

The Praxis™ Study Companion

Special Education: Core Knowledge and Mild to Moderate Applications

0543/5543



Welcome to *The Praxis™ Study Companion*

Prepare to Show What You Know

You have gained 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 tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- 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!

Table of Contents

The Praxis™ Study Companion guides you through the 10 steps to success

1. Know What to Expect	4
<i>Familiarize yourself with the Praxis tests so you know what to expect</i>	
2. Familiarize Yourself with Test Questions	5
<i>Become comfortable with the types of questions you'll find on the Praxis tests</i>	
3. Understand Your Scores	9
<i>Understand how tests are scored and how to interpret your test scores</i>	
4. Learn About Your Test	11
<i>Learn about the specific test you will be taking</i>	
5. Determine Your Strategy for Success	13
<i>Set clear goals and deadlines so your test preparation is focused and efficient</i>	
6. Develop Your Study Plan.....	16
<i>Develop a personalized study plan and schedule</i>	
7. Review Smart Tips for Success	20
<i>Follow test-taking tips developed by experts</i>	
8. Practice with Sample Test Questions	22
<i>Answer practice questions and find explanations for correct answers</i>	
9. Check on Testing Accommodations	31
<i>See if you qualify for accommodations that may make it easier to take the Praxis test</i>	
10. Do Your Best on Test Day.....	32
<i>Get ready for test day so you will be calm and confident</i>	
Appendix: Other Questions You May Have	34

1. Know What to Expect

Familiarize yourself with the Praxis tests so you know what to expect

Which test 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 I® and *Praxis II*® tests are given in both computer and paper formats. **Note:** Not all *Praxis II* tests are offered in both formats.

Should I take the computer- or paper-delivered test?

You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats.

If I'm taking more than one *Praxis* test, do I have to take them all in the same format?

No. You can take each test in the format in which you are most comfortable.

Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?

No. The computer-delivered test and paper-delivered test cover the same content.

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 some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the *Praxis* website for more detailed test registration information, at www.ets.org/praxis/register.

2. Familiarize Yourself with Test Questions

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

The *Praxis* tests include two types of questions—**multiple-choice** (for which you select your answers from a list of choices) and **constructed-response** (for which you write a response of your own). 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 Multiple-choice Questions

Many multiple-choice 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 one of 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 multiple-choice 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 multiple-choice 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 tables, graphs, or reading passages, provide only the information that the question asks 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, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the question as it refers to the material presented. So read the question carefully.

How to approach unfamiliar formats

New multiple-choice formats are developed from time to time to find new ways of assessing knowledge. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for, and what details are given in the question that help you find the answer.

Here is an example of a format you might not have encountered before:

Directions: The following question asks you to analyze teacher goals and actions intended to lead to the achievement of the goal. Decide whether the action makes it likely or unlikely to lead to the achievement of the goal.

GOAL: To increase the participation of low-achieving middle-school students in whole-class discussions.

ACTION: Instead of asking for volunteers, the teacher randomly calls on students to discuss homework assignments.

- (A) Likely, because students who feel anxiety about being called on will be more at ease and will pay more attention to class discussion.
- (B) Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from these students.
- (C) Unlikely, because students in the middle-school grades prefer to have a choice in responding to discussions.
- (D) Unlikely, because students' positive feelings toward the teacher will decrease.

To answer this question correctly you must read the directions, which explain how the paragraph marked "GOAL," the paragraph marked "ACTION" and the answer choices fit together. The answer is (B) because it is the only action that is both "likely" to be successful and "likely" to be the right reason. To answer this question, first decide whether or not the action was likely to achieve the desired goal. Then select the reason. This two-part selection process brings you to your answer.

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 providing in-depth explanations on particular topics. Essay and problem-solving 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 each other from computer terminals at home or at work."

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

- a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.
- b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.

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 circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For more detailed information on constructed-response scoring, see the Scoring Guide in the Test at a Glance section.

3. 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 those 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 Series* tests are part of a national testing program, meaning that they are required in more than one state 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 that you can find at www.ets.org/praxis/states.

