

The Praxis® Study Companion

# Health and Physical Education: Content Knowledge

5857



# 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](http://www.ets.org/praxis/states).

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

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 43).

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

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

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

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

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

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

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Health and Physical Education: Content Knowledge (5857)

Test at a Glance			
<b>Test Name</b>	Health and Physical Education: Content Knowledge		
<b>Test Code</b>	5857		
<b>Time</b>	130 minutes		
<b>Number of Questions</b>	130		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	<b>Health Education</b>		
	I. Health Education as a Discipline/ Health Instruction	26	20%
	II. Health Education Content	32	25%
	<b>Physical Education</b>		
	III. Content Knowledge and Student Growth and Development	22	17%
IV. Management, Motivation, and Communication/Collaboration, Reflection, and Technology	29	22%	
V. Planning, Instruction, and Student Assessment	21	16%	

### About This Test

The content knowledge test in Health and Physical Education is designed for prospective teachers of K-12 health and physical education. Examinees typically have completed a bachelor's degree program in health and physical education, health and exercise science, physical education and wellness, an equivalent degree, or have prepared themselves through some alternative certification program. Fifty-eight of the 130 test questions focus on studies of health, and 72 focus on studies of and experiences in physical education.

Teaching standards from the Society of Health and Physical Educators (SHAPE America), formerly the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), were used to guide the content of the test.

NOTE: The recently adopted The Whole School, Whole Community, Whole Child (WSCC) model is an updated expansion of the traditional Coordinated School Health (CSH) approach. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, *Praxis* material will continue to reference the coordinated school health (CSH) approach until further notice.

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

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 33.

### Health Education

#### I. Health Education as a Discipline/Health Instruction

##### A. Health Education as a Discipline

1. Major health behavior theories (e.g., stages of change, behavioral change theory, transtheoretical model, and health belief model)
2. Health-related data using appropriate research methods (e.g., surveys, observations, and questionnaires and using data to draw conclusions)
3. Valid and reliable data sources and databases (e.g., YRBSS, NIH, CDC, SHAPE America, AMA, WHO, and peer-reviewed journals)
4. Tools for conducting an assessment of school health needs (e.g., comprehensive school health plan, surveys, needs assessment, and the Whole School, Whole Community, Whole Child (WSCC) model, formerly the coordinated school (CSH) approach)
5. Curricular and extracurricular programs for student health needs
6. Appropriate educational materials from professional organizations, agencies, and associations that meet the needs of diverse audiences
7. Resources involved in the Whole School, Whole Community, Whole Child (WSCC) model, formerly the coordinated school (CSH) approach
8. Effective communication with school staff, students, parents, and community (e.g., listening, mediating, and negotiating)
9. Professional, legal, and ethical practices regarding sensitive issues (e.g., privacy laws, confidentiality policy, permission forms, and responsibility to report)
10. Models for responsible decision making
11. Concepts of character education
12. Physical growth and development
13. Continuing education and professional development as a health educator

##### B. Health Instruction

1. Assessing learning needs for individuals and diverse groups (e.g., identify developmentally appropriate instruction, cognitive abilities, multiple learning styles, and purposes of pretesting)
2. Sequential instruction planning using performance-based objectives (e.g., identify measurable objectives, performance indicators, elements of effective lesson and unit plans and apply scope and sequence)
3. Aligning curriculum with national, state, and district standards
4. Effective methods, strategies, and techniques to implement instruction (e.g., direct instruction, cooperative learning, guided discovery, brainstorming, and role-playing)
5. Reflective teaching process
6. Assessing student learning (e.g., formative assessments, summative assessments, and rubrics)
7. Classroom management strategies

#### II. Health Education Content

##### A. Health Promotion and Prevention of Injury and Disease

1. Disease etiology, prevention practices, treatment, and management
2. Communicable and noncommunicable diseases (e.g., infectious, congenital, hereditary, and lifestyle)
3. Research on practices that prevent chronic and communicable diseases
4. Goal setting and decision making for healthy lifestyles
5. Concepts of physical fitness and health-related fitness (e.g., body composition, cardiorespiratory endurance, flexibility, muscular strength and endurance, and FITT)
6. Nutrition
7. Stress management and coping skills
8. Reducing and preventing health risks
9. Anatomy, physiology, and body system interrelationships

10. Personal hygiene
11. Behaviors that can compromise health or safety
12. Relationship between lifestyle choices and health outcomes
13. Effects of substance use and abuse (e.g., physiological, psychological, legal, and societal)
14. Care for injuries and sudden illnesses (e.g., first aid, CPR, AED use, and 911 and emergency services)

**B. Healthy Relationships/Mental and Emotional Health**

1. Factors affecting healthy and unhealthy relationships (e.g., socioeconomic, family dynamics, personality traits, environment, culture, and tolerance/acceptance)
2. Effect of decision-making skills on relationships
3. Psychosocial development throughout life stages (e.g., intellect, relationships, independence, and emotions)
4. Interpersonal communication (e.g., listening, feedback, verbal and nonverbal communication, and group dynamics)
5. Skills that promote healthy interactions (e.g., conflict resolution, assertiveness, and refusal skills)
6. Concepts and issues related to human sexuality (e.g., sexual maturation, sexual identity, media messages, sexual behavior and attitudes, pregnancy and childbirth, sexual orientation, and contraception)
7. Causes, consequences, and prevention of different types of abuse and violence
8. Causes and consequences of various mental and emotional health issues and prevention strategies

**C. Community Health and Advocacy**

1. The concept of individual responsibility to society and the environment
2. Laws and regulations governing health and safety (e.g., disease reporting, immunizations, infectious disease control, and consumer safety)
3. Environmental health issues (e.g., reduce/reuse/recycle, pollution, energy conservation, and sustainable living)
4. Consumer health issues (e.g., health myths and quackery, affordability, access, health trends, health literacy, and personal health-care management)

5. Valid sources of health information, products, and services
6. Health-related careers
7. Community health agencies available for assistance and referral (e.g., American Red Cross and other national agencies, Planned Parenthood, health departments, social service agencies, school-based health clinics)
8. Factors that influence decision making in health policies (e.g., available resources and demographic, political, and economic factors)
9. Factors that influence the content of school health education (e.g., content standards and demographic, political, and media factors)
10. Methods for delivering appropriate health-promoting messages (e.g., verbal, electronic, print, and community and school events)
11. Opportunities available for health education advocacy (e.g., health fairs, assemblies, professional meetings and conferences, community and school events)
12. Role of the health educator as a liaison between school staff, students, parents, and the community

