



The *PRAXIS*® Study Companion

Special Education: Teaching Students with Learning Disabilities (5383)



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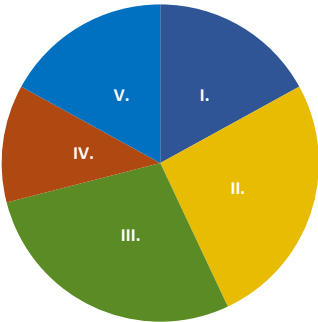
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Special Education: Teaching Students with Learning Disabilities (5383)

Test at a Glance

The Praxis® Special Education: Teaching Students with Learning Disabilities test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a special education learning disabilities specialist.

Test Name	Special Education: Teaching Students with Learning Disabilities		
Test Code	5383		
Time	2 hours		
Number of Questions	120 selected-response questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Development and Characteristics of Students with Learning Disabilities	20	17%
	II. Planning and Managing the Learning Environment	32	26%
	III. Instruction	33	28%
	IV. Identification, Eligibility, and Placement	14	12%
	V. Foundations and Professional Responsibilities	21	17%

About The Test

The Special Education: Teaching Students with Learning Disabilities test measures whether entry-level special educators of students with learning disabilities have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. Its focus is on five major content areas: Development and Characteristics of Students with Learning Disabilities, Planning and Managing the Learning Environment, Instruction, Identification, Eligibility, and Placement, and Foundations and Professional Responsibilities.

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

Content Topics

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

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

Discussion Questions

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

I. Development and Characteristics of Students with Learning Disabilities

A. Human Development and Behavior

1. Knows typical and atypical human growth and development
2. Understands the similarities and differences between students with and without learning disabilities
3. Understands the similarities and differences among students with learning disabilities
4. Knows the etiology of learning disabilities
5. Knows the incidence, prevalence, and risk factors relating to learning disabilities
6. Is familiar with the neurological and medical factors that impact the learning of students with learning disabilities
7. Knows the impact of coexisting conditions and exceptionalities on students with learning disabilities
8. Knows that various medications affect students with learning disabilities
9. Knows how social and emotional development may differ in students with learning disabilities

B. Theoretical Approaches to Learning and Motivation

1. Knows that a number of variables affect how individual students learn and perform
2. Knows the key differences among the various theoretical approaches to student learning and motivation
3. Knows how typical cognitive functions differ in students with learning disabilities

4. Knows that language development may differ for students with learning disabilities
5. Knows the impact of language development and listening comprehension on the learning of students with learning disabilities
6. Understands how particular deficits affect learning and academic skills

Discussion Questions: Development and Characteristics of Students with Learning Behaviors

- What does the term developmental disability mean?
- What are the differences between a developmental delay and a developmental disability?
- How is it that individuals with a similar disability can differ in the way they learn?
- Is there only one definition for each of the special disability categories?
- Be able to identify the basic characteristics or explain the factors for each type of disability.
- When is special education appropriate for children who speak a language other than English? When is it not appropriate?
- What conditions and disabilities may coexist within an individual? How will this affect the way they receive instruction?
- Does development end in adulthood? Who makes the determination of when development ends?

II. Planning and Managing the Learning Environment

A. Curriculum Development

1. Understands the basic concepts of curriculum development
2. Knows how to access and select resources for students with learning disabilities
3. Knows how to select instructional content, resources, and strategies appropriate for students with learning disabilities
4. Knows how to select and adapt assessments for students with learning disabilities
5. Knows how to integrate affective, social, and life skills with academic curriculum
6. Knows how to integrate instructional and assistive technology into instructional planning
7. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members

B. Managing the Learning Environment

1. Understands basic classroom management theories and strategies for students with learning disabilities
2. Understands the impact of a safe, equitable, positive, and supportive learning environment
3. Knows how to select and implement a behavior management strategy appropriate to individual students
4. Knows how to use a functional behavior assessment to develop a behavior intervention plan

5. Knows how to establish and maintain rapport with students
6. Knows strategies for modifying the learning environment in order to manage behavior
7. Knows how to design and manage daily routines

