ETS PRAXIS

The *PRAXIS*® Study Companion

Special Education: Early Childhood/ Early Intervention (5692)



ETS Professional Educator PROGRAMS

www.ets.org/praxis

Table of Contents

Special Education: Early Childhood/Early Intervention (5692) 3

Test at a Glance 3
About The Test 4
Content Topics 5
Discussion Questions 5

Special Education: Early Childhood/Early Intervention (5692) Sample Test Questions 11

Special Education: Early Childhood/Early Intervention (5692) Answers 20

Understanding Question Types 23

Understanding Selected-Response and Numeric-Entry Questions 23
Understanding Constructed-Response Questions 24

General Assistance For The Test 26

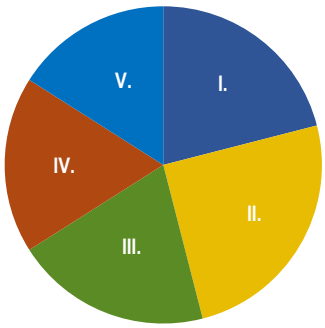
Praxis® Interactive Practice Test 26
Doing Your Best 26
Helpful Links 26

Special Education: Early Childhood/Early Intervention (5692)

Test at a Glance

The *Praxis*® Special Education: Early Childhood/Early Intervention test measures knowledge and competencies important for safe and effective beginning practice as a special education teacher serving learners from birth to age 8 (grade 3).

Test Name	Special Education: Early Childhood/Early Intervention
Test Code	5692
Time	2 hours
Number of Questions	120 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices, and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Child Development and Early Learning	25	21%
II. Curriculum, Planning, and Instruction	30	25%
III. Assessment	24	20%
IV. Partnering and Collaborating	22	18%
V. Legal and Ethical Practices and Professionalism	19	16%

About The Test

The Special Education: Early Childhood/Early Intervention test is designed for candidates seeking licensure or certification as early childhood Special Education educators in various educational settings, including early intervention settings and classroom settings up to grade 3. The test is designed and developed through work with practicing special education teachers and teacher educators to reflect state and national standards, including the Council for Exceptional Children (CEC) standards for early interventionists/early childhood special educators. Test takers have typically completed—or are about to complete—a preparation program with a focus on special education, and they typically have experience that includes supervised teaching in a school or other educational setting.

The 120 selected-response questions focus on both content and topics that are relevant to various settings where the expertise of a special education early educator would be required. The test content measures a candidate's knowledge and skills spanning the areas of (I) Child Development and Early Learning, including theories and philosophies; (II) Curriculum, Planning, and Instruction, including interventions; (III) Assessment, including tools and methods for assessment and assessments for interventions, eligibility, and identification; (IV) Partnering and Collaboration, including advocating for and supporting families and teaming with other educational professionals; and (V) Legal and Ethical Practice and Professionalism.

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

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Child Development and Early Learning

A. Early Learning

1. Knows how typical and atypical development affects academic (e.g., cognitive skills) and nonacademic (e.g., social-emotional skills, adaptive skills, play) learning
2. Knows how the level of adaptive, cognitive, communication, and functional skills affects the behavior of children with exceptionalities, including autism spectrum disorder
3. Understands the effects of disabilities on young children with exceptionalities in the areas of gross motor skills, fine motor skills, and expressive and receptive skills

B. Theories and Development

1. Knows the impact of major educational theories (e.g., zone of proximal development, Montessori theory, operant conditioning) and philosophies on early intervention, learning, and development
2. Knows etiologies regarding pre-, peri-, and postnatal factors (e.g., trauma, genetic, environmental) as they pertain to early intervention, learning, and development
   a. Trauma—TBI; adverse childhood experiences (ACEs)
   b. Biological/genetic—fragile X; Down syndrome
   c. Environmental—fetal alcohol; reactive attachment disorder
   d. Developmental delays—communication; motor skills

Discussion Questions: Child Development and Early Learning

- What are typical and atypical milestones in development and early learning for children from birth up to age 8 or grade 3?
- How can atypical development of adaptive, cognitive, communication, and functional skills affect a child's behavior and early learning?
- How do disabilities affect gross and fine motor skills and expressive and receptive language skills?

