

The *Praxis*® Study Companion

# Sociology

5952



# Welcome to *The Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

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

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 36).

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

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

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

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

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

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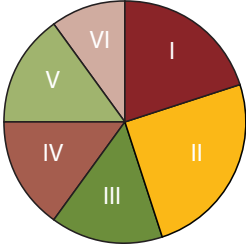
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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Sociology (5952)

Test at a Glance			
Test Name	Sociology		
Test Code	5952		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Sociological Perspectives and Methods of Inquiry	24	20%
	II. Culture, Socialization, and Social Organization	30	25%
	III. Social Stratification	18	15%
	IV. Deviance and Conformity	18	15%
	V. Social Institutions	18	15%
	VI. Demography and Social Change	12	10%

## About This Test

The *Praxis* Sociology test measures whether entry-level 6-12 sociology educators have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The test covers the field of sociology as defined by the American Sociological Association and includes the major topics of sociological perspectives and methods of inquiry; culture, socialization, and social organization; social stratification; deviance and conformity; social institutions; and demography and social change. All questions are selected response.

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 29.

### I. Sociological Perspectives and Methods of Inquiry

1. Understands the major theoretical perspectives of sociology (e.g., functionalism, conflict, and symbolic interactionism)
  - a. distinguishes sociology from other social sciences
  - b. describes and applies the three major theoretical perspectives (i.e., functionalism, symbolic interactionism, and conflict)
  - c. compares and contrasts the three major theoretical perspectives
2. Knows the contributions made by major figures in sociology (e.g., Émile Durkheim, Karl Marx, and Max Weber)
  - a. identifies major contributors in sociology (e.g., Max Weber, Émile Durkheim, and Karl Marx)
  - b. describes the contributions made by major figures in sociology
3. Understands methods of scientific inquiry in the social sciences
  - a. defines and applies key concepts of scientific inquiry in the social sciences (e.g., scientific method, hypotheses, dependent variable, and independent variable)
4. Understands various research methods in the social sciences (e.g., case study and experiment)
  - a. explains common research methods in the social sciences (e.g., survey, experiment, and case study)
  - b. compares and contrasts common research methods in the social sciences
  - c. critiques common research methods
5. Understands basic statistical terminology (e.g., mean and standard deviation)
  - a. defines basic statistical terms
  - b. applies appropriate statistical measures to research (e.g., mean and standard deviation)

6. Knows the standards for research ethics
  - a. identifies standards for ethical research
7. Understands the relationship between theory and research
  - a. describes the relationships among theory, research, and method

### II. Culture, Socialization, and Social Organization

#### A. Culture

1. Understands the basic concepts of culture (e.g., norms, values, and language)
  - a. defines culture and its basic concepts (e.g., race, ethnicity)
  - b. explains how basic elements of culture affect human behavior (e.g., social interaction)
2. Understands how ethnocentrism, global culture, subcultures, and countercultures affect a society's cultural diversity
  - a. defines ethnocentrism, global culture, subcultures, and countercultures
  - b. explains how ethnocentrism, global culture, subcultures, and countercultures affect a society's cultural diversity
3. Knows the major cross-cultural differences relating to gender and socialization
  - a. defines gender socialization
  - b. explains the role of gender in society
  - c. recognizes major cross-cultural differences in gender socialization

#### B. Socialization

1. Understands the major theories of the self and socialization (e.g., Mead and Cooley)
  - a. defines the concepts of the self and socialization
  - b. describes and applies the theories of Mead and Cooley regarding the self and socialization
2. Knows the types of socialization (e.g., primary and anticipatory)
  - a. identifies the types of socialization (e.g., primary and anticipatory)

3. Understands the agents of socialization (e.g., family and school)
  - a. identifies and describes the primary agents of socialization and their functions (e.g., family and school)
  - b. compares and contrasts the functions of the primary agents of socialization

### C. Social Organization

1. Understands different forms of interactions (e.g., conflict, cooperation, and exchange)
  - a. identifies different forms of interactions (e.g., conflict, cooperation, and exchange)
  - b. compares and contrasts different forms of interactions
2. Knows the major theories of interaction (e.g., dramaturgical and symbolic interaction)
  - a. describes the major theories of interaction (e.g., dramaturgical and symbolic interaction)
3. Understands the building blocks of organization (e.g., roles/statuses, institutions, and networks)
  - a. recognizes the major building blocks of organization (e.g., roles/statuses, institutions, and networks)
  - b. explains how individuals fill roles and occupy statuses within organizations and institutions
  - c. compares and contrasts the building blocks of organization

