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Core Academic Skills for Educators: Writing (5723)



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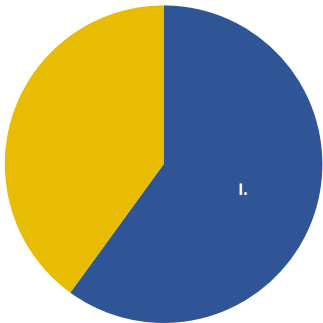
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Core Academic Skills for Educators: Writing (5723)

Test at a Glance

Test Name	Core Academic Skills for Educators: Writing		
Test Code	5723		
Time	100 minutes, divided into a 40-minute selected-response section and two 30-minute essay sections		
Number of Questions	40 selected-response questions and two essay questions		
Format	Selected-response questions involving usage, sentence correction, revision-in-context, and research skills; 2 essay topics as the basis for writing samples.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Text Types, Purposes, and Production	6–12 selected-response and 2 essays	60%
	II. Language and Research Skills for Writing	28–34 selected-response	40%
	* Includes both scored and unscored (pretest) questions. Depending on the number of pretest questions included in each scoring category, the total number of questions in that category may vary from one form of the test to another.		

Note: On your score report, points earned on the selected-response section of the test are reported separately from points earned on the essay sections of the test.

About The Test

The Core Academic Skills for Educators Test in Writing measures academic skills in writing needed to prepare successfully for a career in education. All skills assessed have been identified as needed for college and career readiness, in alignment with the Common Core State Standards for Writing.

The Writing test is 100 minutes in length and has three separately timed sections: a 40-minute selected-response section containing 40 selected-response questions and two 30-minute essay sections that each require a response based on an essay topic. This test may contain some questions that will not count toward your score.

The selected-response section is designed to measure examinees' ability to use standard written English correctly and effectively. This section is divided into four parts: usage, sentence correction, revision-in-context, and research skills. In the usage questions, examinees are asked to recognize errors in mechanics, in structural and grammatical relationships, and in idiomatic expressions or word choice. They are also asked to recognize sentences that have no errors and that meet the conventions of standard written English. The sentence correction questions require examinees to select, from among the choices presented, the best way to restate a certain phrase or sentence by using standard written English; in some cases, the phrase or sentence is correct and most effective as stated. Examinees are not required to have a knowledge of formal grammatical terminology. In the revision-in-context questions, examinees are asked to recognize how a passage with which they are presented can be strengthened through editing and revision. Revision-in-context questions require examinees to consider development, organization, word choice, style, tone, and the conventions of standard written English. In some cases, the indicated portion of a passage will be most effective as it is already expressed and thus will require no changes.

In the research skills questions, examinees are asked to recognize effective research strategies appropriate to a particular research task, recognize the different elements of a citation, recognize information relevant to a particular research task, and assess the credibility of sources.

The two essays assess examinees' ability to write effectively in a limited period of time. The Argumentative essay topic invites examinees to draw from personal experience, observation, or reading to support a position with specific reasons and examples. The Informative/Explanatory essay topic asks examinees to extract information from two provided sources to identify important concerns related to an issue.

The topics for the Argumentative and Informative/Explanatory essays attempt to present situations that are familiar to all educated people; no topic will require any specialized knowledge other than an understanding of how to write effectively in English.

Examinees should write only on the topic assigned for each essay task, address all the points presented in the topic, and support generalizations with specific examples. For the Informative/Explanatory essay, examinees should also draw information from both sources, making sure to cite the source of the information. Before beginning to write each essay, examinees should read the topic and organize their thoughts carefully.

Experienced teachers read and evaluate each essay holistically (i.e., with a single score for overall quality) under carefully controlled conditions designed to ensure fair and reliable scoring. Acknowledging that writing comprises a number of features that are not independent of one another, scorers base their judgments on an assessment of such features as quality of insight or central idea, clarity, consistency of point of view, cohesiveness, strength and logic of supporting information, rhetorical force, appropriateness of diction and syntax, and correctness of mechanics and usage. In addition, for the Informative/Explanatory essay, scorers will also evaluate the examinees' ability to synthesize information from the provided sources and to cite this information in the essay.

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.

I. Text Types, Purposes, and Production

A. Text Production: Writing Arguments

1. Produce an argumentative essay to support a claim using relevant and sufficient evidence
2. Write clearly and coherently
 - a. address the assigned task appropriately for an audience of educated adults
 - b. organize and develop ideas logically, making coherent connections between them
 - c. provide and sustain a clear focus or thesis
 - d. use supporting reasons, examples, and details to develop clearly and logically the ideas presented
 - e. demonstrate facility in the use of language and the ability to use a variety of sentence structures
 - f. construct effective sentences that are generally free of errors in standard written English

B. Text Production: Writing Informative/Explanatory Texts

1. Produce an informative/explanatory essay to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
 - a. write clearly and coherently
 - b. address the assigned task appropriately for an audience of educated adults
 - c. draw evidence from informational texts to support analysis
 - d. organize and develop ideas logically, making coherent connections between them
 - e. synthesize information from multiple sources on a subject
 - f. integrate and attribute information from multiple sources on a subject, avoiding plagiarism
 - g. provide and sustain a clear focus or thesis
 - h. demonstrate facility in the use of language and the ability to use a variety of sentence structures
 - i. construct effective sentences that are generally free of errors in standard written English

C. Text Production: Revision

1. Develop and strengthen writing as needed by revising and editing
 - a. recognize how a passage can be strengthened through editing and revision
 - apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style
 - choose words and phrases for effect
 - choose words and phrases to convey ideas precisely
 - maintain consistency in style and tone

