

The Praxis® Study Companion

Government/Political Science

5931



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 42).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

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1. Learn About Your Test

Learn about the specific test you will be taking

Government/Political Science (5931)

Test at a Glance			
Test Name	Government/Political Science		
Test Code	5931		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Percentage of Examination
	I. United States Constitution	26	22%
	II. United States Government: Federal, State, and Local Institutions	34	28%
	III. Civil Rights and Civil Liberties: Landmark Court Decisions	19	16%
	IV. United States Politics	24	20%
	V. Comparative Politics and International Relations	17	14%

About This Test

The Government/Political Science test is designed for prospective teachers of government or political science in secondary schools. The 120 selected-response questions assess knowledge of the major concepts, theories, historical developments, and facts of government and political science across the content areas of the United States Constitution; United States government; civil rights and civil liberties; United States politics; and comparative politics and international relations.

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 30.

I. United States Constitution

A. Knows the major political theorists and their contributions to the foundations of the United States government (e.g., Plato, Locke, Rousseau)

1. Demonstrates knowledge of the contributions made by major political theorists (e.g., Plato, Locke, Rousseau) to the development of the United States government.

B. Knows the context of United States constitutional development (e.g., Magna Carta, Declaration of Independence, *Federalist Papers*)

1. Demonstrates knowledge of the development of the Declaration of Independence.
2. Demonstrates knowledge of historical events leading to the development of the United States Constitution.
3. Demonstrates knowledge of the actions and writings of the framers of the United States Constitution.
4. Demonstrates knowledge of the major document that shaped the political context in which the United States Constitution was written.

C. Knows the evolution of United States government from the Articles of Confederation to ratification of the United States Constitution

1. Demonstrates knowledge of the shortcomings and problems with the Articles of Confederation.
2. Demonstrates knowledge of historical events before and after the writing of the Articles of Confederation.
3. Demonstrates knowledge of the major issues and compromises during the writing of the Constitution.
4. Demonstrates knowledge of the major differences between the Federalists and the Anti-federalists in the ratification process.

D. Knows the evolution from the Articles of Confederation to ratification of the United States Constitution.

E. Understands the rights protected by the Bill of Rights

1. Demonstrates knowledge of the origins of the Bill of Rights.
2. Demonstrates content knowledge of each of the first Ten Amendments to the United States Constitution.
3. Demonstrates understanding of how the Bill of Rights protects individual citizens.

F. Understands the process of amending the United States Constitution

1. Demonstrates knowledge of the amendment process to the United States Constitution.
2. Demonstrates understanding of the impact of formal constitutional changes.
3. Demonstrates understanding of the impact of informal constitutional changes (e.g., congressional legislation, judicial interpretation, executive actions).

G. Understands the process of amending the United States Constitution.

H. Understands the enumerated powers of the United States Constitution.

1. Demonstrates understanding of the enumerated, reserved, concurrent and implied powers of the United States government under the Constitution.

I. Understands the reserved powers of the United States Constitution.

J. Understands the concurrent powers of the United States Constitution.

K. Understands the implied powers of the United States Constitution.

II. United States Government: Federal, State and Local Institutions

A. Understands federalism and the relationship between national, state, and local governments

1. Demonstrates knowledge of the difference between federal, unitary, and confederal forms of government.
2. Demonstrates understanding of the evolving relationship among national, state, and local governments.

B. Understands the structure and functions of the executive branch, including presidential qualifications and roles

1. Demonstrates understanding of the structure of the executive branch, including the constitutional powers of the president.
2. Demonstrates knowledge of the functions of the executive branch, including the Executive Office of the President and cabinet-level departments and agencies.
3. Demonstrates knowledge of the constitutional qualifications to become president.
4. Demonstrates understanding of the roles of the president.
5. Demonstrates knowledge of the constitutional roles of the vice president.
6. Demonstrates knowledge of the process of presidential succession.

C. Understands the structure and functions of bureaucracy in the United States

1. Demonstrates understanding of how the federal bureaucracy is structured and organized.
2. Demonstrates knowledge of the appointment and confirmation processes.

D. Knows the structure of the legislative branch, including leadership and committees

1. Demonstrates knowledge of the structure of Congress.
2. Demonstrates knowledge of the constitutional qualifications to be a member of Congress.
3. Demonstrates knowledge of the constitutional powers and role of Congress.
4. Demonstrates knowledge of the congressional committees and how they operate.
5. Demonstrates knowledge of the roles of each chamber's leadership.

E. Understands the process by which a bill becomes a federal law

1. Demonstrates understanding of the process by which a bill becomes a federal law.
2. Demonstrates understanding of how different versions of a bill are reconciled in committee.
3. Demonstrates understanding of the presidential role in the legislative process.

F. Understands the major structural and functional differences between the Senate and the House of Representatives

1. Demonstrates understanding of the major structural differences between the Senate and the House of Representatives.
2. Demonstrates understanding of the major functional differences between the Senate and the House of Representatives.

G. Understands separation of powers and the application of checks and balances by the three branches

1. Demonstrates understanding of separation of powers by the three branches of government.
2. Demonstrates understanding of the application of checks and balances by the three branches of government.
3. Demonstrates understanding of the impeachment process.

H. Understands the structure and functions of the judicial branch

1. Demonstrates knowledge of the structure of the judicial branch.
2. Demonstrates understanding of the role and constitutional powers of the judicial branch.
3. Demonstrates knowledge of how federal judges are appointed.

I. Knows the difference between trial courts and appellate courts in the federal and state court systems

1. Demonstrates knowledge of the role of trial and appellate courts in the federal and state court systems. Understands the role and jurisdiction of the United States Supreme Court
2. Demonstrates understanding of the role of the United States Supreme Court.
3. Demonstrates understanding of the constitutional powers of the Supreme Court.
4. Demonstrates knowledge of the jurisdiction of the United States Supreme Court.

J. Understands the role and jurisdiction of the United States Supreme Court.**K. Understands the principle of judicial review as stated in *Marbury v. Madison***

1. Demonstrates understanding of *Marbury v. Madison* in developing the principle of judicial review.
2. Demonstrates understanding of the application of judicial review.

L. Knows the structures and functions of state and local government (e.g., responsibility for education; public safety and health; interstate relations)

1. Demonstrates knowledge of the structure of state and local government.
2. Demonstrates knowledge of the function of state and local government.
3. Demonstrates understanding of the relationship between state and local government.

M. Knows the fiscal relationships between federal, state, and local institutions (e.g., grants-in-aid, federal mandates)

1. Demonstrates knowledge of the fiscal relationships between federal, state, and local governments.
2. Demonstrates knowledge of the significance of fiscal relationships between federal, state, and local governments (e.g., grants-in-aid, federal mandates).

