ETS PRAXIS

Measuring the Power of Learning.®

The *Praxis*® Study Companion

Principles of Learning and Teaching: Early Childhood

5621

www.ets.org/praxis

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 50).

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.

Table of Contents

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

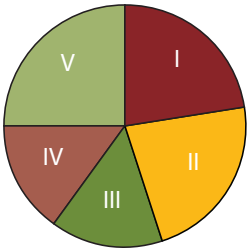
1. Learn About Your Test

Learn about the specific test you will be taking

Principles of Learning and Teaching: Early Childhood (5621)

Test at a Glance

Test Name	Principles of Learning and Teaching: Early Childhood
Test Code	5621
Time	2 hours
Number of Questions	70 selected-response questions, 4 constructed-response questions
Format	Selected response; constructed-response questions related to two case histories
Test Delivery	Computer delivered



Content Categories	Approximate Number of Selected-Response Questions	Approximate Number of Constructed-Response Questions	Approximate Percentage of Examination
I. Students as Learners	21		22.5%
II. Instructional Process	21		22.5%
III. Assessment	14		15%
IV. Professional Development, Leadership, and Community	14		15%
V. Analysis of Instructional Scenarios		4	25%
A. Students as Learners		1–2	
B. Instructional Process		1–2	
C. Assessment		0–1	
D. Professional Development, Leadership, and Community		0–1	

Pacing and Special Tips	In allocating time on this assessment, it is expected that about 70 minutes will be spent on the selected-response section and about 50 minutes will be spent on the constructed-response section; the sections are not independently timed.

About This Test

The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels.

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 35.

Please note that, unless otherwise specified, references made to theories in this test are based on their original version.

I. Students as Learners

A. Student Development and the Learning Process

1. Understands the theoretical foundations of how students learn
   a. knows how knowledge is constructed
   b. knows a variety of means by which skills are acquired
   c. understands a variety of cognitive processes and how they are developed
2. Knows the major contributions of foundational theorists to education
   a. relates the work of theorists to educational contexts
      – Bandura
      – Bruner
      – Dewey
      – Piaget
      – Vygotsky
      – Kohlberg
      – Bloom
3. Understands the concepts and terms related to a variety of learning theories
   a. metacognition
   b. schema
   c. transfer
   d. self-efficacy
   e. self-regulation
   f. zone of proximal development
   g. classical and operant conditioning
4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)
   a. describes the characteristics of a typical child in each stage and each domain
   b. recognizes typical and atypical variance within each stage and each domain
5. Understands how learning theory and human development impact the instructional process
   a. defines the relationship between learning theory and human development
   b. provides examples of how learning theory is impacted by human development
   c. uses knowledge of learning theory to solve educational problems
   d. uses knowledge of human development to solve educational problems

B. Students as Diverse Learners

1. Understands that a number of variables affect how individual students learn and perform
   a. identifies a number of variables that affect how students learn and perform
      – gender
      – culture
      – socioeconomic status
      – prior knowledge and experience
      – motivation
      – self-confidence, self-esteem
      – cognitive development
      – maturity
      – language
   b. provides examples of how variables might affect how students learn and perform

2. Recognizes areas of exceptionality and their potential impact on student learning
   a. identifies areas of exceptionality
      – cognitive
      – auditory
      – visual
      – motor/physical
      – speech/language
      – behavioral
   b. explains a variety of ways exceptionalities may impact student learning
3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice
   a. identifies the provisions of legislation relevant to students with exceptionalities
      – Americans with Disabilities Act (ADA)
      – Individuals with Disabilities Education Act (IDEA)
      – Section 504, Rehabilitation Act (504)
   b. explains how the provisions of legislation relating to students with exceptionalities affect classroom practice
4. Recognizes the traits, behaviors, and needs of intellectually gifted students

Recognizes that the process of English language acquisition affects the educational experience of English language learners (ELLs)

5. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process
   a. recognizes students with exceptionalities require particular accommodations
   b. knows how to modify instruction, assessment, and communication methods to meet a recognized need

C. Student Motivation and Learning Environment

1. Knows the major contributions of foundational behavioral theorists to education
   a. relates the work of behavioral theorists to educational contexts
      – Thorndike
      – Watson
      – Maslow
      – Skinner
      – Erikson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
   a. defines terms related to foundational motivation theory
      – self-determination
      – attribution
      – extrinsic/intrinsic motivation
      – cognitive dissonance
      – classic and operant conditioning
      – positive and negative reinforcement
   b. relates motivation theory to instruction, learning, and classroom management
3. Knows principles and strategies for classroom management
   a. knows how to develop classroom routines and procedures
   b. knows how to maintain accurate records
   c. knows how to establish standards of conduct
   d. knows how to arrange classroom space
   e. recognizes ways of promoting a positive learning environment
4. Knows a variety of strategies for helping students develop self-motivation
   a. assigning valuable tasks
   b. providing frequent positive feedback
   c. including students in instructional decisions
   d. de-emphasizing grades

II. Instructional Process

A. Planning Instruction

1. Understands the role of district, state, and national standards and frameworks in instructional planning
   a. understands the theoretical basis of standards-based education
   b. knows resources for accessing district, state, and national standards and frameworks
   c. understands how standards and frameworks apply to instructional planning
2. Knows how to apply the basic concepts of predominant educational theories
   a. understands the basic concepts of cognitivism
      – schema
      – information processing
      – mapping
   b. understands the basic concepts of social learning theory

- modeling
- reciprocal determinism
- vicarious learning

c. understands the basic concepts of constructivism
- learning as experience
- problem-based learning
- zone of proximal development
- scaffolding
- inquiry/discovery learning

d. understands the basic concepts of behaviorism
- conditioning
- intrinsic and extrinsic rewards
- reinforcement
- punishment

e. knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts

3. Understands how scope and sequence affect instructional planning
   a. defines and provides examples of scope
   b. defines and provides examples of sequence
   c. understands the relationship between scope and sequence and standards of learning
   d. understands the role of scope and sequence in curriculum planning
4. Knows how to select content to achieve lesson and unit objectives
5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
   a. distinguishes among the different learning domains
   b. knows how to apply Bloom's Taxonomy to the development of instructional objectives
   c. knows how to describe observable behavior
   d. knows how to describe measurable outcomes
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation
   a. identifies when remediation is appropriate
   b. identifies when enrichment is appropriate
   c. identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities
7. Understands the role of resources and materials in supporting student learning
   a. identifies and explains the uses of a variety of resources and materials that support student learning
      - computers, the Internet, and other electronic resources
      - library collection (books, magazines, pamphlets, reference works)
      - videos, DVDs
      - artifacts, models, manipulatives
      - guest speakers and community members
   b. knows how to develop lessons as part of thematic and/or interdisciplinary units
   c. understands the basic concepts of thematic instruction
   d. understands the components of thematic units
      - selecting a theme
      - designing integrated learning activities
      - selecting resources
      - designing assessments
   e. understands the basic concepts of interdisciplinary instruction
   f. understands the components of interdisciplinary units
      - collaborating
      - generating applicable topics
      - developing an integrative framework
      - planning instruction for each discipline
      - designing integrative assessment
      - recognizes their role in collaborating with instructional partners in instructional planning
   g. identifies a variety of instructional planning partners
      - special education teachers
      - library media specialists
      - teachers of the gifted and talented
      - IEP team members
      - para educators
   h. describes the roles each partner plays in collaborative activities