- What are major educational theories and theorists that pertain to children from birth up to age 8 or grade 3?
- What are factors that can affect development and early learning before and during pregnancy and after birth?

II. Curriculum, Planning, and Instruction

A. Planning

1. Understands developmental curriculums, generalization of skills, and differentiated instructional strategies
   a. Uses the major category framework of cognitive skills (e.g., taxonomy for learning and teaching) to guide instructional planning and practices for individuals
2. Collaborates with families and professionals to use an evidence-based, developmentally appropriate, culturally responsive early childhood curriculum that addresses developmental and content domains
3. Structures social environments by using peer models and responsive adults to promote interactions among peers, parents, and caregivers
   a. Implements and evaluates preventive and reductive strategies to address challenging behaviors
4. Understands how to use knowledge of early childhood curriculum frameworks, development, academic content, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, challenging learning experiences in natural and inclusive environments
   a. Employs the three principles (engagement, representation, and action and expression) of universal design for learning
   b. Uses systematic instruction and multisensory programs based on learner characteristics, interests, and ongoing assessments
   c. Embeds learning opportunities in everyday routines, relationships, activities, and places
   d. Uses appropriate technology to support learning (e.g., assistive technology, online classroom environment, educational software)
   e. Organizes and identifies space, time, materials, peer groupings, and stakeholders to maximize progress in natural and structured environments
5. Knows how to develop Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) that support the child's development and learning

B. Interventions and Instruction

1. Understands how to identify systematic, responsive, and intentional evidence-based practices and uses such practices to facilitate interventions and instruction to support young children's learning and development across all developmental and academic content domains in natural environments and inclusive settings

   a. Gathers information from multiple sources and environments to guide and support instruction
   b. Facilitates child-initiated development and learning
2. Knows how to engage in ongoing planning and uses appropriate materials to support interactions, interventions, and instruction
   a. Uses teacher-scaffolded and teacher-initiated instruction to complement child-initiated learning
   b. Links development, learning experiences, and instruction to promote transitions
3. Understands how to promote young children's social and emotional competence and communication and proactively plans and implements function-based interventions to prevent and address challenging behaviors
   a. Uses strategies to teach social skills and conflict resolution
   b. Establishes communication systems (e.g., augmentative and alternative communication) that support self-determination for young children
4. Knows how to identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts
   a. Uses individual and group guidance and problem-solving techniques to develop supportive relationships with and among children
5. Understands how to plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings
   a. Uses data to drive progress monitoring and inform behavior interventions

Discussion Questions: Curriculum, Planning, and Instruction

- Identify ways to best plan using early childhood curriculum frameworks, universally designed and developmentally appropriate instruction, and data.
- What are best practices in structuring the learning and social environments for children from birth up to age 8 or grade 3?
- Identify evidence-based instructional and behavioral practices, strategies, and interventions to use with children from birth up to age 8 or grade 3.
- What are ways to promote the social and emotional development and communication skills of children from birth up to age 8 or grade 3?
- What are ways to engage families and other professionals in an early childhood curriculum to address the child's needs?

