



The *PRAXIS*® Study Companion

Special Education: Teaching Students with Intellectual Disabilities (5322)



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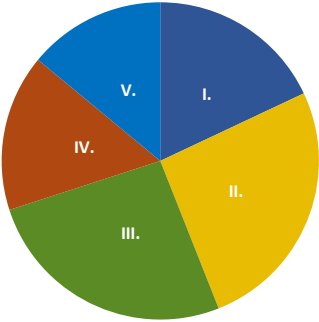
Table of Contents

Special Education: Teaching Students with Intellectual Disabilities (5322).....	3
Test at a Glance	3
About The Test	4
Content Topics	5
Discussion Questions.....	5
Special Education: Teaching Students with Intellectual Disabilities (5322) Sample Test	
Questions.....	11
Sample Questions.....	11
Answers	20
Understanding Question Types.....	23
Understanding Selected-Response and Numeric-Entry Questions.....	23
Understanding Constructed-Response Questions	24
General Assistance For The Test	26
<i>Praxis</i> ® Interactive Practice Test	26
Doing Your Best	26
Helpful Links	26

Special Education: Teaching Students with Intellectual Disabilities (5322)

Test at a Glance

The *Praxis*® Special Education: Teaching Students with Intellectual Disabilities test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as an Intellectual Disabilities specialist.

Test Name	Special Education: Teaching Students with Intellectual Disabilities		
Test Code	5322		
Time	2 hours		
Number of Questions	120 selected-response questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Development and Characteristics of Students with Intellectual Disabilities	22	18%
	II. Planning and Managing the Learning Environment	31	26%
	III. Instruction	31	26%
	IV. Assessment	19	16%
	V. Foundations and Professional Responsibilities	17	14%

About The Test

The Special Education: Teaching Students with Intellectual Disabilities test is designed for examinees who plan to teach students with intellectual disabilities, at any grade level from preschool through grade 12. The focus is on five major content areas: Development and Characteristics of Students with Intellectual Disabilities, Planning and Managing the Learning Environment, Instruction, Assessment, Foundations and Professional Responsibilities.

The 120 selected-response questions assess the knowledge and understanding of the principles and other factors related to teaching students with intellectual disabilities. Some of these questions are based on a case study of about 500 words that is related to the teaching of students with intellectual disabilities.

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

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Development and Characteristics of Students with Intellectual Disabilities

A. Human Development and Behavior

A beginning teacher of students with intellectual disabilities...

1. Knows typical human growth and development in each domain
2. Knows the impact of ID on development in each domain.
3. Understands the major cognitive, behavioral, and social characteristics of students with ID
4. Knows the similarities and differences among students with ID
5. Is familiar with the etiology of ID
6. Knows indicators or behaviors that may be associated with the early identification of ID
7. Is familiar with the factors that influence the educational experience of students with ID
8. Understands the impact of conditions coexisting with ID
9. Understands that medications can affect students with ID

B. Theoretical Approaches to Learning and Motivation

A beginning teacher of students with intellectual disabilities...

1. Understands how deficits in cognitive function affect students with ID
2. Knows major theoretical approaches to student learning and motivation

Discussion Questions: Development and Characteristics of Students with Intellectual Disabilities

- What does the term developmental disability mean?
- What is a developmental delay?
- How is it that individuals with a similar disability can differ in the way they learn?
- Is there only one definition for each of the special disability categories?
- Be able to identify the basic characteristics or explain the factors for each type of disability.
- What conditions and disabilities may coexist within an individual? How will this affect the way they receive instruction?
- What are the behaviors associated with intellectual disabilities?

II. Planning and Managing the Learning Environment

A. Curriculum Development

A beginning teacher of students with intellectual disabilities...

1. Understands the basic concepts of curriculum development
2. Understands how to select instructional content, resources, and strategies appropriate for students with ID
3. Understands how to integrate reading, writing, and mathematics instruction into daily activities for students with ID
4. Knows how to plan instruction for developing the social skills of students with ID

5. Knows how to plan instruction for developing independent functional life skills in students with ID
6. Knows how to plan instruction for supporting the development of verbal and non-verbal language and communication skills
7. Knows how to integrate educational and assistive technology into instructional planning

B. Managing the Learning Environment

A beginning teacher of students with intellectual disabilities...