- errors in the use of intensive pronouns
 - errors in pronoun number and person
 - vague pronouns
 - errors in subject-verb agreement
 - inappropriate shifts in verb tense
- b. structural relationships
recognize and correct:
 - errors in the placement of phrases and clauses within a sentence
 - misplaced and dangling modifiers
 - errors in the use of coordinating and subordinating conjunctions
 - fragments and run-ons
 - errors in the use of correlative conjunctions
 - errors in parallel structure
 - c. word choice
recognize and correct:
 - errors in the use of idiomatic expressions
 - errors in the use of frequently confused words
 - wrong word use
 - redundancy

II. Language and Research Skills for Writing**A. Language Skills**

1. Demonstrate command of the conventions of standard English grammar and usage
 - a. grammatical relationships
recognize and correct:
 - errors in the use of adjectives and adverbs
 - errors in noun-noun agreement
 - errors in pronoun-antecedent agreement
 - errors in pronoun case

- d. No Error
recognize:
 - sentences free of errors in the conventions of standard English grammar and usage
- 2. Demonstrate command of the conventions of standard English capitalization and punctuation
 - a. mechanics
recognize and correct:
 - errors in capitalization
 - errors in punctuation
 - commas (e.g., the use of a comma to separate an introductory element from the rest of the sentence)
 - semicolons (e.g., the use of a semicolon [and perhaps a conjunctive adverb] to link two or more closely related independent clauses)
 - apostrophes (e.g., the use of an apostrophe to form contractions and frequently occurring possessives)
 - b. no error
 - recognize sentences free of errors in the conventions of standard English capitalization and punctuation

B. Research Skills

- 1. Recognize and apply appropriate research skills and strategies
 - a. assess the credibility and relevance of sources
 - b. recognize the different elements of a citation
 - c. recognize effective research strategies appropriate to a particular research task
 - d. recognize information relevant to a particular research task

Core Academic Skills for Educators: Writing (5723)

Sample 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.

Usage

Directions: Each question consists of a sentence that contains four underlined portions. Read each sentence and decide whether any of the underlined parts contains a grammatical construction, a word use, or an instance of incorrect or omitted punctuation or capitalization that would be inappropriate in carefully written English. If so, select the underlined portion that must be revised to produce a correct sentence. If there are no errors in the sentence as written, select “No error.” No sentence has more than one error.

1. The club members agreed that each would contribute ten days of volunteer work annually each year at the local hospital . No error

A
B
C
D
E
2. For a writer, the rarest privilege is not merely to describe her country and time but to help shape it . No error

A
B
C
D
E
3. The school magazine will print those who win prizes for poetry, short stories, and drama ; nonfiction, however, will not be accepted for publication. No error

A
B
C
D
E
4. Plagued by robbers, Paris in 1524 passed a ordinance requiring citizens to burn candles in windows fronting on the streets . No error

A
B
C
D
E

Sentence Correction

Directions: In each of the following sentences, some part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of writing the underlined part. The first of these repeats the original, but the other four are all different. If you think the original sentence is better than any of the suggested changes, you should select the first answer choice; otherwise you should select one of the other choices.

This is a test of correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; i.e., pay attention to acceptable usage in grammar, diction (choice of words), sentence construction, and punctuation. Choose the answer that expresses most effectively what is presented in the original sentence; this answer should be clear and exact, without awkwardness, ambiguity, or redundancy.

5. Martin Luther King, Jr., spoke out passionately for the poor of all races.
 - (A) spoke out passionately
 - (B) spoke out passionate
 - (C) did spoke out passionate
 - (D) has spoke out passionately
 - (E) had spoken out passionate

6. As a consumer, one can accept the goods offered to us or we can reject them, but we cannot determine their quality or change the system's priorities.
 - (A) As a consumer, one can accept
 - (B) We the consumer either can accept
 - (C) The consumer can accept
 - (D) Either the consumer accepts
 - (E) As consumers, we can accept

7. The agent, passing through the crowd without being noticed by hardly anyone.
 - (A) The agent, passing through the crowd without being noticed by hardly anyone.
 - (B) The agent passed through the crowd without hardly being noticed by anyone.
 - (C) The agent's passing through the crowd was not hardly noticed by anyone.
 - (D) No one hardly noticed how the agent passed through the crowd.
 - (E) The agent was hardly noticed as she passed through the crowd.

Sentence Correction

Directions: The following passage is a draft of an essay. Some portions of the passage need to be strengthened through editing and revision. Read the passage and choose the best answers for the questions that follow. Some questions ask you to improve particular sentences or portions of sentences. In some cases, the indicated portion of the passage will be most effective as it is already expressed and thus will require no changes. In choosing answers, consider development, organization, word choice, style, and tone, and follow the requirements of standard written English.

(1) Many people have a narrow idea of what is involved in being a scientist. (2) Most students surveyed in a recent study, for example, assume that all scientists work indoors in a lab and approach their work in a serious, deliberate manner. (3) But apparently, these students hadn't read the story of how acoustic biologist Katy Payne came to study elephant sound.