## Physical Education

### III. Content Knowledge and Student Growth and Development

#### A. Core Concepts

1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development, and motor learning)
2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force-speed relations, and torque)
3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship)
4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, and type/mode; principles of exercise, such as specificity, overload, and progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise)
5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems)
6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, and techniques)
7. The rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra (emphasis primarily on basketball, soccer, swimming, tennis, track and field, and volleyball, with possible questions based on other sports and activities commonly used in physical education settings)
8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection
9. Effects of substance abuse on student performance, health, and behavior

#### B. Student Growth and Development

1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task
2. Monitoring of individual performance and group performance in order to design safe instruction that meets students' developmental needs in the psychomotor, cognitive, and affective domains
3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, and environmental)
4. Perception in motor development
5. Appropriate and effective instruction based on students' cultures and ethnicities, personal values, family structures, home environments, and community values
6. Use of appropriate professional support services and resources to meet student needs

### IV. Management, Motivation, and Communication/Collaboration, Reflection, and Technology

#### A. Management and Motivation

1. Principles of classroom management practices that create effective learning experiences in physical education settings
2. Psychological and social factors that affect individual learning and group learning, participation, cooperation, and performance in physical education settings
3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students)
4. Motivation of students to participate in physical activities both in school and outside of school
5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment
6. Development and use of an effective behavior management plan



**B. Communication**

1. Effective verbal and nonverbal communication skills in a variety of physical activity settings
2. Specific and appropriate instructional feedback in skill acquisition, student learning, and motivation
3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, and technology)
4. Communication in ways that show respect and consideration for students, colleagues, and parents

**C. Collaboration**

1. Current educational issues that cross subject matter boundaries
2. Integration of knowledge and skills from multiple subject areas in physical education
3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations
4. Promotion of a variety of opportunities for physical activity in the school and the community

**D. Reflection**

1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, and reflection)
2. Use of available resources to develop and grow as a reflective professional (e.g., students, colleagues, literature, professional organization memberships, professional development opportunities)

**E. Technology**

1. Design, development, and implementation of student learning activities that integrate information technology
2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development

**V. Planning, Instruction, and Student Assessment**

**A. Planning and Instruction**

1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development, and motor learning
2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development
3. Provide of feedback to enhance skill development
4. Activities designed to improve health-related and skill-related fitness
5. Current issues, trends, and laws affecting the choice of appropriate physical education activities
6. Identification, development and implementation of appropriate program and instructional goals and objectives
7. Development of unit and lesson plans based on local, state, and national standards; program goals; instructional goals; and student needs
8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, student needs, safety concerns, facilities and equipment, and instructional models
9. Use of teaching resources and curriculum materials to design learning experiences
10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance
11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation)

**B. Student Assessment**

1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, and rating scales)
2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, and observations)
3. Understanding of fitness assessments, such as the President's Challenge and Fitnessgram
4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion-referenced, and norm-referenced)
5. Validity, reliability, bias, and ways of interpreting assessment results
6. Appropriate assessment techniques to assess and improve student understanding and performance, provide feedback, communicate student progress, guide students' personal goal setting, and guide curricular and instructional decisions
7. Involvement of students in self-assessment and peer assessment
8. Appropriate assessment of individuals with disabilities
9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act

## 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 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 choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

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

## Understanding Selected-Response Questions

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

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

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

### How would you answer this question?

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

Try following these steps to select the correct answer.

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

### Try a more challenging example

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

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

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

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

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

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

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

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

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

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

### How to approach unfamiliar formats

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

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

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

## Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

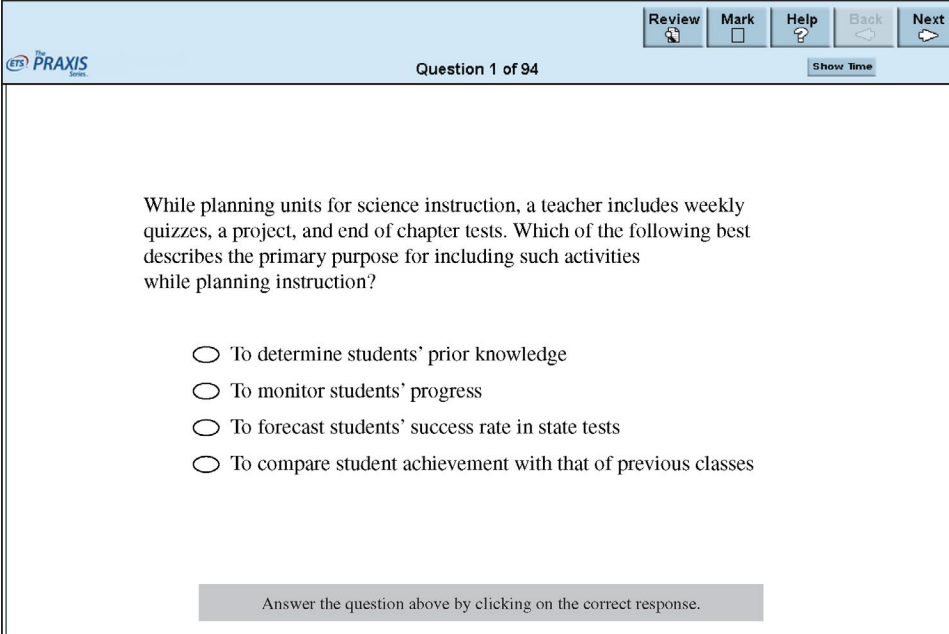
For tests that have constructed-response questions, more detailed information can be found on page 5.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Sample Test Questions

This test is available on computer. A sample of a computer-delivered test screen is shown below. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.



