

The *Praxis*® Study Companion

English Language, Literature, and Composition: Content and Analysis

5044



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 33).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

Testing schedules may differ, so see the *Praxis* Web site for more detailed test registration information at www.ets.org/praxis/register.

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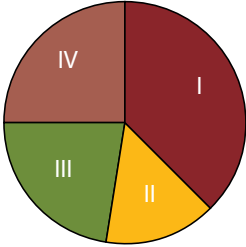
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1. Learn About Your Test

Learn about the specific test you will be taking

English Language, Literature, and Composition: Content and Analysis (5044)

Test at a Glance			
Test Name	English Language, Literature, and Composition: Content and Analysis		
Test Code	5044		
Time	2 hours		
Number of Questions	90 selected-response questions, 2 constructed-response questions		
Format	Selected-response and constructed-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Literature and Understanding Text	45	37.5%
	II. Language and Linguistics	18	15%
	III. Composition and Rhetoric	27	22.5%
	IV. Analysis (Constructed Response)	2	25%

About This Test

The English Language, Literature, and Composition: Content and Analysis test measures whether entry-level secondary English educators have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The questions address the examinee’s knowledge of literature, the English language, and composition and rhetoric.

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

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Literature and Understanding Text

- A. Identifying major works and authors of American, British, World (including non-Western), and young adult literature from various cultures, genres, and periods
- B. Paraphrasing, comparing, and interpreting (literally and inferentially) various types of print and nonprint texts, e.g., fiction, poetry, essays, drama, and graphic representations
- C. Identifying and interpreting figurative language and other literary elements, e.g., metaphor, simile, voice, point of view, tone, style, setting, diction, mood, allusions, irony, clichés, analogy, hyperbole, personification, alliteration, and foreshadowing
- D. Understanding how patterns, structures, and characteristics of literary forms and genres may influence the meaning and effect of a work
- E. Situating authors and texts within historical, cultural, and critical contexts to aid in interpretation
- F. Recognizing and applying various strategic approaches to teaching reading, e.g., applying cueing systems, activating prior knowledge, constructing meaning through context, and employing metacognitive strategies

II. Language and Linguistics

- A. Understanding the principles of first and second language acquisition and development, including social, cultural, and historical influences and the nature of dialects
- B. Understanding elements of the history, development, and structure of the English language, including linguistic change, etymology, and processes of word formation
- C. Understanding and applying the conventions of grammar, mechanics, and usage, e.g., syntax, sentence types, sentence structure, parts of speech, modifiers, phrases and clauses, capitalization, and punctuation
- D. Understanding the elements of semantics, e.g., ambiguity, euphemism, connotation, and jargon, and how these elements affect meaning

III. Composition and Rhetoric

- A. Understanding and applying elements of teaching writing, including
 - 1. Individual and collaborative approaches to teaching writing, e.g., stages of writing processes (prewriting, drafting, revising, editing, publishing, evaluating) and how those processes work recursively
 - 2. Tools and response strategies for assessing student writing, e.g., peer review, portfolios, holistic scoring, scoring rubrics, self-assessment, and conferencing
 - 3. Common research and documentation techniques, e.g., gathering and evaluating data, using electronic and print media, and citing sources
- B. Understanding and evaluating rhetorical features in writing, including
 - 1. Purposes for writing and the nature of the audience within varying contexts
 - 2. Organization in writing, including creating and maintaining coherence
 - 3. Strategies for organization, development, and presentation of print, electronic, and visual media
 - 4. Discourse aims, e.g., creative, expository, and persuasive
 - 5. Methods of argument and types of appeals, e.g., analogy, extended metaphor, allusion, and appeals to logic or emotion
 - 6. Style, tone, voice, and point of view as part of rhetorical strategy
 - 7. Recognition of bias and fallacies, distinctions between fact and opinion, and identification of stereotypes, inferences, and assumptions

IV. Analysis (Constructed Response)

- A. Interpreting literature
 - 1. Analyzing the central idea and key literary elements of a poetry or prose excerpt from American, British, or World literature of any period
- B. Evaluating rhetorical features
 - 1. Analyzing the central idea and important rhetorical features used to construct an argument in an excerpt from a literary essay

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the Praxis tests

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

Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

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

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

- **Clicking more than one oval** to select answers from a list of options.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of options and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis Web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

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

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

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

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

QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.


For tests that have constructed-response questions, more detailed information can be found in "Understanding Constructed-Response Questions" on page 9.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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



Question 1 of 94

Review

Mark

Help

Back

Next

Show Time

During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.