(4) Payne's work with elephants is now well-documented in popular and scientific articles, but it did not begin in a conventional way. (5) Therefore, Payne wasn't working in her lab, doing fieldwork, or even thinking formally about science. (6) Instead, out of curiosity, she visited a zoo. (7) At the zoo, she was immediately drawn to the elephants. (8) A specialist in whalesong, Payne knew little about elephants; she simply sat down and started watching them out of fascination, with no specific scientific questions in mind and no intention of taking notes. (9) Barely registering the faint vibration accompanying interactions between elephants, Payne simply enjoys watching them play and use their trunks to smell and eat. (10) Even less conventional is the way it was finally discovered that the elephants had been doing something remarkable that day. (11) Flying home, closing her eyes and feeling the plane's vibration, Payne suddenly realized that the elephants' antics had fascinated her so much that she'd wrongly dismissed the accompanying vibrations as unimportant. (12) It eventually led to Payne's groundbreaking discovery that elephants communicate through sounds largely inaudible to humans. (13) In the process, Payne went on to conduct fieldwork on elephant-sound in Africa. (14) Of course, she also applied conventional laboratory resources, including sound-equipment that detects low-frequency sounds, to confirm her theory.

8. In context, which is the best version of the underlined portion of sentence 5 (reproduced below)?

Therefore, Payne wasn't working in her lab, doing fieldwork, or even thinking formally about science.

- (A) (As it is now)
- (B) However
- (C) In fact
- (D) In effect
- (E) To be clear

9. Which is the best way to revise and combine sentences 6 and 7 (reproduced below) at the underlined portion?

Instead, out of curiosity, she visited a zoo. At the zoo, she was immediately drawn to the elephants.

- (A) zoo, which is the place she
 - (B) zoo, and while there she
 - (C) zoo; she too
 - (D) zoo, where she
 - (E) zoo, but she
10. In context, which revision to sentence 12 (reproduced below) is most needed?
- It eventually led to Payne's groundbreaking discovery that elephants communicate through sounds largely inaudible to humans.
- (A) Replace "It" with "This insight"
 - (B) Change "eventually led" to "would eventually lead"
 - (C) Replace "groundbreaking" with "startling"
 - (D) Change "elephants communicate" to "the elephant communicates"
 - (E) Replace "largely" with "mostly"
11. In context, which sentence provides the best conclusion to the last paragraph?
- (A) In other words, a true scientist knows that failure is just another opportunity to learn.
 - (B) Nevertheless, the name of Katy Payne will be known by many generations of biologists to come.
 - (C) Still, it is clear that most significant scientific discoveries were made without any equipment at all.
 - (D) And it is well known that even the most brilliant hypothesis must be empirically verified.
 - (E) But Payne's journey of discovery had started with just a trip to the zoo and an open mind.

Research Skills

Directions: The following question is a test of your familiarity with basic research skills.

12. Which is the main purpose of reviewing the references in a research article when one writes an academic paper?
- (A) To check that the authors did their own research
 - (B) To identify additional relevant sources
 - (C) To learn how to write citations correctly
 - (D) To verify that the authors did not cite themselves
 - (E) To avoid reading other sources on the same topic

Answers

1. Option (C) is correct. The error in this sentence occurs at (C). The phrase “annually each year” is redundant, since “annually” and “each year” convey the same information. The sentence would be correct with either “annually” or “each year” at (C). The error is one of diction, or word option.
2. Option (D) is correct. The error in this sentence occurs at (D). The pronoun “it” is incorrectly used to refer to two nouns, “country” and “time.” The pronoun required here is the plural “them.”
3. Option (A) is correct. The error occurs at (A). In the phrase “those who win,” the pronoun “those” indicates the people who win prizes. But the magazine will not print the people who win; it will print what the winners have written, or the submissions of those who won prizes. The error in this question is the illogical use of a pronoun. The correct phrase would be “the works of those who win.”
4. Option (E) is correct. Because this sentence contains no grammatical, idiomatic, logical, or structural errors, the best answer is choice (E). Note that at (B) you are required to determine whether the underlined letter — a lowercase “o” — needs to be capitalized, and that at (D) you are asked to determine whether the sentence requires some mark of punctuation in the underlined space. In this sentence, the use of the lowercase “o” is correct because “ordinance” is not a proper noun, and no comma is required after “candles.” Further, choices (A) and (C) do not require changes.
5. Option (A) is correct. This sentence presents no problem of structure or logic. The verb tense is correct, and the use of the adverb “passionately” is also correct in this context. In choice (B), the verb form is correct, but the adjective “passionate” is incorrectly used instead of the adverb. Choices (C) and (E) also use the incorrect adjective, and choice (D), although it uses the correct adverb, introduces an incorrect verb form, “has spoke out.” Thus, the best answer is choice (A).
6. Option (E) is correct. The problem in this sentence concerns parallelism and agreement in pronoun number. The underlined portion of the sentence uses the singular pronoun “one,” which correctly agrees with its antecedent, “consumer.” However, in the portion of the sentence that is not underlined, the first person plural, “we,” is used as the subject in the second part of the sentence. To create a sentence free of agreement faults, you must look for a choice that contains both “we” and the plural of “consumer.” Choice (E) is the only one that corrects the agreement problem and has a phrase parallel to “we can reject them.”