The screenshot shows a computer-delivered test interface. At the top right, there are navigation buttons: Review (with a mouse cursor icon), Mark (with a square icon), Help (with a question mark icon), Back (with a left arrow icon), and Next (with a right arrow icon). Below these buttons, the text "Question 1 of 94" is centered, and "Show Time" is on the right. The main content area contains a question: "While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?" Below the question are four radio button options: "To determine students' prior knowledge", "To monitor students' progress", "To forecast students' success rate in state tests", and "To compare student achievement with that of previous classes". At the bottom of the question area, a grey box contains the instruction: "Answer the question above by clicking on the correct response."

ETS **PRAXIS**  
Series

Question 1 of 94

Show Time

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

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

Answer the question above by clicking on the correct response.

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

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

### Health Education

- Brian, a high school student, is deciding which extracurricular activities to participate in for the upcoming school year. He has come up with several options of interest and goes to his parents for advice. Which of the following parental actions best fosters the development of a healthy relationship between the parents and their child?
  - Supporting their child's decision about which extracurricular activities to participate in
  - Discussing possible alternative extracurricular activities with their child and making the final decision for him
  - Referring their child to the school guidance counselor to help determine which extracurricular activities would be best for him
  - Encouraging their child to talk with his teachers to discuss which extracurricular activities to participate in
- Essential amino acids are best described as those amino acids that are
  - required for protein synthesis, must be provided by the diet, and cannot be made by the body
  - naturally occurring substances that function in fighting infection
  - important components of carbohydrates, fats, and proteins
  - high-energy nutrients that promote growth and development
- Which of the following high-school students is most likely to lose weight safely?
 

		Daily Intake (Calories)	Daily Expenditure (Calories)
(A)	Robert	3,000	3,000
(B)	Judy	3,000	2,000
(C)	Tim	2,000	2,800
(D)	Alice	1,000	4,000
- Which of the following techniques will most accurately determine whether the fat composition of an individual's body is excessive?
  - Scales and a height-weight chart
  - Skin-fold calipers
  - Measurements of the circumference of waist, hips, thighs, and arms
  - Hydrostatic weighing
- The presence of the ozone layer in the upper atmosphere is important because
  - it enhances the greenhouse effect
  - it has led to sharp increases in all types of skin cancer
  - it absorbs harmful ultraviolet radiation
  - it reduces the amount of acid rain and urban smog
- Approval of AZT for use in the treatment for AIDS came under the jurisdiction of which of the following agencies?
  - Federal Trade Commission
  - Consumer Products Safety Commission
  - Office of Consumer Affairs
  - Food and Drug Administration



7. Fetal alcohol syndrome is associated with which of the following?
- (A) Phenylketonuria
  - (B) Leukemia
  - (C) Hepatitis
  - (D) Developmental disabilities
8. Which of the following correctly describes the usual pathway that sperm take through the female reproductive tract to the site of fertilization?
- (A) Vagina, cervix, fallopian tube, uterus
  - (B) Vagina, uterus, fallopian tube, cervix
  - (C) Vagina, cervix, uterus, fallopian tube
  - (D) Urethra, vagina, fallopian tube, uterus
9. Amniocentesis is most often used to
- (A) facilitate artificial insemination
  - (B) measure immune response capability in transplant recipients
  - (C) determine the presence of certain disorders in the fetus
  - (D) estimate the mother's potential for maintaining a pregnancy to term
10. Compared to younger women, women over age 35 have an increased risk of giving birth to children with which of the following genetic disorders?
- (A) Cystic fibrosis
  - (B) Down syndrome
  - (C) Hemophilia
  - (D) Sickle cell anemia
11. Which of the following strategies will most likely lower the number of students engaging in risky sexual behaviors?
- (A) Encouraging abstinence-only instruction
  - (B) Focusing on proper use of contraception
  - (C) Implementing a curriculum-based sex and STD/HIV program
  - (D) Relying on parents to provide accurate sex education for their children
12. A high school recently experienced a series of sexual harassment incidents in the hallways. A health education teacher at the school assigns students to create posters encouraging positive peer pressure to prevent sexual harassment. By assigning students the project, the teacher is contributing to the school's
- (A) healthy environment
  - (B) health services
  - (C) family and community involvement
  - (D) counseling services
13. Which of the following scenarios allows for optimal preservation of an ecosystem?
- (A) Natural resources are taken from the ecosystem at a rate that will support human needs
  - (B) Only the territorial space of the ecosystem is greatly altered.
  - (C) All resources are recycled and reused, keeping the energy level within the ecosystem constant.
  - (D) Plants and animals are protected, but nonliving components of the ecosystem are considered nonessential and replaceable.
14. Which of the following methods would be most appropriate and realistic for students to demonstrate refusal skills?
- (A) Observing students' behavior
  - (B) Role-playing
  - (C) Reading from the textbook
  - (D) Creating a poster
15. When designing classroom activities to address the different learning styles of students within the integrated health classroom, the health teacher should consider the theory of multiple intelligences suggested by
- (A) Howard Gardner
  - (B) John Dewey
  - (C) Robert Marzano
  - (D) Madelyn Hunter

16. Which of the following neurotransmitters is affected by the antidepressant Prozac?
- (A) Adrenaline
  - (B) Serotonin
  - (C) Epinephrine
  - (D) Cortisol
17. Which of the following environmental problems is most lethal to people worldwide?
- (A) Acid rain
  - (B) Air pollution
  - (C) Ozone depletion
  - (D) Water pollution
18. According to Centers for Disease Control and Prevention (CDC), which of the following is NOT among the top four causes of death for young people ages 15 to 24 ?
- (A) Suicide
  - (B) Motor vehicle injuries
  - (C) Homicide
  - (D) Diabetes
19. Limited health literacy among people with type 2 diabetes has been most closely associated with which of the following outcomes?
- (A) A struggle to maintain glycemic control
  - (B) Successful management of diabetes
  - (C) Participation in diabetes education programs
  - (D) Low incidence of diabetes-related problems
20. Which of the following health care providers primarily works with an elderly population?
- (A) Pediatrician
  - (B) Toxicologist
  - (C) Podiatrist
  - (D) Geriatrician
21. Haemophilus Influenzae Type B (Hib) is best described as a type of
- (A) bacteria
  - (B) immune disorder
  - (C) flu
  - (D) behavioral disorder
22. The primary purpose of giving a health class a pretest is to
- (A) rank the order of students
  - (B) assess students' needs to improve the course
  - (C) evaluate students' understanding of subject matter just covered in class
  - (D) determine what students already know prior to starting a unit
23. Which of the following would most likely require a prescription from a doctor?
- (A) Vitamin supplements
  - (B) Birth control pills
  - (C) Diet pills
  - (D) Analgesics
24. Which of the following steps is most appropriate to do first when using the School Health Index (SHI) at a middle school?
- (A) Creating an SHI plan of action to improve school policies and programs
  - (B) Identifying a team of people who will be responsible for completing the SHI
  - (C) Reviewing the modules in the SHI that correspond to the ten components of the Whole School, Whole Community, Whole Child (WSCC) model, formerly the coordinated school (CSH) approach
  - (D) Completing the SHI self-assessment process to determine strengths and weaknesses