Discussion Questions: Planning and Managing the Learning Environment

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

III. Instruction

A. Knows and Understands Instructional Techniques

1. Understands how to develop observable and measurable instructional objectives
2. Understands how to develop and implement a lesson plan
3. Knows how to apply task analysis to instructional planning
4. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students
5. Knows instructional methods for facilitating generalization of skills across learning environments
6. Understands instructional methods for supporting strengths and addressing deficits in perception, comprehension, memory, and retrieval
7. Knows how to use student responses and performance for guiding instruction and providing feedback to students
8. Knows how to manage instructional variables in inclusive classrooms
9. Knows augmentative and assistive strategies for supporting and enhancing communication skills of students with learning disabilities
10. Knows various methods for facilitating students' development of literacy skills
11. Knows how to facilitate understanding of subject-area vocabulary and content for students with learning disabilities

12. Knows strategies for helping students monitor for errors in written and oral communication
13. Knows a variety of approaches to mathematical instruction
14. Understands the importance of and implements strategies for teaching students self-advocacy
15. Understands a variety of strategies for supporting student learning
16. Knows strategies for promoting students' development of self-regulatory skills
17. Knows how to adapt the learning environment based on input from stakeholders

Discussion Questions: Instruction

- How would you arrange a classroom where you and your students can access materials easily, see and hear each other, and engage in active teaching and learning?
- How does a teacher determine how to establish groups for a particular lesson?
- What are the benefits of peer tutoring and cooperative learning?
- How do you ensure that students can generalize concepts they have learned in the classroom?
- How would you use technology in the classroom to meet the needs of diverse learners?
- What strategies are effective for having students move around the classroom without being disruptive?
- How can schools use outside support services to create a supportive learning environment for students with special needs?

IV. Identification, Eligibility, and Placement

1. Understands the basic terminology used in assessment
2. Is familiar with the uses, strengths, and limitations of various assessment instruments
3. Knows procedures for the formal and informal assessment of students with learning disabilities
4. Knows how to interpret data from informal and formal assessments for identification, eligibility, placement, and program recommendations
5. Knows factors that can lead to misidentification of students with learning disabilities
6. Knows indicators or behaviors that may be associated with early identification of a learning disability
7. Knows procedures for identifying students who may be at risk for developing a learning disability
8. Knows how to report assessment data to a variety of stakeholders
9. Knows how to create and maintain assessment records

Discussion Questions: Identification, Eligibility, and Placement

- What are the different ways of recording observations?
- Why do teachers construct their own tests?
- What might be included in a portfolio assessment of a student and which skills can be assessed using portfolios?
- When may test practices be considered discriminatory?

- How do teachers use assessment measures as a means for developing appropriate, individualized instruction? What types of tests do they use? How are they constructed?

V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

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

B. Historical and Professional Foundations

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

3. Knows the legal and ethical implications of laws and regulations related to the rights of students and teachers
4. Knows the impact of learning disabilities on individuals, families, and society across the life span
5. Is familiar with strategies for assisting families to understand the implications of a student's disability
6. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members
7. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs
8. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with disabilities
9. Knows techniques for structuring and supervising the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with disabilities
10. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making
11. Knows strategies for communicating with parents/caregivers about students' progress and needs
12. Understands their role as an advocate for special education and a resource for information relating to students with disabilities and their educational experience

Discussion Questions: Foundations and Professional Responsibilities

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

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Sample Questions

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

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

1. Developmental profiles of individuals with learning disabilities can best be characterized as
 - (A) uneven
 - (B) delayed
 - (C) flat
 - (D) accelerated

2. Students with learning disabilities typically can benefit most from whole-language instruction if it is combined with direct instruction in
 - (A) auditory comprehension
 - (B) phonics and word recognition
 - (C) visual-motor integration
 - (D) visual memory

3. A deficit in which of the following areas would most accurately be called a phonological deficit?
 - (A) Comprehension of the meanings associated with words
 - (B) Ability to recognize differences between sound combinations
 - (C) Monitoring the volume of one's own speech
 - (D) Construction of complete sentences

4. Which of the following theoretical explanations best accounts for the difficulties that students with learning disabilities often experience with short-term memory function?
 - (A) Inefficient processing and initial encoding of information
 - (B) Inefficient transfer of information into long-term memory
 - (C) Difficulties in utilizing working memory
 - (D) Difficulties in generalizing from one situation to another

