

The Praxis® Study Companion

# Special Education: Core Knowledge and Mild to Moderate Applications

5543



# Welcome to the *Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

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

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 36).

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

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

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

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

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

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

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Special Education: Core Knowledge and Mild to Moderate Applications (5543)

Test at a Glance			
<b>Test Name</b>	Special Education: Core Knowledge and Mild to Moderate Applications		
<b>Test Code</b>	5543		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	90 selected-response questions; 3 integrated constructed-response questions		
<b>Format</b>	Selected response: 75% of total score Integrated constructed response: 25% of total score		
<b>Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Development and Characteristics of Learners II. Planning and the Learning Environment III. Instruction IV. Assessment V. Foundations and Professional Responsibilities VI. Integrated Constructed-response Questions	17 20 20 17 16 3	14% 17% 17% 14% 13% 25%

### About This Test

The Special Education: Core Knowledge and Mild to Moderate Applications test is designed for examinees who plan to teach students with mild to moderate disabilities at any grade level from preschool through grade 12. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities.

ETS refers to current practices as specified by the National Council for Accreditation of Teacher Education (NCATE), the Council for Exceptional Children (CEC), and teacher education universities. In developing assessment material for these tests, ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

The 90 selected-response questions assess the knowledge and understanding of principles and practices related to special education and mild to moderate applications. The three constructed-response questions are integrated ones that assess an examinee's knowledge of students with mild to moderate disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration. In allocating time for this assessment, expect to spend about 90 minutes on the multiple-choice section and about 30 minutes on the constructed-response section; the sections are not independently timed. Some of the questions on this test may not count toward your score.

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

## Topics Covered

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 in “6. Review Study Topics” on page 30.

### I. Development and Characteristics of Learners (approximately 14%)

- A. Human development and behavior
- B. Theoretical approaches to student learning and motivation
- C. Basic characteristics and defining factors for each of the major disability categories
- D. Impact of disabilities on individuals, families, and society across the life span
- E. Impact of language, cultural, and gender differences on the identification process
- F. Co-occurring conditions
- G. How family systems contribute to the development of individuals with disabilities
- H. Environmental and societal influences on student development and achievement

### II. Planning and the Learning Environment (approximately 17%)

- A. Characteristics of good lesson plans
- B. Basic elements of effective lesson plans
- C. Learning objectives that are measurable and appropriately challenging
- D. Means of providing access to the curriculum
- E. Organizing the learning environment
- F. Understands how to manage student behavior
- G. Design and maintenance of a safe and supportive classroom environment that promotes student achievement

### III. Instruction (approximately 17%)

- A. Instructional strategies/techniques that are appropriate, considering students’ ages and abilities
- B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
- C. Instructional strategies that facilitate maintenance and generalization of concepts
- D. Selection and implementation of research-based interventions for individual students
- E. Selection and implementation of supplementary and/or functional curriculum
- F. Options for assistive technology
- G. Instructional strategies/techniques that support transition goals
- H. Preventive strategies and intervention strategies for at-risk learners

### IV. Assessment (approximately 14%)

- A. Evidence-based assessments that are effective and appropriate
- B. Defines and uses various assessments
- C. Interprets assessment results
- D. Understands and uses the results of assessments

**V. Foundations and Professional Responsibilities (approximately 13%)**

- A. Federal definitions
- B. Federal requirements for the pre-referral, referral, and identification
- C. Federal safeguards of the rights of stakeholders
- D. Components of a legally defensible individualized education program
- E. Major legislation
- F. Roles and responsibilities of the special education teacher
- G. Roles and responsibilities of other professionals who deliver special education services
- H. Strengths and limitations of various collaborative approaches
- I. Communication with stakeholders
- J. Potential bias issues that may impact teaching and interactions with students and their families

**VI. Integrated Constructed-response Questions (approximately 25%)**

- A. Instruction and Assessment
- B. Learning environment and classroom management
- C. Collaboration

## 2. Familiarize Yourself with Test Questions

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

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

### Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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



## Understanding Selected-Response Questions

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

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

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

### How would you answer this question?

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

Try following these steps to select the correct answer.