## Physical Education

25. In which of the following locomotor skills does each foot have two tasks to complete before the weight is transferred to the other foot?
- (A) Galloping
  - (B) Running
  - (C) Walking
  - (D) Skipping
26. Which of the following is a problem most characteristic of the primitive stage of forward rolling?
- (A) Keeping the chin tucked
  - (B) Keeping the knees and hips flexed
  - (C) Losing the curl
  - (D) Using the hands to cushion the head contact
27. Which of the following is a primary short-term effect of amphetamines on an athlete's sports performance?
- (A) Increasing muscle growth
  - (B) Increasing feelings of alertness
  - (C) Decreasing risk of injury
  - (D) Decreasing cognitive function
28. According to the Mayo Clinic, people who do yoga may experience improvement in which of the following?
- (A) Power, speed, and reaction time
  - (B) General intelligence, eyesight, and skin health
  - (C) Stress reduction, fitness, and management of chronic conditions
  - (D) Digestive health, resistance to infection, and testosterone production
29. It is reputed that Milo of Greece lifted a newborn bull onto his shoulders each day until the bull became fully mature. Milo followed what two principles of modern muscle strength and endurance conditioning?
- (A) Progression and overload
  - (B) Variable resistance and overload
  - (C) Frequency and progression
  - (D) Intensity and retention
30. In which of the following lists is each physiological factor linearly (proportionately) related to oxygen consumption?
- (A) Cardiac output, diastolic blood pressure, heart rate
  - (B) Cardiac output, heart rate, work rate
  - (C) Core temperature, red blood cell count, work rate
  - (D) Minute ventilation, red blood cell count, respiration rate
31. In the late 1800s, the greatest influence on the direction of physical education came from individuals with a background in which of the following?
- (A) Medicine
  - (B) Professional sport
  - (C) Intercollegiate sport
  - (D) The military
32. According to most sport sociologists, organized sports are primarily described as what kind of activity?
- (A) idealized
  - (B) institutionalized
  - (C) masculinized
  - (D) professionalized

33. Which of the following assessment techniques will most likely help students set appropriate health-related goals?
- (A) Logging the weight-training data for each individual
  - (B) Writing essays about sport rules
  - (C) Creating nutrition portfolios
  - (D) Completing fitness tests
34. The correct racing posture of a swimmer, a cyclist, or a downhill skier minimizes the effect of
- (A) lift
  - (B) propulsion
  - (C) turbulence
  - (D) gravity
35. Which of the following practice alternatives would best promote motor learning and safety for potentially injurious sports such as pole vaulting and downhill skiing?
- (A) Whole
  - (B) Part
  - (C) Progressive-part
  - (D) Distributed
36. Which of the following instructional models best allows students an opportunity to reflect on what they learned and what they need to improve on?
- (A) Cooperative learning
  - (B) Direct instruction
  - (C) Personalized system
  - (D) Peer teaching
37. The physical education teacher routinely checks the first aid kit, tests the batteries in the defibrillator, checks the playing fields for holes, and inspects equipment for damage. By preparing for classes in this manner, the teacher demonstrates the importance of
- (A) implementing the school's physical education curriculum
  - (B) supporting the school's philosophy and values
  - (C) creating a safe physical education learning environment
  - (D) assisting other staff members to fulfill their duties
38. Which of the following is the best example of a target game?
- (A) Basketball
  - (B) Lacrosse
  - (C) Bocce
  - (D) Badminton
39. In teaching a closed skill, a teacher initially should provide which of the following?
- (A) A stable environment with varying rates of skill performance
  - (B) A stable environment with a stable rate of skill performance
  - (C) A varying environment with varying rates of skill performance
  - (D) A varying environment with a stable rate of skill performance
40. Which of the following is primarily determined by directly measuring the rate of oxygen consumption during exercise?
- (A)  $VO_2$  max
  - (B) Respiratory exchange ratio
  - (C) Expired metabolic waste
  - (D) Respiratory stressors

41. During a physical education unit that focuses on the development of health-related fitness, a teacher asks students to keep a journal about their individual responses to three different types of cardiovascular activities—such as heart rate, perceived rate of exertion, and motivation—and write a journal entry on how they personally felt about each activity. This journaling is an example of
- (A) criterion-referenced grading
  - (B) differentiated instruction
  - (C) identification and recall of information
  - (D) standards-based instruction
42. Learning about sport rules, traditions, history, and etiquette falls under which of the following domains of learning?
- (A) Affective
  - (B) Cognitive
  - (C) Psychomotor
  - (D) Associative
43. Which of the following technology applications would best support a wrestler's learning a new takedown technique?
- (A) Reading about the proper technique and procedure on the Internet
  - (B) Recording the wrestler's performance and having the wrestler view it on a video screen
  - (C) Viewing a series of pictures of proper execution on a video screen
  - (D) Exchanging e-mail messages with other wrestlers about their experiences learning the technique
44. The Society of Health and Physical Educators (SHAPE America) is an important resource for beginning physical educators because
- (A) it provides liability insurance for physical educators in case of a problem
  - (B) its Web site contains all the lesson plans a physical education teacher needs
  - (C) it disseminates current information to enhance physical education knowledge and improve practice
  - (D) it allows access to a blog that allows teachers, students, and parents to collaborate with each other
45. The best choice of available fitness tests for a teacher to use to assess students with disabilities is the
- (A) Brockport Physical Fitness Test (BPFT)
  - (B) Fitnessgram
  - (C) President's Challenge
  - (D) Activitygram
46. Which of the following sets of tasks would be the best for a physical education teacher to complete and adhere to in the beginning of the school year in an effort to establish good classroom management?
- (A) Establishing rules and reviewing them with students, creating a record-keeping system, and teaching students a predetermined signal to stop activity
  - (B) Posting rules on the wall, not smiling until November, and learning students' names
  - (C) Learning students' names, teaching the class how to do warm-ups, and playing a fun game
  - (D) Having an open gym period, posting rules on the wall, and creating a record-keeping system