N. Understands the impact of *McCulloch v. Maryland*

1. Demonstrates knowledge of the Supreme Court case *McCulloch v. Maryland*.
2. Demonstrates understanding of the impact of *McCulloch v. Maryland*.

III. Civil Rights and Civil Liberties: Landmark Court Decisions

A. Understands the difference between civil rights and civil liberties

1. Demonstrates understanding of the difference between civil rights and civil liberties.
2. Compare and contrast civil rights and civil liberties.

B. Understands the impact of the Fourteenth Amendment on the development of civil rights and civil liberties

1. Demonstrates knowledge of the Fourteenth Amendment of the United States Constitution.
2. Demonstrates understanding of the impact of the Fourteenth Amendment on the development of civil rights and civil liberties.

C. Understands the history of and contemporary debates on civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused)

1. Demonstrates understanding of the history of civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused).
2. Demonstrates understanding of contemporary debates on civil liberties in the United States.

D. Understands the history and contemporary debates surrounding civil rights in the United States (e.g., race, gender)

1. Demonstrates understanding of the history of civil rights in the United States (e.g., race, gender).
2. Demonstrates understanding of contemporary debates surrounding civil rights in the United States.

E. Understands separation of church and state, as well as court decisions and controversies surrounding religion

1. Demonstrates understanding of the concept of separation of church and state.
2. Demonstrates knowledge of court decisions involving separation of church and state.
3. Demonstrates knowledge of the controversies surrounding religion and politics (e.g., establishment clause, free exercise clause).

F. Knows significant civil rights laws (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Fair Housing Act of 1968)

1. Demonstrates knowledge of recent significant civil rights laws in the United States beginning in 1964.

G. Knows significant Supreme Court decisions regarding civil rights such as *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*

1. Demonstrates knowledge of significant Supreme Court decisions regarding civil rights (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*).

H. Knows the concept of selective incorporation of the Bill of Rights by the Supreme Court

1. Demonstrates knowledge of the concept of selective incorporation of the Bill of Rights by the Supreme Court.

I. Knows the landmark decisions regarding civil liberties, including *Roe v. Wade* and *Miranda v. Arizona*

1. Demonstrates knowledge of landmark Supreme Court decisions regarding civil liberties (e.g., *Roe v. Wade*, *Tinker v. Des Moines*).

J. Knows other landmark Supreme Court decisions, such as *Tinker v. Des Moines*, *Mapp v. Ohio*, *Gideon v. Wainright*, and *Baker v. Carr*

1. Demonstrates knowledge of landmark Supreme Court decisions regarding procedural due process (e.g., *Mapp v. Ohio*, *Gideon v. Wainright*, *Miranda v. Arizona*).
2. Demonstrates knowledge of landmark Supreme Court decisions regarding political representation (e.g., *Baker v. Carr*, *Bush v. Gore*).

IV. United States Politics

A. Knows the structures and functions of political parties

1. Demonstrates knowledge of the structures of political parties.
2. Demonstrates knowledge of the functions of political parties.

B. Understands the historical development of the two-party system

1. Demonstrates understanding of the historical development of the two-party system in the United States.

C. Understands the role of third or minor parties (e.g., sources of new ideas, spoilers in elections)

1. Demonstrates understanding of the role of third or minor parties in the United States.

D. Understands the impact of election laws on third or minor parties (e.g., single-member districts, winner-take-all elections)

1. Demonstrates understanding of the impact of election laws on third or minor parties in the United States (e.g., single-member districts, winner-take-all elections).

E. Knows the nomination process by which parties select presidential candidates (e.g., primaries, caucuses, advantages/disadvantages)

1. Demonstrates knowledge of the nomination process by which parties select presidential candidates.
2. Compare and contrast primaries and caucuses as means by which parties select presidential candidates.

F. Knows the role of campaigns in national elections in the United States

1. Demonstrates knowledge of how campaigns affect national elections in the United States (e.g., issues, name recognition, funding).

G. Knows the structure and functions of the Electoral College and how it affects presidential campaigning

1. Demonstrates knowledge of the structure and function of the Electoral College.
2. Demonstrates knowledge of how the Electoral College affects presidential campaigning.

H. Knows the advantages of incumbency in reelection campaigns

1. Demonstrates knowledge of the role of incumbency in elections.

I. Knows the core beliefs held by the two major parties (e.g., on social and economic issues)

1. Demonstrates knowledge of the core beliefs held by the two major parties (e.g., on social and economic issues).

J. Knows the differences between political parties and interest groups

1. Demonstrates knowledge of the differences between political parties and interest groups.

K. Knows the characteristics and functions of interest groups and the effects of those characteristics and functions on the political process

1. Demonstrates knowledge of the characteristics and functions of interest groups.
2. Demonstrates knowledge of how interest groups affect the political process.
3. Understands the historical development and expansion of voter eligibility in the United States and its impact on the political process
4. Demonstrates understanding of the historical development of voter eligibility in the United States.

5. Demonstrates understanding of the impact of voter expansion on the political process.
- L. Understands the historical development and expansion of voter eligibility in the United States and its impact on the political process.**
- M. Understands the differences between conventional (e.g., political blogging, voting, running for political office) and unconventional (e.g., boycotts, marches, protests) forms of citizens' political participation**
1. Demonstrates knowledge of conventional forms of political participation (e.g., political blogging, voting, running for political office).
 2. Demonstrates knowledge of unconventional forms of political participation (e.g., boycotts, marches, protests).
- N. Knows how the major agents of political socialization (e.g., family, school, media) affect citizens' ideological development**
1. Demonstrates knowledge of how the major agents of political socialization (e.g., family, school, media) affect citizens' ideological development.
- O. Understands the role and impact of the media on United States politics**
1. Demonstrates understanding of the role and impact of the media on United States politics (e.g., framing issues, influencing candidates' images, exposing scandals).
- P. Understands United States political culture and shared values (e.g., equality, liberty, representative democracy)**
1. Demonstrates understanding of United States political culture and shared values (e.g., equality, liberty, representative democracy).
- Q. Knows the basic characteristics of conservative and liberal ideologies in the United States**
1. Demonstrates knowledge of the basic characteristics of conservative and liberal ideologies in the United States.
- R. Knows how public opinion in the United States affects the political process**
1. Demonstrates knowledge of how public opinion in the United States affects the political process.
 2. Demonstrates knowledge of how public opinion polling can influence public perceptions (e.g., horse-race polls, exit polls).
- S. Understands the citizenship process and the rights and responsibilities of citizenship in the United States**
1. Demonstrates knowledge of the ways to become a citizen of the United States (e.g., natural born, naturalized).
 2. Demonstrates knowledge of the rights and responsibilities of citizenship in the United States (e.g., voting, jury duty, paying taxes).
- T. Understands the differences between domestic policy and foreign policy as well as the process of policy making**
1. Demonstrates knowledge of the differences between domestic and foreign policy.
 2. Demonstrates knowledge of the key actors in the policy-making process in the United States. Comparative Politics and International Relations
- V. Comparative Politics and International Relations**
- A. Knows the different political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential)**
1. Demonstrates knowledge of the structure of differing political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential).
 2. Demonstrates knowledge of the operation of different forms of government in the modern world (e.g., democratic, non-democratic).
- B. Knows the characteristics of economic systems (e.g., capitalism, socialism, communism)**
1. Demonstrates knowledge of the characteristics of economic systems (e.g., market, mixed, command).
- C. Knows the relationship between political development and economic development**
1. Demonstrates knowledge of how and why governments intervene in economies.
 2. Demonstrates knowledge of how economic conditions impact public policy and politics.
- D. Knows the relationship between national governments and supranational governments (e.g., United Nations, European Union)**
1. Demonstrates knowledge of supranational organizations (e.g., United Nations, European Union).
 2. Demonstrates knowledge of the relationship between national governments and supranational organizations.