7. Option (E) is correct. Choice (A) presents two major problems: it is not a complete sentence, and the phrase “without . . . hardly” is not idiomatic. Although choices (B), (C), and (D) are complete sentences, each uses “hardly” in an equally unidiomatic construction. Choice (E), the best answer, is an idiomatic and complete sentence.
8. Option (C) is correct. The sentence that begins the second paragraph says that Payne’s research did not begin in a conventional way (i.e., indoors in a laboratory). Sentence 5 continues along the same lines, stating that Payne was not working in her laboratory and was not engaged in methodical research. The third choice, “In fact,” is the best version of the underlined portion of sentence 5 because the phrase indicates in an emphatic way that what Payne was doing was unorthodox and unconventional compared to traditional scientific inquiry.
9. Option (D) is correct. This question requires the candidate to combine two sentences to avoid the redundant use of “zoo.” Choice (D) — “zoo, where she” — accomplishes this in an economical way, is grammatically correct, and fits the logic of the context of the second paragraph.
10. Option (A) is correct. Sentence 12 begins with the pronoun “It,” which here does not have a clear referent: there is no singular noun in the preceding sentence to which “It” unambiguously and directly refers. Replacing the vague pronoun with “This insight,” which refers to Payne’s realization that the vibrations that accompany elephant interactions are actually important, results in a clear and easily interpreted statement.
11. Option (E) is correct. The last paragraph describes the unconventional way in which Payne made her groundbreaking discovery and then adds that Payne ultimately did use ordinary laboratory resources. Choice (E), “But Payne’s journey of discovery had started with just a trip to the zoo and an open mind,” best concludes the last paragraph by returning to and restating the main theme: the discovery Payne made was the result not of what many people think of as formal scientific research, but rather of curiosity, openness to experience, and readiness to follow her inklings without a predetermined goal.
12. Option (B) is correct. The most important reason to review the references in a research article is to find additional sources on the topic. Although a reference list might be used to check that the authors did their own research or to verify that the authors did not cite themselves, the former goal is better achieved through other means while the latter is not a major concern as one writes a research paper. Further, the most appropriate resource for learning to write citations correctly would be a style guide, not a reference list. Finally, one would review references in a research article to identify sources that one might read to obtain additional information on the topic, not to avoid reading other sources.

Sample Test Questions – Argumentative Essay

This section presents an argumentative topic and sample responses along with the standards used in scoring the argumentative essays. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what question will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the essays; they have been trained to judge the overall quality rather than to attempt to count errors.

Each essay is scored holistically, on the basis of its total quality. In computing your total Core Academic Skills for Educators: Writing score, the scores for both the argumentative and explanatory essays are combined with the score for the selected-response part of the Writing test.

Readers assign scores for the argumentative essay based on the following scoring guide.

Scoring Guide for Argumentative Essay

Score of 6

A 6 essay demonstrates a *high degree of competence* in response to the assignment but may have a few minor errors.

An essay in this category:

- states or clearly implies the writer's position or thesis
- organizes and develops ideas logically, making insightful connections between them
- clearly explains key ideas, supporting them with well-chosen reasons, examples, or details
- displays effective sentence variety
- clearly displays facility in the use of language
- is generally free from errors in grammar, usage, and mechanics

Score of 5

A 5 essay demonstrates *clear competence* in response to the assignment but may have minor errors.

An essay in this category:

- states or clearly implies the writer's position or thesis
- organizes and develops ideas clearly, making connections between them
- explains key ideas, supporting them with relevant reasons, examples, or details

- displays some sentence variety
- displays facility in the use of language
- is generally free from errors in grammar, usage, and mechanics

Score of 4

A 4 essay demonstrates *competence* in response to the assignment.

An essay in this category:

- states or implies the writer's position or thesis
- shows control in the organization and development of ideas
- explains some key ideas, supporting them with adequate reasons, examples, or details
- displays adequate use of language
- shows control of grammar, usage, and mechanics, but may display errors

Score of 3

A 3 essay demonstrates some *competence* in response to the assignment but is obviously flawed.

An essay in this category reveals *one or more* of the following weaknesses:

- limited in stating or implying a position or thesis
- limited control in the organization and development of ideas
- inadequate reasons, examples, or details to explain key ideas
- an accumulation of errors in the use of language
- an accumulation of errors in grammar, usage, and mechanics

Score of 2

A 2 essay is *seriously flawed*.

An essay in this category reveals *one or more* of the following weaknesses:

- no clear position or thesis
- weak organization or very little development
- few or no relevant reasons, examples, or details
- frequent serious errors in the use of language
- frequent serious errors in grammar, usage, and mechanics

Score of 1

A 1 essay demonstrates *fundamental deficiencies* in writing skills.

An essay in this category:

- contains serious and persistent writing errors or
- is incoherent or
- is undeveloped

Sample Argumentative Essay Topic

On the computer screen will you see the following:

<p>Read the opinion stated below:</p> <p>"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."</p> <p>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.</p>	
	<div>Cut</div> <div>Paste</div> <div>Undo</div>

The essay topic will appear on the top half of the computer screen. You will compose and type your response to the topic on the bottom half of the computer screen.

Directions: You will have 30 minutes to plan and write an argumentative essay on the topic presented above. The essay will be based on your own reading, experience, or observations.

Read the topic carefully. You will probably find it best to spend a little time considering the topic and organizing your thoughts before you begin writing. **DO NOT WRITE ON A TOPIC OTHER THAN THE ONE SPECIFIED.** Essays on topics of your own choice will not be acceptable. In order for your test to be scored, your responses must be in English.

The essay questions are included in this test to give you an opportunity to demonstrate how well you can write. You should, therefore, take care to write clearly and effectively, using specific examples where appropriate. Remember that how well you write is much more important than how much you write, but to cover the topic adequately, you will probably need to write more than one paragraph.

Sample Argumentative Essay That Received a Score of 6

I agree wholeheartedly that “Minimum-wage employers take advantage of people because they need a job.” Given the existing high unemployment rates in today’s economy, people do not have as much power to negotiate for reasonable pay. Thus, they are at the mercy of employers who seize the opportunity to line their own pockets while underpaying their workers. Since all jobs necessitate the mastery of certain skills, and involve responsibility and effort on the part of employees, laws governing minimum wages should be evaluated frequently and government should intervene to make sure that employers are not being taken advantage of. All work is worthwhile and valuable; workers should be treated with dignity and respect and paid appropriately.