47. Which of the following would be the most appropriate way for a teacher to assess the skills of students during a basketball skills unit?
- (A) Using standardized instruments on basketball skills at the end of the unit
  - (B) Using district-devised assessments of skills at the end of the unit
  - (C) Developing a rubric to assess learners as they move through the unit
  - (D) Counting the number of baskets made in a class game
48. Which of the following best expresses the percentage of maximum heart rate that should characterize students' exercise for health-related fitness in physical education class?
- (A) 25-40% of maximum heart rate
  - (B) 40-60% of maximum heart rate
  - (C) 60-85% of maximum heart rate
  - (D) 85-100% of maximum heart rate

## Answers to Sample Questions

### Health Education

1. The correct answer is (A). In supporting their student's decision parents can foster a positive relationship by demonstrating trust in their child to make his or her own decisions.
2. The correct answer is (A). Amino acids are the building blocks of proteins. Of the 20 amino acids required for protein synthesis, nine cannot be produced by the human body. These must be supplied by the diet.
3. The correct answer is (C). To reduce body weight, more calories must be expended than are taken in. With a daily expenditure of 800 calories above intake, Tim would lose approximately 2 pounds per week. Alice (D), with a calorie expenditure so much greater than her calorie intake, is at risk of ketosis due to carbohydrate deficiency.
4. The best answer is (D). Underwater weighing identifies the proportion of body fat accurately by calculating specific gravity. The higher the specific gravity, the lower the fat composition.
5. The correct answer is (C). The ozone layer is a region of the upper atmosphere that forms a protective layer that prevents the Sun's most harmful ultraviolet radiation from reaching the Earth's surface. It is believed that the depletion of the ozone layer has resulted in increases in skin cancer.
6. The correct answer is (D). The FDA is responsible for approval of medicines.
7. The correct answer is (D). Fetal exposure to alcohol is a leading cause of developmental disabilities.
8. The correct answer is (C). The ovum enters the flared opening of the fallopian tube after it is released from the follicle in the ovary. At ejaculation, the sperm enter the vagina and, within 15 minutes to a hour, move into the cervix, through the uterus to the fallopian tube.
9. The correct answer is (C). Amniocentesis involves the removal and examination of a small sample of cells from the amniotic cavity, enabling doctors to detect genetic disorders.
10. The correct answer is (B). The incidence of Down syndrome increases with the age of the mother. In the United States, for example, among mothers in the age range 20-30, about 1 in 800 newborns has Down syndrome, whereas the incidence of Down syndrome in newborns of mothers over age 40 is 1 in 100.
11. The correct answer is (C). Sex education that includes instruction about AIDS and refusal skills statistically lowers the number of students engaging in risky sexual behaviors.
12. The correct answer is (A). A healthy school environment fosters a psychosocial climate that helps maximize the health and safety of students and staff.
13. The correct answer is (C). All living and nonliving matter must share the natural resources, air, water, space, and sunlight. Altering one factor in an ecosystem could upset the energy balance and the interactions within the habitat.
14. The correct answer is (B). Role-playing in class is the most appropriate way for students to demonstrate refusal skills. Teachers would most likely not be able to observe students using refusal skills. Reading from a textbook and creating a poster could describe what refusal skills are, but would not allow the student to perform a demonstration in real-life situations.
15. The correct answer is (A). Howard Gardner was a Harvard professor who developed the "Theory of Multiple Intelligences," which is based on the idea that children have different learning styles.
16. The correct answer is (B). Depression is caused by low levels of serotonin in the brain.
17. The correct answer is (D). According to the World Health Organization, between 5 and 10 million people worldwide die each year from exposure to polluted water.
18. The correct answer is (D). Diabetes is eleventh on the list. Motor vehicle injuries (and other intentional injuries) is first, homicide is second, and suicide is third.
19. The correct answer is (A). An individual with the ability to obtain, understand, and apply health information to personal health behaviors and decisions is better able to manage a chronic disease. Many people who have type 2 diabetes do not understand the glycemic index and how it pertains to controlling their diet.
20. The correct answer is (D). While all of the above, besides (A), may work with elderly people, only (D) specializes in the elderly population.
21. The correct answer is (A). Haemophilus Influenzae Type B is a bacteria. Most strains of Hib are opportunistic pathogens that usually live in their host without causing disease, but cause problems only when other viral infections or reduced immune function create an opportunity.

22. The correct answer is (D). The purpose of pretesting is to determine students' preexisting knowledge of the topic.

23. The correct answer is (B). Birth control pills are the only item listed that would require a doctor's prescription. All of the others are available over-the-counter.

24. The correct answer is (C). The individual leading the SHI initiative should first review the modules of the SHI and become familiar with them before asking other staff members to participate in the SHI.

### Physical Education

25. The correct answer is (D). In walking and running, each foot performs a single task before the other foot takes over. In galloping, each foot performs a single task, but one foot "walks" while the other foot "leaps." In skipping, each foot both "walks" and "hops" before the other foot takes over.

26. The correct answer is (C). (A), (B), and (D) are all characteristic of intermediate or advanced levels of performing the forward roll. (C) is characteristic of early or primitive stages of performing the forward roll and is the correct answer.

27. The correct answer is (B). Amphetamines and other stimulants increase alertness. By doing so, they can also mask the level of fatigue an athlete is experiencing, which can in turn delay the healing of injured muscle tissue and prolong recovery times.

28. The correct answer is (C). According to the Mayo Clinic, there are numerous health benefits to practicing yoga, which considers humans to be three-part beings made up of mind, body, and spirit. The practice of yoga addresses reducing stress and improving fitness, and it has the potential to alleviate symptoms of chronic conditions..

29. The correct answer is (A). Progression and overload are the terms used in discussions of fitness that refer to adjusting the amount of exercise to a person's present capacity (overload) and gradually increasing the amount of exercise over time to improve the level of fitness (progression).