### III. Social Stratification

1. Understands the concept of social class in terms of wealth, income, education, occupation, and lifestyle
  - a. describes the concept of social class
  - b. explains how differences in wealth, income, education, occupation, and lifestyle form social classes
2. Understands the concepts of power, prestige, and status
  - a. defines the concepts of power, prestige, and status
  - b. explains how power, prestige, and status relate to social stratification
3. Understands the causes and impacts of inequality, prejudice, and discrimination (e.g., race and gender)
  - a. defines inequality, prejudice, and discrimination (e.g., race and gender)
  - b. identifies examples of inequality, prejudice, and discrimination
  - c. explains the causes and consequences of inequality, prejudice, and discrimination
4. Knows aspects of global stratification
  - a. describes the concept of global stratification among countries
  - b. identifies examples of global stratification (e.g., highly developed countries and less-developed countries)
5. Knows theoretical perspectives of stratification (e.g., functional and conflict)
  - a. identifies theoretical perspectives of stratification (e.g., functional and conflict)
6. Knows the concept of social mobility (e.g., horizontal and vertical)
  - a. defines social mobility (e.g., horizontal and vertical)
  - b. distinguishes between horizontal, vertical, intergenerational, and intra-generational mobility
  - c. describes social mobility in different stratification systems, such as class, caste, and estate



#### IV. Deviance and Conformity

1. Understands the sociological concepts and terms associated with deviance (e.g., positive deviance, subculture, and stigma)
  - a. defines the sociological concept of deviance and associated terms (e.g., positive deviance, subculture, and stigma)
  - b. applies the concepts and terms associated with deviance to social behavior
2. Understands the theoretical perspectives of deviance (e.g., functionalism and social control)
  - a. describes theoretical perspectives of deviance (e.g., functionalism and social control)
  - b. defines the terms associated with the theoretical perspectives of deviance (e.g., primary and secondary deviance)
  - c. applies the theoretical perspectives to examples of deviant behavior
3. Understands social problems contributing to crime
  - a. defines crime and social problems
  - b. identifies social problems contributing to crime
  - c. explains how social problems contribute to crime
4. Knows the relationship between the criminal justice system and society
  - a. defines the functions of criminal justice systems within society

#### V. Social Institutions

1. Knows marriage patterns, residential patterns, and patterns of descent
  - a. identifies marriage patterns, residential patterns, and patterns of descent (e.g., matrilineal descent and monogamy)
2. Knows about stages of and major transitions in family life (e.g., courtship, marriage, and divorce)
  - a. defines stages of family life and major transitions in family life (e.g., courtship, marriage, and divorce)
3. Knows about alternate family forms (e.g., single parents and singlehood)
  - a. recognizes the diversity of family forms (e.g., single parents and singlehood)
4. Knows the defining characteristics of major world religions (e.g., Christianity and Islam)
  - a. identifies the defining characteristics of major world religions
5. Knows how religion and society influence each other (e.g., secularization and fundamentalism)
  - a. explains the relationship between religion and society (e.g., secularization and fundamentalism)
6. Is familiar with various types of religious organization (e.g., sect and church)
  - a. defines terms describing various types of religious organization (e.g., church, sect, and cult)
7. Knows the functions of schools (e.g., socialization and cultural innovation)
  - a. identifies the functions of schools (e.g., socialization and cultural innovation)
8. Knows the evolution of schooling and social inequality (e.g., access to higher education and inequality among schools)
  - a. recognizes how schooling and social inequality affect each other (e.g., access to education and inequality among schools)
9. Knows major models of power in society (e.g., pluralist and power elite)
  - a. describes the characteristics of the pluralist and power elite models of power



10. Knows major types of individual power and authority (e.g., traditional and charismatic)
  - a. recognizes the differences between power and authority
  - b. describes the traditional, charismatic, and rational-legal types of individual authority
11. Knows major types of political systems (e.g., monarchy and totalitarianism)
  - a. identifies major types of political systems (e.g., democracy, monarchy, and totalitarianism)
12. Knows the major turning points in economic development (e.g., the Agricultural Revolution and the Industrial Revolution)
  - a. describes the major turning points in economic development (e.g., the development of agriculture, the Industrial Revolution, and postindustrialism)
13. Understands the defining characteristics of major economic systems (e.g., capitalism and socialism)
  - a. defines capitalism, socialism, and communism
  - b. compares and contrasts the characteristics of capitalism, socialism, and communism
14. Knows about the nature of work in the postindustrial society (e.g., labor unions, corporations, and competition)
  - a. describes the nature of work in the postindustrial society (e.g., rise of service sector, transnational corporations, labor unions, and information technology)
15. Is familiar with sociological perspectives on health and illness
  - a. identifies sociological perspectives on health and illness (e.g., the concept of health disparities, sick role, and public versus private organization of health care)
16. Knows about the effect of the media on work, the family, and peer relationships in society
  - a. describes the effect of the media on work, the family, and peer relationships
17. Knows the impact of new technology on work, the family, and peer relationships in society
  - a. recognizes the impact of technological innovations on work, the family, and peer relationships