Which of the following traits is the teacher's focus?

- ☐ Ideas
- ☐ Voice
- ☐ Conventions
- ☐ Organization

Answer the question above by clicking on the correct response.

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

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

Questions 1–2 are based on the following poem.

When I was a child I knew red miners
dressed raggedly and wearing carbide lamps.
I saw them come down red hills to their camps
Line dyed with red dust from old Ishkooda mines.
(5) Night after night I met them on the roads,
or on the streets in town I caught their glance;
the swing of dinner buckets in their hands,
and grumbling undermining all their words.

I also lived in low cotton country
(10) where moonlight hovered over ripe haystacks,
or stumps of trees, and croppers' rotting shacks,
with famine, terror, flood, and plague near by,
where sentiment and hatred still held sway
and only bitter land was washed away.

—Margaret Walker

From This is My Century: New and Collected Poems, by Margaret Walker Alexander. Copyright © 1942, 1989 by The University of Georgia Press.

1. In the octave, the poet recalls
 - (A) the discontent of the miners
 - (B) the happiness of the miners
 - (C) the efficiency and competence of the miners
 - (D) a conversation between a child and miners
2. The last three lines suggest that “cotton country” (line 9) is a place where
 - (A) only the land washes away; the hatred, terror, flood, and plague remain
 - (B) all the bitter aspects of life such as hatred, terror, flood, and plague were washed away with the land
 - (C) all the troubles and discontentment such as hatred, terror, flood, and plague are gone once the land is washed away
 - (D) in a land where there are many problems, it will require a flood to rid society of the evils of famine, terror, and plague
3. Grammar may be taught in two main ways—by experience with discourse that entails the varieties of word forms and sentence construction, or by analyzing dummy sentences and diagramming parts. Plentiful discursive experience is what really teaches grammar, for it exercises judgment and provides language intake, whereas formal grammar study has been proved irrelevant. Politics more than pedagogy retards the changing of the curriculum to fit this truth.
The author of the passage above argues that
 - (A) using language in a wide variety of situations improves grammar
 - (B) good judgment can be improved by studying the rules of formal grammar
 - (C) analyzing and diagramming provide exercise in logical thinking
 - (D) formal study of grammar improves writing ability
4. The book announced an insane world of dehumanization through terror in which the individual was systematically obliterated by an all-powerful elite. Its key phrases—Big Brother, doublethink, Newspeak, the Ministry of Peace (devoted to war), the Ministry of Truth (devoted to lies), the Ministry of Love (devoted to torture)—burned their way at once into the modern consciousness.
The passage above discusses
 - (A) E.M. Forster’s *A Passage to India*
 - (B) Thomas Pynchon’s *V.*
 - (C) George Orwell’s *1984*
 - (D) Flannery O’Connor’s *The Violent Bear It Away*

Questions 5–6 refer to the following passages.

- (A) If the rude throng pour with furious pace,
And hap to break thee from a friend's embrace,
Stop short; nor struggle through the crowd in vain,
But watch with careful eye the passing train.
 - (B) There lived a wife at Usher's Well,
And a wealthy wife was she;
She had three stout and stalwart sons,
And sent them o'er the sea.
 - (C) She thanked men,—good! but thanked
Somehow—I know not how—as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift. Who'd stoop to blame
This sort of trifling?
 - (D) Upon the maple leaves
The dew shines red,
But on the lotus blossom
It has the pale transparence of tears.
5. Which is an example of the ballad stanza?
6. Which is from a dramatic monologue?

Questions 7–8 are based on the following excerpt from Charlotte Brontë's *Jane Eyre*.

This was all the account I got from Mrs. Fairfax of her employer and mine. There are people who seem to have no notion of sketching a character, or observing and describing salient points, either in persons or things: the good lady evidently belonged to this class; my queries puzzled, but did not draw her out. Mr. Rochester was Mr. Rochester in her eyes, a gentleman, a landed proprietor—nothing more: she inquired and searched no further, and evidently wondered at my wish to gain a more definite notion of his identity.