How do I know if I passed the test?

You will receive passing score information on your score report for the score recipients that you listed when you registered. If you test in a state with automatic score reporting, you will 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 which 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
- Your Recognition of Excellence (ROE) Award status, if applicable (found at www.ets.org/praxis/scores/understand/roe)

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

Content category scores and score interpretation

On many of the *Praxis* tests, questions are grouped into content categories. 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. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

These resources may also help you interpret your scores:

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

4. Learn About Your Test

Learn about the specific test you will be taking

Special Education: Core Knowledge and Mild to Moderate Applications (0543/5543)

Test at a Glance			
Test Name	Special Education: Core Knowledge and Mild to Moderate Applications		
Test Code	0543	5543	
Time	2 hours	2 hours	
Number of Questions	90 multiple-choice questions; 3 integrated constructed-response questions	90 multiple-choice questions; 3 integrated constructed-response questions	
Format	Multiple choice: 75% of total score Integrated constructed response: 25% of total score	Multiple choice: 75% of total score Integrated constructed response: 25% of total score	
Delivery	Paper delivered	Computer delivered	
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Development and Characteristics of Learners II. Planning and the Learning Environment III. Instruction IV. Assessment V. Foundations and Professional Responsibilities VI. Integrated Constructed-response Questions	17 20 20 17 16 3	14% 17% 17% 14% 13% 25%

About This Test

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

The 90 multiple-choice questions assess the knowledge and understanding of principles and practices related to special education and mild to moderate applications. The three constructed-response questions are integrated ones that assess an examinee's knowledge of students with mild to moderate disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration.

Some of the questions on this test may not count toward your score.

Topics Covered

A summary of the topics covered in each category is provided below.

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

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

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

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

III. Instruction (approximately 17%)

- Instructional strategies/techniques that are appropriate, considering students' ages and abilities
- Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
- Instructional strategies that facilitate maintenance and generalization of concepts
- Selection and implementation of research-based interventions for individual students
- Selection and implementation of supplementary

and/or functional curriculum

- Options for assistive technology
- Instructional strategies/techniques that support transition goals
- Preventive strategies and intervention strategies for at-risk learners

IV. Assessment (approximately 14%)

- Evidence-based assessments that are effective and appropriate
- Defines and uses various assessments
- Interprets assessment results
- Understands and uses the results of assessments

V. Foundations and Professional Responsibilities (approximately 13%)

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

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

- Instruction and Assessment
- Learning environment and classroom management
- Collaboration

5. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in the Test at a Glance section, 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 college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Each guide provides a combination of test preparation and practice, including 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 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 in the Learn About Your Test section on page 11.

7) Develop a study plan.

A study plan provides a roadmap 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 16 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 each other, 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 on page 16 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 planned for study of 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 on page 11 to select topics and then select practice questions, beginning on page 22.
- **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 the practice test together.** The idea of the 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.** Score each other's answer sheets. For the constructed-response questions, look at the Sample Test Questions, which also contains 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 partners 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 and therefore earned points.

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 these goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

6. 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 *Praxis I® Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the Test at a Glance and Topics Covered information, beginning on page 11 to help complete it.

Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in the Test at a Glance and Topics Covered sections.
- 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: Praxis I Pre-Professional Skills Test: Reading
Praxis Test Code: 0710
Test Date: 11/15/12

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
Literal Comprehension						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

(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 this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
Critical and Inferential Comprehension						
Evaluation	Determine whether evidence strengthens, weakens or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in the Test at a Glance and Topics Covered sections.
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: _____
 Praxis 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)

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of these 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?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the "Skip" function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. 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 multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or 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 mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

1. **For a paper-delivered test, put your answers in the right "bubbles."** It seems obvious, but be sure that you fill in the answer "bubble" that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.
2. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. 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.