E. Understands how domestic politics and constitutional principles affect international relations

1. Demonstrates understanding of how domestic politics and constitutional principles affect international relations.

F. Knows the effects of globalization on international relations and state development

1. Demonstrates knowledge of the concept of globalization.
2. Demonstrates knowledge of the effects of globalization on a country's economy and politics (e.g., domestic, international).

G. Understands the basic concepts of nationalism, imperialism, colonialism, and militarism

1. Demonstrates knowledge of the concepts of nationalism, imperialism, colonialism, and militarism. conventional (e.g., political blogging, voting, running for political office) and unconventional (e.g., boycotts, marches, protests) forms of citizens' political participation
2. Demonstrates knowledge of conventional forms of political participation (e.g., political blogging, voting, running for political office).
3. Demonstrates knowledge of unconventional forms of political participation (e.g., boycotts, marches, protests).

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

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

How would you answer this question?

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

Try following these steps to select the correct answer.

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

Try a more challenging example

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

For tests that have constructed-response questions, more detailed information can be found on page 14.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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

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

- Which of the following was a shortcoming of the Articles of Confederation?
 - A president had unchecked powers.
 - States' rights were not well protected.
 - The federal government could not collect taxes.
 - A president had no power to negotiate treaties.
 - The power to do which of the following is a concurrent power under the United States Constitution?
 - Declare war
 - Regulate interstate commerce
 - Impeach a federal official
 - Collect taxes
- "Ambition must be made to counteract ambition."
 —James Madison, *The Federalist* No. 51
- The quotation above is an argument for which of the following constitutional principles?
 - Popular sovereignty
 - Federalism
 - Republicanism
 - Separation of powers
 - Which of the following actions would a conference committee most likely perform?
 - Considering legislation in a specific area of expertise
 - Reconciling the differences between bills passed in the House and the Senate
 - Conducting a hearing into the activities of an executive agency
 - Reviewing the credentials of a nominee to the Supreme Court
 - Which of the following was established by the court case *McCulloch v. Maryland*?
 - The principle of judicial review
 - The supremacy of the national government when state and federal laws conflict
 - The right of the accused to have an attorney
 - The rule that evidence obtained illegally cannot be introduced in court
 - Which of the following Supreme Court rulings was overturned by the Court's decision in *Brown v. Board of Education of Topeka*?
 - Dred Scott v. Sandford*
 - Plessy v. Ferguson*
 - Lemon v. Kurtzman*
 - Regents of the University of California v. Bakke*
 - Which of the following is an example of selective incorporation?
 - The Supreme Court ruling that a state law conflicts with a Bill of Rights protection
 - A district court refusing to allow illegally obtained evidence to be used during a trial
 - The Supreme Court exercising its option not to hear a case on appeal
 - A federal court ruling an act of Congress unconstitutional

8. Which of the following is most likely to be supported by a political liberal?
- (A) Privatizing social security
 - (B) Expanding social welfare programs
 - (C) Shrinking the size of the bureaucracy
 - (D) Engaging in a conflict abroad
9. Which of the following is the best example of the media acting as a watchdog?
- (A) A television station declining to cover a piece of legislation recently passed by Congress
 - (B) A magazine exposing corruption within the federal bureaucracy
 - (C) A radio program reporting on an environmental disaster abroad
 - (D) A newspaper tracking the poll numbers of candidates running for election
10. Which of the following candidates would be most likely to win election to the House of Representatives?
- (A) A member of the House running for a third term in office
 - (B) A business executive with an extensive résumé of business experience
 - (C) A member of the city council with high approval ratings
 - (D) A powerful union leader
11. The Declaration of Independence reflects many ideas of which of the following philosophers?
- (A) Thomas Hobbes
 - (B) Francis Bacon
 - (C) Adam Smith
 - (D) John Locke
12. The United States Constitution divides legislative, executive, and judicial functions of government among independent bodies. The political science term for this is
- (A) divided government
 - (B) partisanship
 - (C) separation of powers
 - (D) checks and balances
13. Which of the following best describes how states can spend money given to them by the federal government as a block grant?
- (A) There are relatively few restrictions on how to spend the money.
 - (B) The money is to be used for tax breaks for new businesses.
 - (C) States must follow strict guidelines on how to use the money.
 - (D) The money can be used for urban renewal projects only.
14. Which of the following is the most appropriate way for police to react if they walk by a parked car, see the driver smoking something, and smell marijuana through an open window?
- (A) Impound the car immediately as evidence and imprison the driver
 - (B) Investigate the situation because they have probable cause under the Fourth Amendment
 - (C) Call for the police department's drug unit to investigate the scene
 - (D) Ignore the situation because the driver has freedom of speech under the First Amendment
15. Which of the following is an example of a civil liberty?
- (A) The right to obtain a driver's license
 - (B) The right to open a new business in a mall
 - (C) The right to peaceful protest
 - (D) The right to incite political violence

