supplement the development of a literacy-rich environment in the early elementary classroom?

    (A) Reviewing catalogs about commercially developed language arts curriculums aligned with national standards

    (B) Creating attractive and colorful teacher-made bulletin boards for students to enjoy

    (C) Giving students work sheets on phonics, decoding, and word recognition skills

    (D) Providing students with a variety of reading and writing materials and assignments

12. Aveyon took some of Jabulela's clay to use in the garlic press. When Jabulela started to cry and said she wanted it back, Aveyon embraced Jabulela and handed her both the clay and the garlic press. Aveyon then took play dough and cookie cutters from the shelf to use. The interaction described above suggests that the teacher in this classroom is

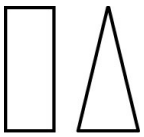
    (A) serving as a role model and guide in helping children solve problems on their own

    (B) permitting crying as a healthy way for children to solve problems

    (C) encouraging children to seek help from adults in resolving conflicts

    (D) maintaining strict rules for controlling appropriate behavior by children

13. A five-year-old is given the sequence of shapes above and asked to continue the pattern. The student adds the following:



    Which of the following questions or statements would be most appropriate for the teacher to pose at this point?

    (A) "That is not right. Would you like to try again?"

    (B) "Can you tell me why you added those two shapes?"

    (C) "There are three parts to the pattern. Do you see them?"

    (D) "Let me show you how to continue the pattern."

14. While working with two-year-old Karen, a teacher observes that Karen says, "See teddy" when she probably means, "I can see the teddy bear." Which of the following responses by the teacher would be most appropriate?

    (A) Taking no special action, since Karen's wording is age-appropriate

    (B) Taking Karen aside, correcting her speech, and asking her to repeat the sentence correctly

    (C) Developing a unit of small group instruction on articles and auxiliary verbs

    (D) Discussing the errors with Karen's parents and enlisting their help in correcting them

15. Molly is a four-year-old preschooler who typically sits and plays silently, does not follow simple commands, and cannot name simple objects around the classroom. Molly is demonstrating difficulty with

    (A) language development

    (B) physical development

    (C) social development

    (D) emotional development

16. According to Piaget's concept of the preoperational stage in child development, the best way to have pre-kindergarten children learn about airports is to have them

    (A) play with models of airplanes and airports

    (B) write experience chart stories about airplanes and airports

    (C) make murals showing some activities around an airport

    (D) listen to stories about airports read by the teacher

17. A teacher has observed a child about whom she is concerned and writes a summary of her observation. Which of the following summaries represents an inference rather than a statement of behavior?

    (A) Maria sat at her seat looking at a book for two minutes without looking up or giving any attention to the loud activities that other children were engaged in nearby.

    (B) Maria looked out of the window for at least three minutes without apparent distraction. Her head moved hardly at all and she was standing less than erect.

    (C) Maria has kept to herself and gazed out of the window without expression throughout the day.

    (D) Maria's behaviors—keeping to herself, walking slowly, and gazing out of the window without expression—are indications of deep sadness.

18. In regard to the professional responsibilities of pre-kindergarten teachers with respect to parent-teacher relations, the National Association for the Education of Young Children (NAEYC) advocates in its "Guidelines for Developmentally Appropriate Practice" that teachers do which of the following?

    (A) Contact parents about every developmental change their children undergo

    (B) Encourage parents to accept teachers as the experts who know what is best academically for their children

    (C) Clarify the limits of parents' access to their children's classrooms

    (D) View parents as partners in the educational process

19. A preschool teacher wants to teach a group of four-year-old children the formal mathematical symbols for the numbers one through nine. Of the following, the most appropriate means of assessing the children's readiness for this learning task would be to determine whether they can

    (A) count orally to ten

    (B) classify objects that are similar in shape

    (C) group objects into sets of twos and threes

    (D) demonstrate one-to-one correspondence using objects

20. Of the following groups of materials, which would be the best selection to aid four-year-old children in developing initial concepts about the physical characteristics of different objects?

    (A) Pictures of balls, building blocks, brick buildings, and piles of balls

    (B) A toy train, pictures of trains, stories about trains, and sound recording of trains

    (C) Toy animals, pictures of balls, sandpaper, and sound recording of trains

    (D) Sandpaper, rough wood, silk cloth, and wet soap

21. Which of the following would most foster the continued development of a child's expressive language?

    (A) Drawing on paper

    (B) Dramatic play

    (C) Building blocks

    (D) Finger painting

22. Ms. Fero would like to encourage a wider variety of the families of the children in her class to participate in school functions. To best increase the likelihood of this happening, Ms. Fero should

    (A) continue to offer beginning-of-the-year "meet the teacher" activities to make families feel welcomed

    (B) plan events throughout the year that include a variety of food, music, and other cultural activities

    (C) try to determine who the more actively involved parent is in each family and invite him or her to school functions in person

    (D) plan activities that appeal to the dominant culture in the classroom to ensure the largest participation

23. A 5-year-old boy is having difficulty adjusting to a new, healthful food that his parents have been trying to add to his diet. The boy's parents ask their son's teacher for suggestions for helping him adapt to the change. Which of the following is the most appropriate suggestion for the teacher to give?

    (A) Continue to provide the new food, and insist that the boy eat it

    (B) Discuss the food's benefits with the boy, and let him help prepare meals that include the new food

    (C) Allow the boy to return to eating his more familiar, preferred foods

    (D) Provide both the new food and the more familiar food, and allow the boy to choose which food to eat

24. Alejandro, who is in preschool, is able to take off and put on his coat independently during the school day. However, when his mother picks him up, he expects her to help him get dressed. Which of the following would be the most appropriate teacher comment in this situation?

    A. "May I ask why you are putting Alejandro's coat on for him?"

    B. "If you put on Alejandro's coat, he will not do it for himself."

    C. "Alejandro can now put on his coat by himself."

    D. "It's important that you let Alejandro take care of himself."

25. Which of the following is an example of an appropriate notation in a teacher's anecdotal records of a 3-year-old's language development during play time?

