



The *PRAXIS*® Study Companion

**Special Education:
Core Knowledge
and Severe to
Profound Applications
(5545)**



ETS®
Professional
Educator
PROGRAMS

www.ets.org/praxis

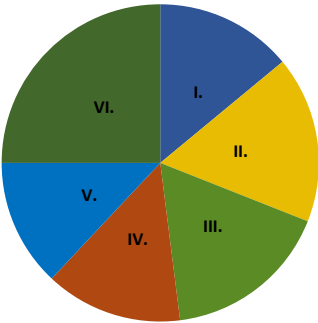
Table of Contents

Special Education: Core Knowledge and Severe to Profound Applications (5545)	3
Test at a Glance	3
About The Test	4
Content Topics	5
Discussion Questions	5
Special Education: Core Knowledge and Severe to Profound Applications (5545) Sample Test Questions	9
Information about Questions That Is Specific to the Special Education: Core Knowledge and Severe to Profound Applications Test	9
Sample Questions	9
Answers	16
Understanding Question Types	19
Understanding Selected-Response and Numeric-Entry Questions	19
Understanding Constructed-Response Questions	20
General Assistance For The Test	22
Praxis® Interactive Practice Test	22
Doing Your Best	22
Helpful Links	22

Special Education: Core Knowledge and Severe to Profound Applications (5545)

Test at a Glance

The *Praxis*® Special Education: Core Knowledge and Severe to Profound Applications is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a special education specialist.

Test Name	Special Education: Core Knowledge and Severe to Profound Applications		
Test Code	5545		
Time	2 hours		
Number of Questions	90 selected-response questions and 3 integrated constructed-response questions		
Format	Selected response: 75% of total score Integrated constructed response: 25% of total score		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Development and Characteristics of Learners	17	14%
	II. Planning and the Learning Environment	20	17%
	III. Instruction	20	17%
	IV. Assessment	17	14%
	V. Foundations and Professional Responsibilities	16	13%
	VI. Integrated Constructed-Response Questions	3	25%

About The Test

The Special Education: Core Knowledge and Severe to Profound Applications test is designed for examinees who plan to teach students with severe to profound disabilities at any grade level from preschool through grade 12. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities. The 90 selected-response questions assess the knowledge and understanding of principles and practices related to special education and severe to profound applications. The three constructed-response questions are integrated ones that assess an examinee's knowledge of students with severe to profound disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration. The content of this test is based largely on the Special Educator Professional Preparation Standards created by the Council of Exceptional Children (CEC).

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

Content Topics

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

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

Discussion Questions

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

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

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

Discussion Questions: Development and Characteristics of Learners

- What does the term developmental disability mean?
- What are the differences between a developmental delay and a developmental disability?
- How is it that individuals with a similar disability can differ in the way they learn?
- Is there only one definition for each of the special disability categories?
- What are some of the basic characteristics or factors for each type of disability?
- What is learned helplessness?

- When is special education appropriate for children who speak a language other than English as a first language? When is it not appropriate?
- What conditions and disabilities may coexist within one individual?
- How will this effect the way they receive instruction?
- What are some effective methods of facilitating and maintaining communication with parents?
- Does development end in adulthood? Who makes the determination of when development ends?

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

- A. Characteristics of good lesson plans**
- B. Basic elements of effective lesson plans**
- C. Learning objectives that are measurable and appropriately challenging**
- D. Means of providing access to the curriculum**
- E. Organizing the learning environment**
- F. Theory and practice of positive behavior supports**
- G. Theory and practice of effective classroom management**
- H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement**

Discussion Questions: Planning and the Learning Environment

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

III. Instruction (approximately 17%)

- A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities**
- B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings**
- C. Instructional strategies that facilitate maintenance and generalization of concepts**

- D. Selection and implementation of research-based interventions for individual students**
- E. Selection and implementation of supplementary and/or functional curriculum**
- F. Options for assistive technology**
- G. Instructional strategies/techniques that support transition goals**
- H. Preventive strategies and intervention strategies for at-risk learners**

Discussion Questions: Instruction

- How would you arrange a classroom where you and your students can access materials easily, see and hear each other, and engage in active teaching and learning?
- How does a teacher determine how to establish groups for a particular lesson?
- What are the differences between peer/cross-age tutoring and cooperative learning?
- How do you ensure accuracy and adequacy of documentation of the learning process?
- How would you use technology in the classroom to meet the needs of diverse learners?
- Does computer-assisted instruction mean less teacher involvement?
- What strategies are effective for having students move around the classroom without being disruptive?
- How can schools use outside support services to create a supportive learning environment for students with special needs?

