Welcome to The Praxis® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the Praxis tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 44).
Welcome to the Praxis® Study Companion

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

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

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

*Learn about the specific test you will be taking*

**World Languages Pedagogy (5841)**

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**About This Test**

The World Languages Pedagogy test is intended primarily for persons planning to teach in foreign languages programs at the K–12 level. The test measures pedagogical knowledge and competence in the theories, methods, and techniques associated with teaching a foreign language. The questions are related to instructional practices, understanding linguistic theories, integration of the national standards into curriculum and instruction, as well as assessment of languages and cultures. Also included are questions about integrating knowledge of culture and other disciplines into instruction; developing instructional practices that reflect language outcomes and learner diversity; demonstrating the need for ongoing professional development; and knowing the value of foreign language learning.

The examination is typically taken by examinees who have completed a bachelor's degree program in World Languages with appropriate course work in foreign language education. The test is not a measure of foreign language proficiency. Since the test is designed for all foreign language teacher examinees, the questions and responses are in English. Because of the variations among foreign language education programs, some questions may refer to areas that may not have been studied. Therefore, no one is expected to answer all of the questions on the test correctly. In addition, this test may contain some questions that do not count toward your score.
The content of the test is based largely on the teacher preparation standards created by ACTFL/CAEP (formerly NCATE), ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers.

**Test Specifications**

The test is divided into Section 1 (multiple-choice questions, Parts A, B, and C) and Section 2 (constructed-response questions, Parts D and E). Representative descriptions of knowledge and content covered in Part 1 are provided below by test section.

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

I. **Language Acquisition Theories and Instructional Practices**

**Section 1, Part A**

A. **Cultures, Literatures, Cross-disciplinary Concepts**

1. Demonstrating cultural understandings—connections among the perspectives of the target culture and its practices and products

   The beginning World Languages teacher:
   a. knows how to integrate culture consistently and systematically into curriculum, instruction, and assessments (according to the products, practices, and perspectives of Standards for Foreign Language Learning in the 21st Century)

2. Literary and cultural texts from the target culture and their uses to interpret and reflect on their perspectives

   The beginning World Languages teacher:
   a. knows how to select cultural materials that are appropriate for students’ age, interests, and proficiency level and incorporate them into instruction
   b. knows how to design activities based on those cultural materials that integrate the development of students’ language proficiency with cultural understanding

3. Integrating knowledge of other disciplines into instruction

   The beginning World Languages teacher:
   a. knows how to use methods and develop strategies for teaching and learning new content by making connections between concepts from other disciplines and those of the language classroom
   b. knows how to locate and include authentic resources that are appropriate for students’ age, proficiency level, and interest in the target language instructional resources (print and nonprint, electronic and digital resources, the Internet, magazines, guest speakers)
   c. knows how to identify appropriate aural and written sources for a specific proficiency level

B. **Language Acquisition Theories and Instructional Practices**

1. Understanding language acquisition and creating a supportive classroom

   The beginning World Languages teacher:
   a. understands language acquisition as it relates to the cognitive, physical, emotional, and social developmental characteristics of K–12 learners
   b. knows how to use the target language to the maximum extent possible at all levels of instruction
   c. knows how to use the target language to develop content-based language lessons
   d. knows how to tailor the target language to the age and level of the learners
   e. knows how to use a variety of strategies to help students comprehend oral and written input
   f. knows how to negotiate meaning with students during interactions
   g. knows how to teach students a variety of ways to negotiate meaning with others and allow them opportunities to practice
   h. knows how to design activities in which students interact in meaningful tasks that are standards based, reflecting curricular themes and students’ interests
1. Knows how to provide opportunities for students to respond in open-ended and personalized responses

2. Knows how to assume the role of facilitator in many classroom activities

3. Knows how to provide feedback on meaning as well as linguistic accuracy

4. Knows how to use strategies that encourage and affirm students’ progress

5. Knows how to encourage students to take risks in learning the target language

6. Developing instructional practices that reflect language outcomes and learner diversity

   a. Knows how to use second-language acquisition theories (including target language input and opportunities for negotiation of meaning and meaningful interaction) to develop age- and level-appropriate materials and instructional strategies to facilitate language acquisition in a supportive classroom environment

   b. Knows how to implement a variety of instructional models and techniques to accommodate students’ differences (language levels, language backgrounds, and learning styles)

   c. Understands that students will be more likely to participate actively when they perceive the learning environment to be a safe, secure place where they are accepted, valued, and respected

   d. Knows how to create an interactive, engaging, equitable, and supportive environment that promotes language learning and cultural understanding for all students

   e. Knows how to create an equitable environment so all students can learn

   f. Knows how to match students’ diverse ways of knowing, understanding, and learning to instructional activities

   g. Knows how to help students recognize the uses and purposes of their heritage language both in their immediate environment and in a global society

   h. Knows how to implement a variety of instructional models and techniques to accommodate students’ differences (language levels, language backgrounds, and learning styles)

   i. Knows how to identify multiple ways that students learn when engaged in language classroom activities

   j. Knows how to implement a variety of instructional models and techniques to accommodate students’ specific special needs and interests

   k. Knows how to implement activities that promote critical thinking and problem-solving skills

   l. Knows how to incorporate activities in which students work in pairs, as well as in small and large groups

   m. Knows how to define and model activities, state a time limit and expectations, assign specific roles and tasks for students, monitor the roles and tasks, and conduct a follow-up or accountability activity

   n. Knows how to recognize that questioning strategies and task-based activities serve different instructional objectives and is able to align them appropriately with program goals

   o. Knows how to seek out information about students, including their backgrounds and special needs

C. Professionalism

1. Need for ongoing professional development

   a. Knows how to identify appropriate professional development needs given the scenario of a beginner teacher

   b. Knows how to engage in a reflective process that fosters professional growth and improves teaching and learning
2. Knowing the value of foreign language learning