16. *Engel v. Vitale* (1962) was an important case heard by the Supreme Court concerning which First Amendment issue?
- (A) Freedom of speech
 - (B) Freedom of religion
 - (C) Freedom of assembly
 - (D) Freedom of the press
17. Which of the following is an example of a structural adjustment policy often used in developing countries to correct imbalances in the economy?
- (A) Nationalizing state-owned industries
 - (B) Eliminating tariffs
 - (C) Increasing expenditures
 - (D) Imposing price controls
18. Which of the following statements about the European Union (EU) is true?
- (A) The EU has recently lost several member states because of the global economic crisis.
 - (B) Each member state of the EU contributes ten thousand soldiers to an EU army.
 - (C) The euro is the common currency of most, but not all, EU member states.
 - (D) EU member states are no longer allowed to hold local elections.
19. The Supreme Court has upheld the power of the national government to prohibit privately owned businesses from discriminating in public accommodations. The Court held that the necessary authority was granted to the national government by the
- (A) commerce clause
 - (B) supremacy clause
 - (C) equal protection clause
 - (D) due process clause
20. The number of presidential electors each state has in the electoral college is equal to which of the following?
- (A) A specified percentage of the population of the state
 - (B) The number of representatives the state has in the House
 - (C) The number of senators and representatives the state has in Congress
 - (D) The number of delegates the state sends to national party conventions
21. The legal power of the president to conduct foreign policy was established by which of the following Supreme Court decisions?
- (A) *Youngstown Sheet and Tube Company v. Sawyer* (1952)
 - (B) *United States v. Carolene Products Company* (1938)
 - (C) *United States v. Curtiss-Wright Export Corporation* (1936)
 - (D) *Marbury v. Madison* (1803)
22. The power granted to the House of Representatives to impeach the president is an example of
- (A) bicameralism
 - (B) checks and balances
 - (C) federalism
 - (D) legislative oversight
23. Which of the following kinds of jurisdiction does the Supreme Court most often exercise?
- (A) Concurrent
 - (B) Appellate
 - (C) Original
 - (D) Inherent

24. The term “gender gap” is used in a political science context to refer to differences in survey response data from women and men in which of the following areas?
- The relative importance of domestic versus foreign policy issues
 - Attitudes regarding such social issues as gun control or pornography
 - Specific foreign policy issues such as military issues
- (A) I only
(B) II only
(C) I and III only
(D) I, II, and III
25. Which of the following best describes the apportionment of power between the state and national governments in the United States?
- (A) Any action by the national government can be rescinded by the states.
(B) States may exercise powers delegated to them by the national government.
(C) The national government has all powers not specifically assigned to the states.
(D) All powers not specifically assigned to the national government are reserved to the states or to the people.
26. Which of the following is most likely to contribute to the continuation of a two-party system?
- (A) Extreme political homogeneity
(B) Single-member legislative districts
(C) Proportional representation
(D) A written constitution
27. Which of the following ideologies proposes that basic economic conditions determine political structures?
- (A) Liberalism
(B) Fascism
(C) Conservatism
(D) Marxism
28. Which of the following statements is a difference between parliamentary systems and presidential systems?
- (A) Unlike in a presidential system, the head of government in a parliamentary system also serves in the legislature.
(B) Unlike in a presidential system, the legislature in a parliamentary system is chosen by direct election.
(C) Unlike in a parliamentary system, the electoral system in a presidential system is based on universal suffrage.
(D) Unlike in a parliamentary system, minority parties are often represented in the cabinet of presidential systems.
29. Which of the following is a primary function of the Federal Reserve Board?
- (A) To make decisions about national educational policy
(B) To appoint the presidents of major United States banks
(C) To influence the level interest rates in the United States
(D) To make appropriations for the Department of Homeland Security
30. After the Second World War, corporatism came to be seen by many social scientists as a new economic system, possibly a successor to capitalism. Which of the following defines a corporatist state?
- (A) A state in which different interest groups take turns drafting public policy
(B) A state in which labor, business, and government negotiate policy
(C) A state in which labor unions decide how to run the government
(D) A state in which companies servicing contracts for the government directly determine public policy

Answers to Sample Questions

1. The correct answer is (C). Under the Articles of Confederation, the federal government could not collect taxes; therefore the government could not fund its activities and had to rely on states to pay an annual tax assessment. (A) and (D) are not correct because there was not a president under the Articles of Confederation. (B) is incorrect because the Articles were designed specifically to protect the rights of the states and to prevent encroachment by the federal government.

2. The correct answer is (D). A concurrent power is one that is shared by both the states and the federal government. Under the Constitution, both the states and the federal government are authorized to collect taxes. The other choices are all powers reserved to the federal government.

3. The correct answer is (D). In *The Federalist* No. 51, Madison argued in favor of distributing the powers of the federal government among three separate branches such that there would be a balance of power among the branches. This argument was made to champion the ratification of the Constitution, to emphasize the safeguards against concentration of power in the national government, and to prevent tyranny.

4. The correct answer is (B). Conference committees are convened when the House and the Senate pass different versions of the same bill. A conference committee is charged with reconciling the differences and coming up with a compromise bill. (A) is incorrect because considering legislation in a specific area of expertise exemplifies the activities of a standing committee. (C) is incorrect because conducting hearings is an example of legislative oversight, often conducted by standing committees or certain ad hoc committees, but not by a conference committee. (D) is incorrect because only the judiciary committee would review the credentials of a Supreme Court nominee.

5. The correct answer is (B). *McCulloch v. Maryland* concerned the right of the United States government to establish a national bank and the right of the state of Maryland to tax the national bank. The Supreme Court ruled that the federal government could establish the bank and that national law would always supersede state law. (A) is incorrect because *Marbury v. Madison* established the principle of judicial review. (C) is not correct because *Gideon v. Wainwright* established the right to an attorney. (D) is not correct because *Weeks v. U.S.* established the exclusionary rule.

6. The correct answer is (B). The Supreme Court overturned the doctrine of separate but equal that had been established by *Plessy v. Ferguson*. With its ruling in *Brown v. Board of Education of Topeka*, the Court ruled that separate was inherently unequal and that segregated public schools were in violation of the Constitution. (A) is incorrect because *Dred Scott v. Sandford* concerned slavery. (C) is not correct because *Lemon v. Kurtzman* dealt with education and the establishment clause. (D) is not correct because *Regents of the University of California v. Bakke* was about the legality of using race in university admissions standards.

7. The correct answer is (A). Selective incorporation is the process by which the Supreme Court has applied the Bill of Rights protections to states on a case-by-case basis. (A) is the only option that exemplifies selective incorporation.

8. The correct answer is (B). Expanding social welfare is an important component of liberal ideology. The other choices all represent actions that would more likely be supported by a person with a conservative ideology.

9. The correct answer is (B). When members of the media act as watchdogs they take on an investigative role and expose wrongdoing. (A) is an example of the media acting as a gatekeeper. (C) is an example of general reporting on current events. (D) is an example of the media acting as a scorekeeper.

10. The correct answer is (A). An incumbent candidate is most likely to win reelection. Incumbency advantage is attributed to the high visibility and name recognition of elected officials. Also, incumbents tend to have an advantage in raising campaign funds from contributors who are eager to gain or maintain access to officeholders. The candidates described in the other choices are all challengers, who are more likely to lose when running for elected office.

11. The correct answer is (D). Many of Locke's ideas are found in the Declaration of Independence. (A) is incorrect because Hobbes wrote about the state of nature and a war of all against all, which were not the basis for the Declaration of Independence. (B) is incorrect because Bacon's work focused on the scientific method. (C) is incorrect because Smith wrote about economics and mercantilism.