18. Knows the relationship between media and culture
  - a. describes the relationship between media and culture

## VI. Demography and Social Change

1. Understands theories, causes, and consequences of social change
  - a. recognizes causes of social change (e.g., external, internal causes, technology, and social movements)
  - b. applies major theories (e.g., functionalism, conflict theory, and symbolic interactionism) to social change
  - c. explains the role of collective behavior and social movements in social change
2. Knows concepts associated with urbanization (e.g., the evolution of cities, the rural turnaround, and suburban-urban decline)
  - a. identifies key concepts associated with urbanization (e.g., the evolution of cities, suburban-urban decline, gemeinschaft, and gesellschaft)
  - b. knows about the interaction between society and nature
3. Knows the major concepts and processes associated with globalization (e.g., global economy and communication)
  - a. defines globalization
  - b. recognizes the major concepts and processes associated with globalization (e.g., global economy and communication)
4. Understands demographic processes (e.g., death rate, birth rate, and migration)
  - a. recognizes basic demographic processes
  - b. explains and applies the concepts of death rate, birth rate, and migration

## 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.

### 3. Practice with Sample Test Questions


*Answer practice questions and find explanations for correct answers*


#### Computer Delivery


This test is available on computer. The following sample question provides a preview of the actual screen used in a computer-delivered test. For the purposes of this Study Companion, the sample questions in this chapter are shown as they would appear in a paper-delivered test.





Mark  
☐

Review  


Help  


Back  


Next  


Science CKT | Question 33 of 4700:59:26  Hide Time

What quantity of oxygen,  $O_2$ , contains very nearly the same number of molecules as 36.0 grams of water,  $H_2O$ ?

☐ 64.0 grams  
☐ 32.0 grams  
☐ 16.0 grams  
☐ 8.0 grams

Answer the question above by clicking on the correct response.

## Sample Test Questions

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

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

1. The population pyramid of a population that has had a slightly larger birth rate than death rate for several generations will most likely have which of the following shapes?
  - (A) Wider at the top than in the middle
  - (B) Wider at the bottom than at the top
  - (C) Bulging in the middle
  - (D) Having parallel sides
2. A researcher mailed 1,000 questionnaires to members of a labor union and received 300 back. Most of those who returned the questionnaires indicated that they were dissatisfied with the union. Results based only on the returned questionnaires are most likely contaminated by
  - (A) response rate bias
  - (B) researcher bias
  - (C) confusing correlation and causation
  - (D) statistical regression
3. Leroy visits his parents, who live in a primarily African American working-class neighborhood. During his visit, he notices that the community is changing. Several developments have been built to accommodate single-family homes, and upscale shopping centers have been added. While Leroy appreciates these changes, he is worried that his parents will not be able to afford to continue living in their neighborhood because property values are rising. Which of the following best explains what is happening to Leroy's old neighborhood?
  - (A) Gentrification
  - (B) Urbanization
  - (C) White flight
  - (D) The demographic transition
4. The concept of political culture refers to the
  - (A) way that cultural products, such as novels or paintings, reflect the political ideologies of their creators
  - (B) basic beliefs and orientation toward politics that are shared widely by the members of a culture
  - (C) political beliefs and attitudes shared by people in public offices
  - (D) ideological biases of the mass media
5. Which of the following sociological perspectives views society as a system of interdependent and coordinated parts?
  - (A) Functionalism
  - (B) Conflict theory
  - (C) Symbolic interactionism
  - (D) Role theory



6. Seven people standing silently while waiting for a bus at a bus stop is an example of which of the following?
  - (A) A primary group
  - (B) A secondary group
  - (C) An aggregate
  - (D) A social category
7. Which of the following best describes the practice of placing the blame for the problems of a society on one particular group?
  - (A) Ethnocentrism
  - (B) Stereotyping
  - (C) Scapegoating
  - (D) Institutionalization
8. Which of the following best describes the definition of poverty used by the United States government?
  - (A) It specifies the poverty line at a level set in the 1960s and adjusted since to reflect inflation.
  - (B) It includes the value of government services, such as Medicaid or public housing, when setting the poverty line.
  - (C) It is based on the concept of relative deprivation, and the poverty line changes as the distribution of income changes.
  - (D) It is based on the concept of lifestyle, and the poverty line varies according to the needs of the individual.
9. Charles Cooley's theory of the looking-glass self emphasizes
  - (A) the manner in which young children come to a realization that they have a separate identity
  - (B) the difficulty one experiences in seeing oneself as others do
  - (C) how one's self-concept is based on one's perception of how others see one
  - (D) how one's self-concept is heavily influenced by one's physical appearance
10. Someone who gains a higher (or lower) social position than he or she was born into has experienced
  - (A) absolute poverty
  - (B) relative poverty
  - (C) vertical mobility
  - (D) horizontal mobility
11. Children who are still sucking their thumbs when they enter kindergarten are often subject to teasing and ridicule for this behavior. What type of social sanction is applied in this instance?
  - (A) Formal positive sanction
  - (B) Formal negative sanction
  - (C) Informal positive sanction
  - (D) Informal negative sanction
12. Robert and Tanya are married and live with their three children. Their family unit is called
  - (A) a family of orientation
  - (B) a nuclear family
  - (C) an extended family
  - (D) a communal family
13. Religious organizations such as the Church of Norway, Islam, the Church of England, and the Church of Greece have which of the following characteristics in common?
  - (A) They are cultures as well as churches.
  - (B) They practice separation of church and state.
  - (C) They exclude women as clergy.
  - (D) They are monotheistic.