B. Instructional Strategies

1. Understands the cognitive processes associated with learning
   a. critical thinking
   b. creative thinking
   c. questioning
   d. inductive and deductive reasoning
   e. problem solving
   f. planning
   g. memory
   h. recall
2. Understands the distinguishing features of different instructional models
   a. describes a variety of instructional models
      – direct
      – indirect
      – independent
      – experiential
      – interactive
3. Knows a variety of instructional strategies associated with each instructional model
   a. identifies instructional strategies associated with direct instruction
      – explicit teaching
      – drill and practice
      – lecture
      – demonstrations
      – guides for reading, listening, viewing
   b. identifies instructional strategies associated with indirect instruction
      – problem solving
      – inquiry
      – case studies
      – concept mapping
      – reading for meaning
      – cloze procedures
   c. identifies instructional strategies associated with independent instruction
      – learning contracts
      – research projects
      – learning centers
      – computer mediated instruction
      – distance learning
   d. identifies instructional strategies associated with experiential and virtual instruction
      – field trips
      – experiments
      – simulations
      – role play
      – games
      – observations
   e. identifies instructional strategies associated with interactive instruction
      – brainstorming
      – cooperative learning groups
      – interviews
      – discussions
      – peer practice
      – debates
4. Knows a variety of strategies for encouraging complex cognitive processes
   a. identifies complex cognitive processes
      – concept learning
      – problem solving
      – metacognition
      – critical thinking
      – transfer
   b. knows instructional activities specific to the development of complex cognitive processes
      – distinguishing fact from opinion
      – comparing and contrasting
      – detecting bias
      – predicting
      – categorizing
      – analyzing
      – sequencing
      – summarizing
      – inferring
      – decision making
      – evaluating
      – synthesizing
      – generalizing
5. Knows a variety of strategies for supporting student learning
   a. identifies and explains uses of strategies for supporting student learning
      – modeling
      – developing self-regulation skills
      – scaffolding
      – differentiating instruction
      – guided practice
      – coaching

6. Knows basic strategies for promoting students' development of self-regulatory skills
   a. knows how to support students in
      – setting goals
      – managing time
      – organizing information
      – monitoring progress
      – reflecting on outcomes
      – establishing a productive work environment
   b. understands the design of different group configurations for learning
   c. describes different group configurations
      – whole-class
      – small-group
      – independent learning
      – one-on-one
      – pair/share
7. Understands the use and implications of different grouping techniques and strategies
   a. explains the uses, strengths, and limitations of a variety of grouping techniques
      – cooperative learning
      – collaborative learning
      – heterogeneous grouping
      – homogeneous grouping
      – multi-age grouping
      – grouping by gender
8. Knows how to select an appropriate strategy for achieving an instructional objective
9. Understands the concept of monitoring and adjusting instruction in response to student feedback
   a. explains the instructional purposes of monitoring and adjusting instruction
   b. knows strategies for monitoring and adjusting instruction
10. Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies
11. Knows the characteristics of different types of memory and their implications for instructional planning and student learning
    a. distinguishes among the different types of memory
       – short term
       – long term
    b. considers the characteristics and effects of memory on student learning when planning instruction
12. Recognizes the role of teachable moments in instruction
    a. defines and provides examples of a teachable moment
    b. understands the uses of the teachable moment

C. Questioning Techniques

1. Knows the components of effective questioning
   a. alowing think/wait time
   b. helping students articulate their ideas
   c. respecting students' answers
   d. handling incorrect answers
   e. encouraging participation
   f. establishing a non-critical classroom environment
   g. promoting active listening
   h. varying the types of questions
2. Understands the uses of questioning
   a. explains and provides examples of different purposes of questioning
      – developing interest and motivating students
      – evaluating students' preparation
      – reviewing previous lessons
      – helping students set realistic expectations
      – engaging students in discussion
      – determining prior knowledge
      – preparing students for what is to be learned
      – guiding thinking
      – developing critical and creative thinking skills
      – checking for comprehension or level of understanding
      – summarizing information
      – stimulating students to pursue knowledge on their own
3. Knows strategies for supporting students in articulating their ideas
   a. explains and provides examples of strategies for supporting students in articulating their ideas
      – verbal and non-verbal prompting
      – restatement
      – reflective listening statements
      – wait time

4. Knows methods for encouraging higher levels of thinking
    a. explains and provides examples of methods for encouraging students' higher levels of thinking, thereby guiding students to
        – reflect
        – challenge assumptions
        – find relationships
        – determine relevancy and validity of information
        – design alternate solutions
        – draw conclusions
        – transfer knowledge
5. Knows strategies for promoting a safe and open forum for discussion
    a. knows basic techniques for establishing and maintaining standards of conduct for discussions
        – engaging all learners
        – creating a collaborative environment
        – respecting diverse opinions
        – supporting risk taking

D. Communication Techniques

1. Understands various verbal and nonverbal communication modes
    a. explains and provides examples of
        – body language
        – gesture
        – tone, stress, and inflection
        – eye contact
        – facial expression
        – personal space
2. Is aware of how culture and gender can affect communication
3. Knows how to use various communication tools to enrich the learning environment
    a. audio and visual aids
    b. text and digital resources
    c. internet and other computer-based tools
4. Understands effective listening strategies
    a. explains and provides examples of active listening strategies
        – attending to the speaker
        – restating key points
        – asking questions
        – interpreting information
        – providing supportive feedback
        – being respectful

III. Assessment

A. Assessment and Evaluation Strategies

1. Understands the role of formal and informal assessment in informing the instructional process
    a. defines and provides uses and examples of formal and informal assessment modes
    b. explains a variety of ways the results of formal and informal assessment are used to make educational decisions
2. Understands the distinctions among the different types of assessment
    a. defines and provides uses and examples of formative, summative, and diagnostic assessment
3. Knows how to create and select an appropriate assessment format to meet instructional objectives
    a. knows how to create assessments in a variety of formats
    b. is able to select an assessment format to meet a specific instructional objective
4. Knows how to select from a variety of assessment tools to evaluate student performance
    a. knows a variety of assessment tools, their uses, strengths, and limitations
        – rubrics
        – analytical checklists
        – scoring guides
        – anecdotal notes
        – continuums
    b. is able to select an assessment tool appropriate for quantifying the results of a specific assessment
5. Understands the rationale behind and the uses of students' self and peer assessment
    a. defines and provides uses and examples of student self-assessment modes
    b. defines and provides uses and examples of peer assessment modes
    c. explains the strengths and limitations of self and peer assessment modes

6. Knows how to use a variety of assessment formats
   a. describes and provides uses, strengths, and limitations of a variety of assessment formats
      – essay
      – selected response
      – portfolio
      – conference
      – observation
      – performance
   b. is able to select an assessment format appropriate to a specific educational context

B. Assessment Tools

1. Understands the types and purposes of standardized tests
   a. explains the uses of the different types of standardized tests
      – achievement
      – aptitude
      – ability
   b. recognizes the data provided by the different types of standardized tests
2. Understands the distinction between norm-referenced and criterion-referenced scoring
   a. explains the uses of norm-referenced and criterion-referenced tests
   b. explains data provided by a norm-referenced and a criterion-referenced test
3. Understands terminology related to testing and scoring
   a. defines and explains terms related to testing and scoring
      – validity
      – reliability
      – raw score
      – scaled score
      – percentile
      – standard deviation
      – mean, mode, and median
      – grade-equivalent scores
      – age-equivalent scores
4. Understands the distinction between holistic and analytical scoring
   a. describes holistic scoring and analytical scoring
   b. identifies an educational context for each
5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel
   a. understands what scores and testing data indicate about a student's ability, aptitude, or performance
   b. is able to explain results of assessments using language appropriate for the audience

IV. Professional Development, Leadership, and Community

1. Is aware of a variety of professional development practices and resources
   a. professional literature
   b. professional associations
   c. workshops
   d. conferences
   e. learning communities
   f. graduate courses
   g. independent research
   h. internships
   i. mentors
   j. study groups
2. Understands the implications of research, views, ideas, and debates on teaching practices
   a. knows resources for accessing research, views, ideas, and debates on teaching practices
   b. interprets data, results, and conclusions from research on teaching practices
   c. is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations
3. Recognizes the role of reflective practice for professional growth
   a. defines the purposes of reflective practice
   b. knows a variety of activities that support reflective practice
      – reflective Journal
      – self and peer assessment
      – incident analysis
      – portfolio
      – peer observation
      – critical friend

4. Is aware of school support personnel who assist students, teachers, and families
    a. guidance counselors
    b. IEP team members
    c. special education teachers
    d. speech, physical, and occupational therapists
    e. library media specialists
    f. teachers of the gifted and talented
    g. paraeducators
5. Understands the role of teachers and schools as educational leaders in the greater community
    a. role of teachers in shaping and advocating for the profession
    b. perceptions of teachers
    c. partnerships with parents and family members
    d. partnerships with the community
6. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process
    a. knows the elements of successful collaboration
        – developing an action plan
        – identifying the stakeholders
        – identifying the purpose of the collaboration
        – supporting effective communication
        – seeking support
7. Understands the implications of major legislation and court decisions relating to students and teachers
    a. equal access
    b. privacy and confidentiality
    c. First Amendment issues
    d. intellectual freedom
    e. mandated reporting of child neglect/abuse
    f. due process
    g. liability
    h. licensing and tenure
    i. copyright

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.