12. The correct answer is (C). Separation of powers is defined as the constitutional division of the functions of legislative, executive, and judicial branches. (A), divided government, means that executive and legislative branches of government are controlled by different political parties. (B), partisanship, refers to support for a political party or political cause. (D), checks and balances, refers to the power that each branch has to check the power of the other branches.

13. The correct answer is (A). The federal government gives states block grants with few provisions on how the money should be spent. (B) is incorrect because block grants are not designed to give tax breaks to new businesses. (C) is incorrect because it defines categorical grants rather than block grants. (D) is incorrect because block grants are not used solely for urban renewal projects.

14. The correct answer is (B). In the scenario given, the police officers would have probable cause to investigate. (A) is incorrect because the police do not have the authority to immediately impound the car and imprison the driver. (C) is incorrect because the police officers would not call the drug unit to investigate the scene. (D) is incorrect because freedom of speech is not related to a police investigation due to probable cause.

15. The correct answer is (C). Civil liberties are the rights and protections guaranteed to every United States citizen, found in the Constitution. Of the choices listed, only the right to peaceful protest is considered a civil liberty.

16. The correct answer is (B). *Engel v. Vitale* established that voluntary prayer in public schools violated the establishment clause. Therefore, it addressed the First Amendment right to freedom of religion and not any of the other freedoms listed.

17. Rationale should read: The correct answer is (B). Structural adjustment policies are aimed at encouraging economic growth in developing countries. Policies such as nationalizing industry, increasing expenditures, and imposing price controls, as stated in (A), (C), and (D), are not policies aimed at encouraging economic growth. Therefore (B), eliminating tariffs, is the only example of a structural adjustment policy.

18. The correct answer is (C). The euro is used in most member states, but not all. (A) is incorrect because the EU has not lost any member states. (B) is incorrect because there is no standing EU army. (D) is incorrect because EU member states are allowed to hold local elections.

19. The correct answer is (A). In two 1964 cases, *Heart of Atlanta Motel, Inc. v. United States* and *Katzenbach v. McClung*, the Supreme Court upheld the power of Congress to pass Title II of the Civil Rights Act of 1964 banning discrimination in public accommodations based on the commerce clause; that is, the power of Congress to regulate interstate commerce.

20. Choice (C) is correct because Article II, Section 1, of the United States Constitution specifies that "Each State shall appoint . . . a Number of Electors equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress." This number includes at least two senators and the number of representatives based on population, with a minimum of one for each state.

21. Choice (C) is correct because *Curtiss-Wright* upheld the "plenary and exclusive power of the President as the sole organ of the federal government in the field of international relations."

22. The correct answer is (B). The impeachment power is a form of checks and balances because it allows the legislative branch to hold the executive branch accountable and correct any excesses in the use of executive power. Bicameralism refers to the structure of a two-chamber legislature. Federalism refers to the division of powers between a central government and regional governments. Legislative oversight is the ability of Congressional committees to monitor the actions of executive agencies.

23. (B) is the correct answer. Most cases arise under appellate jurisdiction granted in Article III, Section 2, of the Constitution, subject to regulations made by Congress.

24. (D) is the correct answer. Survey research has typically shown significant differences between men and women in terms of responses to each of the three areas cited.

25. The correct answer is (D). The Tenth Amendment to the United States Constitution reserves all “powers not delegated to the United States by the Constitution, nor prohibited by it to the States,” to the states or to the people. The states are deemed to have police powers, and inherent governmental power to protect the health, safety, welfare, and morals of the community.

26. (B) is the correct answer. Single-member districts tend to encourage competing political formations or factions to aggregate in the largest possible groups or risk being totally unrepresented if the opposition can put together a much larger aggregate. Thus, the logic of competition pushes both toward two competing groups vying for a majority to win the single representative.

27. The correct answer is (D). The core of Marxist theory is that the way economic life is organized, including class structures, is the driving force of politics and culture. Liberals believe that politics is about the interaction of individual interests, including but not limited to economic concerns. Fascism holds that politics is driven mainly by national interests and the will of leaders. Conservatism can be compatible with many views of how economics and politics relate, but is at odds with the conflict-based worldview that Marxist theory implies.

28. The correct answer is (A). Parliamentary systems fuse the executive and legislative branches, by drawing the head of government and cabinet from the legislature. The scenarios in choices (B), (C), and (D) can be true or false in either a parliamentary or a presidential system.

29. The correct answer is (C). The Board of Governors of the Federal Reserve is an independent federal government agency. There are seven members on the Board of Governors who serve across multiple presidential and congressional terms. Members are appointed to the Board of Governors by the president. After their appointment they function independently. The Board of Governors, specifically the Federal Open Market Committee, is responsible for the formulation of monetary policy, most visibly seen in influencing the level of interest rates.

30. The correct answer is (B). Contemporary comparative politics defines a corporatist state as one in which there is an institutionalized process of bargaining between labor, capital, and government. This typically happens in open economies such as those of Germany and Sweden. Many political scientists believe that effective corporatism is possible only in societies in which labor is highly organized and various labor unions are hierarchically ordered into a single labor federation. The word “corporatism” is derived from the Latin word for body, *corpus*, and is not connected with the specific notion of a business corporation.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/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 45.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 28 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 28, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 16.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

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

Test Date: 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	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
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	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
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	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)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Government/Political Science test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

Discussion Areas

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

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

Study Topics

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

I. United States Constitution

- A. Knows the major political theorists and their contributions to the foundations of the United States government (e.g., Plato, Locke, Rousseau)**
1. Demonstrates knowledge of the contributions made by major political theorists (e.g., Plato, Locke, Rousseau) to the development of the United States government.
- B. Knows the context of United States constitutional development (e.g., Magna Carta, Declaration of Independence, Federalist Papers)**
1. Demonstrates knowledge of the development of the Declaration of Independence.
 2. Demonstrates knowledge of historical events leading to the development of the United States Constitution.
 3. Demonstrates knowledge of the actions and writings of the framers of the United States Constitution.
 4. Demonstrates knowledge of the major document that shaped the political context in which the United States Constitution was written.
- C. Knows the evolution of United States government from the Articles of Confederation to ratification of the United States Constitution**
1. Demonstrates knowledge of the shortcomings and problems with the Articles of Confederation.
 2. Demonstrates knowledge of historical events before and after the writing of the Articles of Confederation.
 3. Demonstrates knowledge of the major issues and compromises during the writing of the Constitution.
 4. Demonstrates knowledge of the major differences between the Federalists and the Anti-federalists in the ratification process.
- D. Knows the evolution from the Articles of Confederation to ratification of the United States Constitution.**
- E. Understands the rights protected by the Bill of Rights**
1. Demonstrates knowledge of the origins of the Bill of Rights.
 2. Demonstrates content knowledge of each of the first Ten Amendments to the United States Constitution.
 3. Demonstrates understanding of how the Bill of Rights protects individual citizens.
- F. Understands the process of amending the United States Constitution**
1. Demonstrates knowledge of the amendment process to the United States Constitution.
 2. Demonstrates understanding of the impact of formal constitutional changes.
 3. Demonstrates understanding of the impact of informal constitutional changes (e.g., congressional legislation, judicial interpretation, executive actions).
- G. Understands the process of amending the United States Constitution.**
- H. Understands the enumerated powers of the United States Constitution.**
1. Demonstrates understanding of the enumerated, reserved, concurrent and implied powers of the United States government under the Constitution.
- I. Understands the reserved powers of the United States Constitution.**
- J. Understands the concurrent powers of the United States Constitution.**
- K. Understands the implied powers of the United States Constitution.**
- Discussion areas: United States Constitution**
- Describe the contributions made by major political theorists such as Plato, Locke, and Rousseau, to the development of the United States government.
 - Explain the development of the Declaration of Independence.
 - What were the historical events leading to the development of the United States Constitution?
 - Explain the actions and writings of the framers of the United States Constitution.
 - What major documents shaped the political context in which the United States Constitution was written?