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

### Try a more challenging example

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

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

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

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

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

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

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

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

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

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

### How to approach unfamiliar formats

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

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

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

## Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

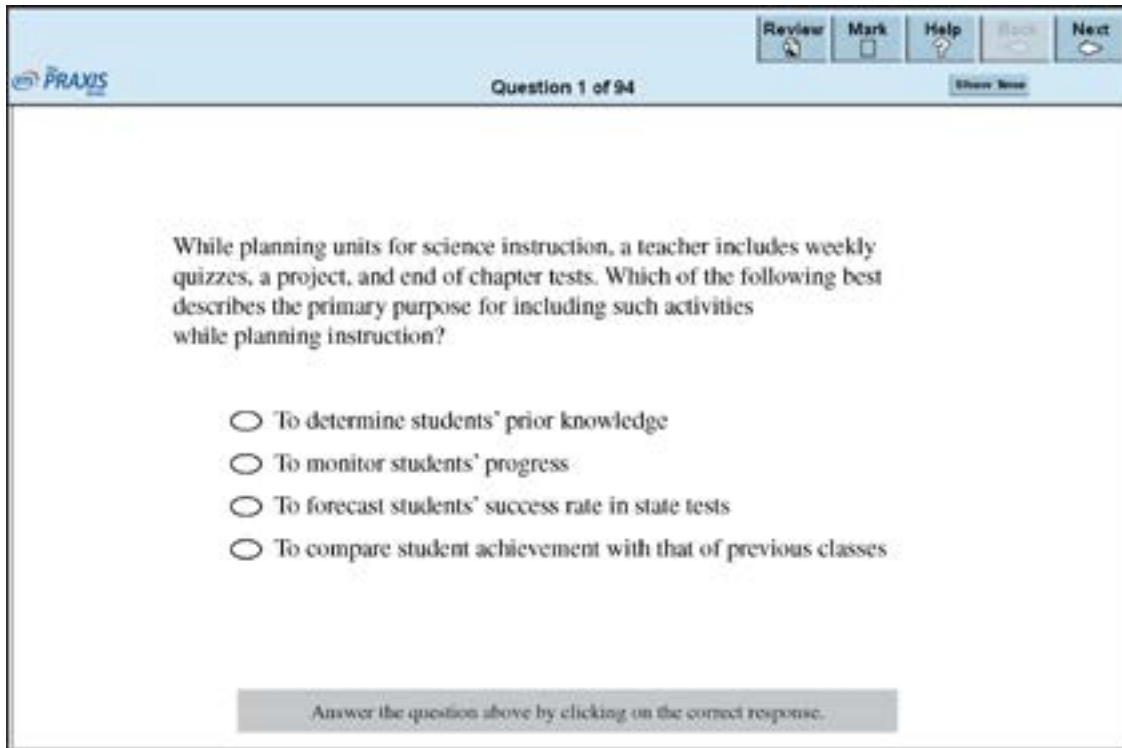
**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in "Understanding Constructed-Response Questions" on page 10.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

This test is available via computer delivery. To illustrate what a computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.



The screenshot shows a computer-delivered test interface. At the top left is the PRAXIS logo. In the center, it says "Question 1 of 94". On the top right, there are navigation buttons: "Review", "Mark", "Help", "Back", and "Next". Below the question text, there are four radio button options. At the bottom, there is a grey instruction box.

PRAXIS

Question 1 of 94

Show Next

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

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

Answer the question above by clicking on the correct response.