IV. Assessment (approximately 14%)

- A. Evidence-based assessments that are effective and appropriate**
- B. Defines and uses various assessments**
- C. Interprets assessment results**
- D. Understands and uses the results of assessments**

Discussion Questions: Assessment

- What are the different ways of recording observations?
- Why do teachers construct their own tests?
- What might be included in a portfolio assessment of a student and which skills can be assessed using portfolios?
- When may test practices be considered discriminatory?
- How do teachers use assessment measures as a means for developing appropriate, individualized instruction?
- What types of tests do they use?
- How are they constructed?

V. Foundations and Professional Responsibilities (approximately 13%)

- A. Federal definitions**
- B. Federal requirements for the pre-referral, referral, and identification**
- C. Federal safeguards of the rights of stakeholders**
- D. Components of a legally defensible individualized education program**
- E. Major legislation**

- F. Roles and responsibilities of the special education teacher**
- G. Roles and responsibilities of other professionals who deliver special education services**
- H. Strengths and limitations of various collaborative approaches**
- I. Communication with stakeholders**
- J. Potential bias issues that may impact teaching and interactions with students and their families**

Discussion Questions: Foundations and Professional Responsibilities

- What are the provisions for nondiscriminatory testing procedures in IDEA?
- What are some of the major arguments for and against classification?
- With whom can you discuss your students and their needs?
- What agencies can aid in preparing a student for work?
- Who participates on an IEP team?
- Who is accountable for the IEP?
- What types of activities could you use to encourage socialization among your students?

- What resources in your community assist parents of children with special needs?
- What is the relationship between a special education teacher and an instructional assistant or paraprofessional?
- What is the relationship between a special education teacher and a general education teacher?
- What steps can teachers take to make collaboration successful?
- What are effective communication tools a teacher can use with parents?
- How might personal cultural biases affect you as a teacher?
- What can you do to counteract them?

VI. Integrated Constructed Response Questions (25%)

- A. Instruction and assessment**
- B. Learning environment and classroom management**
- C. Collaboration**

Special Education: Core Knowledge and Severe to Profound Applications (5545) Sample Test Questions

Information about Questions That Is Specific to the Special Education: Core Knowledge and Severe to Profound Applications Test

Sample Questions

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

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

Directions: The test consists of a variety of selected-response questions, where you select one or more answer choices, and questions where you enter a numeric answer in a box.

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

- Individuals with Disabilities Education Act may be referred to as IDEA.
- Free Appropriate Public Education may be referred to as FAPE.
- Least restrictive environment may be referred to as LRE.
- Individualized Family Service Plan may be referred to as IFSP.
- Individualized Education Program may be referred to as IEP.
- A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional.
- A biological parent, legal guardian, surrogate, adoptive parent, or foster parent may be referred to as a parent.
- Attention-deficit/hyperactivity disorder may be referred to as ADHD.
- Emotional disturbance and/or emotional behavioral disorder may be referred to as EBD.
- The diagnosis "autism spectrum disorder" may be referred to as ASD.

1. Which of the following is a required component of any student's Individualized Education Program (IEP)?
 - (A) Functional behavioral assessment
 - (B) Behavioral intervention plan
 - (C) Daily class schedule
 - (D) Annual goals

2. Which of the following would be most useful for orientation and mobility training for students with visual impairments?
 - (A) Verbal descriptions of the learning activity
 - (B) Tactile maps of the school building
 - (C) Slate and stylus for note taking
 - (D) Captioned age-appropriate films

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

4. Under IDEA, which of the following age- groups are qualified to receive early- intervention services?
 - (A) 0–2 years
 - (B) 3–4 years
 - (C) 5–6 years
 - (D) 7–8 years

5. Which of the following rewards would be most appropriate for fifth-grade students who have demonstrated appropriate classroom behavior?
 - (A) Giving them ice cream sandwiches as an afternoon treat
 - (B) Assigning them no homework for an entire week
 - (C) Excusing them from the next chapter test
 - (D) Providing them with extra computer time