- What are the shortcomings and problems with the Articles of Confederation?
- Name the historical events before and after the writing of the Articles of Confederation.
- Explain the major issues and compromises during the writing of the Constitution.
- What were the major differences between the Federalists and the Anti-federalists in the ratification process?
- What are the key constitutional principles of limited government such as popular sovereignty, separation of powers, and checks and balances?
- Apply your knowledge of key principles of limited government to the framing of the Constitution and the United States government.
- What were the origins of the Bill of Rights.
- Describe the meaning of each of the first Ten Amendments to the U.S. Constitution.
- How does the Bill of Rights protect individual citizens?
- Explain the amendment process to the United States Constitution.
- What is the impact of formal constitutional changes?
- What is the impact of informal constitutional changes (e.g., congressional legislation, judicial interpretation, executive actions)?
- What are enumerated, reserved, concurrent, and implied powers of the United States government under the Constitution?

II. United States Government: Federal, State and Local Institutions

A. Understands federalism and the relationship between national, state, and local governments

1. Demonstrates knowledge of the difference between federal, unitary, and confederal forms of government.
2. Demonstrates understanding of the evolving relationship among national, state, and local governments.

B. Understands the structure and functions of the executive branch, including presidential qualifications and roles

1. Demonstrates understanding of the structure of the executive branch, including the constitutional powers of the president.
2. Demonstrates knowledge of the functions of the executive branch, including the Executive Office of the President and cabinet-level departments and agencies.
3. Demonstrates knowledge of the constitutional qualifications to become president.
4. Demonstrates understanding of the roles of the president.
5. Demonstrates knowledge of the constitutional roles of the vice president.
6. Demonstrates knowledge of the process of presidential succession.

C. Understands the structure and functions of bureaucracy in the United States

1. Demonstrates understanding of how the federal bureaucracy is structured and organized.
2. Demonstrates knowledge of the appointment and confirmation processes.

D. Knows the structure of the legislative branch, including leadership and committees

1. Demonstrates knowledge of the structure of Congress.
2. Demonstrates knowledge of the constitutional qualifications to be a member of Congress.
3. Demonstrates knowledge of the constitutional powers and role of Congress.
4. Demonstrates knowledge of the congressional committees and how they operate.
5. Demonstrates knowledge of the roles of each chamber's leadership.

E. Understands the process by which a bill becomes a federal law

1. Demonstrates understanding of the process by which a bill becomes a federal law.
2. Demonstrates understanding of how different versions of a bill are reconciled in committee.
3. Demonstrates understanding of the presidential role in the legislative process.

F. Understands the major structural and functional differences between the Senate and the House of Representatives

1. Demonstrates understanding of the major structural differences between the Senate and the House of Representatives.
2. Demonstrates understanding of the major functional differences between the Senate and the House of Representatives.

G. Understands separation of powers and the application of checks and balances by the three branches

1. Demonstrates understanding of separation of powers by the three branches of government.
2. Demonstrates understanding of the application of checks and balances by the three branches of government.
3. Demonstrates understanding of the impeachment process.

H. Understands the structure and functions of the judicial branch

1. Demonstrates knowledge of the structure of the judicial branch.
2. Demonstrates understanding of the role and constitutional powers of the judicial branch.
3. Demonstrates knowledge of how federal judges are appointed.

I. Knows the difference between trial courts and appellate courts in the federal and state court systems

1. Demonstrates knowledge of the role of trial and appellate courts in the federal and state court systems. Understands the role and jurisdiction of the United States Supreme Court
2. Demonstrates understanding of the role of the United States Supreme Court.
3. Demonstrates understanding of the constitutional powers of the Supreme Court.
4. Demonstrates knowledge of the jurisdiction of the United States Supreme Court.

J. Understands the role and jurisdiction of the United States Supreme Court.**K. Understands the principle of judicial review as stated in *Marbury v. Madison***

1. Demonstrates understanding of *Marbury v. Madison* in developing the principle of judicial review.
2. Demonstrates understanding of the application of judicial review.

L. Knows the structures and functions of state and local government (e.g., responsibility for education; public safety and health; interstate relations)

1. Demonstrates knowledge of the structure of state and local government.
2. Demonstrates knowledge of the function of state and local government.
3. Demonstrates understanding of the relationship between state and local government.

M. Knows the fiscal relationships between federal, state, and local institutions (e.g., grants-in-aid, federal mandates)

1. Demonstrates knowledge of the fiscal relationships between federal, state, and local governments.
2. Demonstrates knowledge of the significance of fiscal relationships between federal, state, and local governments (e.g., grants-in-aid, federal mandates).

N. Understands the impact of *McCulloch v. Maryland*

1. Demonstrates knowledge of the Supreme Court case *McCulloch v. Maryland*.
2. Demonstrates understanding of the impact of *McCulloch v. Maryland*.