1. Understands the impact of a safe, equitable, positive, and supportive environment on learning
2. Understands basic classroom management theories and strategies
3. Knows how to structure the physical environment to support learning for students with ID
4. Knows how to establish and communicate expectations for student behavior in a variety of settings
5. Knows how to select and implement behavior management strategies appropriate for individual students
6. Knows how to implement a behavior intervention plan. Knows the components of a BIP
7. Knows how to design and manage daily routines
8. Knows strategies for crisis prevention and intervention
9. Knows universal precautions
10. Knows how to adapt a learning environment based on input from stakeholders

Discussion Questions: Planning and Managing the Learning Environment

- What are common strategies that teachers can use to help students with various intellectual disabilities succeed in the general education setting?
- What are the components of a measurable goal?
- What steps do teachers take to ensure that students in their classrooms have a meaningful learning experience?
- What are the characteristics of successful inclusion programs?
- What factors should be considered in structuring the learning environment?
- How will you organize your classroom management and instruction to meet the needs of diverse learners?
- What are some basic assumptions underlying behavioral approaches?
- What kind of behavior management plan would you develop for a specific student?
- How do we support students emotionally for personal growth?

III. Instruction

A. Knows and understands instructional strategies and techniques

A beginning teacher of students with intellectual disabilities...

1. Knows and understands instructional strategies and techniques.

2. Understands that a number of variables affect how individual students learn and perform
3. Knows how to develop observable and measurable instructional objectives
4. Knows how to develop and implement a lesson plan
5. Knows how to include task analysis to instructional planning
6. Understands strategies for supporting students' progress in the general education curriculum in a variety of settings
7. Understands strategies for facilitating understanding of subject matter for students with ID
8. Knows methods for facilitating the generalization of skills/behaviors across learning environments
9. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students
10. Knows how to manage instructional variables in a variety of settings
11. Knows ways to support the development of students self-advocacy skills
12. Knows strategies for promoting students' development of self-regulatory skills
13. Knows how to use student responses and performance for guiding instruction and providing feedback
14. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making

Discussion Questions: Instruction

- How would you arrange a classroom where you and your students can access materials easily?
- How does a teacher determine how to establish groups for a particular lesson?
- How do you ensure that students can generalize concepts they have learned in the classroom?
- How would you use technology in the classroom to meet the needs of students with intellectual disabilities?
- What strategies are effective for having students move around the classroom without being disruptive?
- How can schools use outside support services to create a supportive learning environment for students with intellectual disabilities?

4. Knows how to use assessment data to develop/modify an educational program, to evaluate students' needs and progress, and to adapt instruction
5. Knows the components of a functional behavior assessment
6. Knows how to use functional behavior assessments to develop behavior intervention plans
7. Understands factors that can lead to misidentification of students with ID
8. Knows how to communicate assessment data to a variety of stakeholders
9. Knows how to create, access, and maintain assessment records
10. Is familiar with the purpose and appropriate uses of alternative assessments

Discussion Questions: Assessment

- What are the different ways of recording observations?
- How is assessment data communicated to stakeholders?
- Why do teachers construct their own tests?
- What might be included in a portfolio assessment?
- When may test practices be considered discriminatory?
- How do teachers use assessment measures as a means for developing appropriate, individualized instruction?

IV. Assessment**A. Knows the definitions and uses of various assessments**

A beginning teacher of students with intellectual disabilities...

1. Knows the basic terminology used in assessment
2. Is familiar with the uses, strengths, and limitations of various assessment instruments
3. Understands procedures for evaluating and determining eligibility for students with ID

V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

A beginning teacher of students with intellectual disabilities...

1. Knows federal terminology and definitions relating to general and special education
2. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA
3. Understands procedural safeguards of stakeholders' rights and their impact on education decisions
4. Understands the components of an Individualized Education Plan (IEP)
5. Is familiar with the components of an Individualized Family Service Plan (IFSP)
6. Knows the provisions of major legislation that impact the field of special education
7. Is familiar with the basic characteristics and defining factors for each of the disability categories as defined under IDEA

B. Historical and Professional Foundations

A beginning teacher of students with intellectual disabilities...