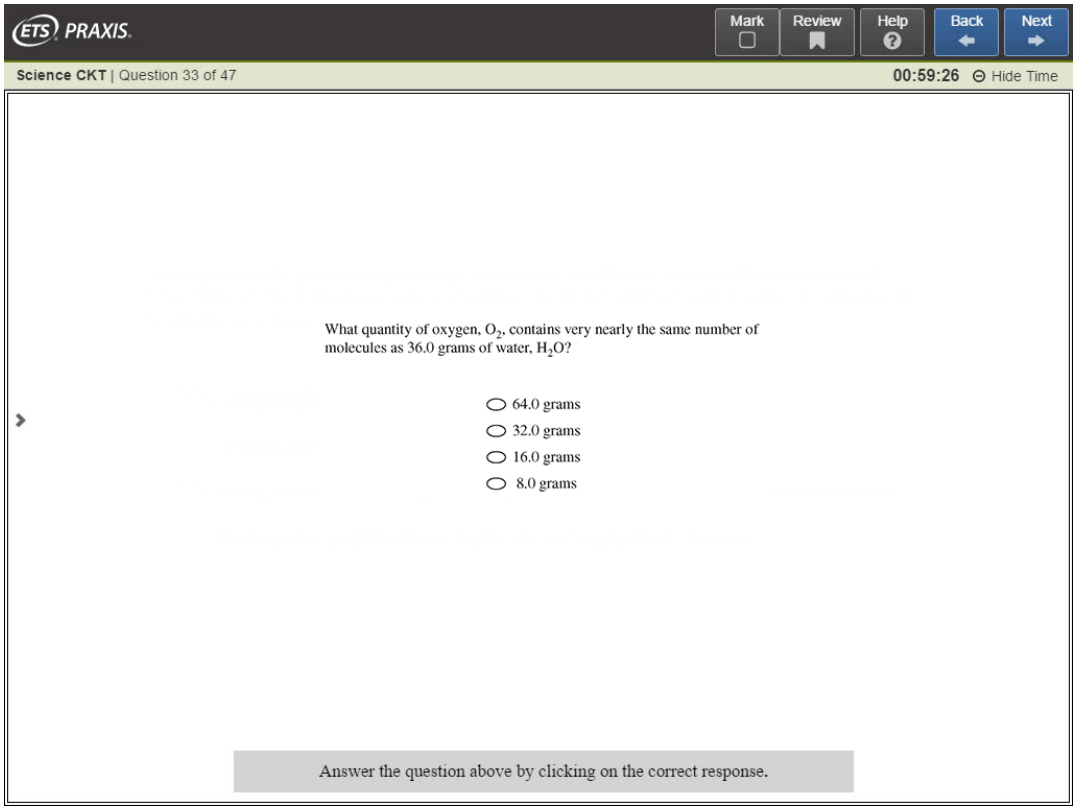
For tests that have constructed-response questions, more detailed information can be found on page 23.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

This test is available via computer delivery. To illustrate what a computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.



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.

1. Classroom management research findings suggest that one of the most effective ways to maximize the amount of time elementary school children spend on academic activities is for the teacher to do which of the following?
   (A) Plan for, teach, and enforce routines for transition times and classroom housekeeping tasks
   (B) Assign homework three times a week in the major subjects
   (C) Assign individual reading on new topics before discussing the topic in class
   (D) Introduce new material in a lecture followed immediately by a questioning session on the material

2. Which of the following would be the best indication to a teacher that students are beginning to think critically about science?
   (A) They talk about earthquakes, space probes, and science-related information in the news
   (B) They begin to read more books and articles about science on their own
   (C) They successfully plan and carry out simple experiments to test questions raised in classroom discussion
   (D) They ask the teacher to read stories to them about scientific topics

3. Which of the following would NOT typically be included in the portfolio a teacher keeps on each child in a class?
   (A) Weekly classroom lesson plans and curriculum goals
   (B) Dated work samples accompanied by teacher commentary
   (C) Anecdotal records and records of systematic observations
   (D) Checklists, rating scales, screening inventories

4. For developing the language abilities of kindergartners, which of the following would be the most appropriate way to follow up the writing of a group essay?
   (A) Prepare a list of the most difficult words for the children to learn to spell
   (B) Show the children how to revise the sentences to make them longer and more complex structurally
   (C) Have the children print the essay for themselves, then practice writing it, using cursive letters
   (D) Read the essay aloud, in unison with the children, then leave it displayed where they can examine it

5. Which of the following is an example of a classroom activity that uses dramatic play to facilitate language development?
   (A) Students use finger puppets while the teacher reads aloud from a picture storybook
   (B) Students shop for and purchase grocery items in a mock store
   (C) Students pass around and examine a variety of seashells during a science lesson
   (D) Students work together to construct a life-size outline of a mammoth on the playground

6. Which of the following instructional approaches is likely to be most effective in helping children in a culturally diverse class of 3- and 4-year-olds achieve the goal of developing strong, positive self-concepts?

   (A) Inviting parents to bring to school foods traditionally associated with the holidays observed in the ethnic groups represented in the class

   (B) Requiring that children accept each other equally, change playmates frequently, and show courtesy to all regardless of cultural and ethnic background

   (C) Providing a wide range of multicultural materials, such as books and pictures about children from different countries, including those countries represented by the students' families

   (D) Providing both learning activities and materials that affirm aspects of the different cultures of the children's families, such as learning to say "good morning" in the language used by children's families

7. Based on the stages of early oral language development, kindergarten students typically

   (A) depend on intonation and gestures to communicate

   (B) generalize information and begin to remember names of objects

   (C) communicate needs, respond to directional commands, and speak in three- to four-word sentences

   (D) use irregular noun and verb forms and talk with adults in four- to eight-word sentences

8. According to Bloom's Taxonomy of Educational Objectives, which of the following best describes application as a level of understanding?

   (A) The ability to translate information into one's own words to show understanding

   (B) The ability to use information or relate learning to new real-life situations

   (C) The ability to break down information into parts to see how the parts relate to the whole

   (D) The ability to recognize and recall information

9. Which of the following is most likely to be a feature of an accelerated program rather than a component of an enrichment activity?

   (A) Taking summer programs

   (B) Receiving credit by exam

   (C) Doing simulations and playing games

   (D) Completing independent projects

10. Which of the following is the best example of divergent thinking?

    (A) The student's ideas are generated at unpredictable intervals

    (B) The student's solutions are based on established perspectives or frameworks

    (C) The student produces many different solutions to the same problem

    (D) The student shows abilities in several learning domains

11. Which of the following is a type of test score used to show a student's relative position among a group of students in the same grade who are tested at the same time?

    (A) Percent correct

    (B) Percentile rank

    (C) Raw score

    (D) Composite score

12. Which of the following mandates that no person in the United States shall, on the basis of sex, be excluded from participation in any educational program or activity receiving federal assistance?

    (A) *Mills* v. *Board of Education*, 1972

    (B) Individuals with Disabilities Education Act (IDEA)

    (C) Title IX of the Education Amendments of 1972

    (D) Title VI of the Civil Rights Act of 1964

13. Which of the following professional strategies is most likely to result in improved student motivation and academic performance?