The beginning World Languages teacher:

a. knows how to identify resources that provide the appropriate advocacy materials
b. knows how to effectively communicate a rationale that includes key benefits of foreign language learning
c. knows how to advocate language learning for all students
d. knows how to advocate early, sequential, and continuous lifelong language learning

II. Integration of Standards into Curriculum and Instruction

Section 1, Part B

A. Integration of Standards into Curriculum and Instruction

Understanding Standards for Foreign Language Learning in the 21st Century as defined by the American Council on the Teaching of Foreign Languages (ACTFL) (Five Cs = communication, cultures, connections, comparisons, and communities)

The beginning World Languages teacher recognizes the appropriate standard addressed, given a particular learning scenario

Integrating Standards for Foreign Language Learning in the 21st Century as defined by the American Council on the Teaching of Foreign Languages (ACTFL) into planning and instruction. (Five Cs = communication, cultures, connections, comparisons, and communities)

B. Integrating Standards in Planning

The beginning World Languages teacher:

a. knows how to create lesson/unit plan objectives that address specific goal areas and standards
b. knows how to adapt instructional materials to address specific standards

C. Integrating Standards in Instruction

The beginning World Languages teacher:

a. knows how to design opportunities for students to communicate in interpersonal (speaking or writing), interpretive (listening and reading), and presentational (speaking and writing) modes
b. knows how to design opportunities for students to explore target language culture by means of cultural products, practices, and perspectives, and knows how to compare them to his or her own culture
c. knows how to provide opportunities for students to connect with the target language community via technology and authentic materials

D. Selecting and Designing Instructional Materials

The beginning World Languages teacher:

a. knows how to identify and integrate authentic materials into classroom activities
b. knows how to teach students strategies for understanding and interpreting authentic texts
c. knows how to locate additional resources to enhance topics/themes in the curriculum
III. Assessment of Languages and Cultures

Section 1, Part C

A. Assessment of Languages and Cultures

1. Knowing assessment models and using them appropriately

The beginning World Languages teacher:

a. knows how to select assessment practices (formal/informal) appropriate to the task
b. knows how to adapt and use holistic and/or analytic scoring methods appropriate to the task
c. knows how to distinguish between formative and summative performance assessment models
d. knows how to design formative and summative performance assessment instruments based on ACTFL Performance Guidelines for K–12 learners to measure students’ progress in achieving the modes of communication (interpretive, presentational, interpersonal) within the cultural framework of products, perspectives, and practices

2. Reflecting on assessment

The beginning World Languages teacher:

a. knows how to use insights gained from reflective analysis to adapt, change, and reinforce instruction
b. knows how to allow the information from the assessments and the analysis of the data to inform instruction

3. Reporting assessment results

The beginning World Languages teacher:

a. knows how to interpret and report to students and other stakeholders what students know and are able to do

IV. Instructional Practice: Integrated Skills

Section 2, Parts D and E

See “Sample Constructed-Response Section” on page 21.
2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

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

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

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

Try following these steps to select the correct answer.

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

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard multiple-choice 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 on page 18.
3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

**Computer Delivery**

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

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

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

- Ideas
- Voice
- Conventions
- Organization

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

Section I
Part A

This section is designed to measure your knowledge of language acquisition theories and instructional practices.

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

1. A teacher of a beginning foreign-language class would like to introduce to novice-low learners some new vocabulary related to the family. Which of the following instructional strategies would be MOST beneficial to auditory learners in the teacher's classroom?
   (A) Pronouncing words for specific family members and asking students to repeat them
   (B) Having students write the names of their relatives in the target language
   (C) Labeling a picture of a famous family with the appropriate target language words
   (D) Reading a brief paragraph in the target language about a family from the target culture

2. A teacher of an advanced-level foreign-language class has noted that her students are generally unable to understand clips from TV shows she has recently introduced. Which of the following strategies would best help develop students' listening comprehension skills?
   (A) Teaching students a wide array of vocabulary words, grammar, and learning strategies
   (B) Exposing students to a wide variety of authentic materials that integrate the spoken discourse of the target language
   (C) Showing clips with subtitles in English to encourage students' sense of accomplishment in understanding the spoken word
   (D) Placing a heavier focus on reading in the target language so students can expand their knowledge of vocabulary and grammar

3. A school's counselors have informed a teacher that there are five students with learning disabilities in her Foreign Language II class. The teacher wants to accommodate the students' needs to enhance their success in the course. Which of the following strategies would be LEAST effective for these students?
   (A) Providing them with numerous opportunities to take part in cooperative learning activities
   (B) Helping them set realistic goals even though the goals might differ from those of the rest of the class
   (C) Including numerous multiple-intelligences strategies, emphasizing those that involve touch, manipulation, and movement
   (D) Using memorization tactics so that the material gets repeated numerous times for increased retention
4. A second-year high school foreign-language teacher speaks the target language at a level that is a little higher than that which is easily understood by the students. The technique the teacher is using relates best to which of the following of Krashen’s hypotheses about second-language acquisition?
   (A) The natural order hypothesis
   (B) The monitor hypothesis
   (C) The input hypothesis
   (D) The affective filter hypothesis

5. A student in a world-language class can narrate and describe in the present and future but still struggles with the past tense. The student can speak in paragraph-long discourse with some hesitation and can be generally understood by most native speakers of the target language, although sometimes there is some interference from English. Which is most likely the student’s current level on the ACTFL Proficiency Guidelines?
   (A) Novice High
   (B) Intermediate High
   (C) Advanced Mid
   (D) Superior
Part B

This section is intended to measure your knowledge of the Standards for Foreign Language Learning in the 21st Century.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case. A summary of the Standards is provided for your reference.