7. The passage suggests that the speaker would describe the “account” mentioned in the first sentence as
- (A) enlightening
 - (B) mystifying
 - (C) deficient
 - (D) erroneous
8. Mrs. Fairfax differs from the speaker in that Mrs. Fairfax
- (A) has more interest in the complexities of people's personalities
 - (B) judges people by their social station in life
 - (C) is more willing to take people at face value
 - (D) has a more positive opinion of Mr. Rochester

9. Which of the following is the best description of traditional phonics instruction?
- (A) Students study lists of high-frequency words in order to increase reading speed and comprehension.
 - (B) Students are taught individual letter sounds first, followed by letter combination sounds and the rules of putting these combinations together to make words.
 - (C) Students are immersed in written language and encouraged to decode entire words using context clues.
 - (D) Students analyze patterns of organization and syntax as a way of learning to recognize common structures.
10. Her astonishment, as she reflected on what had passed, was increased by every review of it. That she should receive an offer of marriage from Mr. Darcy! That he should have been in love with her for so many months! So much in love as to wish to marry her in spite of all the objections which had made him prevent his friend's marrying her sister, and which must appear at least with equal force in his own case—was almost incredible!

The excerpt above is from which of the following novels?

- (A) Jane Austen's *Pride and Prejudice*
- (B) George Eliot's *Middlemarch*
- (C) Kate Chopin's *The Awakening*
- (D) Virginia Woolf's *Mrs. Dalloway*

Questions 11–13 are based on the following excerpt from Zora Neale Hurston's *Their Eyes Were Watching God*.

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

11. The description of the sun in the second sentence contains which of the following literary devices?
- (A) Foreshadowing
 - (B) Irony
 - (C) Flashback
 - (D) Personification
12. Which of the following is the best way of describing the last three sentences of the passage ("They became . . . in judgment") ?
- (A) They emphasize the weariness the sitters feel after a long day's work.
 - (B) They are used to paint a picture of the way in which the sitters wish they spent their evenings.
 - (C) They are a vivid way of describing the ease and authority the sitters feel during the evening.
 - (D) They highlight the contrast between the feelings of the sitters and the feelings of the bossman.
13. Zora Neale Hurston is associated with which of the following literary movements?
- (A) New England Puritanism
 - (B) Transcendentalism
 - (C) Naturalism
 - (D) Harlem Renaissance

14. mettle . . . metal
nun . . . none

The pairs above are examples of

- (A) antonyms
- (B) synonyms
- (C) homophones
- (D) colloquialisms

Questions 15–17 refer to the following sentences.

I. Americans who do not speak French are at a disadvantage in Paris.

II. Americans, who do not speak French, are at a disadvantage in Paris.

15. Which of the following describes the meaning of sentence I ?
- (A) All Americans are at a disadvantage in Paris.
 - (B) Only those Americans who do not speak French are at a disadvantage in Paris.
 - (C) Some French-speaking Americans are at a disadvantage in Paris.
 - (D) Only French-speaking Americans are at a disadvantage in Paris.
16. Which of the following describes the meaning of sentence II ?
- (A) All Americans are at a disadvantage in Paris.
 - (B) Only those Americans who do not speak French are at a disadvantage in Paris.
 - (C) Some French-speaking Americans are at a disadvantage in Paris.
 - (D) Only French-speaking Americans are at a disadvantage in Paris.
17. The sentences can best serve as illustrations of which of the following?
- (A) The semantics of punctuation
 - (B) The differences between transformational and structural grammar
 - (C) The differences between value judgments and reports
 - (D) The importance of word order in determining meaning in English
18. In a holistic evaluation of student essays, evaluations are made on the basis of the
- (A) number and variety of errors made by each student
 - (B) average sentence length and the complexity demonstrated in each essay
 - (C) ability of each student to communicate in a variety of discourse modes
 - (D) overall quality of each student's essay in relation to the topic
19. Freewriting, brainstorming, clustering, and idea mapping are most important during which stage of the writing process?
- (A) Prewriting
 - (B) Drafting
 - (C) Revising
 - (D) Proofreading
20. Science fiction: readers claim to either love it or loathe it; either they avoid it like poison or they devour favorite works and authors like chocolate addicts gulping down fudge truffles.
- The author of the passage compares certain readers with "chocolate addicts" primarily in order to
- (A) suggest that science fiction is not a serious literary genre
 - (B) indicate the depth of certain readers' feelings about science fiction
 - (C) explain why some readers consider science fiction to be dangerous
 - (D) contrast the characteristics of science fiction with those of other literary genres

Questions 21–23 refer to the following paragraphs.