    (A) Each teacher employs the classroom management techniques with which he or she feels most comfortable

    (B) Teachers collaborate to formulate, select, and monitor classroom management techniques and other classroom procedures based on successful experiences

    (C) A subset of teachers determines the rules to be given to the other teachers who then impose the rules on their classes

    (D) Teachers elect a colleague to represent them in working with the administration to determine a set of five best practices to be used at each teacher's discretion

14. Which of the following correctly states an aspect of effective reflective practice?

    (A) Peer coaching should be done sparingly because it can interfere with a coach's own reflective potential

    (B) Reflective practice, to remain truly professional, should exclude student input that challenges teaching practices

    (C) The reflection process should be free of links to conceptual frameworks that limit inquiry and problem solving

    (D) Teacher coaches should create an environment of trust and build a context for reflection that is unique to every learning situation

15. Which of the following is the best practice for promoting a positive learning environment?

    (A) Subtracting class points for the day according to students' behavior at regular intervals

    (B) Providing students with inquiry-based cooperative learning activities

    (C) Conducting lessons in lecture format

    (D) Creating class rules without student input

16. Which of the following best describes instruction using Vygotsky's zone of proximal development (ZPD)?

    (A) Giving second-grade students a work sheet of two-digit addition problems to complete independently

    (B) Giving first-grade students a book to read independently at their instructional reading level

    (C) Using a book at a group of first-grade students' independent reading level in a guided reading group

    (D) Using manipulative cubes with second-grade students to help them learn regrouping in addition

17. Which of the following characteristics is considered a strength of a flexible ability group?

    (A) Reducing student stigmatization by teaching the same curriculum

    (B) Providing opportunities for more able students to assist less able peers in learning

    (C) Providing student-specific instruction in areas where students struggle

    (D) Maintaining high level of expectations for all students

Answers to Sample Questions

1. The correct answer is (A). Too much time is often spent supervising students in relation to personal needs and everyday housekeeping tasks, and interruptions for this purpose are a major source of discontinuity in academic activities. Teachers can minimize these problems by preparing students to handle routine activities on their own.

2. The correct answer is (C). Of the choices given, (C) is the only one that suggests that the students may be engaging in critical thinking about science, since they presumably must do so in order to complete such experiments. Choices (A), (B), and (D) suggest interest in science topics, but the activities do not require critical thinking.

3. The correct answer is (A). Choices (B), (C), and (D) are types of items that may be found in a portfolio kept to assess student progress. Weekly lesson plans and curriculum goals are items that do not need to be in such a portfolio.

4. The correct answer is (D). The most appropriate follow-up is one that motivates children toward continued expression. Displaying the essay serves as a form of publication and allows the children to reread the essay on their own terms. Reading in unison provides a nonthreatening way for the children to practice the language skills they have learned.

5. The correct answer is (B). Pretending to shop for and purchase grocery items is dramatic play that encourages the development of language skills through speaking, list writing, and reading environmental print. In (A), students are demonstrating their comprehension of the storybook using the finger puppets. The activity described in (C) does not engage the students in dramatic play and does not necessarily provide an opportunity for language development. (D) describes a cooperative learning activity.

6. The correct answer is (D). This instructional approach is likely to be most effective because young children construct their cultural identities primarily in relation to families. In (C), simply providing multicultural materials will not accomplish the goals described, nor will providing only the activity described in (A). (B) is unlikely to work for children of this age, because such behaviors cannot be dictated.

7. The correct answer is (D); it reflects typical behavior of a kindergarten student. (A) reflects behavior of children 18 months to two years of age in stage 2 of early oral development. (B) reflects behavior of children two to three years of age in stage 3 of early oral development. (C) reflects behavior of children three to four years of age in stage 4 of early oral development.

8. The correct answer is (B). In Bloom's Taxonomy of Educational Objectives (1956), application is referred to as the ability to use information or relate learning to new real-life situations. (A) refers to comprehension, (C) to analysis, and (D) to knowledge.

9. The correct answer is (B). Credit by exam allows students to compress or skip material they may not need to cover. The other choices allow students opportunities to probe deeper and independently into curriculum and are more typical of enrichment activities.

10. The correct answer is (C). The ability to produce many different solutions is a dimension of divergent thinking.

11. The correct answer is (B). A student's percentile rank indicates the percent of students in a particular group that received lower scores on a test than the student did. It shows the student's relative position, or rank, among a group of students in the same grade who were tested at the same time. Thus, for example, if a student earned a percentile rank of 72 on a science test, it can be interpreted that he or she scored higher than 72 percent of the students in the group. Percentile ranks range from one to 99.

12. The correct answer is (C). This choice is a synopsis of the Title IX legislation. Mills v. Board of Education (A) set the precedent that educational services are based on children's needs, not a school's financial capabilities. (B), IDEA, is a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. Title VI of the Civil Rights Act of 1964, (D), protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance.

13. The correct answer is (B). An organized, focused, collaborative effort to share ideas, determine actions, and monitor results is most likely to meet with success. (A) keeps the teachers isolated and engaged in habits that are not effective. (C) describes a strategy that discourages student motivation and engagement and is not an effective way for teachers to share ideas. Similarly, having one representative work out a narrow set of ideas with administrators who are not directly engaged in teaching the students may create a barrier to developing ideas and sharing effective practices; additionally, if there is no expectation for an identified practice to be tried widely, there will be no way to see whether it works.

14. The correct answer is (D). Trust and practical flexibility are essential to teaching contexts that enhance reflective practice. Student input (B) would be useful for improving practice. Conceptual frameworks (C) can focus and provide discipline for the reflective process. Peer coaching (A) is useful in reflective practice.

15. The correct answer is (B). Inquiry-based learning is a best practice that engages students in the learning process. Students are able to have choice and control in an inquiry-based setting.

16. The correct answer is (D). Vygotsky's zone of proximal development begins with what students can do independently, in this case single-digit addition, and provides guidance to help students learn a new skill, two-digit addition with regrouping. The teacher is providing support until the student is able to complete the task independently.

17. The correct answer is (C). Flexible ability grouping allows teachers to provide instruction at the level of the students in the group. Students can move in or out of groups as their ability level changes.

Sample Constructed-Response Questions

Case History

Directions: The case history is followed by two short-answer questions.

Scenario

Six-year-old Sara lives with her mother, who has a relaxed schedule. Ms. Mercer, Sara's teacher, notes that Sara is often tired and inattentive after arriving late. Sara says she frequently stays up past midnight if others are up. Ms. Mercer, a second-year teacher, has asked her mentor to observe Sara and suggest ways to help Sara achieve Ms. Mercer's purposes.

Observation: Ms. Mercer's Class, April 30

Pre-observation interview notes:
Ms. Mercer says, "The purposes of first grade are to teach children 'school survival skills' and reading, writing, and arithmetic." She adds, "Sara needs help with 'survival skills,' including following directions, concentrating on a task to its completion, and being attentive to the lessons I present."

Mentor Classroom Observation—Focus on Sara Porter:

As Ms. Mercer's class begins, the children play with puzzles and other activities requiring construction or manipulation. Two children "write" on a flannel board, using letters kept in alphabetical stacks in a box. They return the letters so they fit exactly over their counterparts. Ms. Mercer praises them for neatness. She instructs them to return to their previously assigned groups as Sara enters the room. The students are seated at six tables, four students at each table. Ms. Mercer explains, "Tables one and two will work on reading first, while tables three and four will solve math problems, and tables five and six will draw page illustrations for your collaborative Big Book. After 25 minutes, the groups will stop the first activity and begin working on a second task without changing seats. Twenty-five minutes later, they will change again to work on the activity each group has not yet done. The math groups and those doing illustrations will hand in their work when time is called. I will work with the two groups who are reading aloud." She plans to monitor progress of students in the reading group. Sara is at table one. Ms. Mercer begins with this table and table two, working on reading. Several children read aloud. Ms. Mercer praises them. When Ms. Mercer calls on Sara, she begins reading in the wrong place. Joyce, seated next to Sara, points to where they are. Ms. Mercer says, "Sara, you would know where we are if you were paying attention." She calls on another child. Sara looks hurt, but soon starts to follow along in the book. Subsequently, Ms. Mercer calls on Sara, who now has the right place. Ms. Mercer then calls on another child.