III. Assessment

A. Interventions, Eligibility, and Identification

1. Is aware of the purposes of formal and informal assessments and data collection (e.g., Response to Intervention, eligibility under IDEA, placement)
2. Comprehends specialized terminology used in the assessment of individuals with exceptionalities (e.g., "valid," "reliable," "summative")
3. Uses culturally and linguistically diverse assessments to avoid bias for all learners who are at risk for or have developmental delays, including children with autism spectrum disorder and dyslexia and children who are English learners
   a. Comprehends exclusionary factors involved in eligibility and determination (e.g., SES, parental history, cultural)
4. Conducts functional behavioral assessments to support a behavioral intervention plan

B. Tools and Methods

1. Selects, adapts, and administers assessments to accommodate the unique and diverse abilities and needs of individuals by using evidence-based practices, including technology, in partnership with other professionals and families
   a. Uses a variety of materials and contexts to maintain the interest of infants and young children in the assessment process
2. Uses informal and valid and reliable formal assessments to make decisions about infants' and young children's development and learning
3. Knows how to collaborate with families and other team members to analyze, interpret, and integrate assessment data in the development of Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) goals and monitor progress to determine efficacy of programming

Discussion Questions: Assessment

- Identify appropriate formal and informal assessments for academic and behavioral purposes.
- How are assessments used in the eligibility process for children from birth up to age 8 or grade 3?
- What are factors that can lead to bias and misidentification in the assessment process?
- How is assessment data used to inform and guide decisions that address development and learning needs?
- What are strategies for adapting and administering assessments to meet the diverse needs and abilities of children?
- What are best practices for collaborating with families and team members to analyze and interpret assessment data in the IFSP and IEP development and progress-monitoring processes?

IV. Partnering and Collaborating

A. Family Advocacy and Support

1. Knows culturally responsive family-centered practices and family systems theories, including the impact they have on the changing needs of families and the role they play in developing trusting partnerships
2. Knows how to promote the mutual exchange of knowledge and information between professionals and families to develop Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)
   a. Advocates and supports families in the development of goals and intervention strategies and in the identification of services
   b. Considers parents' priorities, choices, and goals in meeting the child's developmental and educational needs
   c. Supports various transitions that occur for young children and their families from birth through age 8
3. Knows how to communicate clear, comprehensive, and objective information about resources, supports, and related service providers that helps families make informed decisions
4. Knows how to advocate on behalf of students and parents to facilitate access, participation, and equitable opportunities in natural and inclusive environments (home, classroom, and community environments)
5. Understands the diverse social, cultural, and linguistic needs of families to support each child's social-emotional development and learning across contexts

B. Collaboration and Teaming

1. Understands the roles of individuals with exceptionalities, families, related service providers, local education agencies, and the community in planning individualized programs
2. Participates as a team member to solve problems and identify and enhance team roles and communication with families, partners, and community agencies
3. Uses collaborative strategies, including teaming models and technology, when working with professionals representing multiple disciplines, skills, areas of expertise, and roles
   a. Uses a variety of collaborative strategies that are culturally and linguistically responsive

Discussion Questions: Partnering and Collaborating

- What are key concepts of major family systems theories, and how do they apply to early childhood special education practice?
- What are best practices in advocating for services, interventions, and programs on behalf of children and families?
- What are tools and methods for communicating and sharing vital information with stakeholders?

- What are effective collaborative strategies used with various stakeholders for planning and facilitating meetings and for providing services and instruction?
- What are the roles of the different stakeholders involved in the planning and implementation of individualized programs and services?

V. Legal and Ethical Practices and Professionalism

A. Legal and Ethical Practices

1. Understands the continuum of placement, the services available for individuals with exceptionalities, and the principles of the concept of least restrictive environment
2. Recognizes signs of emotional distress, neglect, and abuse and follows mandated reporting procedures
3. Understands the foundations and legal basis (referral, placement, due process) of services for infants and young children both with and without exceptional needs
4. Identifies the legal requirements for Section 504 plans, IFSPs, and IEPs
   a. Parental rights, legal, and ethical responsibilities, including confidentiality and policies related to educational and developmental needs for children birth through age 8
   b. Requirements related to the provision of specialized health care (e.g., epinephrine injection, feeding tube) in an educational setting

B. Professionalism

1. Knows how to engage in ongoing reflective practice and access evidence-based information to improve practices
   a. Participates in professional development and organization, including multicultural and equity programs relevant to early childhood special education and early intervention
2. Applies trends and evidence-based practices for infants and young children, including those from diverse backgrounds, in the field of early childhood education
3. Understands factors that influence a disproportion of culturally and linguistically diverse individuals

Discussion Questions: Legal and Ethical Practices and Professionalism

- What are continuum of placement options?
- Identify the steps and requirements in the IFSP and IEP processes.
- What are major laws and legal requirements that support children who may require early intervention supports and services or special education services?
- What are some evidence-based practices in professional development?
- What are current trends in the field of early childhood education and intervention?