## Sample Test Questions

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

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

**Note:** In this test, the following special education terminology will appear:

- Individualized Education Program may be referred to as an IEP;
  - Attention-deficit/hyperactivity disorder may be referred to as ADHD;
  - The Individuals with Disabilities Education Act may be referred to as IDEA;
  - A multidisciplinary team or Child Study Team may be referred to as an IEP team;
  - A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional;
  - A biological parent, legal guardian, surrogate, natural, adoptive, or foster parent may be referred to as a parent;
  - Students with emotional and behavioral disturbances may be referred to as EBD.
1. Sharmaine is a second-grade student who has been found eligible for special education under the classification of intellectual disability. She receives daily mathematics instruction in a resource room. Her special education teacher wants to introduce Sharmaine to the addition of single digit numbers. Which of the following strategies would be the best activity to use?
    - (A) Make a ten
    - (B) Skip counting
    - (C) Counting backward
    - (D) Front-end addition
  2. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be
    - (A) educated with nondisabled peers only for elective courses
    - (B) educated with nondisabled peers to the greatest extent possible
    - (C) educated in a special school so that there is no interaction with nondisabled peers
    - (D) educated with the most assistance, whether or not it be in the same environment as with nondisabled peers
  3. Toni is a seventh-grade student classified with a specific learning disability (SLD). Her science teacher states that she is an active participant in class, completes homework on time, but her reading comprehension is below grade level. A chapter test is planned for next week. Which of the following assessment accommodations would be most appropriate for Toni's individualized education program (IEP)?
    - (A) Allowing the use of a dictionary to check spelling
    - (B) Reading the test aloud to her
    - (C) Administering the test to her in a separate room
    - (D) Providing her frequent breaks during testing
  4. Trish is a sixth-grade student who is diagnosed with autism spectrum disorder (ASD). She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?
    - (A) Assigning Trish a peer buddy to help her keep on task
    - (B) Providing Trish a visual menu of appropriate behaviors
    - (C) Seating Trish next to the window so she can look outside
    - (D) Giving Trish high-interest, low-reading-level assignments

5. Isaac is a fourth-grade student who has been classified with a mild intellectual disability. He struggles to complete assignments independently, requires redirection to keep on task, and needs to be constantly reminded of the classroom rules. Which of the following is required before a behavior intervention plan (BIP) can be developed?
- (A) Hiring a paraprofessional to work with Isaac
  - (B) Conducting a functional behavioral assessment
  - (C) Assigning homework less frequently
  - (D) Applying the current behavior reward system
6. Under IDEA, which of the following age-groups are qualified to receive early-intervention services?
- (A) 0–3 years
  - (B) 3–4 years
  - (C) 5–6 years
  - (D) 7–8 years
7. Which of the following rewards would be most appropriate for fifth-grade students who have demonstrated appropriate classroom behavior?
- (A) Giving them ice-cream sandwiches as an afternoon treat
  - (B) Assigning no homework for an entire week
  - (C) Excusing them from the next chapter test
  - (D) Providing extra computer time
8. Which co-teaching model is demonstrated when the lead and support teachers each deliver a lesson to separate groups of students?
- (A) Complementary teaching
  - (B) Alternative teaching
  - (C) Parallel teaching
  - (D) Shared teaching
9. Which of the following is a required component of an individualized education program (IEP)?
- (A) Functional behavior assessment
  - (B) Behavior intervention plan
  - (C) Daily class schedule
  - (D) Annual goals
10. Jerrie is a 10-year-old girl who scores within the average range for her age on both intelligence tests and achievement tests but has difficulty completing tasks in school due to a lack of focus and impulsive behaviors. These symptoms are most consistent with a diagnosis of
- (A) oppositional defiant disorder (ODD)
  - (B) traumatic brain injury (TBI)
  - (C) attention-deficit/hyperactivity disorder (ADHD)
  - (D) specific learning disability (SLD)
11. Seating students in a semicircle is most beneficial in which of the following ways?
- (A) Students can easily work in small groups.
  - (B) The teacher can easily monitor each student.
  - (C) Students can leave the classroom quickly.
  - (D) The desks fit better in the classroom.
12. Justin is a second-grade student who has a classification of mild intellectual disability. What is an advantage of seating him in a cooperative cluster?
- (A) Justin will be able to participate more in classroom discussions.
  - (B) Justin will be in closer proximity to the teacher.
  - (C) Justin can work with a partner if he has questions.
  - (D) Justin can sit near the window.
13. Which of the following activities is the best example of a summative assessment?
- (A) An end of chapter test
  - (B) Writing sentences using spelling words
  - (C) Completing a homework assignment
  - (D) Completing a cloze activity