During the math activity, Sara, yawning frequently, is the last to open her workbook and write her name. When she completes the page, she waits. She seems puzzled, although Ms. Mercer has already given directions. Sara gets up, sharpens a pencil, and returns to the wrong seat. "That's MY seat," accuses an angry boy. Sara apologizes and returns to her seat. Later, she waits to have her workbook checked. She has not torn out pages as Ms. Mercer instructed. Sara is told to "do it right." Sara has not creased the paper as Ms. Mercer demonstrated, so the pages do not tear out easily. Sara sucks her thumb and holds her ear for a minute. Suddenly, she yanks the paper and the pages come out with jagged edges. She receives three dots for her work. Ms. Mercer says, "Sara, this is good. I wish you could earn four dots" (the maximum). Sara slaps herself on the forehead.

During the illustration activity, Sara helps several others who have trouble thinking of ideas. Sara's illustration is among the best handed in. After the group work, Ms. Mercer places a large pad on an easel and says, "Now we're going to write about our trip to the art museum yesterday. Raise your hand and tell me something you saw or did in the museum." No one responds. She says, "Tell me the first thing we did at the museum." Sara raises her hand, offering a first sentence. After each response, Ms. Mercer asks, "What happened next?" or "What did we see next?" She prints each child's contribution.

> Our Trip to the Art Museum
> We rode the elevator to the second floor. We looked at different shapes on the ceiling. We saw a statue with a white triangle. We went to another room where we saw some pictures. We rode back down to the first floor. On our way out, we saw a painting of a grandfather and a boy.

During the writing of the group story, Sara fidgets in her seat, stares out the window, and makes a face at her neighbor.

Post-observation Interview Notes
Ms. Mercer says, "Sara is a top performer in academic achievement and on standardized tests, consistently scoring among the top five students in the class. She's so bright. It's a shame she's late and distracted so much." The mentor replies, "There may be something else bothering Sara. Although easily distracted, there may be other explanations for her behavior. Let's talk more."

Constructed-Response Questions

This section presents two constructed-response questions and sample responses along with the standards used in scoring these responses. When you read these sample responses, keep in mind that they are less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers assign scores based on the following scoring guide.

General Scoring Guide

Score of 2

A response in this category:

- Demonstrates a thorough understanding of the aspects of the case that are relevant to the question
- Responds appropriately to all parts of the question
- Provides a strong explanation, when required, that is well supported by relevant evidence
- Demonstrates a strong knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

Score of 1

A response in this category:

- Demonstrates a basic understanding of the aspects of the case that are relevant to the question
- Responds appropriately to one portion of the question
- Provides a weak explanation, when required, that is supported by relevant evidence
- Demonstrates some knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

Score of 0

A response in this category:

- Demonstrates misunderstanding of the aspects of the case that are relevant to the question
- Fails to respond appropriately to the question
- Is not supported by relevant evidence
- Demonstrates little knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

No credit is given for a blank or off-topic response.

Directions: Questions 18 and 19 require you to write short answers. You are not expected to cite specific theories or texts in your answers; however, your responses to the questions will be evaluated with respect to professionally accepted principles and practices in teaching and learning. Be sure to answer all parts of the questions.

Question 18

Ms. Mercer is concerned that Sara is often tired and inattentive after arriving late to school.

- Identify TWO specific actions Ms. Mercer might take to connect school and Sara's home environment for the benefit of Sara's learning.
- For each action, explain how that action will benefit Sara's learning. Base your response on principles of fostering positive relationships with family to support student learning and well-being.

Sample Response that Received a Score of 2

First, Ms. Mercer can collect as much information as possible to use in conferences with Sara's mother to help establish a positive relationship and to help identify Sara's strengths and needs. Ms. Mercer should do some systematic observation and objective description of Sara's performance and the effects of her late arrival and inattentiveness in class.

Observation information should also include Sara's good qualities. She might also gather information, with the help of the school nurse, about healthful habits for children Sara's age, including amount of sleep needed. Second, Ms. Mercer then needs to seek a parent conference in order to discuss the areas in which Sara shows strengths as a student and to address her concerns about Sara's performance in class. By showing a sincere interest in Sara's positive growth and development as well as identifying the youngster's problems, Ms. Mercer can work to establish a positive working relationship with Sara's mother.

Sample Response that Received a Score of 1

Ms. Mercer needs to talk with Sara's mother in order to connect school and Sara's home environment for the benefit of Sara's learning. She should call her to make an appointment, and when Sara's mother comes to school for the meeting, they can begin to discuss Sara's behavior and the possible causes for it. In the same way, the school—Ms. Mercer and perhaps the nurse or school psychologist—know a lot about what Sara does at school and a lot of theory about child growth and development, and they can help Sara's mother understand what her problems are and how they can be approached. In this way, Sara will benefit because both home and school will know more and be better able to help her.

Sample Response that Received a Score of 0

Although it sounds like a good idea, probably very little if anything will be gained by trying to establish contact with Sara's mother. From the way Sara behaves in school, it appears that a very likely cause of her problems lies at home, especially if her mother keeps her up very late at night and has little regard for her welfare. Therefore, in the best interests of Sara, Ms. Mercer should rely on the school to help her try to figure out what's going on with Sara and how best to help her and should not involve Sara's mother.

Question 19

Review the pre-observation notes in which Ms. Mercer explains the purposes of first grade as she sees them.

- Explain TWO additional purposes the mentor might suggest to Ms. Mercer that might motivate Sara and other students to become more engaged in their schoolwork.
- For each purpose, explain how Ms. Mercer might modify her instruction to better meet the needs of Sara and other students. Base your response on principles of motivation and learning theory.

Sample Response that Received a Score of 2

The mentor can point out to Ms. Mercer that an important additional purpose for first grade is to address the physical, emotional, and intellectual needs of all children. She could have modified her instruction by learning more about Sara, and then addressing Sara's needs in a carefully planned way that supports Sara's growth and development. A second additional purpose for first grade is to build students' self esteem and confidence. The mentor could point out that Ms. Mercer shows her concern about Sara to the mentor, but to Sara she generally shows her frustration and impatience with what Sara does wrong. If Ms. Mercer began by praising Sara for her ability and acknowledging her genuine contributions, she would take an important step toward building Sara's self esteem and confidence.

Sample Response that Received a Score of 1

One additional purpose of first grade is to begin introducing some of the higher order thinking skills at a level appropriate for the age and grade level. Ms. Mercer is right that reading, writing, and arithmetic are important, but she could help the students grow much more effectively by helping them begin to use some synthesis, analysis, and evaluation skills in the tasks they are doing. For example, in her oral reading activity, she could ask some questions related to what the students are reading that would require them to use these higher-order thinking skills. She could ask how characters are alike, or ask them to name two things they really like about the story.

Sample Response that Received a Score of 0

It seems to me that, with everything first grade teachers are expected to do these days, Ms. Mercer has more than enough challenge with the purposes she has established. Yes, it might be nice if she could think of some "additional" purposes, but I think her students will be best served if she concentrates on the purposes she has established and works to give her students a solid foundation on which later grades can build.

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/dates_centers.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 53.

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 33 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 33, 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 18.
- **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 (5713)
Test Date: 9/15/18

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	7/15/18	7/15/18
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	7/17/18	7/17/18
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	7/20/18	7/21/18
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	7/25/18	7/26/18
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	7/25/18	7/27/18
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	8/1/18	8/1/18
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	8/1/18	8/1/18

(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	8/1/18	8/1/18
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	8/1/18	8/1/18
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	8/8/18	8/8/18
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	8/15/18	8/17/18
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	8/22/18	8/24/18
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	8/24/18	8/24/18
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	8/27/18	8/27/18
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	8/28/18	8/30/18
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	8/30/18	8/31/18
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	9/3/18	9/4/18
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	9/5/18	9/6/18

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

(continued on next page)

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

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Principles of Learning and Teaching: Early Childhood 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.

Please note that, unless otherwise specified, references made to theories in this test are based on their original version.