Having said that, however, I strongly disagree with the rest of the statement, especially the claim that “Minimum-wage jobs are a ticket to nowhere.” Most people’s introduction to the workforce is through a minimum-wage job; we all have to start somewhere and we are unlikely to begin our working lives with high salaries. Granted, minimum-wage jobs often do involve tasks that are “boring and repetitive” but that doesn’t mean these tasks “teach employees little or nothing.” Our first jobs actually teach us a lot about the workforce and how to conduct ourselves at work.

For example, my first job was a minimum-wage office job. Because I thought the job wasn’t that complicated, I initially didn’t pay attention to what I was doing and, as a result, found myself making mistakes. I neglected to follow procedures or proofread my work and I found that I wasn’t doing a good job. Ultimately I realized that no matter how menial a task may seem, it was still vital for me to focus on what I was doing and to do my best. I learned that in order to succeed at any kind of job, I had to make an effort and work hard. So while it may not have been that important for me to know how to fill out a travel voucher without errors, it was imperative for me to learn that I couldn’t approach work with a lackadaisical attitude and expect to succeed. That was a very crucial, lifelong lesson for me. I learned other important lessons as well. I learned to be punctual, to get up and go to work day after day, to persevere and troubleshoot, and to cooperate with others. I became adept at communicating with my boss and negotiating with my co-workers. Best of all, I learned that work could be very gratifying when things went well and that it was a pleasure to have co-workers to collaborate with on projects. Minimum-wage jobs are like apprenticeships for the work world. You may not spend the rest of your life making hamburgers or typing letters but the general work skills you master teach you how to become a productive member of the workforce for the rest of your life.

Comments on Sample Argumentative Essay that Received a Score of 6

This highly competent response begins by agreeing with the last part of the prompt, situating it in the current economy, whose high unemployment rates guarantee that “people do not have as much power to negotiate for reasonable pay.” The essay continues its argument by stating that minimum wage laws should be evaluated frequently and that governments should oversee the labor market to make sure employees are not being exploited. The essay, however, then shifts its focus to disagree with the rest of the prompt, which argues that minimum-wage jobs “are a ticket to nowhere” and “teach employees little or nothing of value.” After deftly conceding that some minimum wage jobs are often “boring and repetitive,” the writer presents a clear thesis at the end of the second paragraph: “Our first jobs actually teach us a lot about the workforce and how to conduct ourselves at work.”

Using the well-chosen example of the writer's own first job, the essay effectively develops the main idea by enumerating the lifelong lessons the writer learned there, beginning with the writer's initial mistake of regarding the job as uncomplicated, and thereby undeserving of proper attention and hard work. In discussing this misapprehension, the essay insightfully links the writer's attitude with the one expressed in the prompt, which it then refutes. Through detailed examples, such as filling out a travel voucher, the response explains how the writer's initial failures led to the valuable lesson that "I couldn't approach work with a lackadaisical attitude and expect to succeed."

The final paragraph continues with other lessons the writer learned from this first job before concluding that minimum-wage jobs "are like apprenticeships for the work world." This statement reiterates the response's thesis that, far from being worthless, minimum-wage jobs actually "teach you how to become a productive member of the workforce for the rest of your life." The essay's final sentence effectively reinforces the main argument, which has been highlighted throughout this highly organized response. In addition to being generally free from grammatical, usage, or mechanical errors, the essay displays clear facility with language and effective variation in sentence structure. These qualities, along with the well-organized structure of the response and the in-depth development of its key idea with a well-chosen example and details, are more than enough to merit a score of 6.

"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."

Sample Argumentative Essay That Received a Score of 5

I disagree with the position taken in the statement above. We all have to start working at some point in our lives, and especially if we start working while still in high-school or before obtaining an advanced level of education, we will most likely start in a minimum wage job. These jobs, while low-paying, provide a necessary training ground for those new to the world of work and provide the base for developing skills in working that we will need later in life. One of my co-workers provided the best example of using a minimum-wage job to develop skills in a way that benefitted both the employee and the employer. Her younger brother, who was still in high school, was very excited about getting his first job at McDonalds. My co-worker simply saw this as a way for him to pick up a little money to help with his expenses and support some of her brother's teenage pleasures. He, on the other hand, was looking at this job as the start of a career path. Explaining McDonald's emphasis on training entry level workers and recruiting from within for management positions, her brother saw himself as eventually managing a restaurant, a region, or even becoming a franchise owner. Clearly for him, his first minimum-wage job was not a ticket to nowhere, and his employer, rather than taking advantage of him, was helping him to develop for better things.

Likewise, a number of other minimum-wage jobs provide stepping off points for other careers. Nurses' aides may be inspired to go to school to become future nurses. Daycare assistants or pre-school teachers may find that their love of working with children will propel them to study education and become teachers, counselors, or administrators of programs that provide services for children.

Even for those who are not planning a higher level of education or who may decide to do something else, the minimum-wage job will allow them to develop their skills and find out if they really enjoy what they are doing. Sometimes, high school students decide they want to go to college to major in a particular area, but they really don't understand what the job market will be for that area. A carefully selected minimum-wage job could help a student decide that he/she really hates the area before it is too late to change their major.

One other point also needs to be made about minimum-wage jobs: someone has to do them and it is not just the employers who gain. As all of us go about our daily lives, we need cashiers, waitresses, janitors, restaurant workers, garbage collectors, nannies, and the varied assortment of low level factory workers and technicians that make our world operate. These are the people we rarely recognise, but if we tried to go without them, either the costs that we pay would rise significantly or we would do without a lot of the things we have today. Overall, minimum-wage jobs, provide the base for our society.