30. The correct answer is (B). It is the only option that does not include at least one item that does not increase in a linear fashion as oxygen consumption increases.

31. The correct answer is (A). The primary role in the development of physical education in the nineteenth century was played by physicians interested in anthropometric measurement and other medically related subjects.

32. The correct answer is (B). A sport is described by most sociologists as an institutionalized activity. An activity becomes a sport after undergoing a process through which behaviors and organization become standardized over time. As a sport, the activity takes on fundamental characteristics, such as official rule enforcement, equipment regulations, and formalized skills.

33. The correct answer is (D). Fitness tests identify an individual's current level of fitness from which he or she can then establish goals to improve fitness.

34. The correct answer is (C). All three activities require that their participants maintain a compact arrangement of the body so that it can move smoothly through the medium (air or water) that is involved. (C) is the correct answer because the failure to observe this compact bodily arrangement would hinder movement by creating turbulence.

35. The correct answer is (C). It describes a method of practice that involves working on specific elements of a skill in isolation. Because this method allows those elements of a skill that present the greatest risk of injury to be mastered under controlled conditions before the skill is attempted "whole" and under real conditions.

36. The correct answer is (A). In group processing, which is part of cooperative learning, the students have time to reflect on their learning, how well they worked together, and what they need to improve on.

37. The correct answer is (C). The primary function of all teachers is to provide a safe learning environment.

38. The correct answer is (C). Bocce is a game that is truly a target game. Basketball and Lacrosse both involve shooting the ball at a target or goal, but because of the nature of offensive and defensive play they are considered invasion games. Badminton is a net/wall game in the same class as tennis, volleyball, racquetball, and handball.



39. The correct answer is (B). A closed skill is one in which the environment remains stable and predictable, and the performer knows what to do and when to do it. (B) allows the performer to practice the skill at a stable rate, moving to varying rates as mastery is attained. Closed skills are habitual and follow set patterns from beginning to end. (C) and (D) are incorrect because they call for a varying environment.

40. The correct answer is (A). Measuring oxygen uptake and carbon dioxide production during exercise is the research standard for determining the measurement of maximal oxygen intake.

41. The correct answer is (B). Differentiated instruction allows students to access information using different avenues. It addresses the multiple learning styles that students have. In physical education, a writing assignment would integrate writing skills into lessons instead of only using physical ability and effort to assess students. In this activity there is no set criterion to compare to, there is no recall of information, and this activity, as is, would not be characterized as standards-based.

42. The correct answer is (B). The cognitive domain deals with the acquisition of knowledge and the development of intellectual skills. Affective deals with people's feelings. Psychomotor deals with physical manipulations, and associative is not a domain within Bloom's Taxonomy.

43. The correct answer is (B). By using a video camera, students are able to check their technique against a properly executed technique, check the differences, and make corrections.

44. The correct answer is (C). SHAPE America's mission is to advance professional practice and promote research related to health and physical education, physical activity, dance, and sport.

45. The correct answer is (A). The Brockport Physical Fitness Test (BPFT) is a criterion-referenced, health-related test of physical fitness appropriate for students with disabilities. The BPFT is customized to meet the needs of all students with varying abilities.

46. The correct answer is (A). All three items in (A) are critical when implementing a classroom management plan. All of the other strategies listed in (B), (C), and (D) are not, as a group, as critical to classroom management as those listed in (A). Learning student's names would, however, be a critical task in classroom management by itself.

47. The correct answer is (C). The teacher should devise a rubric of critical skills to be learned in the unit, and assess students as they move through the unit. Neither (A) nor (B) mention the use of a rubric and assigning a grade based on the number of baskets made in a game is not a best practice in physical education.

48. The correct answer is (C). Training at a level between about 60% and 85% of maximal heart rate increases the benefit of the exercise and decreases the chances of developing cardiac diseases if the exercise is done on a regular basis.

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

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

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

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

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

### 5) Practice explaining the key concepts.

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

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

Scoring information can be found on page 46.

### 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 15.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

## 5. Develop Your Study Plan

### *Develop a personalized study plan and schedule*

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

#### Use this worksheet to:

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

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

**Test Date:** 9/15/15

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

(continued on next page)

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

## My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): \_\_\_\_\_

Test Date: \_\_\_\_\_

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

(continued on next page)

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



## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Health and Physical Education: Content Knowledge test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

### Discussion Areas

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

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

## Study Topics

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

### Health Education

#### I. Health Education as a Discipline/Health Instruction

##### A. Health Education as a Discipline

1. Major health behavior theories (e.g., stages of change, behavioral change theory, transtheoretical model, and health belief model)
2. Health-related data using appropriate research methods (e.g., surveys, observations, and questionnaires and using data to draw conclusions)
3. Valid and reliable data sources and databases (e.g., YRBSS, NIH, CDC, SHAPE America, AMA, WHO, and peer-reviewed journals)
4. Tools for conducting an assessment of school health needs (e.g., comprehensive school health plan, surveys, needs assessment, and the Whole School, Whole Community, Whole Child (WSCC) model, formerly the coordinated school (CSH) approach)
5. Curricular and extracurricular programs for student health needs
6. Appropriate educational materials from professional organizations, agencies, and associations that meet the needs of diverse audiences
7. Resources involved in the Whole School, Whole Community, Whole Child (WSCC) model, formerly the coordinated school (CSH) approach
8. Effective communication with school staff, students, parents, and community (e.g., listening, mediating, and negotiating)
9. Professional, legal, and ethical practices regarding sensitive issues (e.g., privacy laws, confidentiality policy, permission forms, and responsibility to report)
10. Models for responsible decision making
11. Concepts of character education
12. Physical growth and development
13. Continuing education and professional development as a health educator

#### B. Health Instruction

1. Assessing learning needs for individuals and diverse groups (e.g., identify developmentally appropriate instruction, cognitive abilities, multiple learning styles, and purposes of pretesting)
2. Sequential instruction planning using performance-based objectives (e.g., identify measurable objectives, performance indicators, elements of effective lesson and unit plans and apply scope and sequence)
3. Aligning curriculum with national, state, and district standards
4. Effective methods, strategies, and techniques to implement instruction (e.g., direct instruction, cooperative learning, guided discovery, brainstorming, and role-playing)
5. Reflective teaching process
6. Assessing student learning (e.g., formative assessments, summative assessments, and rubrics)
7. Classroom management strategies

##### Discussion areas: Health Education as a Discipline/Health Instruction

- How do the various health behavior theories impact health education?
- How is data gathered and used in health education?
- Where can valid and reliable health information be found?
- How are the health needs of a school determined?
- What extra-curricular options are there for health education?
- Where can materials be collected to meet the needs of diverse audiences?
- How can health education be coordinated with the overall school health program?
- How is effective communication maintained?
- With whom should effective communication be maintained?
- How do privacy laws impact health education?
- What is the “Responsibility to Report?”