Special Education: Early Childhood/Early Intervention (5692) Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

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

1. A first-grade teacher plans to teach a thematic unit on the American flag. The teacher first determines theme-related objectives across different subject areas and then creates lessons based on the objectives. Which of the following objectives is most appropriate for this unit?

   (A) Students will be able to identify red, white, or blue objects located throughout the school.
   (B) Students will be able to identify, label, and draw different types of quadrilaterals.
   (C) Students will be able to research and write a report about an important figure in American history.
   (D) Students will be able to count to 50 orally and with one-to-one correspondence.

2. An early interventionist conducts a play-based assessment with a preschool student with cognitive delays. Which of the following is the best way for the early interventionist to use the assessment results?

   (A) Communicate the results of the assessment with parents to develop goals for the student
   (B) Collect data from the assessment results for school record keeping
   (C) Determine ability grouping in the classroom based on assessment results
   (D) Use the assessment results as the sole criterion to monitor student progress

3. Following an end-of-unit assessment on second-grade addition, a teacher graphs on a chart the errors seen on the assessment for each of the students. Which **THREE** of the following questions are best to use when analyzing the students' errors?

   (A) Is there a need for me to create permanent reteaching and challenge groups for the class?
   (B) When can I schedule a time to reteach these skills?
   (C) Did a specific student make similar errors in first grade?
   (D) What strategies need to be put into place to reteach this concept in a different way?
   (E) What are potential factors that may have caused my students to make these errors?

4. Douglas, a second-grade student with a heart defect, struggles in school academically and socially and requires assistance in class because his health issues limit what he can do physically. His parents have requested that the school provide him with a Section 504 plan. Which of the following is most important for the school to consider when determining Douglas' eligibility for a Section 504 plan?

   (A) Evaluating whether the student's health and learning challenges limit a major life activity
   (B) Ensuring that the family has a strong support network
   (C) Examining the medical diagnosis reports only
   (D) Exploring alternative placements that are appropriate

5. When designing learning centers for first-grade students, a teacher decides to integrate technology to improve the students' reading fluency. Which of the following is the best way for the teacher to integrate technology into the learning-center activities?

   (A) Distributing headphones to the students so they can listen to a grade-level text
   (B) Recording pairs of students taking turns reading from a book that the students have selected
   (C) Showing the movie version of a book recently read in class
   (D) Allowing the students to read independently on a handheld device

6. Which of the following best demonstrates the use of differentiated instruction?

   (A) Using mnemonic devices as necessary throughout lessons
   (B) Ensuring materials are easily accessible for the students
   (C) Creating centers throughout the classroom where the students can complete collaborative activities
   (D) Providing each student a chance to read out loud through a pair-and-share grouping format

7. Which **TWO** of the following students would benefit from using speech-to-text software?

   (A) A student who has a broken arm and cannot write
   (B) A student who is unable to read grade-level text
   (C) A student who is unable to finish a lab assignment in the given amount of time
   (D) A student who has difficulty with written expression

8. A second-grade special education teacher plans to use information obtained from students' most recent testing to determine where to focus reteaching efforts. Which of the following types of data will best provide information about how well each student meets the standards on which they are tested?