- I. On a dark, secluded street stood three abandoned houses. The first had broken shutters and shattered windows. Next to it stood a dilapidated structure badly in need of paint. Adjacent, amid debris, stood a shack with graffiti scrawled across the door.
 - II. Weeks before they decided on their destination, the seniors had already begun a massive fundraising project to help finance their class trip. When they were offered the choice between Rome and London, an overwhelming majority chose Rome. Then preparations began in earnest. In the months that followed, the students' enthusiasm escalated until the day the plane finally took off, carrying them toward an experience they would remember forever.
 - III. Selecting a new car requires each buyer to weigh a number of factors. First to be considered is the car's appearance. Next, and even more critical, are the car's performance and safety ratings. Most significant to any prospective buyer, however, is the car's price.
21. Which of the following best describes the organization of paragraph I ?
- (A) Chronological order
 - (B) Spatial order
 - (C) Cause and effect
 - (D) Order of importance
22. Which of the following best describes the organization of paragraph II ?
- (A) Chronological order
 - (B) Spatial order
 - (C) Cause and effect
 - (D) Order of importance
23. Which of the following best describes the organization of paragraph III ?
- (A) Chronological order
 - (B) Spatial order
 - (C) Cause and effect
 - (D) Order of importance
24. From the very beginning, I wrote to explain my own life to myself, and I invited any readers who chose to make the journey with me to join me on the high wire. I would work without a net and without the noise of the crowd to disturb me. The view from on high is dizzying, instructive. I do not record the world exactly as it comes to me but transform it by making it pass through a prism of fabulous stories I have collected on the way. I gather stories the way a lepidopterist hoards his chloroformed specimens of rare moths, or Costa Rican beetles. Stories are like vessels I use to interpret the world to myself.
- Pat Conroy
- Which of the following best describes the organization of the passage?
- (A) The author provides several explanations for taking a certain course of action.
 - (B) The author uses analogies to explain his experience of a particular action.
 - (C) The author makes a comparison between his own experiences and those of others in his profession.
 - (D) The author chronicles the various phases of his work in a particular discipline.

Answers to Sample Questions

1. The correct answer is (A). In Margaret Walker's poem, the octave recalls the poet's awareness of the discontent of the miners; she caught the "grumbling undermining all their words."

2. The correct answer is (A). This is no sentimental picture of a rural idyll. The poet knows that life is hard for those who must wrest a living from the earth. Miners and farmers share this bitter truth and learn to live with it. They live in a world where "famine . . . and plague" are ever near.

3. (A) is the best expression of the author's argument. The author maintains that "plentiful discursive experience" is the most effective teacher of grammar. In this context, "discursive" experience means experience with discourse—that is, speech or texts that communicate ideas for some purpose and not merely as an exercise. The author argues that students learn the rules of grammar as part of the process of learning to understand the meaning of diverse texts.

4. The correct answer is (C). The passage describes the themes and key phrases of Orwell's *1984*.

5. The correct answer is (B). The ballad stanza is a quatrain of alternating tetrameter and trimeter lines rhyming abcb.

6. The correct answer is (C). The lines are from Browning's dramatic monologue "My Last Duchess." One distinguishing characteristic of such a poem is that it consists of the words of a single character who reveals in his speech his own nature as well as the dramatic situation. Here, the Duke is displeased by his wife's failure to value his "gift of a nine-hundred-years-old name." He reads her graciousness in accepting gifts from others as a devaluing of his gift.

7. The correct answer is (C). The speaker indicates that Mrs. Fairfax is one of those people who has "no notion of sketching a character, or observing and describing salient points, either in persons or things." Thus it can be inferred that Mrs. Fairfax's description of Mr. Rochester seemed deficient to the speaker. (A) does not key because Mrs. Fairfax's description left the speaker with a desire to "gain a more definite notion of his identity." (B) and (D) do not key because the passage does not indicate that Mrs. Fairfax gave puzzling or inaccurate information about Mr. Rochester.

8. The correct answer is (C). Mrs. Fairfax sees that Mr. Rochester is "a gentleman, a landed proprietor" and she is content knowing only these external facts about Mr. Rochester. The speaker suggests that she, in contrast, would like to know more about Mr. Rochester's identity. (A) does not key because it is true of the speaker rather than of Mrs. Fairfax. (B) and (D) do not key because no indication is given of either character's judgment or opinion of Mr. Rochester.

9. The correct answer is (B), which provides a typical definition of traditional phonics instruction. (C) is a very general description of whole-language instruction, and (A) and (D) represent potential strategies for increasing reading comprehension.

10. The correct answer is (A). The excerpt describes important plot events and refers to a major character in Jane Austen's *Pride and Prejudice*.

11. The correct answer is (D). Personification involves endowing abstractions, ideas, and inanimate objects with human characteristics or sensibilities. In the second sentence, the sun is described as having the human ability to leave footprints.