14. Which of the following is consistent with results of current research conducted in the area of gender roles and the workplace?
  - (A) In about a quarter of households with children, men stay home with the children so their wives can work.
  - (B) Most women believe that there is equal opportunity today between men and women in career choice, advancement, and income.
  - (C) Most men believe that women should be homemakers because men earn more money.
  - (D) Most men married to working women do not share housework and childcare obligations equally with their working wives.
15. According to W. E. B. Dubois, progress for African Americans in the aftermath of slavery
  - (A) depended on the small group of African Americans receiving the same thorough and extensive education as the most talented White Americans were able to access
  - (B) involved their use of skills they already had from farming, domestic work, and labors of rural life rather than being forced to learn new skills in the late 1800s
  - (C) required that they be trained and prepared as craftspeople and service employees so they could become immediately self-sufficient
  - (D) required them to move to large cities where they would be accepted as equals in government, religion, and education
16. A sociologist is conducting research on institutional power relations at a local hospital. The sociologist is on staff at the hospital for several weeks, recording data as field notes. This method of research is called
  - (A) experimentation
  - (B) secondary data analysis
  - (C) participant observation
  - (D) survey administration
17. Which of the following groups or organizations can be identified as having the characteristics of a bureaucracy?
  - (A) An extended or consanguine family, including all the relatives by blood, marriage, or adoption
  - (B) The government of a large city
  - (C) A book club in which books are chosen by members who take turns alphabetically to lead discussion
  - (D) The volunteers who gather annually to clean the neighborhood
18. Statistics about rural, suburban, and urban patterns of development and mobility are almost always reported based on a geographical area labeled as Metropolitan Statistical Areas (MSA). What constitutes an MSA?
  - (A) It includes only the 10 largest cities in the United States.
  - (B) It is composed of at least one central city with a population of at least 50,000 and it surrounds densely urbanized counties.
  - (C) It is an area that experiences strong storms at least 50 percent of the year.
  - (D) It is a large city with a population of at least 1 million and is immediately surrounded by suburbs.
19. Which of the following is the most important agent of socialization in early childhood?
  - (A) A preschool provider
  - (B) A peer group
  - (C) The mass media
  - (D) The family
20. The concept of *gemeinschaft* developed by Ferdinand Tönnies describes basically the same relational characteristics as
  - (A) organic solidarity
  - (B) mechanical solidarity
  - (C) *gesellschaft*
  - (D) *anomie*

21. Millions of immigrant children who entered the United States learned English and the duties of citizenship while attending public schools in the communities in which they settled. This is an example of which of the following sociological concepts?
  - (A) Acculturation
  - (B) Collective behavior
  - (C) Social stratification
  - (D) Social mobility
22. Giselle graduated from college with high honors in management. She was recruited immediately following college by a large corporation and accepted a position in junior management. She quickly advanced to middle management. Ten years later Giselle was still in a middle-management position and had witnessed junior male colleagues promoted over her. Which of the following is a phenomenon that is most likely to explain Giselle's lack of promotion?
  - (A) Glass ceiling
  - (B) Gender constancy
  - (C) Underemployment
  - (D) Glass elevator
23. Émile Durkheim believed the primary focus of sociology should be which of the following?
  - (A) Social action
  - (B) Social facts
  - (C) Class relations
  - (D) Cultural dynamics
24. The term "sociology" was coined in the early 1800s by which of the following?
  - (A) Auguste Comte
  - (B) Robert K. Merton
  - (C) Karl Marx
  - (D) Émile Durkheim
25. A major car accident occurs. One man stops his car and starts helping people. After seeing him stop, others also stop and start helping. Which of the following theories best explains the scenario?
  - (A) Convergence
  - (B) Emergent-norm
  - (C) Contagion
  - (D) Value-added
26. A new highway extends from a major city through an area used for farmland. Which of the following is most likely to happen as a result?
  - (A) Farmers will increase the acreage under production.
  - (B) The city will evolve into a multiple nuclei model.
  - (C) Suburbanization will develop because the time it takes to commute to the city has been decreased.
  - (D) People from the countryside will move to the city, depopulating the farmland region.
27. Which of the following statements most closely corresponds with differential association theory?
  - (A) If all of your friends jumped off a bridge, I suppose you would too.
  - (B) You should be proud to be a part of this organization.
  - (C) If the door is closed, try the window.
  - (D) Once a thief, always a thief.