    A. Malika is unable to use pronouns correctly.

    B. Malika should be tested for a possible auditory difficulty.

    C. Malika can answer simple questions about objects.

    D. Malika loves to arrange books about cats in the classroom book nook.

Answers to Sample Questions

1. This question asks you to apply your understanding of external factors that influence physical, cognitive, social and emotional development. Perceptual development is an aspect of cognitive development, which allows young children to interpret and understand sensory input. Such sensory input could be visual, auditory, tactile, olfactory or gustatory. Physical development describes growth in a child's control of his/her body. Social development refers to a child's interaction with others. Manipulative is not a domain of development, but a skill children require especially in the area of motor skills. The correct answer, therefore, is (B).

2. This question asks you to apply your understanding of instructional methods that encourage higher-level thinking. Physical science deals with any of the sciences (physics, chemistry, geology, astronomy) concerned with nonliving matter, energy, and the physical properties of inanimate matter. (A) and (B) require mathematical thinking, while (D) is a comparison activity. In (C), the children need to reason and problem-solve about their building structure, using the properties of the various blocks they used to make the model. The correct answer, therefore, is (C).

3. This question asks you to apply your understanding of the roles and responsibilities of other professionals in the school setting. Paraprofessionals fulfill an important role in assisting with the management and delivery of educational services. Paraprofessionals assist classroom teachers by managing children with disabilities as well as monitoring the progress of all children in general. As paraprofessionals work with and monitor students' progress, they help to reinforce skills and concepts taught by working in small groups or taking small groups of students to another location to work, for example, on mathematical concepts using hands-on manipulatives. While paraprofessionals do not plan lessons or grade students' work, they may aid in the creation of teaching materials, as well as make copies, file work into student work folders and transcribe students' writing for teachers. The correct answer, therefore, is (C).

4. This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. It means being able to try new activities, express ideas without censoring them, display feelings and have them respected, and question teachers without fear of punishment. It means being able to take risks and expose what I don't know. (A) involves physical safety, (C) involves encouraging creativity in children, while (D) is a strategy that incorporates ownership and team building and is not developmentally appropriate at this age. The correct answer, therefore, is (B).

5. This question asks you to apply understanding of the basic methods for promoting the development of children's self-regulatory skills. Generally, it is considered more effective to have short periods of thinking time, five to ten minutes, rather than to have long periods, such as half an hour to an hour. Children from two to five years old should receive a two- to five-minute thinking time. A general guideline is one minute for each year of the child's age. The correct answer, therefore, is (B).

6. This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. The preoperational stage occurs between ages of two and six. Language development is one of the hallmarks of this period. Piaget noted that children in this stage do not yet understand concrete logic, cannot mentally manipulate information, and are unable to take the point of view of other people, which he termed egocentrism. During the preoperational stage, children also become increasingly adept at using symbols, as evidenced by the increase in playing and pretending. The correct answer, therefore, is (C).

7. This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. Object permanence is the understanding acquired by infants ages eight to 12 months, that objects continue to exist even when they cannot be seen, heard, or touched. Class inclusion is the relation between two classes in which all members of one class are included in the other, as in the proposition "All humans are animals." According to Piaget's model, between the ages of seven and 11, children in the concrete operational stage of cognitive development, acquire the concept of conservation when they master the ability to logically determine that a certain quantity will remain the same despite adjustment to the container, shape, or apparent size. Subtraction is the arithmetic operation of finding the difference between two quantities or numbers. The correct answer, therefore, is (C).

8. This question asks you to apply your understanding of the variety of ways to partner with the community in the educational process. Outside or community resources include several teaching tools (guest speakers, field trips to relevant places in the community) besides traditional text books, videos and computer programs that help children learn. Outside resources are successfully used when they are incorporated into a unit of study. Videos (A), and taking the children to the school library (C), do not reflect the use of community resources. Although guest speakers (D) are outside resources, however using them at an end-of-year, when the unit of study was presented earlier in the year, is not appropriate. The correct answer, therefore, is (B).

9. This question asks you to apply your understanding of the implication of current federal legislation relating to children with exceptionalities. According to the Individuals with Disabilities Education Act (IDEA), to the maximum extent appropriate, children with disabilities should be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment should occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The correct answer, therefore, is (C).

10. This question asks you to apply your understanding of how to integrate a multicultural and an antibias curriculum into the early childhood environment. Young children construct their cultural identities primarily in relation to their own family. Involving family members in classroom activities designed to promote multiculturalism is an effective way to foster and integrate an antibias curriculum. Providing multicultural materials ((A), (B), and (D)) will not accomplish this goal. The correct answer, therefore, is (C).

11. This question asks you to apply your understanding of creating a literacy-rich environment. Literacy-rich environments include daily reading, experimentation with reading materials, discussions about books, and dramatic-play areas. A teacher supplementing the development of a literacy-rich environment would provide students with a variety of reading and writing materials and assignments (D). Research has found that providing students with varied opportunities to engage in the reading and writing process stimulates their motivation and advances their reading skills. Reviewing catalogs about commercially developed language art curriculums (A) would not help to supplement a literacy-rich environment nor would it help students learn to read. Creating a teacher-made bulletin board (B) would allow students to view print on the boards, but student-created work samples would be a better supplement for a literacy-rich environment. Giving students work sheets (C) may teach letter-sound relationships in isolation, but it is not the best supplement to the development of a literacy-rich environment. The correct answer, therefore, is (D).

12. This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. Promoting prosocial behavior and interpersonal problem-solving skills are two important concerns of the teacher of young children. Research has found that teachers who model prosocial and generative behavior typically have classrooms in which students internalize and adopt prosocial and empathetic behaviors. The correct answer, therefore, is (A).