I. Students as Learners

A. Student Development and the Learning Process

1. Understands the theoretical foundations of how students learn
   a. knows how knowledge is constructed
   b. knows a variety of means by which skills are acquired
   c. understands a variety of cognitive processes and how they are developed
2. Knows the major contributions of foundational theorists to education
   a. relates the work of theorists to educational contexts
      – Bandura
      – Bruner
      – Dewey
      – Piaget
      – Vygotsky
      – Kohlberg
      – Bloom
3. Understands the concepts and terms related to a variety of learning theories
   a. metacognition
   b. schema
   c. transfer
   d. self-efficacy
   e. self-regulation
   f. zone of proximal development
   g. classical and operant conditioning
4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)
   a. describes the characteristics of a typical child in each stage and each domain
   b. recognizes typical and atypical variance within each stage and each domain
5. Understands how learning theory and human development impact the instructional process
   a. defines the relationship between learning theory and human development
   b. provides examples of how learning theory is impacted by human development
   c. uses knowledge of learning theory to solve educational problems
   d. uses knowledge of human development to solve educational problems

B. Students as Diverse Learners

1. Understands that a number of variables affect how individual students learn and perform
   a. identifies a number of variables that affect how students learn and perform
      – gender
      – culture
      – socioeconomic status
      – prior knowledge and experience
      – motivation
      – self-confidence, self-esteem
      – cognitive development
      – maturity
      – language
   b. provides examples of how variables might affect how students learn and perform
2. Recognizes areas of exceptionality and their potential impact on student learning
   a. identifies areas of exceptionality
      – cognitive
      – auditory
      – visual
      – motor/physical
      – speech/language
      – behavioral
   b. explains a variety of ways exceptionalities may impact student learning
3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice
   a. identifies the provisions of legislation relevant to students with exceptionalities
      – Americans with Disabilities Act (ADA)
      – Individuals with Disabilities Education Act (IDEA)
      – Section 504, Rehabilitation Act (504)
   b. explains how the provisions of legislation relating to students with exceptionalities affect classroom practice

4. Recognizes the traits, behaviors, and needs of intellectually gifted students
5. Recognizes that the process of English language acquisition affects the educational experience of English language learners (ELLs)
6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process
   a. recognizes students with exceptionalities require particular accommodations
   b. knows how to modify instruction, assessment, and communication methods to meet a recognized need

C. Student Motivation and Learning Environment

1. Knows the major contributions of foundational behavioral theorists to education
   a. relates the work of behavioral theorists to educational contexts
      – Thorndike
      – Watson
      – Maslow
      – Skinner
      – Erikson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
   a. defines terms related to foundational motivation theory
      – self-determination
      – attribution
      – extrinsic/intrinsic motivation
      – cognitive dissonance
      – classic and operant conditioning
      – positive and negative reinforcement
   b. relates motivation theory to instruction, learning, and classroom management
3. Knows principles and strategies for classroom management
   a. knows how to develop classroom routines and procedures
   b. knows how to maintain accurate records
   c. knows how to establish standards of conduct
   d. knows how to arrange classroom space
   e. recognizes ways of promoting a positive learning environment
4. Knows a variety of strategies for helping students develop self-motivation
   a. assigning valuable tasks
   b. providing frequent positive feedback
   c. including students in instructional decisions
   d. de-emphasizing grades

Discussion areas: Students as Learners

- Knowing each theorist's major ideas and being able to compare and contrast one theory with another comprises basic professional knowledge for teachers. In addition, knowing how these ideas actually can be applied to teaching practice is important professional knowledge for teachers.
- What are the major differences between Jerome Bruner's and Jean Piaget's theories of cognitive development in young children?
- How might a teacher apply some of Lev Vygotsky's ideas about scaffolding and direct instruction in the classroom?
- What does Abraham Maslow's hierarchy of needs suggest about motivation for learning in the classroom?
- Go beyond memorization of definitions; try to apply the terms to the theories behind them and think of applications in the classroom.
- What are some specific classroom-based examples of extrinsic and intrinsic motivators for students?
- Make sure you can recognize the differences between lower-order and higher-order thinking in classroom activities, using Bloom's taxonomy as a guide.
- What is an example of a schema and what good is it?
- What is scaffolding and why is it important for both teachers and students?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of human development and the learning process:

- Identify and describe strengths and/or weaknesses in the instruction described in the case, in terms of its appropriateness for students at a particular age
- Propose a strategy for instruction that would be appropriate for students at the age described in the case
- What is an example of the way cultural expectations from a particular geographical region or ethnic group might affect how students learn or express what they know?
- What does the research reveal about gender differences and how they might affect learning?
- Know the major types of challenges in each category (e.g., dyslexia under "Learning Disabilities"), know the major symptoms and range of severity, and know the major classroom and instructional issues related to each area.
- Know the basic rights or responsibilities that the legislation established.

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of students as diverse learners:

Identify and describe a strength and/or weakness in

- a lesson plan for meeting needs of individual students with identified special needs, as described in the case
- the interaction described in the case between the teacher and students in terms of culturally responsive teaching

Propose a strategy for

- helping the students with attention deficit problems described in the case stay on task (e.g., in listening to a lecture, following a demonstration, doing written work)
- improving performance of students in the case who do not perform well on homework, original compositions, or other assignments
- helping students in the case for whom English is not the first language build literacy skills and/or improve in academic areas
- meeting the needs of a wide range of students (especially students with learning difficulties and students who are accelerated)
- building positive relationships with a student the case shows is very turned off to school
- adapting instruction and/or assessment for an individual student with identified needs described in the case
- helping the students described in the case see issues from different points of view
- Go beyond memorization of definitions; try to apply the terms to the theories behind them and think of applications in the teaching situation.

Why is each of the principles above a good practice for teachers to cultivate and maintain in terms of its effect on student learning? How can each help you to be a more effective teacher? What are the characteristics of effective implementation of each of these practices? How can you structure your instructional planning to include these?

What are the choices a teacher has in each of the last three bulleted items above? What are the most important considerations when making decisions about each one?

Pacing and structuring of a lesson is a particularly challenging aspect of instruction. What factors can change the pace and structure of a lesson as it unfolds?

How can you prepare in advance for adjusting the pace and the structure of a lesson for each of these factors?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of student motivation and the learning environment:

Propose a strategy for

- revising a lesson that is described in the case for improving student engagement and motivation
- improving motivation through means other than negative strategies described in the case
- addressing behavioral problems that are described in the case

Identify and describe a strength and/or weakness in

- a lesson plan or instructional strategy described in the case with the intention of building a positive classroom environment

II. Instructional Process

A. Planning Instruction

1. Understands the role of district, state, and national standards and frameworks in instructional planning
   a. understands the theoretical basis of standards-based education
   b. knows resources for accessing district, state, and national standards and frameworks
   c. understands how standards and frameworks apply to instructional planning
2. Knows how to apply the basic concepts of predominant educational theories
   a. understands the basic concepts of cognitivism
      – schema
      – information processing
      – mapping
   b. understands the basic concepts of social learning theory
      – modeling
      – reciprocal determinism
      – vicarious learning
   c. understands the basic concepts of constructivism
      – learning as experience
      – problem-based learning
      – zone of proximal development
      – scaffolding
      – inquiry/discovery learning
   d. understands the basic concepts of behaviorism
      – conditioning
      – intrinsic and extrinsic rewards
      – reinforcement
      – punishment
   e. knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts
3. Understands how scope and sequence affect instructional planning
   a. defines and provides examples of scope
   b. defines and provides examples of sequence
   c. understands the relationship between scope and sequence and standards of learning
   d. understands the role of scope and sequence in curriculum planning
4. Knows how to select content to achieve lesson and unit objectives
5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
   a. distinguishes among the different learning domains
   b. knows how to apply Bloom's Taxonomy to the development of instructional objectives
   c. knows how to describe observable behavior
   d. knows how to describe measurable outcomes
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation
   a. identifies when remediation is appropriate
   b. identifies when enrichment is appropriate
   c. identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities

7. Understands the role of resources and materials in supporting student learning
   a. identifies and explains the uses of a variety of resources and materials that support student learning
      – computers, the Internet, and other electronic resources
      – library collection (books, magazines, pamphlets, reference works)
      – videos, DVDs
      – artifacts, models, manipulatives
      – guest speakers and community members
   b. knows how to develop lessons as part of thematic and/or interdisciplinary units
   c. understands the basic concepts of thematic instruction
   d. understands the components of thematic units
      – selecting a theme
      – designing integrated learning activities
      – selecting resources
      – designing assessments
   e. understands the basic concepts of interdisciplinary instruction
   f. understands the components of interdisciplinary units
      – collaborating
      – generating applicable topics
      – developing an integrative framework
      – planning instruction for each discipline
      – designing integrative assessment
      – recognizes their role in collaborating with instructional partners in instructional planning
   g. identifies a variety of instructional planning partners
      – special education teachers
      – library media specialists
      – teachers of the gifted and talented
      – IEP team members
      – paraeducators
   h. describes the roles each partner plays in collaborative activities