1. Is familiar with current issues and trends in the field of special education
2. Knows how to locate information on research, practice, and movements in the field of special education

3. Understands the legal and ethical implications of major laws and regulations related to the rights of students and teachers
4. Knows the impact of ID on individuals, families, and society across the life span
5. Knows strategies for assisting families in understanding the implications of a student's ID
6. Is familiar with services, networks, and organizations for students with ID and their families
7. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members
8. Understands their collaborative role in the creation, implementation, and assessment of IEPs
9. Knows that there is a continuum of placement options and services available for students with ID
10. Knows strategies for assisting students, families, school personnel, and community members in planning appropriated transitions for students with ID
11. Knows how to structure activities of personnel who work with students with ID
12. Knows a variety of strategies for communicating with parents/caregivers about students' progress and needs
13. Understands their role as an advocate for special education

14. Understands their role as a resource for parents/caregivers, school personnel, and members of the community for information relating to students with ID and their educational experience
15. Knows how to use reflection to improve practice and guide professional growth

Discussion Questions: Foundations and Professional Responsibilities

- What are the provisions for nondiscriminatory testing procedures in IDEA?
- With whom can you discuss your students and their needs?
- What agencies can aid in preparing a student for work?
- Who participates on an IEP team?
- Who is accountable for the IEP?
- What types of activities could you use to encourage socialization among your students?
- What resources in your community assist parents of children with special needs?
- What is the relationship between a special education teacher and a paraprofessional?
- What is the relationship between a special education teacher and a general education teacher?
- What steps can teachers take to make collaboration successful?
- What are effective communication tools that teachers can use with parents?
- How might personal cultural biases affect you as a teacher? What can you do to counteract them?

Special Education: Teaching Students with Intellectual Disabilities (5322) Sample Test Questions

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

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

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

- Individualized Education Program may be referred to as an IEP
 - Attention-deficit/hyperactivity disorder may be referred to as ADHD
 - The Individuals with Disabilities Education Act may be referred to as IDEA
 - A multidisciplinary team or Child Study Team may be referred to as an IEP team
 - A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional
 - A biological parent, legal guardian, surrogate, natural, adoptive, or foster parent may be referred to as parent
 - Students with emotional and behavioral disturbances may be referred to as EBD
 - The diagnosis “autism spectrum disorder” may be referred to as ASD
1. Sharmaine is a second-grade student who has been found eligible for special education with the classification of an intellectual disability. She receives daily mathematics instruction in a resource room. Her special education teacher wants to introduce Sharmaine to the addition of single digit numbers. Which of the following strategies would be the best activity to use?
- (A) Make a ten
 - (B) Skip counting
 - (C) Counting backward
 - (D) Front-end addition

2. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be
 - (A) educated with nondisabled peers only for elective courses
 - (B) educated with nondisabled peers to the greatest extent possible
 - (C) educated in a special school so that there is no interaction with nondisabled peers
 - (D) educated with the most assistance, whether or not it be in the same environment as with nondisabled peers

3. Isaac is a fourth-grade student who has been classified with a mild intellectual disability. He attends a resource room for all academic subjects. He struggles to complete assignments independently, requires redirection to keep on task, and needs to be constantly reminded of the classroom rules. Which of the following is required before a behavior intervention plan (BIP) can be developed?
 - (A) Hiring a paraprofessional to work with Isaac
 - (B) Administering a functional behavioral assessment
 - (C) Assigning less homework
 - (D) Applying the current behavior reward system

4. Justin is a second-grade student who has a classification of intellectual disability. What is an advantage of seating him in a cooperative cluster?
 - (A) Justin will be able to participate more in classroom discussions.
 - (B) Justin will be in closer proximity to the teacher.
 - (C) Justin can work with a partner if he has questions.
 - (D) Justin can sit near the window.