- What are the models for decision making?
- How can character be developed in health education?
- What are the stages of physical development?
- How can continuing education be accomplished as a health educator?

## II. Health Education Content

### A. Health Promotion and Prevention of Injury and Disease

1. Disease etiology, prevention practices, treatment, and management
2. Communicable and noncommunicable diseases (e.g., infectious, congenital, hereditary, and lifestyle)
3. Research on practices that prevent chronic and communicable diseases
4. Goal setting and decision making for healthy lifestyles
5. Concepts of physical fitness and health-related fitness (e.g., body composition, cardiorespiratory endurance, flexibility, muscular strength and endurance, and FITT)
6. Nutrition
7. Stress management and coping skills
8. Reducing and preventing health risks
9. Anatomy, physiology, and body system interrelationships
10. Personal hygiene
11. Behaviors that can compromise health or safety
12. Relationship between lifestyle choices and health outcomes
13. Effects of substance use and abuse (e.g., physiological, psychological, legal, and societal)
14. Care for injuries and sudden illnesses (e.g., first aid, CPR, AED use, and 911 and emergency services)

### B. Healthy Relationships/Mental and Emotional Health

1. Factors affecting healthy and unhealthy relationships (e.g., socioeconomics, family dynamics, personality traits, environment, culture, and tolerance/acceptance)
2. Effect of decision-making skills on relationships
3. Psychosocial development throughout life stages (e.g., intellect, relationships, independence, and emotions)
4. Interpersonal communication (e.g., listening, feedback, verbal and nonverbal communication, and group dynamics)
5. Skills that promote healthy interactions (e.g., conflict resolution, assertiveness, and refusal skills)
6. Concepts and issues related to human sexuality (e.g., sexual maturation, sexual identity, media messages, sexual behavior and attitudes, pregnancy and childbirth, sexual orientation, and contraception)
7. Causes, consequences, and prevention of different types of abuse and violence
8. Causes and consequences of various mental and emotional health issues and prevention strategies

### C. Community Health and Advocacy

1. The concept of individual responsibility to society and the environment
2. Laws and regulations governing health and safety (e.g., disease reporting, immunizations, infectious disease control, and consumer safety)
3. Environmental health issues (e.g., reduce/reuse/recycle, pollution, energy conservation, and sustainable living)
4. Consumer health issues (e.g., health myths and quackery, affordability, access, health trends, health literacy, and personal health-care management)
5. Valid sources of health information, products, and services
6. Health-related careers
7. Community health agencies available for assistance and referral (e.g., American Red Cross and other national agencies, Planned Parenthood, health departments, social service agencies, school-based health clinics)

8. Factors that influence decision making in health policies (e.g., available resources and demographic, political, and economic factors)
9. Factors that influence the content of school health education (e.g., content standards and demographic, political, and media factors)
10. Methods for delivering appropriate health-promoting messages (e.g., verbal, electronic, print, and community and school events)
11. Opportunities available for health education advocacy (e.g., health fairs, assemblies, professional meetings and conferences, community and school events)
12. Role of the health educator as a liaison between school staff, students, parents, and the community

**Discussion areas: Health Education Content**

- How do diseases evolve?
- What are the treatment options for various diseases?
- How are communicable and non-communicable disease differentiated?
- What does research show as a means of preventing diseases?
- What are the steps involved in goal setting and decision making?
- What are the components of fitness?
- What are the principles of fitness training?
- How does proper nutrition impact disease prevention?
- How does stress management effect disease prevention?
- In what ways can stress be managed?
- How can health risks be reduced?
- How are the body systems related?
- What is the relationship between anatomy and physiology?
- What impact does personal hygiene have on health promotion?
- What are some personal hygiene practices?
- What personal behaviors can compromise ones health or safety?
- How do lifestyle choices affect health outcomes?
- What effects does substance abuse have on the body and mind?
- What are the basic first aid and CPR steps used in the event of a sudden illness or injury?
- How does socioeconomics affect healthy and unhealthy relationships?
- What are factors that affect healthy and unhealthy relationships?
- How does decision making affect relationships?
- How do emotions develop throughout different life stages?
- What is interpersonal communication?
- What skills are needed to promote healthy interactions?
- How do media messages affect human sexuality?
- What are the concepts related to human sexuality?
- What are the causes and consequences of abuse and violence?
- How can abuse and violence be prevented?
- What causes mental/emotional health issues and how can it be prevented?
- What responsibilities do individual have to society and the environment?
- How are immunizations governed?
- What laws govern health and safety issues?
- What are the environmental health issues?
- How can one be a responsible health consumer?
- What are the valid sources of health information, products and services?
- What are the various professional health related fields?
- What do community health agencies do for the public?