B. Instructional Strategies

1. Understands the cognitive processes associated with learning
   a. critical thinking
   b. creative thinking
   c. questioning
   d. inductive and deductive reasoning
   e. problem solving
   f. planning
   g. memory
   h. recall
2. Understands the distinguishing features of different instructional models
   a. describes a variety of instructional models
      – direct
      – indirect
      – independent
      – experiential
      – interactive
3. Knows a variety of instructional strategies associated with each instructional model
   a. identifies instructional strategies associated with direct instruction
      – explicit teaching
      – drill and practice
      – lecture
      – demonstrations
      – guides for reading, listening, viewing
   b. identifies instructional strategies associated with indirect instruction
      – problem solving
      – inquiry
      – case studies
      – concept mapping
      – reading for meaning
      – cloze procedures
   c. identifies instructional strategies associated with independent instruction
      – learning contracts
      – research projects
      – learning centers
      – computer mediated instruction
      – distance learning
   d. identifies instructional strategies associated with experiential and virtual instruction
      – field trips
      – experiments
      – simulations
      – role play
      – games
      – observations

e. identifies instructional strategies associated with interactive instruction
   - brainstorming
   - cooperative learning groups
   - interviews
   - discussions
   - peer practice
   - debates

4. Knows a variety of strategies for encouraging complex cognitive processes
   a. identifies complex cognitive processes
      - concept learning
      - problem solving
      - metacognition
      - critical thinking
      - transfer

   b. knows instructional activities specific to the development of complex cognitive processes
      - distinguishing fact from opinion
      - comparing and contrasting
      - detecting bias
      - predicting
      - categorizing
      - analyzing
      - sequencing
      - summarizing
      - inferring
      - decision making
      - evaluating
      - synthesizing
      - generalizing

5. Knows a variety of strategies for supporting student learning
   a. identifies and explains uses of strategies for supporting student learning
      - modeling
      - developing self-regulation skills
      - scaffolding
      - differentiating instruction
      - guided practice
      - coaching

6. Knows basic strategies for promoting students' development of self-regulatory skills
   a. knows how to support students in
      - setting goals
      - managing time
      - organizing information
      - monitoring progress
      - reflecting on outcomes
      - establishing a productive work environment

   b. understands the design of different group configurations for learning

   c. describes different group configurations
      - whole-class
      - small-group
      - independent learning
      - one-on-one
      - pair/share

7. Understands the use and implications of different grouping techniques and strategies
   a. explains the uses, strengths, and limitations of a variety of grouping techniques
      - cooperative learning
      - collaborative learning
      - heterogeneous grouping
      - homogeneous grouping
      - multi-age grouping
      - grouping by gender

8. Knows how to select an appropriate strategy for achieving an instructional objective
9. Understands the concept of monitoring and adjusting instruction in response to student feedback
   a. explains the instructional purposes of monitoring and adjusting instruction
   b. knows strategies for monitoring and adjusting instruction
10. Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies
11. Knows the characteristics of different types of memory and their implications for instructional planning and student learning
    a. distinguishes among the different types of memory
       - short term
       - long term

    b. considers the characteristics and effects of memory on student learning when planning instruction

12. Recognizes the role of teachable moments in instruction
    a. defines and provides examples of a teachable moment
    b. understands the uses of the teachable moment

C. Questioning Techniques

1. Knows the components of effective questioning
   a. alowing think/wait time
   b. helping students articulate their ideas
   c. respecting students' answers
   d. handling incorrect answers
   e. encouraging participation
   f. establishing a non-critical classroom environment
   g. promoting active listening
   h. varying the types of questions
2. Understands the uses of questioning
   a. explains and provides examples of different purposes of questioning
      – developing interest and motivating students
      – evaluating students' preparation
      – reviewing previous lessons
      – helping students set realistic expectations
      – engaging students in discussion
      – determining prior knowledge
      – preparing students for what is to be learned
      – guiding thinking
      – developing critical and creative thinking skills
      – checking for comprehension or level of understanding
      – summarizing information
      – stimulating students to pursue knowledge on their own
3. Knows strategies for supporting students in articulating their ideas
   a. explains and provides examples of strategies for supporting students in articulating their ideas
      – verbal and non-verbal prompting
      – restatement
      – reflective listening statements
      – wait time
4. Knows methods for encouraging higher levels of thinking
   a. explains and provides examples of methods for encouraging students' higher levels of thinking, thereby guiding students to
      – reflect
      – challenge assumptions
      – find relationships
      – determine relevancy and validity of information
      – design alternate solutions
      – draw conclusions
      – transfer knowledge
5. Knows strategies for promoting a safe and open forum for discussion
   a. knows basic techniques for establishing and maintaining standards of conduct for discussions
      – engaging all learners
      – creating a collaborative environment
      – respecting diverse opinions
      – supporting risk taking

D. Communication Techniques

1. Understands various verbal and nonverbal communication modes
   a. explains and provides examples of
      – body language
      – gesture
      – tone, stress, and inflection
      – eye contact
      – facial expression
      – personal space
2. Is aware of how culture and gender can affect communication
3. Knows how to use various communication tools to enrich the learning environment
   a. audio and visual aids
   b. text and digital resources
   c. internet and other computer-based tools
4. Understands effective listening strategies
   a. explains and provides examples of active listening strategies
      – attending to the speaker
      – restating key points
      – asking questions
      – interpreting information
      – providing supportive feedback
      – being respectful

Discussion areas: Instructional Process

- Teachers are responsible for connecting scope and sequence frameworks and curriculum goals into classroom lessons and groups of lessons. How does a teacher translate curriculum goals and discipline specific scope and sequence frameworks into unit and lesson plans with objectives, activities, and assessments appropriate for the students being taught? Give an example of a curriculum goal and then write a lesson objective, one activity, and an idea for an assessment of student learning that would accomplish that goal.
- How do behavioral objectives and learner objectives and outcomes fit into a teacher's planning for units and lessons?
- What criterion or criteria does a teacher use to decide when to use each of these techniques?
- Why is it so important for a teacher to plan carefully for transitions? What are the risks if transitions are not thought through and executed with care?

What should a teacher consider when planning to incorporate various resources into a lesson design?

What are the advantages of these different resources?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of instructional planning:

- Identify and describe a strength and/or weakness in specific activities that are described in the case

Propose a strategy for

- teaching critical thinking skills in a specific lesson described in the case
- achieving effectiveness with group work in a particular situation described in the case
- helping students stay on task in the situation described in the case
- helping students learn material presented through various media introduced in the case
- assigning students to group work appropriate to the case
- bringing closure to a lesson that stops abruptly as presented in the case
- improving student interaction during class discussion as described in the case
- addressing a "missed opportunity" during instruction that is described in the case
- What are some specific instructional goals in a particular content area that would be associated with each of these cognitive processes?
- How are these cognitive processes connected with the developmental level of students?
- How are these processes different from each other?
- What are some ways that teachers can stimulate each of these cognitive processes in a lesson?
- What are the primary advantages of each of these strategies? In general terms, describe the kinds of situations or the kinds of goals and objectives for which each of these strategies is appropriate. When would you NOT use a particular instructional strategy?
- Why is each of the instructional activities specific to the development of complex cognitive processes a principle of effective instruction?
- What tools and techniques can a teacher plan to use to accomplish each one?
- What strategies can a teacher employ to monitor student understanding as a lesson unfolds?
- What evidence should the teacher observe in order to know whether to reteach a topic, move more quickly, or go back to material previously covered?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of instructional planning:

- Identify and describe a strength and/or weakness in
  - a unit plan that is described in the case-specific strategies used in instruction (e.g., using lecture, using class discussion) in the case
  - a sequence of lessons described in the case designed to achieve a goal or set of objectives
  - one or more written assignments given to students in the case