14. Which of the following is the best example of differentiating instruction?
- (A) Exempting half the class from a homework assignment
  - (B) Assigning different students to read certain chapters of a read-aloud book
  - (C) Asking all the boys to make a poster and all the girls to write an essay
  - (D) Allowing students to summarize a chapter with a poem, essay, or cartoon
15. Patrick, a third-grade student, has recently been diagnosed with Tourette syndrome. Which of the following symptoms would Patrick most likely exhibit?
- (A) Involuntary movements
  - (B) Paralyzed legs
  - (C) Loss of visual acuity
  - (D) Hearing loss
16. Jamie is a first-grade student with a specific learning disability (SLD) in the area of mathematics. The class is learning to solve addition problems. Which of the following accommodations would most likely be included in his individualized education program (IEP)?
- (A) Permitting Jamie to use a calculator to solve word problems
  - (B) Allowing Jamie to answer word problems verbally during tests
  - (C) Allowing Jamie to use manipulatives to solve word problems
  - (D) Reading problems to Jamie during tests
17. The Individuals with Disabilities Education Act (IDEA) requires that early intervention services for infants and toddlers be delivered according to an Individualized Family Service Plan (IFSP). An IFSP and an IEP are similar yet contain important differences. Which of the following is exclusive to the IFSP?
- (A) It includes a statement of the child's strengths and needs.
  - (B) It includes information on family support services, nutrition services, and case management.
  - (C) It includes projected dates for the beginning of each service, and where each service will take place.
  - (D) It includes a statement of the rights of parents or guardians to accept or decline any special education service or related service without jeopardizing any other service.
18. Which of the following actions will most likely facilitate productive communication between a special education teacher and a student's parents or guardians at a parent-teacher conference?
- (A) The special education teacher sets the agenda and ensures that the student's parents adhere to the discussion points.
  - (B) The special education teacher conducts the conference using education jargon and technical language.
  - (C) The special education teacher discusses the student's academic strengths and offers suggestions for how the student can improve on weaknesses.
  - (D) The special education teacher instructs the parents on how to provide guidance to the student in a more consistent manner.

19. Which of the following is an accurate statement about what IDEA requires for any IEP?
- (A) The IEP must include a multiyear outline of instructional objectives.
  - (B) The IEP must include a section on assistive devices, regardless of the nature or degree of the student's disability.
  - (C) The IEP must be in effect before special education services or related services are provided.
  - (D) The IEP must not be made available to any school personnel except special education teachers
20. To promote the transfer of word attack skills to newspaper reading, a middle school teacher of students with mild intellectual disabilities is most likely to
- (A) prepare teacher-made newspaper articles for the students to read
  - (B) select articles from the local newspaper for students to read
  - (C) develop writing exercises using words from the curriculum
  - (D) prepare worksheet exercises based on single sentences from newspaper articles
21. Jen, a sixth-grade student, receives special education services under the category of specific learning disability. Jen's IEP states that written assignments will be completed using word processing and speech recognition software. Which of the following is most likely to promote successful use of assistive technology?
- (A) Limiting the amount of written homework
  - (B) Providing software for home use
  - (C) Assigning keyboarding homework
  - (D) Allowing choice of topic for written assignments
22. Which of the following would be an important daily-living skill for a high school student with an intellectual disability?
- (A) Knowing the multiplication table
  - (B) Using a microwave oven
  - (C) Identifying the states on a map
  - (D) Stating the main idea of a paragraph
23. Which of the following supports is most likely to help Beth, a middle-school student with autism spectrum disorder (ASD), be successful in her new placement?
- (A) Allowing Beth to attend school for a half-day for the first month
  - (B) Providing Beth with a visual schedule of daily activities
  - (C) Taking Beth on a tour of the school so that she can become familiar with the layout of the classrooms
  - (D) Providing Beth with time away from her classmates when she has an outburst



## Answers to Practice Questions

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

2 The correct answer is (B). IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from nondisabled students of their age. These decisions are made based on a student’s ability to function in the school environment. (A), (C), and (D) do not match the definition of least-restrictive environment.