Standards for Foreign Language Learning

Communication
Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures
Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections
Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons
Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities
Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
6. In Mrs. López’s third-grade foreign-language class, students learn to sing songs and play games that are traditionally used together by children in the target language countries. This activity is an example of which of the following standards?
(A) Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
(B) Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
(C) Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
(D) Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment

7. Ms. Thompson, a fifth-grade teacher, and Mr. George, a world languages teacher, in the same elementary school are collaborating on a unit about the French in the American Revolution. They are having students investigate reasons why the French supported the colonists against the British. The students’ assignment best addresses which of the following standards?
(A) Communication
(B) Cultures
(C) Connections
(D) Communities

8. Students in a foreign-language class complete the following activities as part of their preparation for a study abroad trip:
- Study vocabulary needed to fill out visa forms
- Make lists in the target language about what to bring
- Study maps and choose a region in the target country based on climate and field of study
- Research online college sites and sites of the destination city, including maps, housing facilities, transportation, and cultural and recreational activities
- Write and role-play sketches on asking and giving directions, getting lost, getting hungry, finding food and drinks, calling a taxi, and using the bus or metro

Which of the activities above performed by students addresses Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures?
(A) Study vocabulary needed to fill out visa forms
(B) Make lists in the target language about what to bring
(C) Research online college sites and sites of the destination city, including maps, housing facilities, transportation, and cultural and recreational activities
(D) Write and role-play sketches on asking and giving directions, getting lost, getting hungry, finding food and drinks, calling a taxi, and using the bus or metro
Part C

This section is designed to measure your knowledge of assessment of languages and cultures.

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

9. A foreign-language teacher completes a thematic unit on the environment and the weather, but a few weeks later, students have trouble forming correct sentences when the teacher asks them to talk about the weather. Which of the following strategies would be most effective in addressing the students’ needs?
   (A) Scheduling a written test on common weather expressions so that students will be motivated to review the material
   (B) Correcting each student’s answer and asking each one to repeat the correct answer to avoid the fossilization of mistakes
   (C) Giving students multiple opportunities to practice through discussion and a variety of application activities in class
   (D) Preparing additional handouts or study guides on the weather that focus on common student errors

10. Which of the following would be the best evidence to demonstrate to parents and administrators what students can do with the language?
   (A) Scores on dictation tests
   (B) Poems written by students
   (C) Copies of national or state standards
   (D) Lists of course goals and objectives

11. A beginning world-language teacher wants to test both reading and vocabulary knowledge and creates a target-language paragraph assessment with blank spaces. The students must fill in each blank space with an appropriate target-language vocabulary word chosen from a word bank. Which of the following is the teacher using to accomplish the goal?
   (A) A cloze test
   (B) An aptitude test
   (C) A multiple-choice test
   (D) An open-ended test
Answers to Sample Questions

Section 1
Part A
1. The correct answer is (A). This question asks for a basic understanding of learning styles among students. Auditory learners internalize information best by hearing it.

2. The correct answer is (B). This question presents a scenario that requires knowledge of appropriate instructional strategies to help students’ listening comprehension. Experiencing authentic materials in the same mode of communication would best help students acclimate to discourse by native speakers.

3. The correct answer is (D). The answer to this question is based on a knowledge of basic strategies to employ when teaching students with learning disabilities. Memorization is not a best teaching practice that has proven to be effective for any learner for long-term retention or application of language. Multisensory instruction and exposure best help retention along with application. Some students develop a good sense of memorization as a coping skill while having no idea how to apply the material.

4. The correct answer is (C). Krashen’s “Input Hypothesis” states that students acquire more language knowledge when they are introduced to comprehensible information that is a little above their current level of language competency.

5. The correct answer is (B). In accordance with the ACTFL Proficiency Guidelines, students in the Intermediate High level have the ability to converse with ease when dealing with routine tasks and social interactions. They are able to communicate effectively when relating basic information, although some hesitation and errors are evident. Students at this level may speak with paragraph-long discourse and narrate and describe in major time frames. In general, conversation by Intermediate High level students is understood by native language speakers; however, the language fluency is still hindered by the dominant language.

Part B
6. The correct answer is (B). This question describes young students using songs and games (products) in the context (perspective) of the culture.

7. The correct answer is (C). While it is easy to imagine addressing all of the standards during this type of instructional unit, the question, as presented, asks about addressing standards through cross-disciplinary collaboration. The students are furthering their knowledge of another discipline through the foreign language when they complete their assignment.

8. The correct answer is (C). This question asks about acquiring information about the culture from the Connections standard. The other choices best fit the Communications standard.

Part C
9. The correct answer is (C). When and how to assess student progress is vital knowledge all teachers need to apply appropriately. Giving the students a chance to review the material in class would provide information to the teacher about student difficulties. The other choices might be appropriate once the teacher has determined a reason for the difficulties.

10. The correct answer is (B). Presenting creative student work is direct evidence of a student’s level of internalization of and ability to utilize acquired language skills in an authentic environment.

11. The correct answer is (A). The answer to this question is based on a knowledge of assessment types. The scenario describes a typical cloze test, in which a test taker must understand the context of a passage to select the appropriate vocabulary word.
Sample Constructed-Response Section

Section II

PART D
(Suggested time—40 minutes)

Directions: You will be given a scenario to design a lesson. Your response should be written in English. It should be grade-appropriate and address the objective given.

Make sure that you include the following information in your lesson:

• Vocabulary you will include in the lesson
• Materials you will use in the lesson
• Detailed description of procedures and activities that will be part of the lesson
• Informal or formal assessment or evaluation of students’ learning

Manage your time so that you allow enough time to plan, write, and revise your response. Typically, an effective response will contain a minimum of 200 words.

Assume that you are teaching a third-year, high school foreign-language class. Your students are from 15 to 17 years of age. Most students are estimated to be at the Intermediate level, as described in the ACTFL Proficiency Guidelines. Design an instructional unit on famous painters of the target culture. At the end of the unit, students will be familiar with several painters and discuss details of the painters' personal and professional lives, as well as their contributions to the target culture's artistic production. Your unit will cover three class periods of 50 minutes each.