Comments on Sample Argumentative Essay that Received a Score of 5

This response opens with a clear statement disagreeing with the prompt and explains that minimum-wage jobs “provide a necessary training ground” for new workers along with “the base for developing skills in working that we will need later in life.” Making a direct connection with the idea of developing skills, the response provides a personal example that counters several of the prompt’s claims and demonstrates that employees can benefit from minimum-wage jobs without being taken advantage of. This specific example is then used to make a generalization about other minimum-wage jobs that may help to prepare workers for other careers or allow them to make informed choices about careers. In the final paragraph, the response approaches the argument in a slightly different way, noting that “someone has to do” minimum-wage jobs and that it is the general public, and not just an employer, that benefits from having “cashiers, waitresses, janitors, . . . and the varied assortment of low level factory workers and technicians that make our world operate.” This portion of the response is less developed than the position presented in the first three paragraphs, but the ideas are still clearly connected and relevant.

Throughout the response there is a clear line of organization and ideas are clearly connected. Examples are relevant, but not necessarily insightful. Sentences are varied, and the response verges on some effective sentence use, but it is not consistent. Language facility is certainly more than adequate, but the response lacks the vocabulary and effective use of language that would characterize a response scored at the 6 level. The response is generally free of errors, but does contain a few grammar or mechanical errors.

Sample Argumentative Essay That Received a Score of 2

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

When I worked at a fast food restaurant at the mall I received minimum wage. All they do is see how much work they can get out of you for as little pay as possible. Many minimum-wage employers are harder on you in places like that than they are at high paying jobs. Yes, minimum-wage jobs are boring because you do the same thing over and over which means that you learn little skill from working there.

Comments on Sample Argumentative Essay that Received a Score of 2

This response, while relatively error-free, has very little development. The first paragraph, which appears to indicate agreement with the position given in the prompt, merely repeats the prompt and provides no other development. The second paragraph adds to that by noting that the writer worked at a fast food restaurant for minimum wage, but then mostly repeats the same ideas included in the prompt without providing much in the way of reasons, examples, or details. Without further development, it cannot be scored higher than a 2.

Sample Test Questions – Source-based Essay

This section presents an argumentative topic and sample responses along with the standards used in scoring the argumentative essays. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what question will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the essays; they have been trained to judge the overall quality rather than to attempt to count errors.

Each essay is scored holistically, on the basis of its total quality. In computing your total Core Academic Skills for Educators: Writing score, the scores for both the argumentative and explanatory essays are combined with the score for the selected-response part of the Writing test.

Readers assign scores for the argumentative essay based on the following scoring guide.

Scoring Guide for Source-based Essay

Score of 6

A 6 essay demonstrates a *high degree of competence* in response to the assignment but may have a few minor errors.

An essay in this category:

- insightfully explains why the concerns are important, supporting the explanation with effective links between the two sources and well-chosen reasons, examples, or details
- incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources
- organizes and develops ideas logically
- displays effective sentence variety
- clearly displays facility in the use of language
- is generally free from errors in grammar, usage, and mechanics
- cites both sources when paraphrasing or quoting

Score of 5

A 5 essay demonstrates *clear competence* in response to the assignment but may have minor errors.

An essay in this category:

- clearly explains why the concerns are important, supporting the explanation with clear links between the two sources and relevant reasons, examples, or details

- incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources
- organizes and develops ideas clearly
- displays some sentence variety
- displays facility in the use of language
- is generally free from errors in grammar, usage, and mechanics
- cites both sources when paraphrasing or quoting

Score of 4

A 4 essay demonstrates *competence* in response to the assignment.

An essay in this category:

- adequately explains why the concerns are important, supporting the explanation with some links between the two sources and adequate reasons, examples, or details
- incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources
- shows control in the organization and development of ideas
- displays adequate use of language
- shows control of grammar, usage, and mechanics, but may display errors
- cites both sources when paraphrasing or quoting

Score of 3

A 3 essay demonstrates *some competence* in response to the assignment but is obviously flawed.

An essay in this category reveals *one or more* of the following weaknesses:

- limited in explaining why the concerns are important
- incorporates only one source to identify and explain concerns regarding the issue discussed in the sources, or incorporates two sources inadequately
- limited in supporting the explanation (establishes only a weak link between the sources and/or offers inadequate reasons, examples, or details)
- limited control in the organization and development of ideas
- an accumulation of errors in the use of language
- an accumulation of errors in grammar, usage, and mechanics
- cites sources when paraphrasing or quoting

Score of 2

A 2 essay is *seriously flawed*.

An essay in this category reveals *one or more* of the following weaknesses:

- fails to explain why the concerns are important
- incorporates only one source weakly or fails to identify concerns regarding the issue discussed in the sources
- offers weak support for the explanation (no link between the sources and/or few or no relevant reasons, examples, or details)
- weak organization or very little development
- frequent serious errors in the use of language
- frequent serious errors in grammar, usage, and mechanics
- fails to cite any sources when paraphrasing or quoting

Score of 1

A 1 essay demonstrates *fundamental deficiencies* in writing skills.

An essay in this category:

- contains serious and persistent writing errors or
- is incoherent or
- is undeveloped

Sample Source-based Essay Topic

On the computer screen will you see the following:

<p>Directions:</p> <p>The following assignment requires you to use information from two sources to discuss the most important concerns that relate to a specific issue. When paraphrasing or quoting from the sources, cite each source used by referring to the author's last name, the title, or any other clear identifier.</p> <p>Assignment:</p> <p>Copyright protection grants the author of a creative work (such as a book, film, painting, or recording) the sole right to copy, publish, or profit from the work. Copyright protection lasts for a specific term. If a copyright is not renewed or if a work reaches a certain age, copyright protection no longer applies and the work is considered to be in the public domain, meaning that any person can reproduce it without paying for the right to do so. Both of the following sources address the ways in which artists create new works and how copyright</p>	
	<div>Cut</div> <div>Paste</div> <div>Undo</div>

The essay topic will appear on the top half of the computer screen. You will compose and type your response to the topic on the bottom half of the computer screen.