13. This question asks you to apply your understanding of using a variety of techniques to support children's learning. Children learn at different rates, and supporting children at each stage will help them acquire skills and concepts as well as prepare them for the next stage. Asking children questions about the process they used helps them develop metacognitive skills. Metacognitive skills or learning strategies enable children to reflect, question, predict and hypothesize. These skills foster evaluation and monitoring of their own learning. Teachers can guide children to learn and develop these tools that are crucial for learning in all ages. Asking the child to explain the reason for an action (B) will help the child in thinking about the strategies used for the task, while showing the child what to do, (C) and (D), or merely asking the child to try again (A), would not benefit the child in any way. The correct answer, therefore, is (B).

14. This question asks you to apply your understanding of the typical progression in the language development of children from age two to age five. The child is exhibiting telegraphic speech, which is typical for children from 18 to 24 months of age, and so the child requires no special attention. The correct answer, therefore, is (A).

15. This question asks you to apply your understanding of children's abilities to understand, to process, and to produce language. (A) suggests some symptoms of children having difficulty with language development. (B), (C), and (D) suggest physical, social, or emotional difficulty. The correct answer, therefore, is (A).

16. This question asks you to apply your understanding of how the major theories of learning connect to early childhood practice. The child in Piaget's preoperational stage learns more effectively through manipulation of representational objects (A) rather than through involvement with symbolic materials or learning experiences choices ((B,) (C), and (D)). The correct answer, therefore, is (A).

17. This question asks you to apply your understanding of creating, selecting, and appropriately using a variety of assessments. A statement of behavior can be expressed by way of observation. Observations are objective, while inferences represent a teacher's judgments or feelings, and are subjective. In (A), (B), and (C), the teacher describes an observation of Maria's behavior, while in (D), the teacher makes a judgment or conclusion. The correct answer, therefore, is (D).

18. This question asks you to apply your understanding of research and current issues that impact early childhood education and development. As stated in the NAEYC guidelines, developmentally appropriate practices derive from deep knowledge of child development principles and of the children in particular, as well as the context within which each of them is living. The younger the child, the more necessary it is for practitioners to acquire this particular knowledge through relationships with children's families. Practice is not developmentally appropriate if the program limits "parent involvement" to scheduled events (C), or if the program/family relationship has a strong "parent education" orientation. Parents do not feel like partners in the relationship when staff members see themselves as having all the knowledge and insight about children and view parents as lacking such knowledge (B). Information flow should be two-way; apart from informing parents about their child's progress (A), practitioners should also involve families as a source of information about the child and engage them in the planning for their child. The correct answer, therefore, is (D).

19. This question asks you to apply your understanding of how scope and sequence affect instructional planning. In assessing a child's readiness for learning the mathematical symbols for numbers one through nine, the child should be able to associate numbers with quantities, which requires advance mental operations in the concrete operations stage. (A) requires only rote memorization, (B) requires the child to use classification skills, (C) requires the child to count but does not require the use of formal mathematical symbols, while (D) requires the child to match objects or quantities with a mathematical symbol. The correct answer, therefore, is (D).

20. This question asks you to apply your understanding of how to provide appropriate materials for exploration and discovery. Children need ample opportunity to feel and manipulate objects, in order to learn about the physical characteristics of different objects. Providing children with pictures of objects, reading books about objects, or listening to sounds made by different objects ((A), (B), (C)), will not provide the needed experiences. However, giving the children an assortment of materials (D) with varying textures allows them to feel and manipulate these materials. The correct answer, therefore, is (D).

21. This question asks you to apply your understanding of creating a literacy-rich environment. Expressive language involves using language and learning to speak. In dramatic play, children are motivated to convey their wishes to others and speak from the perspective of their pretend roles. It is often through dramatic play that shy or withdrawn children first begin to express themselves through language. (A), (C), and (D) do not give children the opportunity to express themselves using their own words. The correct answer, therefore, is (B).

22. This question asks you to apply your understanding of the variety of methods for partnering with families in the educational process. When early childhood educators attempt to form a family-based philosophy, a willingness to acknowledge and respect family differences is required. Since classes are often made up of children who come from a variety of family structures and cultures, encouraging members of a child's family to participate in school functions is an important aspect of early childhood family involvement. Planning activities that involve diverse celebrations of cultural and familial differences throughout the year will likely encourage a wider variety of families to participate in school events. The correct answer, therefore, is (B).

23. This question asks you to apply your understanding of the role of working with parents. Suggesting to a parent options that might be helpful at home is important for the child's health and academic success. Guidance to the parent is helpful to assist the child to adopt a healthy lifestyle starting at a young age. (A) is incorrect; the stimulus specifically asks how to help the child adapt to change. This is not a method for adapting. This is more of a sink-or-swim approach. Eat or starve. This does not teach the children the importance of eating a healthier diet. (B) is correct; involving children in the process and giving them the opportunity to participate creates excitement, and gives them ownership in their food choices, and imparts the importance of eating healthy. (C) is incorrect; this choice will not promote healthy eating habits or help the child adapt to changing his diet. (D) is incorrect; this will not help children learn the importance of a healthy diet or help him to adapt to the needed changes. The correct answer, therefore, is (B).

24. This question asks you to apply your understanding of the skills needed for respectful and effective communication about early childhood education to various audiences. A professional teacher should demonstrate positive, respectful, and appropriate language while talking with parents or other individuals. In this situation, the teacher needs to graciously communicate to Alejandro's mother about his ability to function independently. (A), (B), and (D) are impolite and offer no encouragement to Alejandro or his mother. They also imply judgement of the parent by the teacher and give the impression that the teacher is telling the parent what she is doing wrong. The correct answer, therefore, is (C).

25. This question asks you to apply your knowledge of the distinctions among and the purposes of the different types of assessments. Anecdotal records document what a child can do and his or her achievements, as opposed to what he or she cannot do. (A) states what Malika cannot do, rather than noting exactly what is observed. The teacher is drawing a conclusion. (B) describes a teacher's professional opinion about Malika rather than a direct observation; (C) states what Malika can do; while (D) is an observation about Malika, rather than what she can do. The correct answer, therefore, is (C).