- What factors impact decision making in health policies?
  - What factors influence the content of school education content?
  - How is health information delivered to the community?
  - How is health education advocated?
  - What is the role of the health educator as a liaison?
  - How are the needs of diverse groups assessed?
  - What adjustments to instruction are required to meet the needs of diverse learners?
  - How are performance-based objectives used in planning instruction?
  - What is scope and sequence?
  - What is the importance of aligning curriculum with national, state and local standards?
  - What are various methods and techniques that are effective means of implementing instruction?
  - What is the importance of reflection in teaching?
  - What are the various means of assessing student learning?
  - What are classroom management strategies?
  - What is the importance of having proper classroom management strategies?
2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force-speed relations, and torque)
  3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship)
  4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, and type/mode; principles of exercise, such as specificity, overload, and progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise)
  5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems)
  6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, and techniques)
  7. The rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra (emphasis primarily on basketball, soccer, swimming, tennis, track and field, and volleyball, with possible questions based on other sports and activities commonly used in physical education settings)
  8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection
  9. Effects of substance abuse on student performance, health, and behavior

#### **B. Student Growth and Development**

1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task
2. Monitoring of individual performance and group performance in order to design safe instruction that meets students' developmental needs in the psychomotor, cognitive, and affective domains
3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, and environmental)
4. Perception in motor development

## **Physical Education**

### **III. Content Knowledge and Student Growth and Development**

#### **A. Core Concepts**

1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development, and motor learning)

5. Appropriate and effective instruction based on students' cultures and ethnicities, personal values, family structures, home environments, and community values
6. Use of appropriate professional support services and resources to meet student needs

**Discussion areas: Content Knowledge and Student Growth and Development**

- How would you explain characteristics of motor skills at different stages of development?
- How does motor skill development impact movement patterns?
- What factors could influence motor development and performance?
- How would you apply various motor learning principles to skill development?
- What rhythmic skills might be used to identify developmentally appropriate dance forms?
- How would you distinguish different dance skills, and how would they be applied to different dance forms?
- In what ways might common gymnastics equipment be adapted for students of various developmental and skill levels?
- How would you distinguish components of a game? What makes them different?
- How would you explain the relationship of skills, rules, and strategies for a particular game?
- How could you apply the principles/practices of conditioning to fitness programs that address each of the fitness components?
- Describe some appropriate methods for assessing fitness components.

**IV. Management, Motivation, and Communication/Collaboration, Reflection, and Technology**

**A. Management and Motivation**

1. Principles of classroom management practices that create effective learning experiences in physical education settings
2. Psychological and social factors that affect individual learning and group learning, participation, cooperation, and performance in physical education settings
3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students)
4. Motivation of students to participate in physical activities both in school and outside of school
5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment
6. Development and use of an effective behavior management plan

**B. Communication**

1. Effective verbal and nonverbal communication skills in a variety of physical activity settings
2. Specific and appropriate instructional feedback in skill acquisition, student learning, and motivation
3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, and technology)
4. Communication in ways that show respect and consideration for students, colleagues, and parents

**C. Collaboration**

1. Current educational issues that cross subject matter boundaries
2. Integration of knowledge and skills from multiple subject areas in physical education
3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations

- Promotion of a variety of opportunities for physical activity in the school and the community

#### D. Reflection

- Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, and reflection)
- Use of available resources to develop and grow as a reflective professional (e.g., students, colleagues, literature, professional organization memberships, professional development opportunities)

#### E. Technology

- Design, development, and implementation of student learning activities that integrate information technology
- Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development

#### Discussion areas: Management, Motivation, and Communication/Collaboration, Reflection, and Technology

- Why would understanding anatomy and physiology be important in designing and developing a physical education program?
- How are major muscles and bones affected by various physical activities?
- What does the current research say about fitness and exercise science?
- What were the major issues and events that helped shape the history of physical education?
- What role has coaching played in physical education?
- What aspects of accountability have influenced the development of physical education curriculums?
- How has physical education been affected by issues such as state mandates, school funding, cultural diversity, Title IX, Individuals with Disabilities Education Act, and affirmative action?

- Explain the effects of personality, psychological, and social influences on student participation in both cooperative and competitive environments.
- How would you apply various biomechanical principles to the development of common skills such as punting a soccer ball?
- Using biomechanics and motor learning concepts, identify stages of development for an overhand motion.
- Describe some methods of analyzing movement. How can biomechanics be used in conjunction with these methods?
- How would injury prevention and safety issues be incorporated into the physical education curriculum?
- Describe equipment (e.g., headgear, eyewear) that can be used to prevent injury during common physical education, sport, and recreational activities.

### V. Planning, Instruction, and Student Assessment

#### A. Planning and Instruction

- Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development, and motor learning
- Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development
- Provide of feedback to enhance skill development
- Activities designed to improve health-related and skill-related fitness
- Current issues, trends, and laws affecting the choice of appropriate physical education activities
- Identification, development and implementation of appropriate program and instructional goals and objectives
- Development of unit and lesson plans based on local, state, and national standards; program goals; instructional goals; and student needs

8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, student needs, safety concerns, facilities and equipment, and instructional models
9. Use of teaching resources and curriculum materials to design learning experiences
10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance
11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation)

**B. Student Assessment**

1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, and rating scales)
2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, and observations)
3. Understanding of fitness assessments, such as the President's Challenge and Fitnessgram
4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion-referenced, and norm-referenced)
5. Validity, reliability, bias, and ways of interpreting assessment results
6. Appropriate assessment techniques to assess and improve student understanding and performance, provide feedback, communicate student progress, guide students' personal goal setting, and guide curricular and instructional decisions
7. Involvement of students in self-assessment and peer assessment
8. Appropriate assessment of individuals with disabilities
9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act

**Discussion areas: Planning, Instruction, and Student Assessment**

- What are the appropriate components of a fitness assessment? Why? How do they differ from those of a skill assessment?
- How would fitness assessment activities be adapted for students with special needs?
- How would conditioning principles shape referrals (e.g., exercise programs) intended to address the fitness needs of students?
- What kinds of liability concerns pertain to equipment, class organization, supervision, and program selection?
- Describe how these concerns can be managed in physical education.
- What short- and long-term effects might a stimulant have on performance?
- What behavioral changes might indicate that a student is engaging in substance abuse?



## 7. Review Smart Tips for Success

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 8. Check on Testing Accommodations

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

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

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

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

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

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

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

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

### Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

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

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

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

## What your *Praxis* scores mean

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

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

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

## Put your scores in perspective

Your score report indicates:

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

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

### Content category scores and score interpretation

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

### Score scale changes

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

These resources may also help you interpret your scores:

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

# Appendix: Other Questions You May Have

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

## What do the *Praxis* tests measure?

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

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

## Who takes the tests and why?

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

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments 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](http://www.ets.org/praxis/states).

## What is licensure/certification?

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

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

## Why does my state require the *Praxis* tests?

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



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

### How were the tests developed?

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

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

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

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

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

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

### How long will it take to receive my scores?

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

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

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

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

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

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

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

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

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

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

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

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