School Grade: Third year, high school
Student Profile: 15–17 years of age
Proficiency Level: Intermediate level in the ACTFL Proficiency Guidelines
Theme/Topic: Famous painters of the target culture
Objective: Students will be familiar with several painters and discuss details of the painters' personal and professional lives, as well as their contributions to the target culture's artistic production
Length of Unit: 3 class periods of 50 minutes each

Vocabulary:
Materials:
Procedures/Activities:
Assessment:

Make sure you include all the blank categories in your response.
Part D - Sample Responses

Response A

Vocabulary: art terms in a handout (línea, el espacio, el valor, la textura, el equilibrio) review verbs in past tense and future as needed

Materials: 5 reproductions of different artworks from the target culture, poster question template, computer lab time, appropriate web sources in target language, Planning form

Day 1: Students will divide themselves evenly among the 5 reproductions hanging on the class walls. Tell students they are going to work in teams to create one team poster about the artwork. Discuss with them what questions they need to ask about the art. Ask them to write down the questions using the target language (past tense): Ex: Who was the artist? What was the place of birth? Where did the artist work? Why is/was the artist famous? Do you admire the artist? Why or why not? For the rest of the period students will use the Planning form to plan the project. Ask them to write down the following questions using the target language (future tense): What will be needed, what you will know at the end, potential problems—like what new vocabulary is needed, how will I find answers. During group work, check comprehension by looking to see if they wrote the questions correctly you spoke.

Day 2: Using the computer lab, students will search appropriate web sites in the target language for information to complete their poster. Teacher will check their Planning form to assess progress and ask questions about the artists.

Day 3: Each student of each team will take turns role-playing asking and answering questions from the poster. Their individual grade will be based on how tenses are used during their portion of the oral presentation and on a short paragraph about which art they liked best. A team grade will be given using a rubric based on the questions about each artist.

Response B

Day 1
I would present information in an engaging way by displaying 3 paintings with an autobiographical sketch next to each artwork. I would talk about each artist’s contributions without saying the name. Students will match what I say to the correct painting through discussion.

Day 2
Students will use colored markers to recreate the 3 pictures using paint-by-numbers books written in the target language. Students will label the colors used and parts of the paintings in the target language (blue, red, tree, sky, boat, castle, river, etc.). They will also orally describe which of the paintings they like best and why.

Day 3
Students will write a poem describing how they feel about one of the displayed paintings after brainstorming adjectives to use to further define the parts of the artwork (tall green tree, old wooden boat, etc.). They will take a multiple choice quiz about that artist.

Response C

I will expose the students to the painters art from the culture. I will compare them with some painters from other cultures. I will divide students by groups. The students will look for the style and similar characteristics and differences. The students can also gather the information on the painters’ lives and prepare a presentation to discuss in class. Students will take a quiz about the artists.

Response D

Day 1
I would place paintings in different parts of the room and would share some common ideas about how to look at and discuss paintings, and would expect students to abide by common courtesies while discussing the paintings. It is important for students to know about art and how people understand culture through art.

Days 2-3
Students would then debate which of the paintings has the most value in today’s culture. Grade would be on participation in the debate and observance of etiquette during class.
Scoring the Lesson Plan Responses

Holistic scoring of test taker responses is done by content experts who have been through a rigorous training and qualifying process. Each response is independently scored by two raters using the rubric shown below. Scoring explanations for the lesson plan sample responses A, B, C, and D follow.

Praxis World Languages Pedagogy Rubric – Lesson Plan

Score of 3 - High

A response at this level demonstrates evidence of a high degree of competence in response to the assignment, but it may have a few minor errors.

- Fully addresses and fully elaborates all categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a high degree of content understanding and all, or almost all, content information is accurate and well developed
- All teaching techniques described are appropriate for age, grade, and proficiency level
- All materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument described elicits appropriate information on targeted learning objective
- Response is well organized and generally coherent

Score of 2 - Mid-High

A response at this level demonstrates evidence of competence in response to the assignment, but it has minor errors.

- Addresses all categories (vocabulary, materials, procedures, and assessment), but some points are not fully elaborated
- Demonstrates a moderate degree of content understanding and most content information is accurate
- Most teaching techniques described are appropriate for age, grade, and proficiency level
- Most materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument described elicits moderate amount of information related to learning objective
- Response is organized, but some parts are not fully developed

Score of 1 - Mid-Low

A response at this level demonstrates evidence of limited competence in response to the assignment and it has one or more major errors.

- Addresses only some of the categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a low degree of content understanding and only some content information is accurate
- Some of the teaching techniques described are appropriate for age, grade, and proficiency level
- Some materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument elicits minimal information related to learning objective
- Response is inadequately organized or not sequenced correctly

Score of 0 - Low

A response at this level demonstrates evidence of little or no competence in response to the assignment and it is obviously flawed.

- Addresses almost none of the categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a poor understanding of content and content information is inaccurate
- Teaching techniques described are not appropriate for age, grade, and proficiency level
- Materials are not connected to procedures, and activities are not appropriate for age, grade, and proficiency level
- Assessment instrument is not described and/or the instrument described does not relate to learning objective
- Response is disorganized
Part D - Explanations for Sample Scores

Response A
This lesson plan contains the detailed elements and the content of a good lesson; input by the teacher, student activities to process the information, student output after processing, and formative and summative assessment. All techniques and materials are appropriate and combine to support the learning objective. Overall, the response provides evidence of a high degree of competence in response to the assignment. Therefore, the score is a 3.

Response B
This lesson plan contains the elements and the content of a good lesson; input by the teacher, student activities to process the information, student output after processing, and some form of assessment. All techniques and materials are appropriate, except for the paint-by-numbers activity and simplistic vocabulary, which are inappropriate for intermediate proficiency and age. The assessment lacks detail but, overall, the response provides evidence of competence in response to the assignment. Therefore, the score is a 2.