Directions: In the following section you will have 30 minutes to read two short passages on a topic and then plan and write an essay on that topic. The essay will be an informative essay based on the two sources that are provided.

Read the topic and sources carefully. You will probably find it best to spend a little time considering the topic and organizing your thoughts before you begin writing. **DO NOT WRITE ON A TOPIC OTHER THAN THE ONE SPECIFIED.** Essays on topics of your own choice will not be acceptable. In order for your test to be scored, your responses must be in English.

The essay questions are included in this test to give you an opportunity to demonstrate how well you can write. You should, therefore, take care to write clearly and effectively, using specific examples where appropriate. Remember that how well you write is much more important than how much you write, but to cover the topics adequately, you will probably need to write more than one paragraph.

Assignment

Copyright protection grants the author of a creative work (such as a book, film, painting, or recording) the sole right to copy, publish, or profit from the work. Copyright protection lasts for a specific term. If a copyright is not renewed or if a work reaches a certain age, copyright protection no longer applies and the work is considered to be in the public domain, meaning that any person can reproduce it without paying for the right to do so. Both of the following sources address the ways in which artists create new works and how copyright protection affects artistic creation, and particularly whether copyright protection of existing works hinders or promotes creativity.

Read the two passages carefully and then write an essay in which you identify the most important concerns regarding the issue and explain why they are important. Your essay must draw on information from BOTH of the sources. In addition, you may draw on your own experiences, observations, or reading. Be sure to CITE the sources whether you are paraphrasing or directly quoting.

Source 1

Adapted from: McLeod, Kembrew. *Freedom of Expression®: Overzealous Copyright Bozos and Other Enemies of Creativity*. New York: Doubleday, 2005. 79–80. Web. 14 Feb. 2013.

One of the more headache-inducing aspects of the way copyright law is interpreted is the seeming randomness of it all. When writing a book, quoting from another book is perfectly acceptable. . . . But quoting more than two lines from a song's lyrics in a book . . . might get you and your publisher in trouble. As long as it's brief, singing a phrase from an old song and placing it in a new song probably won't get you sued, and a court likely wouldn't consider it an infringement. However, David Sanjek—director of the Broadcast Music Incorporated (BMI) archives—is careful to point out to me that any copyright owner with an axe to grind *could* sue . . .

More mind-numbing examples from other mediums: Referring to a trademarked good in everyday conversation will cause no problem, but movie directors often have to get permission from an intellectual-property owner to show it or even mention it in movie dialogue. Referring to trademarked brands in pop songs is okay. But creating satire on a Web site by using a company logo requires you to exactly duplicate a privately owned image, and this leaves you more vulnerable to a lawsuit.

Today's unrealistically high standards of originality don't reflect the way people have always made art and music. What's the difference, really, between T. S. Eliot invoking and *directly quoting from* the Bible, Greek myths, Dante, Shakespeare, Arthurian legend, and dozens of other cultural works, and Public Enemy doing the same sort of thing with sound? There is no convincing argument I have heard that justifies why it is fine in printed works to quote small fragments from books, poems, or plays, but quoting and collaging small fragments of sound is unacceptable.

Source 2

Adapted from: Martin, Scott M. "The Mythology of the Public Domain: Exploring the Myths Behind Attacks on the Duration of Copyright Protection." *Loyola of Los Angeles Law Review*. 36.1 (2002): 272. Web. 14 Feb. 2013.

At the risk of speaking words of heresy, it is copyright protection that *encourages* innovation and creativity, while the public domain *discourages* both innovation and creativity.

Why create something new if you can reprint or reuse something that already exists? Why invest in untested new works if you can instead distribute royalty-free existing works?

The fact that creators of new works cannot merely re-use the expression contained in copyrighted work of others without permission forces them to be creative. Composers cannot rehash the melodies created by earlier composers, they must create their own new original melodies. Writers must invent new characters and plots instead of recycling the efforts of others. Animators and motion picture studios cannot freeload on Mickey Mouse; copyright protection forces them to create their own original cartoon characters. This promotion of fresh creation is an entirely appropriate goal for Congress to pursue through legislation.

Counter to the "copyright good, public domain better" myth, an extension of the term of copyright protection at the temporary expense of public domain *encourages* rather than *discourages* the creation of fresh new original works. Opponents of the current duration of copyright protection argue that an earlier termination of copyright protection would encourage the copyright owner to create new works rather than relying on income from old works. While such a result may ensue from earlier loss of copyright protection, if creation of fresh works is a policy goal for copyright law, is it not better to create incentives for all creators to develop new works in lieu of free-loading on existing works than it is to encourage just one party—the copyright owner—to develop new works?

Sample Source-based Essay That Received a Score of 5

Major areas of concern with regards to copyright law seem to stem for the most part from issues with creativity and with consistency of the law. In his piece, Kembrew McLeod attacks the "seeming randomness" ("Freedom of Expression®: Copyright Bozos and Other Enemies of Creativity") of the standards for copyright laws. He compares the differences between quoting from text versus quoting sound, such as song lyrics, as well as other aspects that fall under the law. Essentially, he feels that the main issue with copyright laws is the fact that it is acceptable to quote in or from some areas of conversation (such as text) but dangerous to do so in others (such as in song). Also, McLeod implies that copyright laws have contributed to "unrealistically high standards of originality [which] don't reflect the way people have always made art and music" (McLeod). He implies that using and expanding on other work does not hinder creativity or originality and standards on plagiarism today are unrealistic.