Discussion areas: Federal, State, and Local Institutions

- What is the difference between federal, unitary, and confederal forms of government?
- What is the evolving relationship among national, state and local governments?
- Describe the structure of the executive branch, including the constitutional powers of the president.
- What are the functions of the executive branch, including the Executive Office of the President and cabinet-level departments and agencies?
- What are the constitutional qualifications to become president?
- Describe the the various roles of the president.
- What is the constitutional role of the vice president?
- What is the order and process of presidential succession?
- Explain the structure and organization of the federal bureaucracy.
- Explain the appointment and confirmation processes.
- What is the structure and organization of Congress?
- What are the constitutional qualifications to be a member of Congress?
- Describe the constitutional powers and role of Congress.
- What are congressional committees and how do they operate?
- How is the leadership of Congress structured and how are the roles of leaders are different in each chamber?
- Explain the process by which a bill becomes a federal law.
- Describe the process by which different versions of a bill are reconciled in committee.
- What is the president's role in the legislative process?
- What are the major structural differences between the Senate and the House of Representatives?
- The major functional differences between the Senate and the House of Representatives.
- Describe the separation of powers of the three branches of government.
- What is the application of checks and balances by the three branches of government?
- Can you explain the impeachment process?
- What is the structure of the judicial branch?
- What is the role and constitutional powers of the judicial branch?
- What is the process by which federal judges are appointed?
- What is the role of trial and appellate courts in the federal and state court systems?
- What is the role and constitutional powers of the United States Supreme Court?
- Describe the jurisdiction of the United States Supreme Court.
- Explain the decision in *Marbury v. Madison* and its role in developing the principle of judicial review.
- Explain the application of judicial review.
- What is the structure and functions of state and local government?
- Describe the relationship between state and local government
- What is the fiscal relationships between federal, state, and local governments.
- What is the significance of fiscal relationships between federal, state, and local governments (e.g., grants-in-aid, federal mandates).
- Describe the Supreme Court case *McCulloch v. Maryland* and its impact.

III. Civil Rights and Civil Liberties: Landmark Court Decisions

A. Understands the difference between civil rights and civil liberties

1. Demonstrates understanding of the difference between civil rights and civil liberties.
2. Compare and contrast civil rights and civil liberties.

B. Understands the impact of the Fourteenth Amendment on the development of civil rights and civil liberties

1. Demonstrates knowledge of the Fourteenth Amendment of the United States Constitution.
2. Demonstrates understanding of the impact of the Fourteenth Amendment on the development of civil rights and civil liberties.

C. Understands the history of and contemporary debates on civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused)

1. Demonstrates understanding of the history of civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused).
2. Demonstrates understanding of contemporary debates on civil liberties in the United States.

D. Understands the history and contemporary debates surrounding civil rights in the United States (e.g., race, gender)

1. Demonstrates understanding of the history of civil rights in the United States (e.g., race, gender).
2. Demonstrates understanding of contemporary debates surrounding civil rights in the United States.

E. Understands separation of church and state, as well as court decisions and controversies surrounding religion

1. Demonstrates understanding of the concept of separation of church and state.
2. Demonstrates knowledge of court decisions involving separation of church and state.
3. Demonstrates knowledge of the controversies surrounding religion and politics (e.g., establishment clause, free exercise clause).

F. Knows significant civil rights laws (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Fair Housing Act of 1968)

1. Demonstrates knowledge of recent significant civil rights laws in the United States beginning in 1964.

G. Knows significant Supreme Court decisions regarding civil rights such as *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*

1. Demonstrates knowledge of significant Supreme Court decisions regarding civil rights (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*).

H. Knows the concept of selective incorporation of the Bill of Rights by the Supreme Court

1. Demonstrates knowledge of the concept of selective incorporation of the Bill of Rights by the Supreme Court.

I. Knows the landmark decisions regarding civil liberties, including *Roe v. Wade* and *Miranda v. Arizona*

1. Demonstrates knowledge of landmark Supreme Court decisions regarding civil liberties (e.g., *Roe v. Wade*, *Tinker v. Des Moines*).

J. Knows other landmark Supreme Court decisions, such as *Tinker v. Des Moines*, *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Baker v. Carr*

1. Demonstrates knowledge of landmark Supreme Court decisions regarding procedural due process (e.g., *Mapp v. Ohio*, *Gideon v. Wainwright*, *Miranda v. Arizona*).
2. Demonstrates knowledge of landmark Supreme Court decisions regarding political representation (e.g., *Baker v. Carr*, *Bush v. Gore*).

Discussion areas: Civil Rights and Civil Liberties: Landmark Court Decisions

- What is the difference between civil rights and civil liberties?
- Compare and contrast civil rights and civil liberties.
- What is the significance of the Fourteenth Amendment of the United States Constitution?
- What was the impact of the Fourteenth Amendment on the development of civil rights and civil liberties?

- Explain the concept of separation of church and state.
- Name court decisions involving separation of church and state.
- What are the controversies surrounding religion and politics (e.g., establishment clause, free exercise clause)?
- Describe recent significant civil rights laws in the United States beginning in 1964.
- What are the significant Supreme Court decisions regarding civil rights (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*).
- Describe the history of civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused).
- Explain the contemporary debates on civil liberties in the United States.
- Describe the history of civil rights in the United States (e.g., race, gender)
- Explain the contemporary debates surrounding civil rights in the United States.
- What is the concept of selective incorporation of the Bill of Rights by the Supreme Court?
- Describe the effect of landmark Supreme Court decisions regarding civil liberties (e.g., *Roe v. Wade*, *Tinker v. Des Moines*).
- Describe the effect of landmark Supreme Court decisions regarding procedural due process (e.g., *Mapp v. Ohio*, *Gideon v. Wainwright*, *Miranda v. Arizona*).
- Describe the effect of landmark Supreme Court decisions regarding political representation (e.g., *Baker v. Carr*, *Bush v. Gore*).

IV. United States Politics

A. Knows the structures and functions of political parties

1. Demonstrates knowledge of the structures of political parties.
2. Demonstrates knowledge of the functions of political parties.

B. Understands the historical development of the two-party system

1. Demonstrates understanding of the historical development of the two-party system in the United States.

C. Understands the role of third or minor parties (e.g., sources of new ideas, spoilers in elections)

1. Demonstrates understanding of the role of third or minor parties in the United States.

D. Understands the impact of election laws on third or minor parties (e.g., single-member districts, winner-take-all elections)

1. Demonstrates understanding of the impact of election laws on third or minor parties in the United States (e.g., single-member districts, winner-take-all elections).

E. Knows the nomination process by which parties select presidential candidates (e.g., primaries, caucuses, advantages/disadvantages)

1. Demonstrates knowledge of the nomination process by which parties select presidential candidates.
2. Compare and contrast primaries and caucuses as means by which parties select presidential candidates.

F. Knows the role of campaigns in national elections in the United States

1. Demonstrates knowledge of how campaigns affect national elections in the United States (e.g., issues, name recognition, funding).

G. Knows the structure and functions of the Electoral College and how it affects presidential campaigning

1. Demonstrates knowledge of the structure and function of the Electoral College.
2. Demonstrates knowledge of how the Electoral College affects presidential campaigning.