Response C
This lesson plan contains procedures, activities, and assessment, but they lack detail as required by the prompt. Evidence of content is minimal. Vocabulary and materials are missing. This response indicates evidence of limited competence in response to the assignment. Therefore, the score is a 1.

Response D
This lesson plan lacks the essential elements of an effective plan; vocabulary is missing, teacher input is only about how to critique art and observe common courtesies during discussion. The debate activity is inappropriate for intermediate proficiencies; the assessment is unrelated to the objective. This response indicates evidence of little or no competence in response to the assignment. Therefore, the score is a 0.
Section II

PART E
(Suggested time—20 minutes)

Directions: You will be asked to write an essay in English on a specific topic. Write your response in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. Typically, an effective essay will contain a minimum of 150 words.

Imagine that your school awards funds to teachers for professional development. Write an essay to the selection committee describing your professional development plans for the coming year. Be specific about professional conferences or meetings you would like to attend or professional organizations you would like to join, and tell how you and your students would benefit from your activities.

Part E - Sample Responses

Response E
I plan on attending many conferences this year to improve myself as a teacher. There is a conferences over fall break on integrating multiple intelligences into your high school classroom. It is a two day conference that has many wonderful speakers scheduled to attend. I feel like I would benefit from this conference by learning new ways to reach all of my students in the way that best helps them learn. The second conference I plan to attend is over spring break and it is on incorporating culture in your language classroom. I feel there are so many ways for my students to get involved in the target language community but they’re not interested. I believe this conference will help me boost their interest. There is a target language teachers organization that meets once a month that I am interested in joining. It is just a group of teachers that meet and give each other advice and ideas on how to teach our classes better. My choices for professional development will boost student interest and provide me with several new avenues to reach all of my students. Thank you for considering me for this opportunity.

Response F
I am grateful for the opportunities I have to better my teaching and further benefit the students at our school. This year affords many exceptional venues for learning that will allow me to develop my classroom techniques and, consequently, increase the quality of our institution. There are a number of conferences this year which will greatly benefit our language program. The Southwest Regional Language Fair should be a remarkable opportunity to improve my skills in promoting integrated skills, which will improve our reputation (and help our students). I will also apply for the Foreign Language Teachers Association which will provide a wide variety of ideas which can be incorporated into the classroom. These conferences and organizations offer unique materials for use in the classroom, and help keep ideas fresh, innovative, and in touch with current academic trends. They also put teachers in contact with each other so that they can share ideas and integrate them into the classroom.

As a teacher, it is crucial to continue learning and adapting in order to maintain a healthy environment of development and progression. These programs will benefit our school and encourage continual academic improvement in the classroom.

Response G
While planning for the upcoming academic year, I plan to implement new strategies to help my students excel scholastically. By attending teacher’s conventions and school board meetings, along with keeping up to date on current events and pop culture, I can develop teaching methods that will capture students’ interest. By attending these enhancement courses and attending meetings, I think that I can capture those students that perhaps are not learning from traditional teaching methods.

Response H
Thank you for reviewing my application. I would like to inform you about my professional development plans for the coming year. I am writing a research article on the importance of diversity in pedagogy. I am going to present my article at the annual convention of Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing. Furthermore, I am also going to chair a program that holds contests among school students and raises awareness. I will be grateful if I get the funding for my plans.
Scoring the Essay Responses

Scoring explanations based on the rubric below for the essay sample responses E, F, G, and H follow.

Praxis World Languages Pedagogy Rubric - Essay

Score of 3 - High
A response at this level demonstrates evidence of a high degree of competence in response to the assignment, but it may have a few minor errors.

- Fully addresses and completes the task
- Clearly demonstrates a high degree of understanding of the content required by the question
- All content information is accurate and well developed
- All, or almost all, supporting details or examples are appropriate and effective
- Response is well organized and generally coherent

Score of 2 - Mid-High
A response at this level demonstrates evidence of competence in response to the assignment, but it has minor errors.

- Addresses and completes the task
- Demonstrates a moderate degree of understanding of the content required by the question
- Most content information is accurate
- Most supporting details or examples are appropriate and effective
- Response is organized, but some parts are not fully developed

Score of 1 - Mid-Low
A response at this level demonstrates evidence of limited competence in response to the assignment and it has one or more major errors.

- Addresses and completes the task
- Demonstrates a low degree of understanding of the content required by the question
- Some content information is accurate
- Some supporting details or examples are vague, not well defined, not appropriate, or not effective
- Response is inadequately organized or not sequenced correctly

Score of 0 - Low
A response at this level demonstrates evidence of little or no competence in response to the assignment and it is obviously flawed.

- Partially addresses and/or partially completes the task
- Demonstrates a poor understanding of the content required by the question
- Most content information is inaccurate
- Most supporting details or examples are irrelevant, not effective, or missing
- Response is disorganized
Part E - Explanations for Sample Scores

Response E
This response contains the elements of a good essay: thesis statement, specific requests (description of conferences), and supporting details. Professional development plans, specific conferences, logical reasons, and how the teacher and students will benefit are evident in the response. This essay demonstrates evidence of a high degree of competence in response to the assignment. Therefore, the score is a 3.

Response F
This response contains the elements of a good essay: thesis statement, specific description of conferences, and some specific details. Although professional development plans, reasons for attending, and benefits for the teacher and students are evident in the response, some are less developed than others. Overall, this essay demonstrates evidence of competence in response to the assignment. Therefore, the score is a 2.

Response G
This response contains some of the elements of an essay: thesis statement and description of conferences—but provides no specific details. Professional development plans are valid but general. School board meetings are not an appropriate venue for developing teaching strategies. Reasons for using current events and pop culture is a valid technique but undeveloped. Overall, this essay demonstrates evidence of limited competence in response to the assignment. Therefore, the score is a 1.