   (A) Raw scores from a criterion-referenced test
   (B) Raw scores from a norm-referenced test
   (C) Standardized scores from a criterion-referenced test
   (D) Standardized scores from a norm-referenced test

9. Justin is a second-grade student who has a 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.

10. As an intervention, response cost is best suited for which of the following purposes?

    (A) Improving students' understanding of directions
    (B) Increasing the speed of student performance in mathematics
    (C) Decreasing the incidence of angry student outbursts
    (D) Decreasing excessive competitiveness among students

11. A teacher conducts an informal evaluation to assess a student's social skills in various contexts, including recess, lunch, collaborative learning tasks, and workstations. Which of the following tools best records the degree to which specific social skills are demonstrated?

    (A) Emotional checklist
    (B) Participation chart
    (C) Anecdotal record
    (D) Summated rating

12. What is a teacher's primary role when conflicts arise during unstructured playtime in a prekindergarten inclusion setting?

    (A) To intervene and teach children appropriate ways to resolve conflicts
    (B) To teach children the essential features of good manners and etiquette
    (C) To reconsider the need for free play in the prekindergarten schedule
    (D) To intervene and discipline children as soon as conflict occurs during an activity

13. An observer of coteachers is most likely to find which of the following as a result of outstanding coteaching?

    (A) Staff who use technology as a regular facet of instruction
    (B) Teachers who emphasize standards-based assessments
    (C) Parents who provide many hours of volunteer tutoring
    (D) Students who show acceptance of differences in the classroom

14. Vertically aligned content standards provide specifications for the learning continuum of an achievement domain. A student's score on a vertically scaled standardized assessment allows a teacher to do which of the following?

    (A) Identify the exact number of correctly selected answers
    (B) Compare the student's progress to grade-level norms
    (C) Evaluate the student's strengths by content area with a rubric
    (D) Examine how a student performed in a specific language domain

15. A student is writing a sentence and has indicated the sentence should read, "I like pigs." The student writes: "I lk pg." Which of the following best characterizes the student's spelling level?

    (A) Precommunicative
    (B) Transitional
    (C) Phonemic
    (D) Semiphonetic

16. Which of the following is an example of an informal assessment?

    (A) A portfolio
    (B) An intelligence quotient test
    (C) An adaptive behavior scale
    (D) A standard achievement test

17. What are the three components of the social-cognitive theory triangle, which is most often associated with Bandura?

    (A) Parental level of education, family structure, and age
    (B) Personal happiness, conflicting feelings, and anxiety state
    (C) Socioeconomic status, level of education, and family size
    (D) Environment, behavior, and personal perceptions and actions

18. Jan is a 2-year-old child with a visual impairment. Which of the following is the best way Jan's early intervention specialist can help her parents gather information about her recreation and leisure skills to prepare for an upcoming IFSP meeting?

    (A) Suggesting that Jan's parents collect input from family members
    (B) Arranging for Jan's parents to observe Jan during a session with an orientation and mobility specialist
    (C) Providing Jan's parents with a skill-specific checklist from the expanded core curriculum
    (D) Encouraging Jan's parents to schedule an evaluation by a trained specialist in visual impairments

19. Ms. Ramos, an early childhood special education teacher, wants to expand her knowledge of current special education research. Which of the following strategies is best for synthesizing the information she learns from reading research articles?

    (A) Creating a presentation of information to share with her colleagues
    (B) Making copies of the articles to refer to later
    (C) Writing a summary of each article in a journal
    (D) Explaining what she has learned to a parent in a conference

20. Which of the following student writing samples best reflects the phonemic stage of spelling development?

    (A) The chruk jrov relee fst.
    (B) D tk dv re fst.
    (C) drvstHms
    (D) The truk drov realy fast.

21. Which of the following will provide the least restrictive environment for a student diagnosed with a learning disability in written expression?