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

4 The correct answer is (B). Using a visual reminder can increase appropriate behaviors, such as maintaining eye contact and reducing impulsive contacts, in students with autism spectrum disorder (ASD). (A) is incorrect because there is no indication that Trish needs help staying on task. (C) is incorrect because being able to look outside would not address the behavioral problems of maintaining eye contact or making impulsive comments. (D) is incorrect because high-interest, low-reading-level assignments are appropriate for a student who is not reading on grade level, and Trish is able to complete grade-level assignments.

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

6 The correct answer is (A). According to Part C of IDEA, students qualify for early-intervention services from birth through 2 years of age.

7 The correct answer is (D). Extra computer time is an appropriate motivating reward for a fifth-grade student. (A) is incorrect because many schools do not allow food as a reward. (B) is incorrect because homework is a key part of learning, and although a homework pass for one night might be an appropriate reward, a week without homework is too generous. (C) is incorrect; excusing students from a chapter test is not an appropriate reward.

8 The correct answer is (C). In parallel teaching, the lead and support teachers each deliver a lesson to a separate group of students. (A) is incorrect because complementary teaching occurs when the lead teacher presents a group lesson to the class and the support teacher assists or pulls a small group for instruction. (B) is incorrect because alternative teaching uses remedial or enrichment lessons delivered to the whole class. (D) is incorrect because shared teaching techniques involve both teachers presenting the lesson simultaneously to the whole class.

9 The correct answer is (D). According to IDEA, annual goals must be included in an individualized education program. (A) is incorrect because a functional behavior assessment is not a required component, although it may be included if the student requires one, depending on classification. (B) is incorrect because a behavior intervention plan is a separate document from an IEP. (C) is incorrect because, although a daily class schedule is important, it is not part of the IEP document.

10 The correct answer is (C). The primary symptoms of attention-deficit/hyperactivity disorder (ADHD) are impulsivity and inattention. (A) is incorrect because the primary symptoms are poor peer relationships due to negative, hostile, and vindictive ways. (B) is incorrect because this diagnosis is characterized by brain damage, whereas Jerrie scores within the average range of intelligence. (D) is incorrect because an individual with a specific learning disability would have difficulty with academics but not necessarily with inattention or impulsiveness.

11 The correct answer is (B). The semicircle seating arrangement allows the teacher to see and have easy access to all of the students, in addition to monitoring their progress and behavior. (A) is incorrect because it does not describe a benefit. (C) is incorrect because this seating arrangement does not allow students to leave the room more quickly than any other arrangement. (D) is incorrect because this arrangement does not make the desks fit better in the classroom.

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

13 The correct answer is (A). Summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter. (B) is incorrect because writing sentences is not the best activity to use as a summative assessment. (C) is incorrect because homework is a follow-up to classroom instruction. (D) is incorrect because it related to language arts instruction.

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

15 The correct answer is (A). Tourette syndrome is characterized by repetitive, involuntary movements and vocalizations called tics. (B), (C), and (D) are incorrect because they are not symptoms of Tourette syndrome.

16 The correct answer is (C). Using manipulatives in mathematics for elementary students gives them concrete ways to solve problems. (A) is incorrect because it is not developmentally appropriate. (B) is incorrect because there is no indication that she cannot write the answer down. (D) is incorrect because there is no indication that she cannot read the number problems.

17 The correct answer is (B). In addition to the services provided in Part B of IDEA, the IFSP also includes information about family support services, nutrition services, and case management. (A), (C), and (D) are incorrect because they refer to information that is included in both the IFSP and the IEP.

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

19 The correct answer is (C). According to IDEA, an IEP must be in effect before special education and related services are provided to an eligible student. None of the other choices is required. The objectives in an IEP are ordinarily for a single year, so (A) is not correct. (B) is not correct because what IDEA requires is that an IEP include a statement of the services and aids to be provided to the child. For some students with disabilities, this will include assistive devices, but many students with disabilities do not require such devices. Although special education teachers certainly have access to their students' IEPs, IDEA requires that regular education teachers and other service providers who are responsible for implementing a student's IEP have access to it as well, so (D) is not correct.