12. The correct answer is (C). The sentences describe the way the sitters feel during the evening. After a long day of work and being "tongueless, earless, eyeless conveniences all day long," the sitters have reclaimed their autonomy. The words and phrases "lords," "nations," and "sat in judgment" are vivid ways of describing the sitters' sense of power during the evening.

13. The correct answer is (D). Zora Neale Hurston is one of the authors associated with the Harlem Renaissance, an African American cultural movement that took place in the United States in the 1920s and 1930s.

14. The correct answer is (C). The words in each pair sound alike despite their differences in spelling and meaning. They are homophones.

15. (B) is the best answer. Because the adjective clause "who do not speak French" is not set off by commas in sentence I, it is restrictive and therefore essential to the meaning of the sentence. In this case, the subject of the sentence—"Americans who do not speak French"—would be simply "Americans" if the adjective clause were deleted. Since "Americans who do not speak French" is clearly a subset of all Americans, (A) cannot be correct. The statement includes nothing to support (C) and contradicts (D).

16. (A) is the best answer. In sentence II, the adjective clause “who do not speak French” is set off by commas, and it is therefore nonrestrictive. Grammatically, it provides additional information about the subject, “Americans,” but its omission would not essentially change the meaning of the sentence. The sentence makes the statement that, as a total group, Americans do not speak French and are at a disadvantage in Paris, untrue though that statement may be. (B), (C), and (D) either state or imply that some Americans speak French; therefore, these statements cannot be correct.

17. The sentences illustrate how drastically meaning can be changed by the presence or absence of commas. In this case, the meaning of the sentences changes dramatically depending on whether the adjective clauses are nonrestrictive (not essential to the meaning of the sentence) or restrictive (essential to the meaning of the sentence). Since these semantic differences are indicated by commas, the correct answer is (A).

18. The correct answer is (D). Holistic evaluation is based on the premise that the overall impact of an essay depends on the integration of different elements of writing, such as organization, development, sentence structure, word choice, and mechanics. Holistic evaluators assign a single score to a student essay based on the total effect to which these elements contribute. Holistic evaluation does not rely on a count of errors, as described by (A), nor does it focus exclusively on one or two specific writing skills, as do the methods of evaluation suggested by (B) and (C).

19. The correct answer is (A). The terms mentioned are processes and devices associated with generating new ideas and organizing them. These processes and devices would not be associated with proofreading (D). While they might be part of drafting (B) or revising (C), they are most important during the prewriting stage of the writing process.

20. The correct answer is (B). The author makes a comparison between science fiction readers and people who love chocolate so much they could be called addicts in order to stress that those who like science fiction cannot get enough of it.

21. (B) is the best answer. Paragraph I describes three houses standing in a row and relates them to one another according to where in that row each is situated. The words “next to” and “adjacent” are typical of the kinds of words used in descriptions of spatial relationships.

22. (A) is the best answer. Paragraph II describes a series of events that take place over the course of several months. Words and phrases such as “Weeks before,” “When,” “Then,” and “In the months that followed” relate events sequentially.

23. (D) is the best answer. The organization of paragraph III reflects an order of increasing importance. The features of the car are arranged from the one that should least affect the prospective buyer’s decision (appearance) to the one that should most influence the buyer’s decision (price). Words such as “more” and “Most” help establish the comparative importance of each feature.

24. The correct answer is (B). In the excerpt, Conroy discusses his experience as a writer. He compares it both to being a trapeze artist in a high wire act and to being a lepidopterist collecting bugs. Thus, he uses analogies to explain his experience. (A) is incorrect because the author provides only one explanation for why he writes: to explain his life to himself. (C) and (D) are incorrect because the author neither discusses other writers nor various phases of his life as a writer.

Sample Constructed-Response Questions

This section presents sample questions and constructed-response samples along with the standards used in scoring the 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. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses.

Readers will assign scores based on the following scoring guide:

General Scoring Guide

Score of 3

The response demonstrates a thorough understanding of the content.

- Analyzes the specified literary elements in the selection accurately and with some depth
- Shows a sound understanding of the selection
- Supports points with appropriate examples from the selection and explains how the examples support those points
- Is coherent and demonstrates control of language, including diction and syntax
- Demonstrates facility with the conventions of standard written English

Score of 2

The response demonstrates a basic or general understanding of the content.