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 55.

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 32 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 32, 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 17.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

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

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

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

(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)

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

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

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

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

Discussion Areas

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

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

Study Topics

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

I. Early Childhood Development

An understanding of early child development is crucial for those involved in the education of young children. Early child development involves not only physical, cognitive, social, emotional, and language development, but also influences on development and how those influences affect learning. Decisions concerning the education of young children must be made within the context of the child's development to maximize learning and avoid inappropriate instruction.

A. Understands the typical progression in each developmental domain of children from age two to age five

1. Knows age appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language)
2. Recognizes variable progression in children

B. Understands external factors that influence physical, cognitive, social and emotional development

1. Nutrition, culture identity, SES status, family
2. Knows Maslow hierarchy of needs
3. Knows how experiences, environment, and language affect a child's development
4. Differentiates how external factors influence the child
5. Determines factors that impact the individual child

C. Understands theories of family and community and how they impact child development

1. Comprehends and applies the Ecological theory, family systems theory, and Vygotsky's social culture theory
2. Relates child and family experiences to family-based theories

D. Understands how major theories of learning connect to early childhood practice

1. Differentiates and applies constructivism, behaviorism, and social learning (e.g., Brunner, Vygotsky, Piaget)
2. Understands that children are motivated in different ways

E. Understands how individual characteristics of a child influence all domains of development

1. Recognizes individual differences (e.g., physical characteristics, health, gender, heredity, temperament, and self concept)
2. Understands the uniqueness of the child as it impacts their development

F. Understands factors that influence language and literacy development

1. Understands how physical impairments, home and community, social interactions, primary language, environmental print, cultural context and sign language affect a child's language and literacy development
2. Identifies potential positive and negative communication issues

G. Recognizes how brain development influences the holistic development of the child

1. Knows the importance of early experiences and stimulation on development
2. Provides a rich environment to stimulate brain development

H. Knows the warning signs of common medical conditions and basic first aid procedures

1. Knows basic first aid and how to react to these situations (e.g., food allergies, asthma, Epi-pen® injections)

Discussion areas: Early Childhood Development

- How would you adapt a learning activity to the physical development of a 2-year-old child versus the development of an 5-year-old child?
- What would be within the range of individual variation for a 5-year-old child's fine motor development?

- What would be considered atypical fine motor development for a 2-year-old child?
- How would the method by which a 3-year-old child solves a problem differ from that of a 5-year-old child?
- What are some ways in which environment and inheritance shape cognitive ability?
- List five ways in which nutrition, health, disabilities, socioeconomic status, cultural upbringing, and family and community values can influence a child's physical, cognitive, and emotional development.
- Compare and contrast the ecological theory, family systems theory and social culture theory.
- Compare and contrast the theories of Bruner, Bandura, Bloom, Maslow and Piaget.
- Indicate several ways in which gender, home life, cultural identification, and role models influence social and emotional development.
- Describe a literacy-rich environment for young children. Explain how the components of the environment will foster literacy concepts.
- How do phonemic awareness, sentence decoding, word families, root words, and phonics support literacy development?
- Identify each of the following literacy teaching strategies and how each strategy could be used to help a student for whom English is a second language: grapheme-phoneme correspondence, journal writing, shared reading, cueing systems, rubrics, and reflective logs.
- Describe types of interactions with a child that influence brain development.
- What types of stimulus are appropriate for a 2-year-old child, and how would those differ from those appropriate for a 3-year-old?
- Outline the important points that would need to be discussed during an in-service workshop on the impact of medical conditions and the procedures for handling such conditions. Include information concerning epilepsy, diabetes, use of an EpiPen for severe allergies, and handling of blood.

II. Teaching and Supporting Diverse Children

Education must encompass the diverse needs of all students. It is the responsibility of the teacher to establish a learning environment that not only allows but also encourages every child to reach optimal learning. Accommodations must be made to meet the needs of each child and to create a developmentally appropriate setting for learning. The teacher must understand the individual needs of every student and create an environment in which every child has an opportunity for success.

A. Recognizes areas of exceptionality and its potential impact on a child's learning

1. Describes areas of exceptionality that may impact the child's learning (e.g., developmental delays, health impairments, giftedness)
2. Develops appropriate adaptations

B. Knows the implications of current federal legislation relating to children with exceptionalities

1. Knows the meaning and purpose of IDEA (e.g., least restrictive environment, IEPs, IFSPs)

C. Knows a variety of approaches for accommodating children with diverse learning needs

1. Identifies learning accommodations for children with diverse needs (e.g., English language learners, gifted learners, special needs, local cultures, child populations)

D. Knows how to integrate a multicultural and an antibias curriculum into the early childhood environment

1. Defines antibias curriculum
2. Lists ways of representing diversity in the classroom environment (e.g., pictures, books, cultural artifacts)
3. Recognizes issues of equity (e.g., sexism and stereotypes)

Discussion areas: Teaching and Supporting Diverse Children

- How can technology be adapted for use with students with special needs? Indicate adaptations for physical, emotional, and educational needs.
- What are the basic characteristics of children with special needs in an early childhood setting with respect to visual and perceptual difficulties, learning disabilities, attention deficit disorder (ADD), and attention-deficit/hyperactivity disorder (ADHD)?
- What is the importance of IDEA?
- Choose an age level and develop a literacy lesson that would introduce story structure. Include activities that would be appropriate for a small group of children that includes a student with perceptual difficulties and another student whose first language is not English.
- Design a classroom that would accommodate students with physical and emotional disabilities, including but not limited to, placement of vision-and hearing-impaired students, space and paths for wheelchairs, children with challenging behaviors, and functional behavior assessment guidelines.
- List five activities that a teacher could use to integrate a multicultural curriculum into a preschool classroom.
- What strategies would you adopt to ensure gender equity in a preschool classroom?