6. Bill is a third-grade student with autism spectrum disorder (ASD). Which of the following would best help him make a transition from classroom lessons to daily specials, such as music or physical education?
 - (A) Allowing Bill to be line leader so he can be in front
 - (B) Assigning Bill a seat by the clock so he can keep track of the time
 - (C) Reminding Bill in the morning what the special will be that day
 - (D) Placing a schedule on Bill's desk so he can see when each activity takes place

7. A page-turner device would be most beneficial for a student with which of the following classifications?
 - (A) Attention-deficit/hyperactivity disorder (ADHD)
 - (B) Muscular dystrophy
 - (C) Autism spectrum disorder (ASD)
 - (D) Dysgraphia

8. Joshua is a 14-year-old student with severe cognitive and physical disabilities. Joshua's parents want to ensure that he learns self- help skills so that he can be as independent as possible. Which of the following strategies will help Joshua's teacher build good communication with Joshua's parents?
 - (A) Involving Joshua's parents in writing the curriculum
 - (B) Allowing Joshua's parents to eat lunch with Joshua every day
 - (C) Asking Joshua's parents to come to the school's open house
 - (D) Sending home a weekly log of Joshua's activities and progress

9. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be
- (A) educated with nondisabled peers only for elective courses
 - (B) educated with nondisabled peers to the greatest extent possible
 - (C) educated in a special school so that there is no interaction with nondisabled peers
 - (D) educated with the most assistance possible, whether or not it be in the same environment as nondisabled peers
10. Which of the following is an appropriate accommodation to implement during a standardized assessment with a student who has a visual impairment?
- (A) Using a large-print version of the test
 - (B) Using a study carrel
 - (C) Dividing the test into several shorter sections
 - (D) Allowing the student to write directly in the test booklet
11. Kimberly is a first-grade student with spina bifida. Which of the following assistive devices would Kimberly benefit from most?
- (A) Hearing aids
 - (B) A Braille writer
 - (C) A word processor
 - (D) Leg braces
12. Using a student's classwork as a means to evaluate progress and adapt instruction is known as
- (A) curriculum-based assessment
 - (B) standardized achievement testing
 - (C) summative assessment
 - (D) guided practice

13. Martha is a seventh-grade student with cerebral palsy. She reads at a tenth-grade level and composes excellent essays using a personal computer. Which of the following activities would be most beneficial for Martha?
- (A) Allowing her to take classes at the local high school
 - (B) Providing her with enrichment activities which enhance the curriculum
 - (C) Hiring a paraprofessional to work one-on-one with her
 - (D) Allowing her to read books after she has completed her assignments
14. Which of the following would be an important daily-living skill for a high school student with an intellectual disability?
- (A) Knowing the multiplication table
 - (B) Using a microwave oven
 - (C) Identifying the states on a map
 - (D) Stating the main idea of a paragraph
15. Which of the following activities is the best example of a summative assessment?
- (A) An end of chapter test
 - (B) Writing sentences using spelling words
 - (C) Completing a homework assignment
 - (D) Practicing how to write the directions for baking a cake
16. Which of the following would be of most concern to the parents of a third grader with muscular dystrophy?
- (A) Mathematics skills
 - (B) Reading ability
 - (C) Job training
 - (D) Mobility

17. Which of the following is a congenital impairment that refers to a group of inherited diseases characterized by progressive deterioration of the body's muscles?
- (A) Post-traumatic stress disorder
 - (B) Traumatic brain injury
 - (C) Meningitis
 - (D) Muscular dystrophy
18. Which of the following is characteristic of a student who has echolalia?
- (A) The student has no capacity to relate to others and does not speak.
 - (B) The student mimics the speech of others.
 - (C) The student's voice may be either too high or too low.
 - (D) The student displays interruptions in the flow of speaking.
19. Which of the following actions should a teacher take before developing an applied behavior analysis (ABA) plan?
- (A) Defining the target behavior and identifying antecedents and consequences related to the behavior
 - (B) Identifying the hidden curriculum that pertains to the student and discussing how it affects his or her behavior
 - (C) Reading social stories and having the student identify positive and negative behaviors
 - (D) Identifying inappropriate behaviors and providing remediation for social skills
20. Chloe is a 13-year-old girl who exhibits signs of selective mutism. She is personable and talkative at home. At school, Chloe will only speak to her friends at lunch or in passing between classes and will not verbally participate in any class discussions. Which of the following strategies is most likely to support Chloe in class?
- (A) Creating a step-by-step approach with guidance from school professionals, parents, and teachers to build coping skills
 - (B) Waiting for Chloe to speak and to tell the teacher about her fear of speaking
 - (C) Displaying a chart in class and marking it when Chloe speaks
 - (D) Setting up a schedule for Chloe to ask questions in class