- Analyzes the specified literary elements in the selection with overall accuracy but may overlook or misinterpret some elements
- Demonstrates understanding of the selection but may contain some misreadings
- Supports points with appropriate examples from the selection but may fail to explain how the examples support those points
- Is coherent and demonstrates control of language, including diction and syntax
- Displays control of the conventions of standard written English but may have some flaws

Score of 1

The response demonstrates a weak understanding of the content and is flawed in one or more of the following ways:

- Incorrectly identifies literary elements in the selection or provides a superficial analysis of those elements
- Demonstrates an insufficient or inaccurate understanding of the selection
- Fails to support points with appropriate examples from the selection
- Lacks coherence or has serious problems with the control of language, including diction and syntax
- Contains serious and persistent writing errors

Score of 0

The response demonstrates no understanding of the content and is seriously flawed in one or more of the following ways:

- Doesn't identify literary elements in the selection or doesn't provide any analysis of those elements
- Demonstrates a completely inaccurate understanding of the selection
- Is incoherent, or contains writing errors so egregious that comprehension is impeded

Also receiving a score of 0 would be any responses that are blank, completely off topic, or not written in English.

Question 1

Analysis: Interpreting Literature

Read carefully the following poem by Elizabeth Bishop. Then, using specific examples from the text, discuss how Bishop's use of irony and repetition develops the narrator's views on "the art of losing."

One Art

The art of losing isn't hard to master;
so many things seem filled with the intent
to be lost that their loss is no disaster.

Lose something every day. Accept the fluster
of lost door keys, the hour badly spent.
The art of losing isn't hard to master.

Then practice losing further, losing faster:
places, and names, and where it was you meant
to travel. None of these will bring disaster.

I lost my mother's watch. And look! my last, or
next-to-last, of three loved houses went.
The art of losing isn't hard to master.

I lost two cities, lovely ones. And, vaster,
some realms I owned, two rivers, a continent.
I miss them, but it wasn't a disaster.

—Even losing you (the joking voice, a gesture
I love) I shan't have lied. It's evident
the art of losing's not too hard to master
though it may look like (*Write it!*) like disaster.

"One Art" from *The Complete Poems 1927-1979* by Elizabeth Bishop. Copyright © 1979, 1983 by Alice Helen Methfessel. Reprinted by permission of Farrar, Straus and Giroux, LLC.

Sample Response That Received a Score of 3

In her poem "One Art," Elizabeth Bishop comments in an increasingly ironic way on losing things. She begins by inverting the usual definition of loss, that instead of its being terrible, she calls it an "art" and claims that it is not "hard to master." This immediately makes one think: of course losing things isn't hard to master, and, if that is so, why say it? What is Bishop getting at by stating the obvious in just this way? The answer to that question is, I think, the beginning of the

increasingly strong irony in the poem. Bishop's losses begin small—door keys or "the hour badly spent"—and escalate to lost homes, rivers and continents, culminating in the revelation that her most significant loss, a loved one, is being equated to all of those others, that this loss, too, monumental and deeply felt as it is, has been neither "too hard to master" nor "a disaster." The form and structure of the poem provide a rich opportunity for the use of a repeated message captured in repeated rhyme with the effect that the poem begins by being playful and ends with the resonance of the speaker's most significant loss. And at the end, the speaker must deal with losing the loved one which, like all of the other losses, had "the intent to be lost." Perhaps this is Bishop's most poignant message since the line suggests that nothing is permanent, no matter how important or loved. Something in the act of possession disallows permanence.

Comments on Sample Response That Received a Score of 3

This is a successful response because it analyzes accurately and with some depth how Bishop uses irony and repetition to explore "the art of losing." The response states that the speaker inverts the "usual definition of loss" by calling it an "art" and claiming that it is "not hard to master." The response then questions why the speaker would state the "obvious" and indicates that this is where the "increasingly strong irony" comes in. In order to support the point about irony, the response indicates how the losses in the passage grow increasingly more significant until the thing that is lost is a loved one. Here the "playful" irony of the poem begins to falter as the poem "ends with the resonance of the speaker's most significant loss." Thus, the response accurately identifies the speaker's sad feelings about loss. The response also received a score of 3 because it supports its points with appropriate examples from the poem. For example, when stating that "Bishop's losses begin small," but then "escalate," the response offers the examples of "door keys or 'the hour badly spent'" and "lost homes, rivers and continents."