    (A) A pull-out resource room
    (B) An inclusion classroom
    (C) An out-of-district placement
    (D) A self-contained special education classroom

22. Which of the following is a primary benefit of heterogeneous grouping in the classroom?

    (A) Allowing teachers to determine which areas to reteach
    (B) Using instructional strategies to support inclusion provisions
    (C) Scaffolding learning and providing high-quality feedback to students
    (D) Promoting an atmosphere of friendly student competition and accountability

23. Ella's parents approach the school district for assistance because they suspect that Ella, their 2 year old, has an intellectual disability. Which of the following is the most appropriate way for the school district to support Ella and her family?

    (A) Suggesting that Ella's family use the local agencies for self-help guidelines
    (B) Recommending early intervention services for Ella and her family
    (C) Encouraging Ella's family to monitor her development for the next six months to a year
    (D) Providing paraprofessional assistance for Ella at school district expense

24. According to Piaget's stages of cognitive development, the last stage in development is

    (A) preoperational
    (B) sensorimotor
    (C) formal operations
    (D) concrete operations

25. A young student shows a special interest in balloons. To target skills, the teacher uses balloons in various activities throughout the day. For instance, the teacher has the student request balloons, follow directions for painting and decorating balloons, use words that relate to balloons, and play various games with balloons. The teacher's approach best exemplifies

    (A) activity-based intervention
    (B) task analysis
    (C) incidental teaching
    (D) environmental engineering

26. Which of the following is most important for a teacher to use when analyzing individual students' assessment results to drive instruction in the classroom?

    (A) Standard error of measurement
    (B) Mean and median
    (C) Standard deviation
    (D) Overall score

27. 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 uses education jargon and technical language in conducting the conference.
    (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.

28. A teacher wants information on teaching strategies and materials to best support a 3-year-old student with an expressive language delay. Which of the following organizations provides the most relevant information?

    (A) Center for Early Literacy Learning (CELL)
    (B) American Educational Research Association (AERA)
    (C) STAR Institute for Sensory Processing Disorder
    (D) Consortium for School Networking (CoSN)

29. Which of the following best describes the main accomplishment of a typical infant during the first six weeks after birth?

    (A) Myelination is completed.
    (B) Basic senses begin to function.
    (C) Reflexes increase in efficiency and complexity.
    (D) Visually directed reaching begins.

30. Which of the following is developed by a team planning early intervention services for a 2-year-old preschooler?

    (A) Individualized Family Service Plan
    (B) Individualized Education Program
    (C) Behavioral intervention plan
    (D) Section 504 plan

Special Education: Early Childhood/Early Intervention (5692) Answers

1. **Option (D) is correct.** The objective measures an appropriate, specific grade-level skill that aligns with the topic of the thematic unit.

2. **Option (A) is correct.** Information gained from play-based assessment results can be used collaboratively by parents and interventionists to determine goals for students.

3. **Options (B), (D) and (E) are correct.** Choice (B) is correct because the teacher should immediately schedule the time necessary to reteach a skill to ensure that the errors are addressed. Choice (D) is correct because for the students who are not attaining mastery, the teacher needs to come up with alternate strategies to teach the material and alternate ways for students to show understanding. Choice (E) is correct because by attempting to predict why the errors are made, the teacher will be able to determine the best strategy for teaching the skill differently or fixing the misconception.

4. **Option (A) is correct.** A Section 504 plan is provided if a student's disability limits a major life activity such as reading or concentrating.

5. **Option (B) is correct.** By recording a peer read-aloud and playing it back for the students, the teacher is using technology to facilitate students' reading fluency. The technology assists the learning but does not detract from the social experience of the students reading from the book together.

6. **Option (C) is correct.** Differentiated instruction allows the students to receive the content and process the product they need individually in order to succeed and learn. Collaborative activities also provide teachers with the flexibility to incorporate different strategies to meet the learning needs of all students.

7. **Options (A) and (D) are correct.** Choice (A) is correct because this student cannot physically write. They may need a scribe to complete their work and using speech-to-text software would eliminate the need for a person to act as a scribe. Choice (D) is correct because a student may be able to generate ideas and verbally express their thoughts; however, they may have difficulty getting their thoughts onto paper. This could be for several reasons, including dyslexia.