28. David is a supervisor at a local business that manufactures recreational vehicles. It is his job to recommend workers he supervises for raises and promotions. Although Roberta and Stephanie have the most seniority among the workers on his crew, he always recommends less experienced men for promotions because he thinks the work in the higher-level positions is too physically taxing for women. David's behavior is an example of
- (A) discrimination but not prejudice
  - (B) prejudice but not discrimination
  - (C) discrimination that could turn into prejudice
  - (D) both prejudice and discrimination
29. Equilibrium theories of social change emphasize
- (A) globalization
  - (B) stability and the structure of society
  - (C) secularism and mechanization
  - (D) industrialization
30. Which of the following theories focuses on how society manages to carry out the activities necessary to maintain order and stability?
- (A) Functionalism
  - (B) Interactionism
  - (C) Rational-choice theory
  - (D) Conflict theory

## Answers to Sample Questions

1. The correct answer is (B). A long-term pattern of larger birth rate than death rate would produce greater numbers of people in the younger age categories than in the older age categories. Not only would the population of the society increase, but also the population pyramid would be increasingly broad at its base.

2. The correct answer is (A). The researcher cannot assume that persons responding to the questionnaire are representative of the whole sample. In fact, one would expect just the opposite, that those responding to the questionnaire differ significantly on relevant variables (e.g., dissatisfaction with the union) from those not responding.

3. The correct answer is (A). The item depicts a classic gentrification scenario: minorities and older residents are displaced when middle-class White residents begin moving into a neighborhood.

4. The correct answer is (B). Social scientists use the concept of political culture as a particular aspect of the broader concept of culture. Culture is defined as a design for living or orientation toward life. Thus, political culture is seen as an orientation or set of basic beliefs about politics that is held widely by persons in a society and that influences the approaches taken by that society to issues of politics and governance.

5. The correct answer is (A). Functionalists tend to view society as a set of interrelated structures and institutions performing functions in a system. The emphasis is on stability and consensus.

6. The correct answer is (C). A group of people waiting for a bus is merely a collection of individuals. They do not necessarily share any common trait or characteristic other than the chance occurrence of waiting for the bus together. They are thus an aggregation of separate individuals.

7. The correct answer is (C). Scapegoating is the practice of placing blame for the troubles of a society on an individual or group.

8. The correct answer is (A). The United States government defines poverty according to a level that was set in the early 1960s based on what was then perceived to be a poverty level income. The poverty line has been adjusted since to reflect inflation, but not economic growth.

9. The correct answer is (C). The looking-glass self theory refers to the interactive process by which individuals develop a sense of self. It posits that individuals develop a self-image through imagining how others perceive them; the others, in effect, act as a mirror for them.

10. The correct answer is (C). Vertical mobility is the movement up or down in the social hierarchy, resulting in a change of class. For example, vertical mobility occurs when a factory worker undergoes training and enters a professional career. Horizontal mobility is a change in social status occurring without a change of class, such as a change in occupation that does not result in a change in power or economic status. Poverty is not relevant to this definition.

11. The correct answer is (D). Formal sanctions are rewards or punishments that are applied by a social authority; examples include awarding a prize or imposing a fine. Informal sanctions are spontaneous responses to an individual's behavior with little or no influence of authority, such as praise or ridicule. Positive sanctions involve rewards for approved behavior, and negative sanctions involve punishments for behavior that violates social norms or customs. In this case, informal negative sanctions (teasing and ridicule) are being imposed as a result of children's violation of developmental norms (sucking their thumbs in kindergarten).

12. The correct answer is (B). A nuclear family is made up of parents and their children. Extended families include additional relatives, communal families include nonrelatives, and the term "family of orientation" refers to the family in which an individual is born and raised.

13. The correct answer is (D). All of the organizations listed are monotheistic. Each of the other answer choices is not true for all organizations listed.

14. The correct answer is (D). Of the answer choices given, the only one consistent with research findings is that in families in which both parents work, women have the majority of responsibility for housework and child care.

15. The correct answer is (A). W. E. B. Dubois believed that education was extremely important in giving African Americans better opportunities and improving their social status in a White-dominated society. None of the other answer choices are consistent with Dubois' writings.

16. The correct answer is (C). The example provided demonstrates participant observation, a method in which the researcher participates to some extent in the situation being studied.