Sample Response That Received a Score of 2

The narrator titled the poem “One Art,” which implies on some level that there is an art to whatever is being discussed. If something is an art, generally it requires practice and repetition to become good at it. The irony about the art of losing, however, is that it isn’t hard to get good at it. The examples given in the poem—losing keys, forgetting names of people and places, and where you are going, and losing a watch that belonged to her mother. She says however, that she can accept losing these things—disaster hasn’t struck from losing names or objects, and nothing bad has happened from simply losing an hour looking for her keys or being lost. The poem takes a turn after she loses her mother’s watch—then she refers to losing a house, some cities, two rivers, and a continent. The irony, again, is that, just like losing her keys, this wasn’t a disaster either. The repetition of the lines, “the art of losing isn’t hard to master,” and another line about “no disaster” or “it wasn’t a disaster” or “none of these will bring disaster”—the repetition of these lines emphasizes that the author is not disturbed by her losses. At least, not the loss of “things.” But in the last stanza, the repetition and irony stops, except for “the art of losing isn’t hard to master”—but then she throws in a qualifier—“though it may look like disaster.” So losing something is easy—and it’s not a disaster—it just looks like one when the loss is the “you” she is referring to in the poem. The “you” could be a person, or the “joking voice” could be her wit and clever way of saying things and she is experiencing writer’s block.

Comments on Sample Response That Received a Score of 2

While recognizing that there is a shift in the last stanza and mentioning the “qualifier” “though,” this response basically offers a general understanding of Bishop’s use of irony and repetition to explore “the art of losing.” The response does identify the use of repetition and how the statement “The art of losing isn’t hard to master” is applied to increasingly more significant things. However, the response fails to point out the irony of the repetition and also contains a misinterpretation of the end of the poem: it incorrectly identifies the “joking voice” as the speaker’s “wit and clever way of saying things.” Additionally the response claims that the speaker may be experiencing

“writer’s block,” a reading that is not supported by the poem at all. The response fails to point out that the “you” in the last stanza is most likely another person that the speaker deeply regrets losing.

Sample Response That Received a Score of 1

Bishop uses irony and repetition to develop a clear statement of losing. Her irony introduces itself in the opening line, “The art of losing isn’t hard to master”. Then, she continues by repeating this phrase in the second, fourth, and six stanzas, which creates an equal balance to the phrases of “no disaster”, which are repeated in the third, fifth, and sixth stanzas. The repetition creates an easy, welcoming flow and the irony is genius. Winning takes so much effort, but losing is viewed negatively and “isn’t hard to master”. The undesirable things in life, such as losing or bad luck, come easy to us; therein, lies the irony and the author’s message.

Comments on Sample Response That Received a Score of 1

This response reveals a weak and flawed analysis of how Bishop uses irony and repetition to explore the “art of losing.” The response indicates that Bishop repeats the statement “The art of losing isn’t hard to master” but fails to connect that repetition to the ironic tone or the content of the poem. The response also makes general statements and fails to support them with details from the poem, such as “The repetition creates an easy, welcoming flow.” Overall the response offers an insufficient understanding of the speaker’s feelings about loss.

Question 2

Analysis: Evaluating Rhetorical Features

Read carefully the following excerpt from an essay by George Orwell. Then, in your own words, identify the main idea in the passage and explain how the method of development and the style (for example, word choice, figurative language, and tone) clarify and support the main idea. Be sure to refer to specific examples from the excerpt in your discussion.

In our time it is broadly true that political writing is bad writing. Where it is not true, it will generally be found that the writer is some kind of rebel, expressing his private opinions and not a “party line.” Orthodoxy, of whatever color, seems to demand a lifeless, imitative style. The political dialects to be found in pamphlets, leading articles, manifestos, White Papers, and the speeches of undersecretaries do, of course, vary from party to party, but they are all alike in that one almost never finds in them a fresh, vivid, home-made turn of speech. When one watches some tired hack on the platform mechanically repeating the familiar phrases—*bestial atrocities*, *iron heel*, *bloodstained tyranny*, *free peoples of the world*, *stand shoulder to shoulder*—one often has a curious feeling that one is not watching a live human being but some kind of dummy; a feeling which suddenly becomes stronger at moments when the light catches the speaker’s spectacles and turns them into blank discs which seem to have no eyes behind them.

Sample Response That Received a Score of 3

Orwell is saying that political writing is derivative and soulless. He brings the reader to this idea chiefly through the words he uses, such as: lifeless, imitative, tired, mechanical, familiar, dummy, and blank. All these words conjure up images of anything but lively writing. Orwell also writes in an accusatory tone, beginning this passage by saying that political writing is bad writing. The tone helps to cement the idea that political writing is deficient because it is judgmental. He taps into the experience of the readers by mentioning phrases that are used by political pundits continuously. Orwell also reminds the reader that this experience is not unique to any particular political group because it exists in every party. He also mentions that only passionate rebels produce good political writing because they are speaking from private opinion, not regurgitating party rhetoric. Overall, Orwell uses these writing strategies to paint most political literature as having no life in it because it is usually the mechanical parroting of speech points torn directly from the hive mind of the party and their deeply entrenched canon.