Response H
This response is missing the supportive elements of a good essay. Professional development plans are described but no reasons, examples, student or teacher benefits are evident, as required by the prompt. Overall, this essay demonstrates evidence of little or no competence in response to the assignment. Therefore, the score is a 0.
4. Determine Your Strategy for Success

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

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

1) **Learn what the test covers.**

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

You’ll find specific information on the test you’re taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](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/dates_centers](http://www.ets.org/praxis/register/dates_centers).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.
5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 58.

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 31 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 31 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 14.

- **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
Step 4: Determine Your Strategy for Success

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.

- **Be as critical as you can.** You’re not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.

- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.

- **Be supportive.** Include comments that point out what your study partner(s) got right.

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

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

Develop a personalized study plan and schedule

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

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

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)
Test Date: 9/15/17

| 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 | 7/15/17 | 7/15/17 |
| 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 | 7/17/17 | 7/17/17 |
| 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 | 7/20/17 | 7/21/17 |

<table>
<thead>
<tr>
<th>Craft, Structure, and Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting tone</td>
</tr>
<tr>
<td>Analysis of structure</td>
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<tr>
<td>Analysis of structure</td>
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<tr>
<td>Author’s purpose</td>
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</tbody>
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(continued on next page)
### Step 5: Develop Your Study Plan

| 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 | 8/1/17 | 8/1/17 |
| 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 | 8/1/17 | 8/1/17 |
| 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 | 8/8/17 | 8/8/17 |
| 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 | 8/15/17 | 8/17/17 |

#### Integration of Knowledge and Ideas

| Diverse media and formats | Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words | 2 | High school textbook, college course notes | College library, course notes, high school teacher, college professor | 8/22/17 | 8/24/17 |
| 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 | 8/24/17 | 8/24/17 |
| 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 | 8/27/17 | 8/27/17 |
| 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 | 8/28/17 | 8/30/17 |
| 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 | 8/30/17 | 8/31/17 |
| 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 | 9/3/17 | 9/4/17 |
| 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 | 9/5/17 | 9/6/17 |
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:                   | ______________ |

(continued on next page)
Step 5: Develop Your Study Plan
6. Study Topics

Detailed study topics with questions for discussion

Using the Study Topics That Follow

The *World Languages Pedagogy* test is designed to measure knowledge and competencies related to theories, methods, and techniques necessary for a beginning teacher of world languages at the K–12 level. The topics for questions are typically those covered in classes taken by examinees that have completed a bachelor’s degree program in World Languages with appropriate course work in foreign language education.

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

You are not expected to be an expert on all aspects of the topics that follow. You should understand the major characteristics of each topic, recognize the minor topics, and have some familiarity with the subtopics. Virtually all accredited undergraduate foreign language education programs address the majority of these topics, subtopics, and even minor topics.

Here, for instance, is a partial topic list from Language Acquisition Theories and Instructional Practices under “Understanding Language Acquisition and Creating a Supportive Classroom” category:

- Knows how to use second language acquisition theories (that include target language input and opportunities for negotiation of meaning and meaningful interaction) to develop age- and level-appropriate materials and instructional strategies to facilitate language acquisition in a supportive classroom environment
- Knows how to implement a variety of instructional models and techniques to accommodate students’ differences (physical, cognitive, emotional, and social)
- Knows how to use a variety of strategies to help students comprehend oral and written input
- Knows how to negotiate meaning with students during interactions
- Knows how to teach students a variety of ways to negotiate meaning with others and allow them opportunities to practice

Below is a list of instructional models and approaches used in second-language classrooms that are connected to the topics above. Referring to textbooks, state standards documents, or other sources as needed, make sure you can describe in your own words what each approach is. For example, you should be able to think to yourself that “A communicative approach integrates reading, speaking, listening, and writing from the beginning and the teacher’s primary role is to facilitate communication among students through frequent pair or group work” or “Asher’s Total Physical Response approach begins with a preproduction phase in which students listen, follow commands, and demonstrate their comprehension through non-verbal actions.” It is also very important to be able to recognize major pedagogical theorists, such as Krashen, Vygotsky, and Skinner, and know how their theories connect to instruction.
Step 6: Study Topics

**Major Language Acquisition Approaches**

- The Grammar-Translation Approach
- The Direct Approach
- The Audio-lingual Method
- The Cognitive Approach
- The Total Physical Response Approach
- The Natural Approach
- The Silent Way Approach
- The Community Language Learning Approach
- The Communicative Approach

You are likely to find that the topics below are covered by most introductory language acquisition textbooks and textbooks for related fields such as educational psychology, but a general survey textbook may not cover all of the subtopics. Consult materials and resources, including lecture notes, from all your content and education 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. An overview such as this that lists pedagogical topics does not offer you a great deal of context. Although a specific term may not seem familiar as you see it here, you might find you could understand it when applied to a real-life situation.

Many of the items on the actual Praxis test will provide you with a context to apply to these topics or terms, as you saw in the practice questions on page 14.

**Discussion Areas**

Interspersed throughout the list of topics are questions in discussion areas that are intended to help you 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 questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these discussion areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss them and your answers with a teacher or mentor.

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

For example, the following question appears in the list of study topics under "Language Acquisition Theories and Instructional Practices":

How might a foreign language teacher apply some of Lev Vygotsky’s ideas about scaffolding and direct instruction in the classroom?

You will notice that in the test, the names and works of important theorists, both in general pedagogy and language-specific pedagogy, appear in more than one category. This is because the work of these theorists has implications for multiple domains that are important to effective teaching. For instance, Vygotsky’s zone of proximal development, while not specifically a tool for language acquisition, is important because it informs the instructional process regardless of the discipline being taught. Knowing what material to introduce next based on current student proficiencies is important for meeting objectives, maintaining student motivation, and helping students scaffold learning. Knowing each theorist’s major ideas and being able to compare and contrast one theory with another comprises basic professional knowledge for teachers. In addition, knowing how these ideas actually can be applied to teaching practice is important professional knowledge for teachers. Below are examples of educational theorists whose works are often the basis for practical classroom application, followed by a list of questions regarding the theorists’ ideas on education.