III. Creating a Developmentally Appropriate Learning Environment

An early childhood teacher must create a developmentally appropriate learning environment for children. Children need an environment that is literacy-rich and an environment where they are allowed to play and discover. The teacher must know how to arrange the environment indoor/outdoor and take safety into consideration.

A. Understands the need for displaying critical health and safety information and procedures

1. Knows and follows established procedures of health and safety (e.g., fire exit procedures, emergency procedures)

B. Knows how to create a literacy-rich environment

1. Knows and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials)
2. Recognizes the importance of modeling reading, speaking and writing during daily routines
3. Knows intentional conversation strategies
4. Recognizes and adapts the literacy environment to the needs of the child

C. Understands the importance of health and safety when working with young children

1. Understands basic sanitation and nutrition
2. Establishes health and safety routines (e.g., hand washing, fire drill)
3. Considers safety in the creation of the environment to promote wellness

D. Knows how the arrangement of multisensory indoor and outdoor spatial environments impact children's development and learning

1. Integrates multisensory learning materials into indoor and outdoor spaces (e.g., accessibility, learning centers, aesthetics)
2. Arranges classroom and outdoor furniture to provide open areas for play and exploration to promote independence and cooperation
3. Arranges materials and environment to support developmental goals

E. Understands how to arrange the environment to provide purposeful opportunities for children to play and discover

1. Selects and provides a variety of materials that promote purposeful play and exploration
2. Designs spaces that provide children with opportunities to learn in a variety of ways (e.g., hands-on-activities, discovery learning, quiet space)
3. Identifies and supports a child's interest throughout the space

F. Understands principles and strategies for effectively managing an early learning environment

1. Understands the benefit of consistent routines and procedures (e.g., the importance of routines and procedures)
2. Applies a variety of strategies to engage children (e.g., clapping, classroom jobs, music and movement, sharing)
3. Knows appropriate strategies for transitions

G. Understands the effective use of verbal and nonverbal communication to enrich the learning environment

1. Applies and models active listening and speaking techniques (e.g., eye contact, tone, restating, questioning, extending, body language)
2. Understands cultural implications in communication styles
3. Knows visual and auditory cues (e.g., picture prompts, audio books)

H. Understands principles and strategies that promote positive behaviors in children

1. Identifies and applies strategies that promote positive behavior (e.g., redirection, modeling positive interactions, problem solving, setting limits and goals, child reflection, self regulation skills)
2. Provides opportunities for the children to interact in the physical environment
3. Incorporates conflict resolution strategies

I. Understands the importance of creating a sense of community

1. Designs learning environments and selects materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, setting up classroom rules together, classroom jobs, community garden)
2. Establishes an environment where children can feel safe to take risks
3. Creates an environment where children assume ownership (e.g., placement of materials that facilitate independence, is responsible for self and classroom, displaying children's work, promoting self-help skills)

Discussion areas: Creating a Developmentally Appropriate Learning Environment

- What are some strategies you would use to work with children in your classroom who have life-threatening allergies?
- How do you prepare children to follow emergency procedures that are established by the school?
- Design a series of literacy lessons for early childhood education and indicate the state standards for which the lessons have been aligned
- How do health and safety issues affect learning? Include the effects of basic sanitation, nutrition, room ventilation, and good health practices.
- Design learning environments, both indoor and outdoor, that allow for individual, cooperative, small- and whole-group activities, as well as providing opportunities for children to play, explore, and discover. Indicate one learning activity for each spatial environment.
- Describe what a play-based environment would be like in your classroom. Explain how such an environment can help children develop cognitively, socially, physically and linguistically.
- Choose a thematic unit and list the materials that could be used for indoor and outdoor activities. Include materials that can be used by individual children, small groups, large groups, or in teacher-directed experiences.

- Why are routines an important part of the daily curriculum for preschool children?
- Design a daily schedule to meet the needs of children.
- What are some specific strategies teachers can use to support students through active listening and speaking?
- What are effective forms of verbal and nonverbal communication, and how can these forms work together when conveying a message to preschoolers?
- What would be the appropriate way for a teacher to react to a 6-year-old child who constantly interrupts class discussions?
- How can a teacher design an environment that would support student independence?
- Describe materials, activities, and routines that help establish a sense of community the first week of school, daily, and throughout the year?

IV. Teaching and Learning

Teaching curriculum and learning instruction cover a wide range of areas, from general instruction to specific subjects. It is important that the educator of young children understands not only what to teach, but also when and how to teach. Knowledge is no longer compartmentalized into just mathematics or just literacy; rather, education attempts to interconnect concepts across the curriculum. For example, science is the understanding of scientific concepts as explained by mathematical methods and linguistic interpretation. Learning is related to both knowledge of the subject matter and an understanding of the process. The educator must have a strong knowledge both of specific material and of the process that encompasses human cognition and learning in order to integrate knowledge acquisition into one cohesive whole for the young child.

A. Understands the role of standards and frameworks in instructional planning

1. Connects children's interest and learning experiences to the standards/frameworks

B. Understands how scope and sequence affect instructional planning

1. Understands the role of scope and sequence (e.g., in building upon prior knowledge, planning)
2. Utilizes scope and sequence to plan lessons that promote growth in all developmental domains and content areas

C. Knows how to create observable and measurable goals that are developmentally appropriate

1. Determines and identifies the developmentally appropriate goals
2. Develops observable and measurable goals that meet the age and individual needs of children (e.g., cognitive, social, emotional, physical)

D. Understands the role of resources and materials for planning and for differentiated instruction

1. Organizes and allocates resources and materials for planning and differentiating instruction
2. Selects resources and materials based on the comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
3. Considers curricular, theoretical and philosophical approaches as planning resources

E. Knows a variety of instructional methods that encourage higher-level thinking

1. Implements a variety of instructional methods to create lessons that extend beyond factual recall and challenge children to develop higher-level thinking
2. Poses questions that encourage children to view, analyze, and interpret ideas from multiple perspectives
3. Designs lessons that provide opportunities for children to engage in exploration and discovery (e.g., project based, questioning)