20 The correct answer is (B). One component of successful transfer of learning is the similarity between the situation on which a skill is learned and the situation to which it is to be applied. (A), (C), and (D) are not correct because they are activities that would most likely not promote word attack skills.

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

22 The correct answer is (B). Being able to heat up food would allow the student a measure of independence. (A), (C), and (D) are incorrect because they are not daily-living skills.

23 The correct answer is (B). Research has indicated that children with autism spectrum disorder prefer routines and structure in daily academic life. Using the visual schedule would help Beth anticipate the routine and become more accustomed to the new environment. (A) is not correct because reducing a child's school attendance to a half-day would not help her adjust to the new environment. (C) is not correct because taking Beth on a tour of the school would be useful but it is not a long-term support like a visual schedule. (D) is not correct because providing time away would not help Beth adjust to her school. Instead, this would limit interactions with peers and teachers, which would inhibit the adjustment process.

## Sample Test Question

*This section presents a sample question and sample responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they would have been developed at home, edited, and carefully presented. The examinee does not know what questions they will be asked and must decide, on the spot, how to respond. The scorers of these questions take these circumstances into account when scoring the responses. Scorers will assign scores based on the following scoring guide.*

## Scoring Guide

### Score of 3

The response demonstrates a thorough understanding of the aspects of special education relevant to the question.

A response in this category

- appropriately addresses all parts of the question
- shows a thorough understanding of any stimulus material presented
- exhibits a strong knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- provides strong explanations that are supported by details

### Score of 2

The response demonstrates a basic or general understanding of the aspects of special education relevant to the question.

A response in this category

- appropriately addresses all or most parts of the question
- shows a general understanding of any stimulus material presented
- exhibits a basic knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- provides basic explanations that are somewhat supported by details

### Score of 1

This response demonstrates a weak or limited understanding of the aspects of special education relevant to the question.

A response in this category

- appropriately addresses some parts of the question
- shows a weak understanding of any stimulus material presented
- exhibits a weak knowledge of students, subject matter, pedagogy, and/or facts relevant to the question
- provides weak explanations that are not well supported by details

### Score of 0

The response demonstrates little or no understanding of the aspects of special education relevant to the question.

A response in this category

- fails to address appropriately any parts of the question or simply restates the prompt
- shows no understanding of any stimulus material presented
- exhibits no knowledge or has serious misconceptions of students, subject matter, pedagogy, and/or facts relevant to the question

## Sample Responses

Directions: One constructed-response question follows:

CAREFULLY READ AND FOLLOW THE SPECIFIC DIRECTIONS FOR THE QUESTION

If the question has more than one part, be sure to answer each part of the question. At a test administration, you will write your answers to three constructed-response questions on the screen.

### Teaching Scenario

By mid-October, Catherine's third grade teacher has become concerned because Catherine has great difficulty reading grade-level materials. Her written work is largely illegible and contains sentence fragments and numerous spelling errors. Catherine does not initiate conversations, does not make eye contact, and never raises her hand to volunteer in class. Catherine does perform well on some mathematics work that does not require interactions with other children or adults. The teacher has decided to refer Catherine for a special education evaluation.

### Task

1. List THREE types of data that the teacher should collect PRIOR to making a referral.
2. Explain the value of collecting each of these types of data. In your explanation, be sure to relate the types of data to Catherine's reading, writing, and social behavior.

### Sample Response that Received a Score of 3

#### Types of Data

1. anecdotal info concerning social interactions
2. writing sample
3. reading evaluation- IRI to determine reading level

### Explanation of value

1. Catherine is not socializing appropriately in the classroom. Anecdotal info must be collected to evaluate Catherine's behavior in a variety of situations such as the playground, cafeteria, and physical education. A checklist could be used to measure Catherine's behavior in these situations. Field notes could also be gathered and used to discuss Catherine's behavior.
2. Writing samples should be analyzed to see patterns in Catherine's spelling errors- i.e. does she need help with CVCe words, CVC words, etc. An analysis of the writing samples would also show Catherine's use of fragments vs. complete sentences.
3. Catherine may be uncomfortable in class because of a low reading level. An informal Reading Inventory could be used to determine Catherine's reading level. The IRI could also show problems with decoding that could be related to Catherine's poor spelling ability.