5. According to most research, the most prevalent area of difficulty for students with learning disabilities is
 - (A) eye-hand coordination
 - (B) mathematics
 - (C) reading
 - (D) oral language

6. Antoinette is a tenth-grade student with a learning disability. Her new English teacher expects everyone to join in class discussions and will call on students when their hands are not raised. Since Antoinette does not like to participate in class discussions, she will not raise her hand in class. Whenever the teacher calls on her, Antoinette makes a joke or becomes disruptive. Of the following approaches Antoinette's teacher can use, which is most likely to help Antoinette participate successfully in class discussions?
 - (A) Sending Antoinette to the office whenever she makes a joke or is disruptive
 - (B) Allowing a classmate to read aloud the answers Antoinette writes
 - (C) Seating Antoinette away from her peers, close to the teacher's desk
 - (D) Requiring Antoinette to answer one question each day and agreeing to call on her only when she raises her hand

7. Students with learning disabilities are more likely than students without disabilities to exhibit which of the following?
- (A) Clear dominance of the left brain for learning
 - (B) Deficits in long-term memory retrieval
 - (C) Selective attention disorders
 - (D) Characteristics of giftedness in artistic expression
8. According to Piaget's stages of cognitive development, the last stage in development is
- (A) preoperational
 - (B) sensorimotor
 - (C) formal operations
 - (D) concrete operations
9. Leila is a 9-year-old fourth grader who currently receives special education services under the category of other health impaired. She often acts impulsively and frequently leaves her seat to roam around the classroom.
- Which of the following best describes a shaping technique that can be used to help Leila control her wandering around?
- (A) Allowing Leila to move freely around the classroom for one minute every half hour
 - (B) Reinforcing Leila's behavior every time she successfully approximates the goal of remaining seated for a targeted amount of time
 - (C) Reminding Leila that she will lose a classroom privilege whenever she leaves her seat to just walk around
 - (D) Removing tokens from Leila's class bank account each time she gets out of her seat without permission

10. According to IDEA, which of the following most closely describes a student with a specific learning disability?
- (A) A student who has an impairment in one or more of the basic psychological processes involved in understanding and using spoken or written language
 - (B) A student who has an emotional or behavioral disorder but shows no signs of a neurological brain injury
 - (C) A student who has a disorder that interferes with the ability to have meaningful social interactions with peers
 - (D) A student who has a disorder that is characterized by a short attention span, distractibility, and impulsivity
11. Which of the following is developed by a team planning early intervention services for a 2-year-old preschooler?
- (A) Individualized Family Service Plan
 - (B) Individualized Education Program
 - (C) Behavior Intervention Plan
 - (D) Section 504 Plan
12. Jen, a sixth-grade student, receives special education services under the category of specific learning disability. Jen's IEP states that written assignments will be completed using word processing and speech recognition software. Which of the following is most likely to promote successful use of assistive technology?
- (A) Limiting the amount of written homework
 - (B) Providing software for home use
 - (C) Assigning keyboarding homework
 - (D) Allowing choice of topic for written assignments

13. Which of the following methods of accommodating test takers is used most often for students with learning disabilities?
- (A) Administering a test on a computer and providing a screen reader
 - (B) Delivering a test in sign language and providing a scribe to record answers
 - (C) Administering a test orally and recording a test taker's responses
 - (D) Providing a small-group setting for testing and allowing extended time
14. Alicia is an 8-year-old bilingual student with learning disabilities. Which of the following would her special education teacher find most useful to determine skill levels for beginning instruction?
- (A) The history of her school attendance
 - (B) Results of tests given to her in her native language
 - (C) Her grades from the previous school year
 - (D) Data on her socioeconomic background
15. Which of the following describes the best way for a teacher to help a student, Robert, improve his behavior in class?
- (A) Having Robert tally the number of times he finds himself involved in an off-task behavior during class time
 - (B) Asking a classmate to put a check mark next to Robert's name whenever Robert pays attention for 10 minutes
 - (C) Requesting an aide to physically stand by Robert and signal him whenever he is not paying attention during class
 - (D) Having Robert use a self-record sheet to indicate whether he was on task or off task when he heard a cue from an audiotape

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

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

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

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

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

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

18. Which of the following strategies would best achieve a teacher's goal of activating and bridging a students' prior knowledge before, during, and after reading content-area text?