F. Knows a variety of techniques to support children's learning

1. Knows and applies appropriate techniques based on context and different stages of the learning process
2. Knows of a variety of techniques and multiple representations of concepts to support children's learning (e.g., scaffolding, modeling, differentiating instruction)

G. Knows basic methods for promoting the development of children's self-regulatory skills

1. Identifies age appropriate ways to promote the development of children's self-regulatory skills (e.g., positive reinforcements, self-talk, charting, feedback)
2. Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences)

H. Understands how to adjust instruction in response to the needs and interests of children

1. Designs and adjusts instruction to accommodate individual differences in interests and approaches to learning (e.g., teachable moments, emergent curriculum, learning styles, multiple intelligences)
2. Knows how to engage children in active learning (e.g., interactive materials, discovery learning, intentionality)

I. Understands the use and implications of different grouping techniques and strategies

1. Knows the purpose of different grouping techniques (e.g., small group, whole group, one-to-one grouping)
2. Implements different grouping techniques and strategies that create opportunities for children to work collaboratively and independently (e.g., homogeneous, heterogeneous, collaborative learning)

Discussion areas: Teaching and Learning

- How can teachers use a child-centered curriculum to meet academic standards?
- How can lessons be designed to engage children, connect to curriculum and be adapted to meet standards and frameworks?
- Develop a thematic unit that would build on children's prior knowledge and generate their interest.
- What is an appropriate scope and sequence of math skills for a 4-year-old?
- Discuss why it is important for a teacher to develop lessons with observable and measurable goals.
- List several developmentally appropriate goals for a 5-year-old and describe the measurable objectives that demonstrate mastery of the goals.
- List some materials that teachers can use to help children develop numeracy skills in preschool.
- What is the role of resources and materials in planning and instruction?

- What would be some appropriate questions that would elicit in-depth responses and encourage children to focus on their thinking strategies?
- Describe how a teacher can use scaffolding as a teaching strategy in the classroom.
- What are appropriate techniques to support language development for a 2-year-old?
- To maximize an effective classroom management plan, when is the best time to establish classroom rules and routines. Why? What role should children play in this process?
- Describe several scenarios where positive reinforcement can be used to help develop self-regulatory skills.
- How do learning styles differ from multiple intelligences?
- How do observation and documentation of preschoolers influence the curriculum?
- When is the best time to implement the following forms of instruction: whole group, small group, one-on-one? Why is that the best time?
- Indicate several ways to adjust activities to fit a preferred grouping technique.

J. Understands developmentally appropriate content knowledge in educating children from age two to age five

1. Selects appropriate content based on knowledge of child development and the abilities of children at each developmental level (e.g., math, science, language arts, social studies)
2. Allows children the opportunity to practice developmentally appropriate concepts during everyday classroom experiences (e.g., one-to-one correspondence, phonemic awareness)
3. Knows mathematical concepts (e.g., number sense, shapes, one-to-one correspondence, sequence)
4. Knows literacy concepts (e.g., phonemic awareness, vocabulary, writing, shared reading)
5. Knows scientific concepts (e.g., cause and effect, discovery learning, observation, change)
6. Knows social studies concepts (e.g., social skills, community, character, family, culture)

K. Knows how to design, implement, and evaluate lessons as part of an integrated and/or interdisciplinary curriculum

1. Designs developmentally appropriate lessons (e.g., content areas, developmental domains)
2. Knows how to integrate multiple content areas into lesson plans
3. Knows techniques to evaluate the effectiveness of integrated lessons (e.g., self reflection, child assessment, peer feedback)

L. Knows how to select and use resources and materials to support development across the curriculum

1. Selects resources and materials to support curricular and developmental goals (e.g., manipulatives, community resources, technology)
2. Knows the value of multipurpose materials (e.g., blocks, clay, paint)

M. Knows how to integrate the arts throughout the curriculum

1. Designs art experiences that focus on the process rather than the product
2. Explains the value of integrating the arts into the learning process (e.g., music, creative movement, visual arts)
3. Integrates the arts throughout the curriculum (e.g., songs, dancing, drama, drawing)

N. Knows how to integrate physical health and wellness into the curriculum

1. Explains the value of integrating physical health and wellness into the learning process (e.g., nutrition, gross motor play, movement)
2. Integrates physical health and wellness throughout the curriculum (e.g., hand washing, exercise, socio-dramatic play, self regulation)

O. Knows the necessary safety procedures and precautions to take when working with young children (including what to do during fire drills, on field trips, and on the playground)

1. Knows school safety procedures and follows them during an emergency
2. Establishes routines for the safety of children and staff
3. Identifies procedures for creating a safe environment (e.g., scanning for safety hazards, not leaving children unattended, removing materials that are unsafe)

P. Knows how to integrate technological resources and materials in the instructional process as developmentally appropriate

1. Knows how to use technology to explore children's interest
2. Explains the value of integrating technological resources and materials into the learning process (e.g., cameras, computer, CD player, tape recorders)
3. Integrates technological resources throughout the curriculum (e.g., assistive devices, SMARTboard, overhead projector, light table)

Q. Knows how to integrate multicultural and antibias resources in content instruction

1. Identifies antibias resources
2. Selects materials for content instruction that fairly and accurately represent diversity (e.g., pictures, books, cultural artifacts)
3. Recognizes biases and stereotypes in resources and materials
4. Uses materials and resources as needed to support the learning of all children (e.g., assistive devices, multicultural dolls)

R. Knows how to integrate play in content instruction across the curriculum

1. Knows how play impacts the developmental domains
2. Explains the value of play in the learning process
3. Integrates play across the curriculum
4. Identifies the different types of play (e.g., dramatic, parallel)
5. Provides opportunities for learning through play (e.g., space, time, materials)