### Sample Response that Received a Score of 2

#### Types of Data

1. informal reading sample
2. spelling test
3. checklist of social behaviors

### Explanation of value

1. Catherine is not able to read grade level materials, but by doing a reading sample it can be determined why she cannot.
2. A spelling test will check her level and type of errors.
3. A behavioral checklist will record Catherine's social interactions with classmates which will be helpful as part of the referral.

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

#### ***Types of data***

*writing sample  
running records*

#### ***Explanation of value***

*It is important to collect a writing sample b/c it allows the teach to examine growth in a child's writing and the child's strengths and weaknesses. It is also helpful in making a referral to an occupational therapist. It is also the teacher to examine if common errors and repeating*

### **Sample Response that Received a Score of 0**

*Collect data to bring to meeting*

*When you collect data you can show parents their child's progress so they can make the appropriate placement decisions.*

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

You'll find specific information on the test you're taking in "1. Learn About Your Test" on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

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

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

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

### 5) Practice explaining the key concepts.

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

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

Scoring information can be found in "10. Understand Your Scores" on page 39.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 28 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 28, 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 12.
- **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
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
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	7/17/15	7/17/15
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	7/20/15	7/21/15
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
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	7/25/15	7/27/15
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	8/1/15	8/1/15
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	8/1/15	8/1/15

(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	8/1/15	8/1/15
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	8/1/15	8/1/15
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	8/8/15	8/8/15
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	8/15/15	8/17/15
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
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	8/24/15	8/24/15
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	8/27/15	8/27/15
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	8/28/15	8/30/15
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	8/30/15	8/31/15
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	9/3/15	9/4/15
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	9/5/15	9/6/15

## 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 Special Education: Core Knowledge and Mild to Moderate Applications test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

### Discussion Areas

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

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

## Study Topics

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

### I. Development and Characteristics of Learners (approximately 14%)

An understanding of exceptionalities begins with an understanding of human development and behavior. We conceptualize exceptionalities by using typical development as a reference point. Human development encompasses many areas— academic, social and emotional, language, cognition, and physical and sensory. Significant differences or deficits in these areas of development may be indications of atypical development.

- A. Human development and behavior
- B. Theoretical approaches to student learning and motivation
- C. Basic characteristics and defining factors for each of the major disability categories
- D. Impact of disabilities on individuals, families, and society across the life span
- E. Impact of language, cultural, and gender differences on the identification process
- F. Co-occurring conditions
- G. How family systems contribute to the development of individuals with disabilities
- H. Environmental and societal influences on student development and achievement

#### Discussion areas: Development and Characteristics of Learners

- What does the term developmental disability mean?
- What are the differences between a developmental delay and a developmental disability?
- How is it that individuals with similar disabilities can differ in the way they learn?
- Is there only one definition for each of the special disability categories?
- Be able to identify the basic characteristics or explain the factors for each type of disability
- What is learned helplessness?
- When is special education appropriate for children who speak a language other than English as a first language? When is it not appropriate?
- What conditions and disabilities may coexist within one individual?
- How will this affect how they receive instruction?
- What are some effective methods of facilitating and maintaining communication with parents?
- Does development end in adulthood? Who makes the determination of when development ends?

### II. Planning and the Learning Environment (approximately 17%)

Understands the characteristics of a lesson plan, measurable goals/objectives, and classroom management techniques

- A. Characteristics of good lesson plans
- B. Basic elements of effective lesson plans
- C. Learning objectives that are measurable and appropriately challenging
- D. Means of providing access to the curriculum
- E. Organizing the learning environment
- F. Understands how to manage student behavior
- G. Design and maintenance of a safe and supportive classroom environment that promotes student achievement

#### Discussion areas: Planning and Learning Environment

- What are common strategies that teachers can use to help students with various special needs succeed in the general education setting?
- What are the components of a measurable goal?
- What steps could a teacher take to ensure that students in his classroom have a meaningful learning experience?
- What are the characteristics of successful inclusion programs?
- What factors should be considered in structuring the learning environment?