Comments on Sample Response That Received a Score of 3

The response received a score of 3 because it provides a thoughtful and thorough analysis of Orwell’s method of development. The response begins by correctly identifying the main idea. It then goes on to mention Orwell’s word choice and how these words do not evoke “lively writing” for the reader. It also indicates that Orwell’s tone is “accusatory” and that this tone helps “cement the idea that political writing is deficient.” Additionally the response indicates that Orwell uses examples that will be familiar to readers to help persuade them of his point of view. It ends by alluding to the image of the dummy—“mechanical parroting of speech points torn directly from the hive mind of the party.” Overall the response does a very good job of discussing Orwell’s word choice, tone, and use of figurative language to develop his main idea.

Sample Response That Received a Score of 2

The main idea of the passage is that political writing of the time is “bad” writing. Orwell backs up this opening statement with specific examples of political writing such as pamphlets, leading articles and manifestos. Orwell points out that the politicians leading on writers contribute to this orthodox imitative style. Orwell points out the lack of “fresh, homespun” speeches contribute to this bad political writing. There are variances between parties, but one sees the same thing over and over. Orwell concludes that this reading of someone else’s work makes the politician seem less human and this contributes to the dehumanizing world.

Comments on Sample Response That Received a Score of 2

The response received a score of 2 because it identifies the main idea—“that political writing of the time is ‘bad’ writing”—but overlooks some elements since it does not explore with any depth how Orwell uses tone, word choice, and figurative language to present that idea. The response does provide examples from the selection but does not adequately connect them to Orwell’s method of development. Rather the examples serve to convey a summary rather than an analysis of the selection. For example, the response does not connect Orwell’s choice of words to his negative, critical tone.

Sample Response That Received a Score of 1

The main idea of this passage is that the political writing is boring and does not stem from the person but from the “party.” His tone is not bossy and his word choice conveys his idea in a positive way. For example in line 3 he uses “some kind of rebel.” That choice of words doesn’t turn anyone off from reading this essay. Another example is found in line 9 when he says “some kind of dummy.”

Comments on Sample Response That Received a Score of 1

This response lacks any analysis of Orwell’s method of presenting his main idea in the selection. Although the response does offer a fairly accurate restatement of the main idea of the selection, it does not go on to explore how this idea is developed. The response offers examples but does not connect them to any of Orwell’s points. There is no attempt made to explain how Orwell uses word choice, tone, and figurative language to develop his idea that most political writing is bad.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day. A helpful resource is the [Strategies for Success video](#), which includes tips for preparing and studying, along with tips for reducing test anxiety.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking in "1. Learn About Your Test" on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found in "9. Understand Your Scores" on page 36.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 29 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 29, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 11.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 5 to help complete it.

Use this worksheet to:

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

Praxis Test Name: Core Academic Skills for Educators: Reading
Praxis Test Code(s): 5712
Test Date: 9/15/14

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Core Academic Skills for Educators:						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	3	Middle school English text book	College library, middle school teacher	7/15/14	7/15/14
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	3	Middle school English text book	College library, middle school teacher	7/17/14	7/17/14
Organization	Identify how reading selection is organized in terms of cause/ effect and compare/ contrast	3	Middle and high school English text book	College library, middle and high school teachers	7/20/14	7/21/14
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	7/25/14	7/26/14
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	7/25/14	7/27/14

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Craft, Structure, and Language Skills						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Integration of Knowledge and Ideas						
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/8/14	8/8/14
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/15/14	8/17/14
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/22/14	8/24/14
Generalization	Draw conclusions from materials presented in reading selection	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/24/14	8/24/14
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/27/14	8/27/14

My Study Plan

Use this worksheet to:

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

Praxis Test Name: _____

Praxis Test Code: _____

Test Date: _____

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

(continued on next page)

[illegible]

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I Guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

7. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the Praxis test

What if English is not my primary language?

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

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

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

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

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

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

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

8. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

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

9. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Series Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require *The Praxis Series* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

Scores for tests that do not include constructed response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the Web?

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

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

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

*ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

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



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

www.ets.org/praxis/testprep

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

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