Discussion areas: Teaching and Learning

- Take one concept, (e.g., one-to-one correspondence in mathematics) and describe how the major cognitive learning theorists would present a learning opportunity for a preschool child. Include the major cognitive learning theories concerning development (i.e., constructivist, maturationist, sociocultural, behaviorist, and ecological).
- Develop activities that involve a variety of instructional strategies and focus on one learning concept (e.g., how play, inquiry, and learning centers could be used to teach number concepts to 4-year-old children).
- Design a learning activity that incorporates science, mathematics, and literacy. Indicate which areas of the curriculum will be integrated into the lesson.
- What previous experiences should students have been exposed to prior to a lesson on addition?
- Develop an activity that would involve multiple social studies disciplines (e.g., history, geography, and economics).
- Design a lesson for 5-year-old children that will introduce basic geometrical concepts. What instructional strategies would you use? How would you evaluate the effectiveness of your lesson?
- Describe ways that materials can be used to support learning and development across the curriculum.
- List and explain the value of several multipurpose materials used in a preschool classroom and how can they be used in various developmental domains?
- Design a learning activity for visual and performing arts that would be appropriate for a 5-year-old child. Identify the learning goal for this activity and the means for evaluating the success of this goal.
- Develop a unit that integrates the arts into content area studies. Include activities that integrate the arts with mathematics, literacy, science, and social studies.

- How can creative arts and aesthetics be used to enhance learning in other content areas?
- What are some activities that could be conducted in physical education sessions to strengthen a 5-year-old student's fine motor skills?
- What is the relationship between gross and fine motor skill development?
- Design a unit on gross motor skills for 4-year-old students. What safety procedures and precautions should be considered in developing this unit?
- What safety information should be conveyed to teachers?
- What safety information should be shared with students to ensure their safety and understanding of medical conditions?
- Describe an early childhood classroom that provides students with a variety of opportunities to interact with technology. Include one activity for each form of technology, specifically indicating the form of technology and how technology will enhance learning for the students.
- Develop a unit that will incorporate technology with literacy. Indicate specific activities that will enhance literacy learning. Develop assessment tools that will evaluate the effective use of technology to attain the specified goals.
- How could technology be used to accommodate various learning styles and intelligences during a unit on science?
- Design an activity that promotes cultural and character education. Include extension activities and evaluative procedures.
- Why is play important for development and learning?
- What important points should be presented to counteract the argument that play does not belong in a school environment?

S. Understands the role of formal and informal assessment to inform the instructional process

1. Identifies opportunities in which informal assessment can be used to guide the instructional process (e.g., during independent work, play, group work)
2. Explains how formal assessment can be used to guide instruction (e.g., standardized tests, unit tests, curriculum tests, benchmarks)
3. Explains how informal assessment can be used to guide instruction (e.g., daily observations, checklists, anecdotal notes)

T. Knows the distinctions among and the purposes of the different types of assessments

1. Understands the purpose of different types of assessment (e.g., selected response, portfolio, checklist)
2. Discriminates among summative, diagnostic and formative assessment

U. Knows how to create, select, and appropriately use a variety of assessments

1. Identifies a variety of assessments to measure children's learning (e.g., observation, anecdotal, portfolio, checklist)
2. Uses multiple assessment tools to make informed decisions
3. Creates developmentally appropriate assessments according to the child's needs
4. Chooses an appropriate assessment tool to measure a child's development in various context
5. Involves children in the assessment process

V. Knows how to interpret assessment results and convey the meaning of those results to children, parents/caregivers, and school personnel

1. Collects and organizes children's assessment data to interpret results
2. Discusses a child's performance objectively with others
3. Adjusts communication style and vocabulary when relaying assessment results to various audiences
4. Identifies areas of strength and areas of improvement in a child

W. Knows how to use assessment results to influence planning

1. Adjusts instruction based on assessment data (e.g., modify learning goals, grouping, materials, modeling, level of complexity, methods of teaching)

Discussion areas: Teaching and Learning

- Identify the important characteristics and purposes for each of the following different types of assessments: formal and informal, standardized, criterion referenced, summative, and formative test; developmental screening; portfolios/work samples; rubrics; observations; anecdotal records, running records; interviews. Indicate the role of each assessment in the education of preschool children.
- What is the difference between summative and formative assessment? Identify a tool for each assessment. When would a summative assessment be appropriate? When would a formative assessment provide more information?
- Identify a learning goal and an authentic assessment that would determine the effectiveness of an activity in meeting this goal. Be specific in identifying the authentic assessment and how information from the assessment would be used in developing future learning goals.
- How can young children be involved in the assessment process?
- Indicate four ways in which assessment results can be communicated to families effectively. Provide guidelines that would help parents understand how to use their information to support their children's learning.
- Design a lesson plan and explain how you would formally and informally assess student learning to meet your objectives.
- What type of information can be gathered from the various types of assessment, and how does it influence your lessons?

V. Professionalism, Family, and Community

Effective learning encompasses not just the classroom, but also professionalism, the family, and community. To be successful, the educational process must be supported in the home and the community.

Reinforcing the value of education conveys to the child the importance of learning and encourages the child to strive for additional knowledge. It is the responsibility of the teacher to convey information concerning the learning process to the family and the community and to coordinate the goals for both school and home. A high level of professionalism, as well as teacher self-assessment, is crucial in maintaining this relationship with families and communities.