H. Knows the advantages of incumbency in reelection campaigns

1. Demonstrates knowledge of the role of incumbency in elections.

I. Knows the core beliefs held by the two major parties (e.g., on social and economic issues)

1. Demonstrates knowledge of the core beliefs held by the two major parties (e.g., on social and economic issues).

J. Knows the differences between political parties and interest groups

1. Demonstrates knowledge of the differences between political parties and interest groups.

K. Knows the characteristics and functions of interest groups and the effects of those characteristics and functions on the political process

1. Demonstrates knowledge of the characteristics and functions of interest groups.
2. Demonstrates knowledge of how interest groups affect the political process.
3. Understands the historical development and expansion of voter eligibility in the United States and its impact on the political process
4. Demonstrates understanding of the historical development of voter eligibility in the United States.
5. Demonstrates understanding of the impact of voter expansion on the political process.

L. Understands the historical development and expansion of voter eligibility in the United States and its impact on the political process.**M. Understands the differences between conventional (e.g., political blogging, voting, running for political office) and unconventional (e.g., boycotts, marches, protests) forms of citizens' political participation**

1. Demonstrates knowledge of conventional forms of political participation (e.g., political blogging, voting, running for political office).
2. Demonstrates knowledge of unconventional forms of political participation (e.g., boycotts, marches, protests).

N. Knows how the major agents of political socialization (e.g., family, school, media) affect citizens' ideological development

1. Demonstrates knowledge of how the major agents of political socialization (e.g., family, school, media) affect citizens' ideological development.

O. Understands the role and impact of the media on United States politics

1. Demonstrates understanding of the role and impact of the media on United States politics (e.g., framing issues, influencing candidates' images, exposing scandals).

P. Understands United States political culture and shared values (e.g., equality, liberty, representative democracy)

1. Demonstrates understanding of United States political culture and shared values (e.g., equality, liberty, representative democracy).

Q. Knows the basic characteristics of conservative and liberal ideologies in the United States

1. Demonstrates knowledge of the basic characteristics of conservative and liberal ideologies in the United States.

R. Knows how public opinion in the United States affects the political process

1. Demonstrates knowledge of how public opinion in the United States affects the political process.
2. Demonstrates knowledge of how public opinion polling can influence public perceptions (e.g., horse-race polls, exit polls).

S. Understands the citizenship process and the rights and responsibilities of citizenship in the United States

1. Demonstrates knowledge of the ways to become a citizen of the United States (e.g., natural born, naturalized).
2. Demonstrates knowledge of the rights and responsibilities of citizenship in the United States (e.g., voting, jury duty, paying taxes).

T. Understands the differences between domestic policy and foreign policy as well as the process of policy making

1. Demonstrates knowledge of the differences between domestic and foreign policy.
2. Demonstrates knowledge of the key actors in the policy-making process in the United States. Comparative Politics and International Relations

Discussion areas: United States Politics

- Describe the structures of political parties.
- What are the functions of political parties?
- Explain the historical development of the two-party system in the United States.
- What is the role of third or minor parties in the United States?

- What is the impact of election laws on third or minor parties in the United States (e.g., single-member districts, winner-take-all elections)?
- Explain the process by which parties nominate presidential candidates.
- Compare and contrast primaries and caucuses as means by which parties select presidential candidates.
- What is the effect of campaigns on national elections in the United States (e.g., issues, name recognition, funding).
- Describe the structure and function of the Electoral College.
- What is the effect of the Electoral College on presidential campaigning?
- What is the role of incumbency in elections.
- Describe the core beliefs held by the two major parties (e.g., on social and economic issues).
- What are the differences between political parties and interest groups?
- What are the characteristics and functions of interest groups?
- What is the effect of interest groups on the political process?
- Explain the historical development of voter eligibility in the United States.
- The impact of voter expansion on the political process.
- Describe the conventional forms of political participation (e.g., political blogging, voting, running for political office).
- Describe the unconventional forms of political participation (e.g., boycotts, marches, protests).
- What are the major agents of political socialization (e.g., family, school, media) and how it affects citizens' ideological development?
- What is the role and impact of the media on United States politics (e.g., framing issues, influencing candidates' images, exposing scandals).
- Describe the United States' political culture and shared values (e.g., equality, liberty, representative democracy).
- What are the basic characteristics of conservative and liberal ideologies in the United States?
- What is the effect of public opinion in the United States on the political process?
- What is the influence of public opinion polling on public perceptions (e.g., horse race polls, exit polls)?
- Describe the ways to become a citizen of the United States (e.g., natural born, naturalized).
- Describe the rights and responsibilities of citizenship in the United States (e.g., voting, jury duty, paying taxes).
- What are the differences between domestic and foreign policy?
- Who are the key actors in the policy making process in the United States?

V. Comparative Politics and International Relations

A. Knows the different political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential)

1. Demonstrates knowledge of the structure of differing political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential).
2. Demonstrates knowledge of the operation of different forms of government in the modern world (e.g., democratic, non-democratic).

B. Knows the characteristics of economic systems (e.g., capitalism, socialism, communism)

1. Demonstrates knowledge of the characteristics of economic systems (e.g., market, mixed, command).

C. Knows the relationship between political development and economic development

1. Demonstrates knowledge of how and why governments intervene in economies.
2. Demonstrates knowledge of how economic conditions impact public policy and politics.

D. Knows the relationship between national governments and supranational governments (e.g., United Nations, European Union)

1. Demonstrates knowledge of supranational organizations (e.g., United Nations, European Union).
2. Demonstrates knowledge of the relationship between national governments and supranational organizations.

E. Understands how domestic politics and constitutional principles affect international relations

1. Demonstrates understanding of how domestic politics and constitutional principles affect international relations.

F. Knows the effects of globalization on international relations and state development

1. Demonstrates knowledge of the concept of globalization.
2. Demonstrates knowledge of the effects of globalization on a country's economy and politics (e.g., domestic, international).

G. Understands the basic concepts of nationalism, imperialism, colonialism, and militarism

1. Demonstrates knowledge of the concepts of nationalism, imperialism, colonialism, and militarism. conventional (e.g., political blogging, voting, running for political office) and unconventional (e.g., boycotts, marches, protests) forms of citizens' political participation
1. Demonstrates knowledge of conventional forms of political participation (e.g., political blogging, voting, running for political office).
2. Demonstrates knowledge of unconventional forms of political participation (e.g., boycotts, marches, protests).

Discussion areas: Comparative Politics and International Relations

- Describe the structure of differing political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential).
- Explain the operation of different forms of government in the modern world (e.g., democratic, non-democratic).
- What are the characteristics of economic systems (e.g., market, mixed, command)?
- How and why do governments intervene in economies?
- How do economic conditions impact public policy and politics?
- Explain the role of supranational organizations (e.g., United Nations, European Union).
- What is the relationship between national governments and supranational organizations?
- How do domestic politics and constitutional principles affect international relations?
- Explain the concept of globalization.

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*[®] or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at 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/plne_accommodations/.

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

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

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins 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.

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.

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

8. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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 for exact score reporting dates.

Can I access my scores on the web?

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

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

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

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

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

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

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