8. **Option (C) is correct.** Standardized scores on a criterion-referenced test provide information on how well students performed on academic standards that have already been taught.

9. **Option (C) is correct.** Cooperative cluster seating allows students to work together to complete a task with the teacher facilitating.

10. **Option (C) is correct.** Response cost needs to be tied to the occurrence of a specific, observable student behavior.

11. **Option (D) is correct.** A summated rating scale records the degree to which specific skills or behaviors are demonstrated.

12. **Option (A) is correct.** Early childhood is a time to learn respectful communication and social skills through play and structured activities.

13. **Option (D) is correct.** The administration team needs to identify the extent to which teachers are including all students using differentiated instruction, scaffolding their instruction for student learning, and providing tiered interventions to support a variety of learners.

14. **Option (B) is correct.** A vertically scaled score allows a teacher to see where the student falls compared to grade-level norms. A vertical score scale is needed to measure growth across multiple tests in terms of absolute changes in magnitude.

15. **Option (D) is correct.** The student understands some letter-sound correspondence and is able to separate words and use beginning and ending sounds in the words provided.

16. **Option (A) is correct.** Informal assessments are based not on data but on content and performance, and portfolios are a collection of work completed by a student over a specific period of time.

17. **Option (D) is correct.** Social-cognitive theory focuses on the triad of environment, behavior, and person.

18. **Option (C) is correct.** Jan's parents can use a developmental checklist to ensure that Jan is learning the recreational and leisure skills or to determine whether the team needs to focus on improving those skills for Jan.

19. **Option (A) is correct.** Creating a presentation requires her to combine the ideas into a finished, meaningful product, and creating a product is under the synthesis stage of learning.

20. **Option (A) is correct.** This student writing sample shows evidence that the student has some awareness of sounds and patterns of the English language. This student utilizes a group of letters for each word and has many of the correct sounds needed. More-difficult spelling patterns have not been mastered at this time.

21. **Option (B) is correct.** A general education inclusion classroom will enable the student to interact and socialize with peers while being supported by a general education teacher and special education inclusion teacher.

22. **Option (C) is correct.** Scaffolding learning through heterogeneous grouping allows the teacher to provide high-quality feedback targeting students' specific needs, set goals, and plan future instruction.

23. **Option (B) is correct.** Pursuing early intervention services is the first step in addressing the needs of the child. Such interventions provide services and set goals for young children and their families.

24. **Option (C) is correct.** During the formal operational stage, development and thinking become much more sophisticated and advanced.

25. **Option (A) is correct.** Activity-based intervention has been defined by Diane Bricker as intervention that is student directed (e.g., based on the student's interest in balloons), embeds training across various activities, uses logically occurring antecedents and consequences (e.g., balloons usually are naturally rewarding for many young children), and focuses on functional skill development. The activity described meets the definition.

26. **Option (D) is correct.** The overall score offers at-a-glance insight into the strengths and weaknesses of student learning. Using this information, a teacher can form groups of students to reteach, move along, or challenge as needed.

27. **Option (C) is correct.** If the teacher discusses the student's positive qualities first, the parents will be more willing to discuss difficulties and challenges.

28. **Option (A) is correct.** The Center for Early Literacy Learning is a credible organization that provides evidence-based early learning literacy activities for early childhood early intervention practitioners. Expressive language is a component of literacy development.

29. **Option (C) is correct.** Reflexes (e.g., sucking) become more efficient and complex during the first four to six weeks after birth.

30. **Option (A) is correct.** An Individualized Family Service Plan focuses on the needs of the family and the child.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting 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 Selected-Response and Numeric-Entry Questions

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

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

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

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to 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.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store



www.ets.org

Copyright © 2022 by ETS. All rights reserved. ETS, the ETS logo and PRAXIS are registered trademarks of ETS. 651280673