17. The correct answer is (B). Large city governments have the characteristics of a bureaucracy, including hierarchical organization, rules and regulations, impersonality, formal written communications, specialization of tasks, and technical legitimacy required for appointment or advancement in positions.

18. The correct answer is (B). The answer provides the Census Bureau definition of MSA.

19. The correct answer is (D). The family is the most important primary agent of socialization from infancy through preschool.

20. The correct answer is (B). Gemeinschaft refers to a type of social organization in which people are closely tied by kinship and tradition. Durkheim's concept of mechanical solidarity includes social bonds based on common sentiments and shared moral values, which is an aspect of his description of traditional rural life.

21. The correct answer is (A). Acculturation is the process by which the members of an immigrant population incorporate norms and values from a receiving culture into their own.

22. The correct answer is (A). The term describes the barrier that, although not a visible barrier, prevents women from succeeding in their careers.

23. The correct answer is (B). Durkheim established that society had structure and function, and recognized that a society is more than the individuals who compose it. He defined sociology as the study of social facts.

24. The correct answer is (A). Auguste Comte coined the term "sociology." Merton, Marx, and Durkheim were influential sociologists but are not credited with being first to use the term "sociology."

25. The correct answer is (B). The emergent-norm theory was developed by Ralph Turner and Lewis Killian and describes the norms in a collective as developing as the group forms. For example, in the scenario, the norm of stopping to help others was developed after the first man stopped to help and then others followed along.

26. The correct answer is (C). When there is quicker and easier access to an urban, industrialized area, people often move outside of the city and commute to work, and suburbanization occurs.

27. The correct answer is (A). Differential association theory indicates that people learn deviant behavior, such as jumping off a bridge, by associating with others who do it.

28. The correct answer is (D). Prejudice involves making prejudgments about people based on certain characteristics. In the scenario, David is acting with prejudice because he prejudges women in his belief that they are not capable of the physical work. Discrimination is when someone takes action against someone else based on a prejudice. In the scenario, David does not promote the two senior women because of his prejudice, so his behavior is an example of prejudice and discrimination.

29. The correct answer is (B). The equilibrium theory of social change emphasizes change in small increments and stability.

30. The correct answer is (A). According to functionalism, society is a system of interconnected parts that work together to maintain balance and social equilibrium for society as a whole.

## 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](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

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

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at [www.ets.org/praxis/register/dates\\_centers](http://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 39.

## 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 27 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 27, 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 14.
- **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:** 9/15/19

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/19	7/15/19
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	7/17/19	7/17/19
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	7/20/19	7/21/19
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/19	7/26/19
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	7/25/19	7/27/19
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	8/1/19	8/1/19
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	8/1/19	8/1/19

(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	8/1/19	8/1/19
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	8/1/19	8/1/19
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	8/8/19	8/8/19
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	8/15/19	8/17/19
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/19	8/24/19
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	8/24/19	8/24/19
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	8/27/19	8/27/19
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	8/28/19	8/30/19
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	8/30/19	8/31/19
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	9/3/19	9/4/19
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	9/5/19	9/6/19

**Use this worksheet to:**

- 

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

[illegible]



## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Sociology test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

### Discussion Areas

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

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



## Study Topics

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

### I. Sociological Perspectives and Methods of Inquiry

1. Understands the major theoretical perspectives of sociology (e.g., functionalism, conflict, and symbolic interactionism)
  - a. distinguishes sociology from other social sciences
  - b. describes and applies the three major theoretical perspectives (i.e., functionalism, symbolic interactionism, and conflict)
  - c. compares and contrasts the three major theoretical perspectives
2. Knows the contributions made by major figures in sociology (e.g., Émile Durkheim, Karl Marx, and Max Weber)
  - a. identifies major contributors in sociology (e.g., Max Weber, Émile Durkheim, and Karl Marx)
  - b. describes the contributions made by major figures in sociology
3. Understands methods of scientific inquiry in the social sciences
  - a. defines and applies key concepts of scientific inquiry in the social sciences (e.g., scientific method, hypotheses, dependent variable, and independent variable)
4. Understands various research methods in the social sciences (e.g., case study and experiment)
  - a. explains common research methods in the social sciences (e.g., survey, experiment, and case study)
  - b. compares and contrasts common research methods in the social sciences
  - c. critiques common research methods
5. Understands basic statistical terminology (e.g., mean and standard deviation)
  - a. defines basic statistical terms
  - b. applies appropriate statistical measures to research (e.g., mean and standard deviation)

6. Knows the standards for research ethics
  - a. identifies standards for ethical research
7. Understands the relationship between theory and research
  - a. describes the relationships among theory, research, and method

#### Discussion areas: Sociological Perspectives and Methods of Inquiry

- Who are the major contributors to the field of sociology?
- How would a functional theorist view the family?
- What are the major criteria for an experiment?