5. Which of the following is the best example of differentiating instruction?
 - (A) Exempting half the class from a homework assignment
 - (B) Assigning different students to read certain chapters of a read-aloud book.
 - (C) Asking all the boys to make a poster and all the girls to write an essay
 - (D) Allowing students to summarize a chapter with a poem, essay, or cartoon

6. Which of the following actions should a teacher take before developing an applied behavior analysis (ABA) plan?
 - (A) Defining the target behavior and identifying antecedents and consequences related to the behavior
 - (B) Identifying the hidden curriculum that pertains to the student and discussing how it affects his or her behavior
 - (C) Reading social stories and having the student identify positive and negative behaviors
 - (D) Identifying inappropriate behaviors and providing remediation for social skills

7. What are the three components of the social- cognitive theory triangle most often associated with Bandura?
 - (A) Parental level of education, family structure, and age
 - (B) Personal happiness, conflicting feelings, and anxiety state
 - (C) Socioeconomic status, level of education, and family size
 - (D) Environment, behavior, and personal perceptions and actions

8. What are the two key assumptions underlying the behavioral model for describing maladaptive behavior?
 - (A) Maladaptive behavior is based on unconscious motivation and on unresolved, underlying conflicts.
 - (B) Maladaptive behavior is the result of family composition and is based on cultural interactions.
 - (C) Maladaptive behavior is an inappropriate learned response and is a function of environmental events.
 - (D) Maladaptive behavior is caused by physiological reactions and can be controlled by medication.

9. Which of the following is a limitation of Positive Behavioral Interventions and Supports (PBIS) as related to Tier 3 interventions?
- (A) The recommended supports reduce the incidence of targeted, negative behaviors through prevention rather than remediation.
 - (B) The recommended supports must be ones that can be applied throughout the school to all students.
 - (C) The recommended supports are limited to clarifying, teaching, and reinforcing expectations for students with behavioral disorders.
 - (D) The recommended supports are often not specific enough to be helpful in identifying the purpose of a targeted behavior.
10. Section 504 of the Rehabilitation Act of 1973 provides students who attend a school that receives federal funds with protection against which of the following?
- (A) Discrimination based solely on an individual's disability
 - (B) Discrimination based solely on an individual's gender or sexual orientation
 - (C) Discrimination based solely on an individual's citizenship status
 - (D) Discrimination based solely on an individual's socioeconomic status
11. Joshua is a 14-year-old student with severe intellectual and physical disabilities. Joshua's parents want to ensure that he learns self-help skills so that he can be as independent as possible. Which of the following strategies will help Joshua's teacher build good communication with Joshua's parents?
- (A) Involving Joshua's parents in writing the curriculum
 - (B) Allowing Joshua's parents to eat lunch with Joshua every day
 - (C) Asking Joshua's parents to come to the school's open house
 - (D) Sending home a weekly log of Joshua's activities and progress.
12. Which of the following would be an important daily-living skill for a high school student with an intellectual disability?
- (A) Knowing the multiplication table
 - (B) Using a microwave oven
 - (C) Identifying the states on a map
 - (D) Stating the main idea of a paragraph

13. Which of the following activities is the best example of a summative assessment?
- (A) An end of chapter test
 - (B) Writing sentences using spelling words
 - (C) Completing a homework assignment
 - (D) Practicing how to write the directions for baking a cake
14. A deficit in which of the following areas would most accurately be called a phonological deficit?
- (A) Comprehension of the meanings associated with words
 - (B) Ability to recognize differences between sound combinations
 - (C) Monitoring the volume of one's own speech
 - (D) Construction of complete sentences
15. Which of the following theoretical explanations best accounts for the difficulties that students with learning disabilities often experience with short-term memory function?
- (A) Inefficient processing and initial encoding of information
 - (B) Inefficient transfer of information into long-term memory
 - (C) Difficulties in utilizing working memory
 - (D) Difficulties in generalizing from one situation to another
16. According to Piaget's stages of cognitive development, the last stage in development is
- (A) preoperational
 - (B) sensorimotor
 - (C) formal operations
 - (D) concrete operations
17. Which of the following is developed by a team planning early intervention services for a 2-year-old preschooler?
- (A) Individualized Family Service Plan
 - (B) Individualized Education Program
 - (C) Behavior Intervention Plan
 - (D) Section 504 Plan