- (A) KWL
- (B) Semantic feature analysis
- (C) Reciprocal questioning
- (D) SQ3R

19. Penny is a student with learning disabilities who attends a school that offers a full- inclusion program for students with IEPs. In such a setting, where does Penny receive the services documented in her IEP?
- (A) Resource rooms
 - (B) Mini-lesson pullout stations
 - (C) A self-contained classroom
 - (D) A general education classroom
20. Which of the following best explains why using the IQ discrepancy model to identify the presence of a learning disability has fallen into disfavor?
- (A) It identified too many students as having a learning disability.
 - (B) It did not use reliable, validated, standardized assessments.
 - (C) It may have used biased assessments.
 - (D) It documented unexpected underachievers.
21. Which of the following instructional models is most appropriate to follow when teaching reading to a tenth-grade student with a learning disability who cannot decode well and does not recognize important sight words?
- (A) A constructivist approach with a focus on making meaning using high-quality literature
 - (B) A multimodal approach with an emphasis on oral and visual language
 - (C) A direct-instruction approach with an emphasis on explicit phonics and decoding
 - (D) A sheltered English immersion approach such as that used for English learners at the school

22. Fariq is a fourth-grade student with specific learning disabilities in mathematics calculation and problem solving. Which of the following best characterizes curriculum-based assessments in mathematics that are appropriate for Fariq?
- (A) Using RTI to compare Fariq's progress to that of his peer groups
 - (B) Using objectives from Fariq's IEP to evaluate his progress and adapt instruction
 - (C) Using standardized assessments to track Fariq's progress in the school district's curriculum
 - (D) Using an IQ test to determine whether Fariq is making adequate yearly progress
23. Rafe is a 15-year-old student with learning disabilities and emotional and behavioral disorders. He has a goal contract that he reviews weekly with his teachers. It has him track his own behavior and earn rewards for compliance. Which of the following best characterizes the classroom management strategy being used with Rafe?
- (A) Reality therapy
 - (B) Ecological assessment
 - (C) Functional assessment
 - (D) Contingency-based self-assessment
24. Coral's parents believe that Coral has a learning disability that the school has neglected to identify, thereby denying their child an appropriate education. They say they are considering a lawsuit. Which of the following is the best first action for the school to take in response to the parents' concerns?
- (A) Preferential seating and after-school tutoring for Coral
 - (B) Prereferral screening and in-class observations of Coral
 - (C) Formal testing and evaluation of Coral by a psychologist
 - (D) Meeting with the parents' attorney to discuss special education mandates

25. Toni is a seventh-grade student classified with a specific learning disability (SLD). Her science teacher states that she is an active participant in class, completes homework on time, but her reading comprehension is below grade level. A chapter test is planned for next week. Which of the following assessment accommodations would be most appropriate for Toni's individualized education program (IEP)?
- (A) Allowing the use of a dictionary to check spelling
 - (B) Reading the test aloud to her
 - (C) Administering the test to her in a separate room
 - (D) Providing her frequent breaks during testing
26. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be
- (A) educated with nondisabled peers only for elective courses
 - (B) educated with nondisabled peers to the greatest extent possible
 - (C) educated in a special school so that there is no interaction with nondisabled peers
 - (D) educated with the most assistance, whether or not it be in the same environment as with nondisabled peers
27. Which of the following actions will most likely facilitate productive communication between a special education teacher and a student's parents or guardians at a parent-teacher conference?
- (A) The special education teacher sets the agenda and ensures that the student's parents adhere to the discussion points.
 - (B) The special education teacher conducts the conference using education jargon and technical language.
 - (C) The special education teacher discusses the student's academic strengths and offers suggestions for how the student can improve on weaknesses.
 - (D) The special education teacher instructs the parents on how to provide guidance to the student in a more consistent manner.