### II. Culture, Socialization, and Social Organization

#### A. Culture

1. Understands the basic concepts of culture (e.g., norms, values, and language)
  - a. defines culture and its basic concepts
  - b. explains how basic elements of culture affect human behavior (e.g., social interaction)
2. Understands how ethnocentrism, global culture, subcultures, and countercultures affect a society's cultural diversity
  - a. defines ethnocentrism, global culture, subcultures, and countercultures
  - b. explains how ethnocentrism, global culture, subcultures, and countercultures affect a society's cultural diversity
3. Knows the major cross-cultural differences relating to gender and socialization
  - a. defines gender socialization
  - b. explains the role of gender in society
  - c. recognizes major cross-cultural differences in gender socialization

#### B. Socialization

1. Understands the major theories of the self and socialization (e.g., Mead and Cooley)
  - a. defines the concepts of the self and socialization
  - b. describes and applies the theories of Mead and Cooley regarding the self and socialization

2. Knows the types of socialization (e.g., primary and anticipatory)
  - a. identifies the types of socialization (e.g., primary and anticipatory)
3. Understands the agents of socialization (e.g., family and school)
  - a. identifies and describes the primary agents of socialization and their functions (e.g., family and school)
  - b. compares and contrasts the functions of the primary agents of socialization

### C. Social Organization

1. Understands different forms of interactions (e.g., conflict, cooperation, and exchange)
  - a. identifies different forms of interactions (e.g., conflict, cooperation, and exchange)
  - b. compares and contrasts different forms of interactions
2. Knows the major theories of interaction (e.g., dramaturgical and symbolic interaction)
  - a. describes the major theories of interaction (e.g., dramaturgical and symbolic interaction)
3. Understands the building blocks of organization (e.g., roles/statuses, institutions, and networks)
  - a. recognizes the major building blocks of organization (e.g., roles/statuses, institutions, and networks)
  - b. explains how individuals fill roles and occupy statuses within organizations and institutions
  - c. compares and contrasts the building blocks of organization

#### Discussion areas: Culture, Socialization, and Social Organization

- How do norms differ from values?
- Provide an example of ethnocentrism .
- What is the major socializing agent in our society?

### III. Social Stratification

1. Understands the concept of social class in terms of wealth, income, education, occupation, and lifestyle
  - a. describes the concept of social class
  - b. explains how differences in wealth, income, education, occupation, and lifestyle form social classes
2. Understands the concepts of power, prestige, and status
  - a. defines the concepts of power, prestige, and status
  - b. explains how power, prestige, and status relate to social stratification
3. Understands the causes and impacts of inequality, prejudice, and discrimination (e.g., race and gender)
  - a. defines inequality, prejudice, and discrimination (e.g., race and gender)
  - b. identifies examples of inequality, prejudice, and discrimination
  - c. explains the causes and consequences of inequality, prejudice, and discrimination
4. Knows aspects of global stratification
  - a. describes the concept of global stratification among countries
  - b. identifies examples of global stratification (e.g., highly developed countries and less-developed countries)
5. Knows theoretical perspectives of stratification (e.g., functional and conflict)
  - a. identifies theoretical perspectives of stratification (e.g., functional and conflict)
6. Knows the concept of social mobility (e.g., horizontal and vertical)
  - a. defines social mobility (e.g., horizontal and vertical)
  - b. distinguishes between horizontal, vertical, intergenerational, and intra-generational mobility
  - c. describes social mobility in different stratification systems, such as class, caste, and estate

#### Discussion areas: Social Stratification

- Explain the difference between prejudice and discrimination .
- How do conflict theorists look at stratification?

#### IV. Deviance and Conformity

1. Understands the sociological concepts and terms associated with deviance (e.g., positive deviance, subculture, and stigma)
  - a. defines the sociological concept of deviance and associated terms (e.g., positive deviance, subculture, and stigma)
  - b. applies the concepts and terms associated with deviance to social behavior
2. Understands the theoretical perspectives of deviance (e.g., functionalism and social control)
  - a. describes theoretical perspectives of deviance (e.g., functionalism and social control)
  - b. defines the terms associated with the theoretical perspectives of deviance (e.g., primary and secondary deviance)
  - c. applies the theoretical perspectives to examples of deviant behavior
3. Understands social problems contributing to crime
  - a. defines crime and social problems
  - b. identifies social problems contributing to crime
  - c. explains how social problems contribute to crime
4. Knows the relationship between the criminal justice system and society
  - a. defines the functions of criminal justice systems within society

##### Discussion areas: Deviance and Conformity

- What is an example of positive deviance?
- How would a functionalist talk about deviance?