18. Which of the following instructional models is most appropriate to follow when teaching reading to a tenth-grade student with a learning disability who cannot decode well and does not recognize important sight words?
- (A) A constructivist approach with a focus on making meaning using high-quality literature
 - (B) A multimodal approach with an emphasis on oral and visual language
 - (C) A direct-instruction approach with an emphasis on explicit phonics and decoding
 - (D) A sheltered English immersion approach such as that used for English learners at the school.
19. Corinna is a young student with a mild intellectual disability who uses a wheelchair. With which of the following will she most need support when toileting?
- (A) Moving into the restroom and positioning the wheelchair
 - (B) Locking the wheelchair's breaks and undoing her seatbelt
 - (C) Moving to the edge of the wheelchair seat
 - (D) Standing, turning, and sitting on the toilet
20. To promote the transfer of word attack skills to newspaper reading, a middle school teacher of students with intellectual disabilities is most likely to
- (A) prepare teacher-made newspaper articles for the students to read
 - (B) select articles from the local newspaper for students to read
 - (C) develop writing exercises using words from the curriculum
 - (D) prepare worksheet exercises based on single sentences from newspaper articles
21. Which of the following techniques is likely to be most successful in helping learners with intellectual disabilities to retain previously acquired skills?
- (A) Scheduling frequent peer tutoring sessions
 - (B) Acknowledging appropriate behavior regularly
 - (C) Providing periodic review of lessons
 - (D) Allowing longer independent practice periods

22. As an intervention, response cost is best suited for which of the following purposes?
- (A) Improving students' understanding of directions
 - (B) Increasing the speed of performance in mathematics
 - (C) Decreasing the incidence of angry outbursts
 - (D) Decreasing excessive competitiveness among students
23. Which of the following is the best rationale for using task analysis in instructing students with disabilities?
- (A) Instruction is delivered in steps that are easily achievable and that promote student success.
 - (B) Students can eventually learn to analyze assigned tasks themselves.
 - (C) Students learn classification skills by identifying similar aspects of different kinds of tasks.
 - (D) Instruction can be delivered effectively to many students at once without need for individualization.
24. An IEP must include which of the following components?
- (A) The present levels of academic achievement and functional performance
 - (B) A record of past student performance
 - (C) A description of the student's intellectual functioning
 - (D) Suggestions for parental involvement
25. Which of the following actions will most likely facilitate productive communication between a special education teacher and a student's parents or guardians at a parent-teacher conference?
- (A) The special education teacher sets the agenda and ensures that the student's parents adhere to the discussion points.
 - (B) The special education teacher conducts the conference using education jargon and technical language.
 - (C) The special education teacher discusses the student's academic strengths and offers suggestions for how the student can improve on weaknesses.
 - (D) The special education teacher instructs the parents on how to provide guidance to the student in a more consistent manner

26. Tanya is a seventh-grade student classified with an intellectual disability. Her science teacher states that she is an active participant in class, completes homework on time, but her reading comprehension is below grade level. A chapter test is planned for next week. Which of the following assessment accommodations would most likely be included in Tanya's IEP?
- (A) Allowing Tanya to use a dictionary to check spelling
 - (B) Reading the test aloud to Tanya
 - (C) Administering the test to Tanya in a separate room
 - (D) Providing Tanya frequent breaks during testing
27. Trish is a sixth-grade student who is diagnosed with autism spectrum disorder (ASD). She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?
- (A) Assigning Trish a peer buddy to help her keep on task
 - (B) Providing Trish a visual menu of appropriate behaviors
 - (C) Seating Trish next to the window so she can look outside
 - (D) Giving Trish high-interest, low-reading-level assignments
28. Karen, an eighth-grade student, who has an IEP that states written assignments will be completed using word processing and speech recognition software. Which of the following is most likely to promote successful use of assistive technology?
- (A) Limiting the amount of written homework
 - (B) Providing software for home use
 - (C) Assigning keyboarding homework
 - (D) Allowing choice of topic for written assignments

29. The teachers in a third-grade inclusion classroom have students who read on many different levels. To be sure all students have access to the curriculum, the teachers must differentiate reading instruction.

Which of the following will best allow the teachers to differentiate reading instruction?