Professionalism

A. Understands the skills needed for respectful and effective communication about early childhood education to various audiences

1. Knows the importance of being professional at all times (e.g., cultural awareness, body language, tone)
2. Knows the role of preparedness in professional communication in varied context (e.g., parent-teacher conferences, note home)
3. Demonstrates positive and appropriate language (e.g., adjust communication appropriate for audience)

B. Knows the guidelines for the ethical, appropriate, and safe use of technology

1. Understands how to set age-appropriate guidelines and limitations for proper use of technology in the classroom (e.g., cell phones, audio centers, Internet)
2. Understands the importance of the teacher modeling professional use of technology in and out of the classroom (e.g., social networks, blogs)
3. Knows how to screen and identify appropriate educational technology resources (e.g., gender biases, cultural biases)

C. Knows major policies related to the rights and responsibilities of teachers and children

1. Knows that you are a mandated reporter of the violation of children rights (e.g., confidentiality, privacy, and reporting of child abuse)
2. Knows the role of documentation (e.g., student samples, anecdotal notes, parent communication)
3. Knows privacy rights of children and families (e.g., records, confidentiality)

D. Understands ethical responsibilities in a professional context

1. Recognizes ethical dilemma
2. Recognizes the importance of being sensitive to the needs and rights of children and families (e.g., informed consent)
3. Understands family and community characteristics (e.g., divorce, family structure, SES)

E. Understands the role of professional development resources

1. Identifies and recognizes the need for professional development resources
2. Recognizes the benefits that professional associations can provide (e.g., quality standards, conferences, research)
3. Incorporates new strategies to improve teaching (e.g., learning communities, professional associations, literature)

F. Recognizes the role of reflective practice for professional growth

1. Identifies a variety of ways to achieve desired educational and professional goals
2. Demonstrates purposeful reflective practice to guide instruction (e.g., critical, pedagogical, surface, self-reflection, self-evaluation)

G. Is familiar with research and current issues that impact early childhood education and development

1. Identifies and applies appropriate and credible information (e.g., journals, books, online resources, professional associations)
2. Understands the importance and role of research driven practice

H. Understands the role of support personnel

1. Identifies the benefits and recognizes the need for collaboration (e.g., speech therapists, paraprofessionals)
2. Recognizes the importance of other support staff as partners in learning
3. Knows of policy and procedures to involve support personnel

I. Understands the implications of major laws, legislation, and court decisions relating to children, families, and teachers

1. Understands the implications of major laws (e.g., child abuse, no child left behind, zero tolerance, school prayer, IDEA)

J. Knows basic strategies for the protection of teachers' rights

1. Knows how to properly document classroom incidents
2. Understands the importance of teacher evaluation guidelines

K. Knows how to collaborate with colleagues

1. Understands how to use colleagues as resources (e.g., grade level meetings, mentor)
2. Demonstrates professional communication with colleagues
3. Knows the roles and responsibilities of other professionals in the school setting (e.g., school board, principal)

Discussion areas: Professionalism, Family and Community—Professionalism

- Why is it important for a teacher to be professional at all times? How does this professionalism extend beyond the school building?
- List several different ways to communicate with families. Consider specific needs such as home language.
- How can children be prevented from misusing technology in the classroom?
- What are some ethical issues related to technology?

- How is a child's learning affected by family and community characteristics, such as family structure, socioeconomic conditions, home language, ethnicity, religion, or culture, and stresses and supports, such as special needs, births, deaths, or divorce? Indicate five ways in which a teacher could be informed of these characteristics without violating the privacy of individual families.
- Discuss ways that children may be affected by poverty.
- Are there specific ethical issues that need to be considered when working with children and their families?
- List five reasons why it is important to continue professional development, including professional memberships.
- How can self assessment improve a lesson that failed to meet the designated goals?
- Indicate three ways in which a teacher can use self-assessment techniques to reflect on teaching practices and the learning environment.
- How can self-assessment improve a successful lesson?
- What are some credible resources in early childhood education that you can use to support your teaching?
- What makes a source credible?
- How would conferring with colleagues and paraprofessionals help in understanding a student's needs?
- How has the Individuals with Disabilities Education Act (IDEA) changed the landscape of education in schools?
- What major federal legislation currently affects young children?
- What are some ways that teachers can advocate for themselves and for the teaching profession as a whole?
- How can a teacher be protected with the use of documentation?
- What are the roles and responsibilities of a school board?
- What types of resources and information are provided by school administrators, speech therapists, behavioral specialists, and paraprofessionals?

Family and Community

L. Knows a variety of methods for partnering with families in the educational process

1. Provides and creates family involvement opportunities (e.g., volunteering, sharing cultural interests)
2. Provides appropriate and proactive communication with families (e.g., newsletters, family conference, support of at-home learning, consider family access to technology)
3. Recognizes the importance of parents as first teachers and partners in learning

M. Knows a variety of ways to partner with the community in the educational process

1. Understands the importance of partnering (e.g., community outreach, guest speakers, parent workshops)
2. Connects classroom to community (e.g., field trips, community volunteers)

N. Knows how to advocate for children

1. Identifies school and community resources that will support children and families (e.g., collaborate with families, connect needs to resources, communicate needs, community awareness)

Discussion areas: Professionalism, Family and Community—Family and Community

- Design an activity that would create a welcoming environment that promotes family involvement and partnership.
- Indicate one activity for each of the following means of proactive communication and collaboration; ongoing discussions and conferences; procedures to protect the confidentiality of a family; sharing of curriculum, policy, and procedures; identifying the available agencies and community resources and connecting them with families who need them; and collaborating with in-school professionals.

- Design an outline for a parent conference concerning one of your students. Indicate five strengths that you have observed in the student. List three areas that parents could reinforce at home. Be specific concerning the parental support, indicating materials and methods that the parents could utilize.
- Indicate one activity for using each of these basic strategies that involves parents or guardians in the educational process: valuing family input, recognizing the family as the child's first teacher, identifying multiple ways to support families' efforts to help children learn, and creating a welcoming environment that promotes family involvement and partnerships.
- How could a preschool program use community resources to enhance student learning? Indicate five ways to access community resources and five ways in which students could contribute to the community.
- What are the responsibilities of a teacher in serving as an effective advocate for children?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

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

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

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

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

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

8. Check on Testing Accommodations

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

What if English is not my primary language?

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

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

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

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

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

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

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

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

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

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

Let the Praxis® Study Companion guide you.

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

www.ets.org/praxis/testprep

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

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