#### V. Social Institutions

1. Knows marriage patterns, residential patterns, and patterns of descent
  - a. identifies marriage patterns, residential patterns, and patterns of descent (e.g., matrilineal descent and monogamy)
2. Knows about stages of and major transitions in family life (e.g., courtship, marriage, and divorce)
  - a. defines stages of family life and major transitions in family life (e.g., courtship, marriage, and divorce)
3. Knows about alternate family forms (e.g., single parents and singlehood)
  - a. recognizes the diversity of family forms (e.g., single parents and singlehood)
4. Knows the defining characteristics of major world religions (e.g., Christianity and Islam)
  - a. identifies the defining characteristics of major world religions
5. Knows how religion and society influence each other (e.g., secularization and fundamentalism)
  - a. explains the relationship between religion and society (e.g., secularization and fundamentalism)
6. Is familiar with various types of religious organization (e.g., sect and church)
  - a. defines terms describing various types of religious organization (e.g., church, sect, and cult)
7. Knows the functions of schools (e.g., socialization and cultural innovation)
  - a. identifies the functions of schools (e.g., socialization and cultural innovation)
8. Knows the evolution of schooling and social inequality (e.g., access to higher education and inequality among schools)
  - a. recognizes how schooling and social inequality affect each other (e.g., access to education and inequality among schools)
9. Knows major models of power in society (e.g., populist and power elite)
  - a. describes the characteristics of the pluralist and power elite models of power

10. Knows major types of individual power and authority (e.g., traditional and charismatic)
  - a. recognizes the differences between power and authority
  - b. describes the traditional, charismatic, and rational-legal types of individual authority
11. Knows major types of political systems (e.g., monarchy and totalitarianism)
  - a. identifies major types of political systems (e.g., democracy, monarchy, and totalitarianism)
12. Knows the major turning points in economic development (e.g., the Agricultural Revolution and the Industrial Revolution)
  - a. describes the major turning points in economic development (e.g., the development of agriculture, the Industrial Revolution, and postindustrialism)
13. Understands the defining characteristics of major economic systems (e.g., capitalism and socialism)
  - a. defines capitalism, socialism, and communism
  - b. compares and contrasts the characteristics of capitalism, socialism, and communism
14. Knows about the nature of work in the postindustrial society (e.g., labor unions, corporations, and competition)
  - a. describes the nature of work in the postindustrial society (e.g., rise of service sector, transnational corporations, labor unions, and information technology)
15. Is familiar with sociological perspectives on health and illness
  - a. identifies sociological perspectives on health and illness (e.g., the concept of health disparities, sick role, and public versus private organization of health care)
16. Knows about the effect of the media on work, the family, and peer relationships in society
  - a. describes the effect of the media on work, the family, and peer relationships
17. Knows the impact of new technology on work, the family, and peer relationships in society
  - a. recognizes the impact of technological innovations on work, the family, and peer relationships

18. Knows the relationship between media and culture
  - a. describes the relationship between media and culture

#### Discussion areas: Social Institutions

- What are some of the major economic systems in the world?
- What are the common forms of individual authority?
- What are the latent and manifest functions of the educational system in the United States?

## VI. Demography and Social Change

1. Understands theories, causes, and consequences of social change
  - a. recognizes causes of social change (e.g., external, internal causes, technology, and social movements)
  - b. applies major theories (e.g., functionalism, conflict theory, and symbolic interactionism) to social change
  - c. explains the role of collective behavior and social movements in social change
2. Knows concepts associated with urbanization (e.g., the evolution of cities, the rural turnaround, and suburban-urban decline)
  - a. identifies key concepts associated with urbanization (e.g., the evolution of cities, suburban-urban decline, gemeinschaft, and gesellschaft)
3. Knows the major concepts and processes associated with globalization (e.g., global economy and communication)
  - a. defines globalization
  - b. recognizes the major concepts and processes associated with globalization (e.g., global economy and communication)
4. Understands demographic processes (e.g., death rate, birth rate, and migration)
  - a. recognizes basic demographic processes
  - b. explains and applies the concepts of death rate, birth rate, and migration

#### Discussion areas: Demography and Social Change

- Describe the demographic transition.
- What is meant by gentrification?

## 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 [www.ets.org/praxis/register/plne\\_accommodations/](http://www.ets.org/praxis/register/plne_accommodations/).

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

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

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

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

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



## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

### Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

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

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

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

## What your *Praxis* scores mean

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

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

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

## Put your scores in perspective

Your score report indicates:

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

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

### Content category scores and score interpretation

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

### Score scale changes

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

These resources may also help you interpret your scores:

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

## Appendix: Other Questions You May Have

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

### What do the *Praxis* tests measure?

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

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

### Who takes the tests and why?

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

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

### Do all states require these tests?

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

### What is licensure/certification?

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

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

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

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

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

### How were the tests developed?

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

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

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

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

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

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

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

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [www.ets.org/praxis/register/dates\\_centers](http://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](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

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

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

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

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