21. Which of the following techniques is likely to be most successful in helping learners with intellectual disabilities to retain previously acquired skills?
- (A) Scheduling frequent peer tutoring sessions
 - (B) Acknowledging appropriate behavior regularly
 - (C) Providing periodic review of lessons
 - (D) Allowing longer independent practice periods
22. Justin is a second-grade student who has a classification of intellectual disability. What is an advantage of seating him in a cooperative cluster?
- (A) Justin will be able to participate more in classroom discussions.
 - (B) Justin will be in closer proximity to the teacher.
 - (C) Justin can work with a partner if he has questions.
 - (D) Justin can sit near the window.
23. What are the three components of the social- cognitive theory triangle most often associated with Bandura?
- (A) Parental level of education, family structure, and age
 - (B) Personal happiness, conflicting feelings, and anxiety state
 - (C) Socioeconomic status, level of education, and family size
 - (D) Environment, behavior, and personal perceptions and actions

Answers

1. Option (D) is correct. According to IDEA, annual goals are required components of an Individualized Education Program (IEP).
2. Option (B) is correct. Tactile maps enable a person who touches the map to learn information about the area being touched, allowing the person to better understand his or her surroundings.
3. Option (D) is correct. A component of differentiated instruction is allowing students to demonstrate their understanding of the content in different ways.
4. Option (A) is correct. According to Part C of IDEA, students qualify for early intervention services from birth through two years of age.
5. Option (D) is correct. Computer time is often a motivator for students at this age level.
6. Option (D) is correct. A visual transition schedule will help Bill anticipate when activities will happen.
7. Option (B) is correct. Muscular dystrophy involves muscle weakness and muscle loss, so a page-turner device is most beneficial.
8. Option (D) is correct. A log will communicate Joshua's progress and allow his parents to ask questions or comment on his activities.
9. Option (B) is correct. IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from their nondisabled peers. These decisions are made based on a student's ability to function in the school environment.

10. Option (A) is correct. A large-print version of the test will allow the student to take the test independently.

11. Option (D) is correct. Spina bifida is a condition in which the spine does not close completely during development. The most common characteristics of this disorder are physical and mobility difficulties. Because of this, leg braces would be the most appropriate assistive device for Kimberly.

12. Option (A) is correct. Curriculum-based assessment is an approach that many teachers use for specific instructional purposes and planning. All student work reflects the curriculum; thus, the assessment is curriculum based.

13. Option (B) is correct. Students such as Martha who have a disability but who function academically above grade level should be challenged by keeping them in a class with their peers.

14. Option (B) is correct. Daily living skills enable an individual to complete day-to-day activities for self-care, work, home, and leisure. Being able to heat up food would allow the student a measure of independence.

15. Option (A) is correct. Summative assessments are given to test student learning relative to the curriculum, and a chapter test assesses knowledge of the entire chapter.

16. Option (D) is correct. Muscular dystrophy is a condition characterized by muscle weakness and degeneration, which would affect the student's mobility.

17. Option (D) is correct. Muscular dystrophy is a congenital impairment that most likely emerges in the prenatal period.

18. Option (B) is correct. Mimicking the speech of others is the definition of echolalia.

19. Option (A) is correct. An ABC (antecedent, behavior, consequence) chart is completed before developing an ABA.

20. Option (A) is correct. The student will receive guidance in building coping skills, providing her with confidence to overcome the anxiety that is causing her selective mutism.

21. Option (C) is correct. Once a skill has been mastered, the teacher can best assure its retention by providing additional meaningful learning situations in which the student can recall and use the skill.

22. Option (C) is correct. Cooperative clusters allow students to work together to complete a task with the teacher facilitating.

23. Option (D) is correct. Social-cognitive theory focuses on the triad of environment, person, and behavior.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

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

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

- A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
- B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

- o Describe **TWO** strategies he could use to address the concerns of the students who have complained.
- o Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

- o Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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

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

General Assistance For The Test

Praxis® Interactive Practice Test

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

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

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

Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

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

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

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

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

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

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

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

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store



www.ets.org