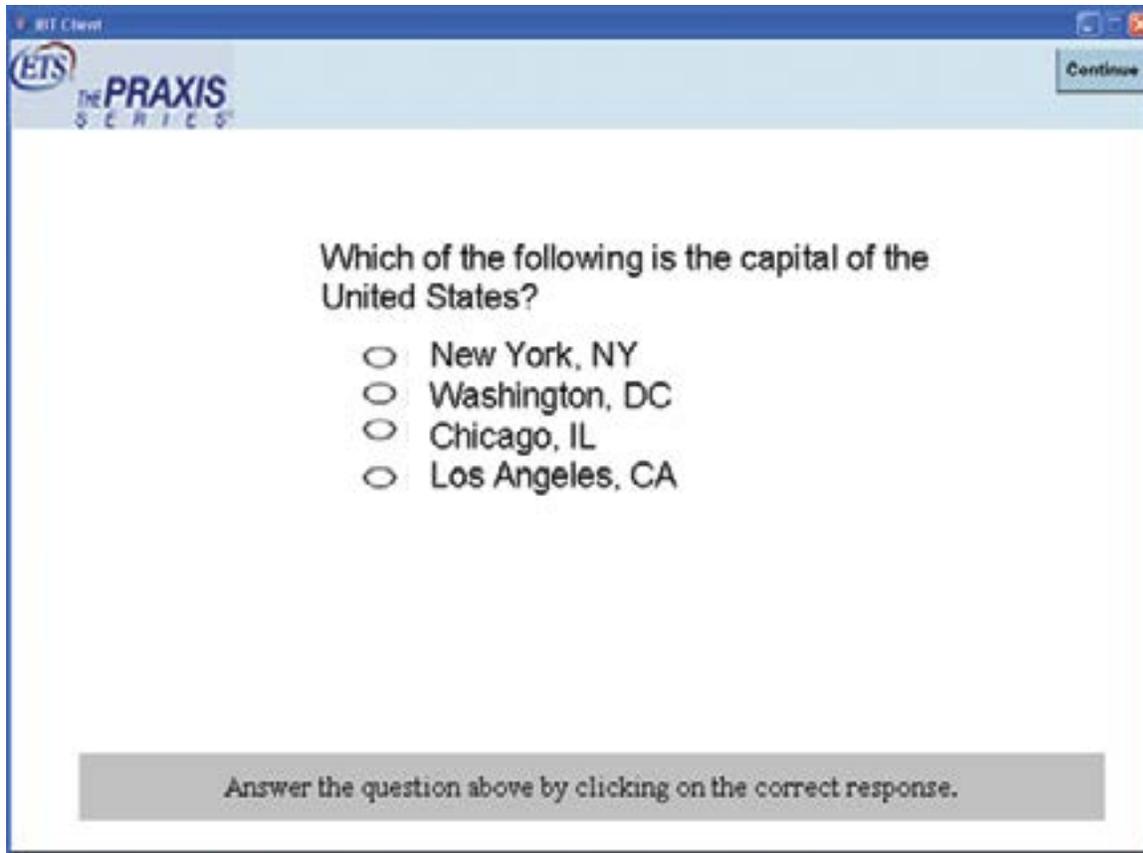
- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, he/she might ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers 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.
- 5. 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.
- 6. 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 similar-looking (but in fact very different) tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the website of the state for which you are seeking certification/licensure.
- 7. Use your energy to take the test, not to get angry at it.** Getting angry at the test 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. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

This test is available via paper delivery or computer delivery. Other than the delivery method, there is no difference between the tests. The test content is the same for both test codes.

To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test.



Here is the same sample question as it would appear on a paper-delivered test:

Which of the following is the capital of the United States?

- (A) New York, NY
- (B) Washington, DC
- (C) Chicago, IL
- (D) Los Angeles, CA

For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.

Sample Test Questions

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

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

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

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

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

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

Answers to Practice Questions

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

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

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

4 This question tests understanding of the characteristic behaviors of students with autism. This scenario addresses two behaviors—maintaining eye contact and making impulsive comments. (B) is correct because using a visual reminder can increase appropriate behavior. (A) is incorrect because there is no indication that Trish needs help staying on task. (C) is incorrect because being able to look outside would not address the behavioral problems of maintaining eye contact or making impulsive comments. (D) is incorrect because high-interest, low-reading-level assignments are appropriate for a student who is not reading on grade level, and Trish is able to complete grade-level assignments.