- Jean Piaget
- Abraham Maslow
- Noam Chomsky
- B.F. Skinner
- Benjamin Bloom
- John H. Schumann
- Lev Vygotsky
- Stephen Krashen
- Howard Gardner
- Dell Hathaway Hymes
Step 6: Study Topics

Question 1: What does the work of Hymes suggest about the contextual aspects of language learning?

Question 2: How does Bloom’s taxonomy inform pedagogical practice in second-language acquisition?

Question 3: What are the major differences between Jerome Bruner’s and Jean Piaget’s theories of cognitive development in young children?

Question 4: How might a foreign language teacher apply some of Lev Vygotsky’s ideas about scaffolding and direct instruction in the classroom?

Question 5: What does Gardner’s work on multiple intelligences suggest about planning instruction?

Question 6: What does Abraham Maslow’s hierarchy of needs suggest about motivation for learning in the classroom?

If you think about these questions, perhaps by jotting down some notes on the theories and their implications for classroom use you will have probably prepared yourself to answer multiple-choice questions similar to the one below:

A foreign language teacher required her students to volunteer one hour a week in local communities that speak the target language. Her supervisor asked her for pedagogical justification for the requirement.

Which of the following language-acquisition theories would best support the teacher’s request?

(A) Cognitive theory
(B) Conversation theory
(C) Acculturation theory
(D) Input hypothesis theory

The correct answer is (C). Schumann stated that the degree to which a learner acculturates to the target language group will control the degree to which the second language is acquired. Practical application of this would place an additional emphasis on practice in a social environment outside of the classroom.
locate and include authentic resources that are appropriate for students' age, proficiency level, and interest in the target language, instructional resources (Print and non-print resources, electronic and digital resources, the Internet, magazines, guest speakers)

identify appropriate aural and written sources for a specific proficiency level

Discussion areas: Cultures, Literatures, Cross-Disciplinary Concepts

- What are the differences between a culture's products, practices, and perspectives and what are some examples of each?
- How could art, music, the sciences, and other disciplines be incorporated into language learning?
- What are examples of content-based instruction for the second-language classroom?
- What aural and written materials are typically appropriate at each proficiency level?

B. Language Acquisition Theories and Instructional Practices

While this area has the same title as scoring category I, it is a sub-area of the major score-reporting category. It focuses specifically on the test taker's understanding of language acquisition theories and knowledge of instructional practices.

1. Understanding Language Acquisition and Creating a Supportive Classroom

The beginning World Languages teacher:
- Understands language acquisition as it relates to the cognitive, physical, emotional, and social developmental characteristics of K-12 learners
- Knows how to use the target language to the maximum extent possible at all levels of instruction
- Knows how to use the target language to develop content-based language lessons
- Knows how to tailor the target language to the age and level of the learners
- Knows how to use a variety of strategies to help students comprehend oral and written input
- Knows how to negotiate meaning with students during interactions

Discussion areas: Understanding Language Acquisition and Creating a Supportive Classroom

- What are some ways a foreign-language teacher can adapt instruction to students' learning styles?
- What are some ways that students' interests could be used to create meaningful tasks?
- What strategies could be used to facilitate beginners' second-language literacy?
- What is the difference between facilitating the development of strategic readers and teaching reading strategies?
- What are some strategies to help inexperienced writers begin to develop ideas for a specific topic?
- When, and how often, is it appropriate to provide error correction for students' second-language speaking?
Step 6: Study Topics

- Knows how to implement a variety of instructional models and techniques to accommodate students' differences (physical, cognitive, emotional, and social)
- Understands that students will be more likely to participate actively when they perceive the learning environment to be a safe, secure place where they are accepted, valued, and respected
- Knows how to create an interactive, engaging, equitable, and supportive environment that promotes language learning and cultural understanding for all students
- Knows how to create an equitable environment so all students can learn
- Knows how to match students' diverse ways of knowing, understanding, and learning to instructional activities
- Knows how to help students recognize the uses and purposes of their heritage language both in their immediate environment and in a global society
- Knows how to implement a variety of instructional models and techniques to accommodate students' differences (language levels, language backgrounds, and learning styles)
- Knows how to identify multiple ways that students learn when engaged in language classroom activities
- Knows how to implement a variety of instructional models and techniques to accommodate students' specific special needs and interests
- Knows how to implement activities that promote critical thinking and problem-solving skills
- Knows how to incorporate activities in which students work in pairs as well as in small and large groups
- Knows how to define and model activities, state a time limit and the expectations, assign specific roles and tasks for students, monitor the roles and tasks, and conduct a follow-up or accountability activity
- Knows how to recognize that questioning strategies and task-based activities serve different instructional objectives and be able to align them appropriately with program goals
- Knows how to seek out information about their students, their backgrounds, and their special needs

Discussion areas: Developing instructional practices that reflect language outcomes and learner diversity

- What tasks are appropriate for students of differing ages and proficiency levels?
- How does classroom management affect the learning environment?
- What types of instructional models best promote communicative competencies?
- What is scaffolding and how does it support learning?
- How would applying a cognitive instructional model be useful during a grammar lesson?
- What types of activities mirror real-world use of the target language in all three modes of communication?

C. Professionalism

1. Need for ongoing professional development

The beginning World Languages teacher:
- Knows how to identify appropriate professional development needs given the scenario of a beginner teacher
- Knows how to engage in a reflective process that fosters professional growth and improves teaching and learning

2. Knows the value of foreign-language learning

The beginning World Languages teacher:
- Knows how to identify resources that provide the appropriate advocacy materials
- Knows how to effectively communicate a rationale that includes key benefits of foreign-language learning
- Knows how to advocate language learning for all students
- Knows how to advocate early, sequential, and continuous lifelong language learning

Discussion areas: Professionalism

- What professional organizations are available to support World Languages teachers and teachers in general, and what is their focus? (e.g., advocacy groups, unions, state and national education department websites)
- What student activities might promote lifelong language learning?
• What would a “reflective process” look like and what documentation would help identify professional development needs?