- How will a teacher organize the classroom management and instruction to meet the needs of diverse learners?
- What are some basic assumptions underlying behavioral approaches?
- What kind of behavior management plan would a teacher develop for a specific student?
- How do teachers prepare students for adulthood?

### III. Instruction (approximately 17%)

Understands the implementation of instructional strategies/techniques that are appropriate; ensures individual academic success in various settings; selects and implements research-based interventions and identifies adaptive technology that may be needed.

- A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
- B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
- C. Instructional strategies that facilitate maintenance and generalization of concepts
- D. Selection and implementation of research-based interventions for individual students
- E. Selection and implementation of supplementary and/or functional curriculum
- F. Options for assistive technology
- G. Instructional strategies/techniques that support transition goals
- H. Preventive strategies and intervention strategies for at-risk learners

### Discussion areas: Instruction

- How would a teacher arrange a classroom where you and your students can easily access materials, see and hear each other, and engage in active teaching and learning?
- How does a teacher determine how to group students for a particular lesson?
- What are the differences between peer/crossage tutoring and cooperative learning?
- How does a teacher ensure that students can generalize concepts they have learned in the classroom?
- How would a teacher use technology in the classroom to meet the needs of diverse learners?
- Does computer-assisted instruction mean less teacher involvement?
- What strategies are effective for having students move around the classroom without being disruptive?
- How can schools use outside support services to create a supportive learning environment for students with special needs?



**IV. Assessment (approximately 14%)**

Knows definition and uses of various assessments; interprets assessment results; and uses the results of assessments appropriately.

- A. Evidence-based assessments that are effective and appropriate
- B. Defines and uses various assessments
- C. Interprets assessment results
- D. Understands and uses the results of assessments

**Discussion areas: Assessment**

- What are the different ways of recording observations?
- Why do teachers construct their own tests?
- What might be included in a portfolio assessment of a student and which skills can be assessed using portfolios?
- When may test practices be considered discriminatory?
- How do teachers use assessment measures as a means for developing appropriate, individualized instruction? What types of tests do they use? How are they constructed?

**V. Foundations and Professional Responsibilities (approximately 13%)**

Understands professional roles and responsibilities; recognizes the major legislations that impact special education; knows the components of a legally defensible IEP; and values collaboration and communication with parents and other professionals.

- A. Federal definitions
- B. Federal requirements for the pre-referral, referral, and identification
- C. Federal safeguards of the rights of stakeholders
- D. Components of a legally defensible individualized education program
- E. Major legislation
- F. Roles and responsibilities of the special education teacher
- G. Roles and responsibilities of other professionals who deliver special education services
- H. Strengths and limitations of various collaborative approaches

- I. Communication with stakeholders
- J. Potential bias issues that may impact teaching and interactions with students and their families

**Discussion areas: Foundations and Professional Responsibilities**

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

**VI. Integrated Constructed-response Questions (approximately 25%)**

- A. Instruction and Assessment
- B. Learning environment and classroom management
- C. Collaboration

## 7. Review Smart Tips for Success

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 8. Check on Testing Accommodations

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

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

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

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

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

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

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

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- any electronic, photographic, recording, or listening devices
- Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.
- Test centers assume no responsibility for your personal items.

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

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

### Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

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

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

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

## What your *Praxis* scores mean

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

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

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

## Put your scores in perspective

Your score report indicates:

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

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

### Content category scores and score interpretation

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

### Score scale changes

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

These resources may also help you interpret your scores:

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



# Appendix: Other Questions You May Have

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

## What do the *Praxis* tests measure?

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

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

## Who takes the tests and why?

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

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

## Do all states require these tests?

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

## What is licensure/certification?

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

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

## Why does my state require *The Praxis Series* tests?

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

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 Series* 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/centers\\_dates](http://www.ets.org/praxis/register/centers_dates) for exact score reporting dates.

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

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

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

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

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

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



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

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

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

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

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