5 This question addresses understanding and application of a behavior intervention plan (BIP). (B) is the correct answer because under federal law the team must conduct a functional behavioral assessment (FBA) prior to implementation of a behavior intervention plan. (A) is incorrect because paraprofessionals provide academic support, not behavioral intervention. (C) is incorrect because it does not address the behavior problems. (D) is incorrect because it is not a required step to implementing a behavior intervention plan.

6 This question tests knowledge of IDEA. (A) is the correct answer. According to Part C of this law, students qualify for early-intervention services from birth through 2 years of age.

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

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

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

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

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

12 This question tests understanding of different types of seating arrangements. (C) is the correct answer because cooperative clusters allow students to work together to complete a task with the teacher facilitating. (A) is not correct because just by sitting him in a cooperative cluster will not increase his chances of participating. (B) is not correct because sitting in a cooperative cluster does not necessarily mean he will be closer to the teacher. (D) is not correct because sitting near a window is likely to be a distraction for a student with mild mental retardation.

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

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

15 This question tests knowledge about the characteristics of a specific neurological disorder, Tourette syndrome. (A) is the correct answer because Tourette syndrome is characterized by repetitive, involuntary movements and vocalizations called tics. (B), (C), and (D) are incorrect because they are not symptoms of Tourette syndrome.

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

17 This question tests knowledge about early intervention for infants and toddlers. (B) is correct because in addition to the services provided in Part B of IDEA, the IFSP also includes information about family support services, nutrition services, and case management. (A), (C), and (D) are incorrect because they refer to information that is included in both the IFSP and the IEP.

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

Sample Test Question

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

Scoring Guide

Score of 3

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

A response in this category

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

Score of 2

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

A response in this category

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

Score of 1

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

A response in this category

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

Score of 0

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

A response in this category

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

Sample Responses

Directions: One constructed-response question follows:

CAREFULLY READ AND FOLLOW THE SPECIFIC DIRECTIONS FOR THE QUESTION

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

Teaching Scenario

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

Task

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

Sample Response that Received a Score of 3

Types of Data

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

Explanation of value

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

Sample Response that Received a Score of 2

Types of Data

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

Explanation of value

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

Sample Response that Received a Score of 1

Types of data

writing sample
running records

Explanation of value

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

Sample Response that Received a Score of 0

Collect data to bring to meeting

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

9. Check on Testing Accommodations

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

What if English is not my primary language?

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

What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the U.S. Armed Forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at www.ets.org/praxis/register/accommodations/monday_testing.

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 (14 pt.)
- 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/praxis/register/disabilities>.

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

10. Do Your Best on Test Day

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

You followed your study plan. You are 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 and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response tests
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

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 necessary 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
- scrap paper
- any electronic recording, photographic, recording, or listening device

Note: All cell phones, smartphones (e.g., BlackBerry® devices, iPhones, etc.), PDAs, 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 if you're 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 items?
- 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!

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 pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. 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.

What are the *Praxis I* tests?

The *Praxis I* tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. *Praxis I* tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

What are the *Praxis II* tests?

Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 *Praxis II* tests, which contain multiple-choice or constructed-response questions, or a combination of both.

What is the difference between *Praxis* multiple-choice and constructed-response tests?

Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific *Praxis II* pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the *Praxis* test.

Who takes the tests and why?

Some colleges and universities use the *Praxis I* tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require *Praxis I* scores as part of their teacher licensing process.

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

Do all states require these tests?

The *Praxis Series* tests are currently required for teacher licensure in approximately 40 states and U.S. 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 pre-defined 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 it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

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

Your state chose *The Praxis Series* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

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

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

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

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they were 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.

*ETS Standards for Quality and Fairness (2003, Princeton, NJ) 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 (1999, Washington, DC).

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 existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the 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 scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. 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 their *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 in to your *Praxis* account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

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

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



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

www.ets.org/praxis/testprep

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

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