Propose a strategy for

- meeting what may appear to be conflicting goals or objectives described in the case
- incorporating activities that will have students described in the case draw on their own experiences to understand the instruction
- stimulating prior knowledge in the situation described in the case
- What are some examples of appropriate situations for grouping students heterogeneously? What are some for grouping students homogeneously? Besides grouping by performance level, what are other characteristics that a teacher should sometimes consider when grouping students?
- What is wait-time? What does research suggest about wait-time?
- How might a teacher promote critical thinking among students in a discussion?
- How can a teacher encourage student-to-student dialogue in a class discussion?
- What kinds of classroom management procedures and rules would tend to make class discussion more productive?
- How does the developmental level of students affect the way a teacher might handle classroom discussion?
- In what kinds of discussions or situations should a teacher name a specific student before asking a question? When is it best not to name a specific student?
- What are some ways that a teacher's raising his or her voice might be interpreted differently by students with different cultural backgrounds?
- What are specific examples of gestures and other body language that have different meanings in different cultures? (For example, looking someone directly in the eye, disagreeing openly during a discussion, pointing)
- What is an example of a question in a particular content area that probes for understanding?
- What is an example of a question that would help a student articulate his or her ideas?
- What is an example of a comment a teacher might make that would promote risk-taking? Problem-solving?
- How would a teacher encourage divergent thinking on a particular topic?
- How would a teacher encourage students to question each other and the teacher?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of communication:

- Identify and describe a strength and/or weakness in the teacher's oral or written communication with students in the case (e.g., feedback on assignments, interaction during class)

Propose a strategy for

- improving the self-image of a student described in the case or the student's sense of responsibility for his or her own learning
- involving all students in a class discussion described in the case in a positive way, showing respect for others
- helping a student described in the case to develop social skills in a specified situation

III. Assessment

A. Assessment and Evaluation Strategies

1. Understands the role of formal and informal assessment in informing the instructional process
   a. defines and provides uses and examples of formal and informal assessment modes
   b. explains a variety of ways the results of formal and informal assessment are used to make educational decisions
2. Understands the distinctions among the different types of assessment
   a. defines and provides uses and examples of formative, summative, and diagnostic assessment
3. Knows how to create and select an appropriate assessment format to meet instructional objectives
   a. knows how to create assessments in a variety of formats
   b. is able to select an assessment format to meet a specific instructional objective
4. Knows how to select from a variety of assessment tools to evaluate student performance
   a. knows a variety of assessment tools, their uses, strengths, and limitations
      – rubrics
      – analytical checklists
      – scoring guides
      – anecdotal notes
      – continuums
   b. is able to select an assessment tool appropriate for quantifying the results of a specific assessment
5. Understands the rationale behind and the uses of students' self and peer assessment
   a. defines and provides uses and examples of student self-assessment modes
   b. defines and provides uses and examples of peer assessment modes
   c. explains the strengths and limitations of self and peer assessment modes
6. Knows how to use a variety of assessment formats
   a. describes and provides uses, strengths, and limitations of a variety of assessment formats
      – essay
      – selected response
      – portfolio
      – conference
      – observation
      – performance
   b. is able to select an assessment format appropriate to a specific educational context

B. Assessment Tools

1. Understands the types and purposes of standardized tests
   a. explains the uses of the different types of standardized tests
      – achievement
      – aptitude
      – ability
   b. recognizes the data provided by the different types of standardized tests
2. Understands the distinction between norm-referenced and criterion-referenced scoring
   a. explains the uses of norm-referenced and criterion-referenced tests
   b. explains data provided by a norm-referenced and a criterion-referenced test
3. Understands terminology related to testing and scoring
   a. defines and explains terms related to testing and scoring
      – validity
      – reliability
      – raw score
      – scaled score
      – percentile
      – standard deviation
      – mean, mode, and median
      – grade-equivalent scores
      – age-equivalent scores
4. Understands the distinction between holistic and analytical scoring
   a. describes holistic scoring and analytical scoring
   b. identifies an educational context for each

5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel
   a. understands what scores and testing data indicate about a student's ability, aptitude, or performance
   b. is able to explain results of assessments using language appropriate for the audience

Discussion areas: Assessment

- What are the characteristics, uses, advantages, and limitations of each of the formal and informal types of assessments above?
- When might you use "holistic scoring"?
- Under what circumstances would "anecdotal notes" give a teacher important assessment information?
- How might a teacher effectively use student self-evaluations?
- What are some examples of informal assessments of prior knowledge that a teacher can easily use when a new topic is introduced?
- What kind of assessment information can a teacher gather from student journals?
- What is a structured observation in a classroom setting?
- When responding to case studies, you will be asked to perform the following types of tasks related to the area of assessment:

When responding to case studies, you will be asked to perform the following types of tasks related to the area of assessment:

Propose a strategy for:

- assessing progress for students described in the case who are working toward specified goals or objectives
- assessing class progress toward achievement of specified goals or objectives
- gathering information to use to help understand classroom performance that is different from what was expected at the beginning of the year
- assessing language fluency of a student for whom English is not the first language

Propose a hypothesis or explanation for:

- a student's strengths and/or weaknesses as a learner based on the evidence presented
- what might be important to explore in working with a student described in the case who is having difficulties academically, socially, or emotionally

IV. Professional Development, Leadership, and Community

1. Is aware of a variety of professional development practices and resources
   a. professional literature
   b. professional associations
   c. workshops
   d. conferences
   e. learning communities
   f. graduate courses
   g. independent research
   h. internships
   i. mentors
   j. study groups
2. Understands the implications of research, views, ideas, and debates on teaching practices
   a. knows resources for accessing research, views, ideas, and debates on teaching practices
   b. interprets data, results, and conclusions from research on teaching practices
   c. is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations
3. Recognizes the role of reflective practice for professional growth
   a. defines the purposes of reflective practice
   b. knows a variety of activities that support reflective practice
      – reflective Journal
      – self and peer assessment
      – incident analysis
      – portfolio
      – peer observation
      – critical friend

4. Is aware of school support personnel who assist students, teachers, and families
    a. guidance counselors
    b. IEP team members
    c. special education teachers
    d. speech, physical, and occupational therapists
    e. library media specialists
    f. teachers of the gifted and talented
    g. paraeducators
5. Understands the role of teachers and schools as educational leaders in the greater community
    a. role of teachers in shaping and advocating for the profession
    b. perceptions of teachers
    c. partnerships with parents and family members
    d. partnerships with the community
6. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process
    a. knows the elements of successful collaboration
        – developing an action plan
        – identifying the stakeholders
        – identifying the purpose of the collaboration
        – supporting effective communication
        – seeking support
7. Understands the implications of major legislation and court decisions relating to students and teachers
    a. equal access
    b. privacy and confidentiality
    c. First Amendment issues
    d. intellectual freedom
    e. mandated reporting of child neglect/abuse
    f. due process
    g. liability
    h. licensing and tenure
    i. copyright

Discussion areas: Professional Development, Leadership, and Community

- Be able to read and understand articles and books about current views, ideas, and debates regarding best teaching practices.
- What types of help or learning can each of these resources offer a new teacher?
- What are the titles of two professional journals of particular interest to you in your chosen field of teaching that you might subscribe to?
- What is/are the professional association(s) that offer professional meetings and publications and opportunities for collaborative conversation with other teachers?
- What might be a professional development plan for the first two years of a teacher's career that would support his or her learning and growth?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of the larger community

Identify and describe a strength and/or weakness in

- the communication with parents used by a teacher described in the case
- the approach used by a teacher described in the case to involve parents

Propose a strategy for

- using parent volunteers during a lesson that is described in a case
- involving all parents or other caregivers in helping students in areas specified in the case
- helping the family of a student described in the case work with the student's learning or other needs

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

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

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

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

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

8. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis *test*

What if English is not my primary language?

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

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

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

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

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

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

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

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *Praxis* passing scores, found at https://www.ets.org/praxis/institutions/scores/passing/
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

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/dates_centers for exact score reporting dates.

Can I access my scores on the web?

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

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

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

**ETS Standards for Quality and Fairness* (2014, 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 (2014, Washington, DC).

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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