II. Integration of Standards into Curriculum and Instruction

Section 1, Part B of the test is intended to measure your knowledge of the Standards for Foreign Language Learning in the 21st Century/World-Readiness Standards for Learning Languages. The 13 multiple-choice questions in this section provide short classroom-based scenarios and ask the test taker to select the standard that is best represented in the scenario. Knowing the National standards and how they are applied in the classroom is essential knowledge for a foreign language teacher, but memorizing them verbatim is not a requirement. A Standards summary is provided for reference during the test.

A. Integration of Standards into Curriculum and Instruction

Understanding national Standards for Foreign Language Learning in the 21st Century as defined by the American Council on the Teaching of Foreign Languages (ACTFL). [5 “C”s = Communication, Cultures, Connections, Comparisons, and Communities]

The beginning World Languages teacher recognizes the appropriate standard addressed given a particular learning scenario

– Integrating national Standards for Foreign Language Learning in the 21st Century as defined by the American Council on the Teaching of Foreign Languages (ACTFL) [5 “C”s = Communication, Cultures, Connections, Comparisons, and Communities] into planning and instruction.

Integrating Standards in Planning

The beginning World Languages teacher:

– Knows how to create lesson/unit plan objectives that address specific goal areas and standards
– Knows how to adapt instructional materials to address specific standards

Integrating Standards in Instruction

The beginning World Languages teacher:

– Knows how to design opportunities for students to communicate in interpersonal (speaking or writing), interpretive (listening and reading), and presentational (speaking and writing) modes
– Knows how to design opportunities for students to explore target language culture by means of cultural products, practices, and perspectives, and knows how to compare them to their own culture
– Knows how to provide opportunities for students to connect with the target language community via technology and authentic materials

Selecting and Designing Instructional Materials

The beginning World Languages teacher:

– Knows how to identify and integrate authentic materials into classroom activities
– Knows how to teach students strategies for understanding and interpreting authentic texts
– Knows how to locate additional resources to enhance topics/themes in the curriculum

Discussion areas: Integration of Standards into Curriculum and Instruction

• What is the primary focus of each standard?
• What activities or assignments would demonstrate each standard?
• What are lesson scenarios that would describe students using various modes of communication?
• What pedagogical purpose does the use of realia and authentic cultural materials serve?
• What are the three modes of communication?
• How can the three modes of communication be woven throughout a classroom activity?
III. Assessment of Languages and Cultures

Section 1, Part C contains 14 multiple-choice questions about knowledge of assessment models and their appropriate use. In addition, it presents scenarios to demonstrate how to use information from assessment results to adapt or change instruction as well as how to interpret and report those results to students and other stakeholders.

A. Assessment of Languages and Cultures

1. Knowing assessment models and using them appropriately

The beginning World Languages teacher:
- Knows how to select assessment practices (formal/informal) appropriate to the task
- Knows how to adapt and use holistic and/or analytic scoring methods appropriate to the task
- Knows how to distinguish between formative and summative performance assessment models
- Knows how to design formative and summative performance assessment instruments based on ACTFL Performance Guidelines for K-12 Learners to measure student progress in achieving the modes of communication (interpretive, presentational, interpersonal) within the cultural framework of products, perspectives, and practices

2. Reflecting on assessment

The beginning World Languages teacher:
- Knows how to use insights gained from that reflective analysis to adapt, change, and reinforce instruction
- Knows how to allow the information from the assessments and the analysis of the data to inform instruction

3. Reporting assessment results

The beginning World Languages teacher knows how to interpret and report to students and other stakeholders what students know and are able to do

Discussion areas: Assessment of Languages and Cultures
- What types of assessment tools are available and under what classroom circumstances are they appropriate?
- What is the difference between formal and informal assessment and how does each relate to formative and summative assessment?
- How can instruction be improved through reflecting on assessment results?
- What are norm-referenced and criterion-referenced assessments and how are they used?
- With what type of assessments are rubrics used?
- What kind of assessment task will demonstrate a targeted level in the Performance Indicators (Can-Do Statements)?

IV. Instructional Practice: Integrated Skills

Section 2, Part D, is a constructed-response question that asks the test taker to design a lesson plan given a specific educational objective.

Section 2, Part E, is a constructed-response question that asks the test taker to write an essay on a topic important in foreign language teaching.

Please refer to Chapter 7, entitled “Preparing to Answer Constructed-Response Questions for the World Languages Pedagogy Test” for a detailed explanation of the question types found on the test.

Discussion areas: Part D
- What is the purpose of lesson planning?
- What are some common lesson plan formats?
- How does the sequence of a lesson plan affect reaching the stated educational objective?
- What activities, materials, and instruction are essential to reaching the stated objective and are appropriate for the students?

Discussion areas: Part E
- What are the types of essays and how are they different?
- What are the parts of an essay and how are they connected to create a coherent whole?
- When might a teacher need to use an essay format to advocate for a language program?
- What are some educational issues where a written response would be effective?
7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

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

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

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

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

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

Smart Tips for Taking the Test

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

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

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

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

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

See if you qualify for accommodations to take the Praxis test

What if English is not my primary language?

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

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

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

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

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

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

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

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

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

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

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

Are You Ready?

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

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

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

_Understand how tests are scored and how to interpret your test scores_

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

What are the score requirements for my state?
States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](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_ 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.

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 _Praxis_ test or other _Praxis_ tests 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
- The Praxis Passing Scores, found at https://www.ets.org/praxis/institutions/scores/passing/
- State requirements, found at www.ets.org/praxis/states
Appendix: Other Questions You May Have

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

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

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

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

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

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

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

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

Why does my state require the Praxis tests?
Your state chose the Praxis tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in
Appendix: Other Questions You May Have

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

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:

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