- (A) Guided reading
- (B) Literature circles
- (C) Shared read-alouds
- (D) Book clubs

30. The mission statement for a certain elementary school states that positive growth occurs when diverse student bodies work together and help one another reach instructional goals.

Which of the following educational practices is most likely to be used at the school to foster the full inclusion of students with disabilities?

- (A) Homogeneous grouping
- (B) Looping
- (C) Heterogeneous grouping
- (D) Tracking

Answers

1. Option (A) is correct. "Make a ten" is a strategy for learning addition facts, which would be developmentally appropriate for Sharmaine.
2. Option (B) is correct. IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from nondisabled students of their age. These decisions are made based on a student's ability to function in the school environment.
3. Option (B) is correct. Under federal law the team must conduct a functional behavioral assessment (FBA) prior to implementation of a behavior intervention plan.
4. Option (C) is correct. Cooperative clusters allow students to work together to complete a task with the teacher facilitating.
5. Option (D) is correct. Differentiated instruction allows students to show their understanding of the assignment using various products.
6. Option (A) is correct. An ABC (antecedent, behavior, consequence) chart is completed before developing an ABA.
7. Option (D) is correct. Social-cognitive theory focuses on the triad of environment, person, and behavior.
8. Option (C) is correct. The behavioral model states that all behaviors are learned as a function of the environment; therefore, maladaptive behavior is an inappropriate learned response.
9. Option (D) is correct. Tier 3 interventions require a functional behavioral analysis to identify the function of the targeted behavior and PBIS are limited in that they are general interventions that are not specific to the needs of the student.
10. Option (A) is correct. The basic premise of Section 504 of the Rehabilitation Act is that a qualified individual cannot be denied participation due to a disability if the school receives federal funds.
11. Option (D) is correct. A log will communicate Joshua's progress and allow his parents to ask questions or comment on the activities.
12. Option (B) is correct. Being able to heat up food would allow the student a measure of independence.
13. Option (A) is correct. Summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter.

14. Option (B) is correct. A phonological deficit is one involving the sound structure of a language, such as how sounds combine into sequences.
15. Option (A) is correct. The difficulties that students with learning disabilities experience commonly appear to arise because information is not processed and coded efficiently as it comes in.
16. Option (C) is correct. The period of formal operations goes from 12 years and onwards.
17. Option (A) is correct. An Individualized Family Service Plan focuses on the family and the child's needs.
18. Option (C) is correct. The student needs practice and frequent feedback in the fundamental skills of reading—decoding, recognizing sound combinations, sounding out words, recognizing words in isolation and in passages, and comprehending.
19. Option (D) is correct. This description requires the most skill from the student, so is most likely to require the assistance of a teacher or other adult.
20. Option (B) is correct. Since one component of successful transfer of learning is the similarity between the situation on which a skill is learned and the situation to which it is to be applied.
21. Option (C) is correct. Once a skill has been mastered, the teacher can best assure its retention by providing additional meaningful learning situations in which the student can recall and use the skill.
22. Option (C) is correct. Response cost needs to be tied to the occurrence of a specific, observable behavior.
23. Option (A) is correct. It provides two key justifications for the use of task analysis.
24. Option (A) is correct. It is mandated in IDEA.
25. Option (C) is correct. If the teacher discusses the student's positive qualities first, the parents will be more willing to discuss difficulties and challenges.
26. Option (B) is correct. Tanya participates in class, but has difficulty with reading comprehension; therefore, reading the test to her would eliminate the struggle to read the questions and allow her to focus on the content of the test.
27. Option (B) is correct. Using a visual reminder can increase appropriate behavior.
28. Option (B) is correct. The student would be able to practice using the same programs at school and home, thus reinforcing her writing skills.

29. Option (A) is correct. Guided reading allows teachers to work with small groups of students while focusing on the students' levels and differentiating instruction while working within the groups.
30. Option (C) is correct. Heterogeneous groups are made up of students with diverse abilities and this practice is helpful in including students with special needs.

Understanding Question Types

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 selecting a sentence in a text or by selecting 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 Selected-Response and Numeric-Entry Questions

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

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

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting 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 to 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.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to 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.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*
 “We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”
 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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. **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.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a *Praxis* Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

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