Scott Martin's piece complicates this idea by presenting a viewpoint in direct opposition to it. He very explicitly states, "it is copyright protection that encourages innovation and creativity, while the public domain discourages both innovation and creativity" (Martin). Martin's logic for this is that if it weren't for copyright laws, creators would have no reason to make new work when they could benefit much more easily from earlier works.

So, simply put, along with the inconsistency of the copyright law as explained by McLeod, the argument over creativity is the central concern of the issue at hand. On one side, McLeod implies that using other works is not a hindrance to creativity. On the other hand, Martin argues that copyright laws are what force innovation since artists cannot rely on other works.

Comments on Sample Source-based Essay That Received a Score of 5

This response offers a clear explanation of important issues discussed in the provided sources, immediately identifying "issues with creativity and consistency of the law." Information from the two sources is smoothly incorporated as evidence in the discussion of the issues and used to further identify related problems. The sources are acknowledged or cited when necessary. The organization and development of ideas is clear, and the writer links the sources to each other: "Martin's piece complicates this [McLeod's] idea ..." The essay has a variety of sentence structures and displays facility in the use of language (e.g., "So, simply put, along with the inconsistency . . ."). While its explanation of the importance of the identified concerns is clear, it does not quite reach the level of insightful explanation required for a score of 6. Nevertheless, this is a clearly competent response that earns a score of 5.

Sample Source-based Essay that Received a Score of 4

There are many good things associated with copyright law and many bad things associated with it. In an essay written by Kembrew McLeod he explains the issues he has with copyright law. While in an essay written by Scott M. Martin, he explains why copyright law is good. To look at this issue Kembrew's essay will be looked at followed by Scott's.

Kembrew is not a big fan of copyright law. The thing that annoys him the most about this is that it seems to be pretty random in how it is applied (McLeod). He gives an example of how "when writing a book, quoting from another book is perfectly acceptable...But quoting more than two lines from a song's lyrics in a book...might get you and your publisher in trouble" (McLeod). A few more examples of how inconstant copyright law is, are that a person can talk about a company in a private conversation but for it to be in a movie the director must get permission to use it and that in pop songs they can state the name of trademark companies for free but if an online show wants to use a logo of a company they have to get permission (McLeod). It can be seen that there is quite an issue with the way copyright law is applied. After seeing how inconstant the law is does that mean that it should be done away with?

In Scott M. Martin's essay he defends the copyright law and shows why it is a very good thing. He claims that copyright protection "encourages innovation and creativity" (Martin). In his essay he discusses the differences between copyright protection and public domain. He thinks that copyright law is by far the better of the two choices. This is because if everything was in the public domain people would just make money off ideas that have already been made they wouldn't want to create

new ideas (Martin). Some people's argument for wanting copyright law to end earlier is that it would encourage the people that came up with the idea to create other things. Scott thinks that if those people really want people to create more new ideas then there should be incentives in the law its self for that sort of thing (Martin). Scott makes a convincing argument for why copyright is indeed a good thing that encourages creativity. Which is one thing that is highly valued.

Is copyright law worth the trouble it causes? According to Kembrew it is not because of its inconsistency. But on the flip side Scott believes it is because of all the creative that comes out of it. If it were not for copyright law creativity would be limited in scope. It might have its issues but is a required part of the law so that it can be assured that people will keep what is rightfully theirs.

Comments on Sample Source-based Essay That Received a Score of 4

This competent response adequately explains the concerns evoked in each of the provided sources, pointing to both “how inconstant copyright law is” and how it encourages creativity. The essay also explains why the issues raised are important. It links the two sources by pointing out that McLeod and Martin are arguing from different perspectives. Both sources are used and cited when necessary. Organization and development of ideas are controlled as the response compares and contrasts the perspectives of the two writers on the same issues. The response exhibits general control of grammar, usage, and mechanics, but it contains some sentence fragments and other errors (e.g., “Which is one thing that is highly valued.”). With its adequate explanations and language use, this essay earns a score of 4.

Sample Source-based Essay That Received a Score of 2

Many artists are concerned about copyright because they want to be protected from other people stealing their work and passing it off as theirs. “why create something new if you can reprint or reuse something that already exists?” Copyright laws protect against this.

Copyright laws are confusing and “headache-inducing.” You can quote from another book in a book that you write but you can’t quote from a song. Artists don’t know what they can and can’t do. And copyright laws make “unrealistically high standards of originality” so it is hard for artists to create totally new things.

In conclusion, copyright laws help protect artists from people stealing their work while at the same time making it harder for them to create work that is original.

Comments on Sample Source-based Essay That Received a Score of 2

This response offers very little development. It identifies important concerns—the copyright protects artists from having their work stolen and that copyright laws are inconsistent—and offers some explanation of them, but it provides weak support for the explanation, with very few reasons or details. The essay incorporates both of the provided sources, but it fails to cite or otherwise acknowledge its use of information taken from the sources. While its failure to acknowledge the use of source material keeps this essay from receiving a score higher than a 2, its lack of development also demonstrates that it is seriously flawed and would keep this essay at the 2-level even if outside sources were acknowledged.

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 seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

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

However, interactive question types may also ask you to respond by doing the following.

- 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. Essay questions and short-answer questions are types of questions that call for a constructed response.

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. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

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

Keep the following 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 should not be 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 intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

***Praxis*® Interactive Practice Test**

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

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

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

Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

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

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

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

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

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

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

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

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