28. Trish is a sixth-grade student who is diagnosed with autism spectrum disorder (ASD). She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?
- (A) Assigning Trish a peer buddy to help her keep on task
 - (B) Providing Trish a visual menu of appropriate behaviors
 - (C) Seating Trish next to the window so she can look outside
 - (D) Giving Trish high-interest, low-reading- level assignments
29. Which of the following rewards would be most appropriate for fifth-grade students who have demonstrated appropriate classroom behavior?
- (A) Giving them ice cream sandwiches as an afternoon treat
 - (B) Assigning them no homework for an entire week
 - (C) Excusing them from the next chapter test
 - (D) Providing them with extra computer time.
30. Which of the following activities is the best example of a summative assessment?
- (A) An end of chapter test
 - (B) Writing sentences using spelling words
 - (C) Completing a homework assignment
 - (D) Completing a cloze activity

Answers

1. Option (A) is correct. A defining characteristic of learning disabilities is the uneven development of the various components of mental ability, some developing normally, while others are delayed.
2. Option (B) is correct. Most students with a learning disability require direct instruction in phonics and word recognition.
3. Option (B) is correct. A phonological deficit involves the sound structure of a language, such as how sounds combine into sequences.
4. Option (A) is correct. The difficulties that students with learning disabilities experience commonly appear to arise because information is not processed and coded efficiently as it comes in.
5. Option (C) is correct. Most students with learning disabilities experience some difficulty with reading.
6. Option (D) is correct. It demonstrates respect for Antoinette (who is about 16 years old), will help her accept the responsibility of participating in class discussions, and addresses her refusing to participate and act appropriately by establishing a clear and measurable goal.
7. Option (C) is correct. Research indicates that students with learning disabilities are likely to lag behind other children in their ability to identify and focus on the key aspects of a task while disregarding the less important aspects.
8. Option (C) is correct. The period of formal operations goes from 12 years and onward.

9. Option (B) is correct. Shaping involves choosing close approximations and reinforcing successive approximations to the target each time it occurs.
10. Option (A) is correct. It is the definition of a learning disability as outlined in the 2004 IDEA Reauthorization.
11. Option (A) is correct. An Individualized Family Service Plan focuses on the family and the child's needs.
12. Option (B) is correct. The student would be able to practice using the same programs at school and home, thus reinforcing her writing skills.
13. Option (D) is correct. Small-group settings and extended time are the two most common accommodations for students with a learning disability. Such students need much more time to respond and this extra time is usually given to small groups of students in a special room for testing.
14. Option (B) is the correct. As the information provided by the tests will best help her special education teacher determine where to begin instruction.
15. Option (D) is correct. Self-monitoring is a method for a student to learn how to change behaviors by becoming aware and usually involves a self-recording data sheet to be completed at known intervals, in this case, at a cue from the audiotape.
16. Option (A) is correct. Guided reading allows teachers to work with small groups of students while focusing on the students' levels and differentiating instruction while working within the groups.

17. Option (C) is correct. Heterogeneous groups are made up of students with diverse abilities and this practice is helpful in including students with special needs.
18. Option (A) is correct. A KWL chart allows the teacher and the student to fill in what they know, what they want to know, and what they have learned while reading content area texts.
19. Option (D) is correct. A full-inclusion approach to special education services begins with the assumption that all students have the right to be educated in the general education classroom with their peers. In this model, the special education teacher works with the general education teacher in his or her classroom, and provides services without removing a student from the general education environment.
20. Option (A) is correct. According to the Council for Exceptional Children, use of the model resulted in too many children being identified as having a learning disability when in fact they needed better instruction and monitoring.
21. Option (C) is correct. The student needs practice and frequent feedback in the fundamental skills of reading—decoding, recognizing sound combinations, sounding out words, recognizing words in isolation and in passages, and comprehending.
22. Option (B) is correct. By focusing on Fariq’s work in class and on the objectives spelled out in his IEP, the teachers are assessing Fariq in the context of the current curriculum. If Fariq is not making adequate yearly progress in achieving his IEP objectives, his teachers can use curriculum-based assessments as the basis for modifying or adapting instruction.
23. Option (D) is correct. Contingency-based self-assessment makes the student responsible for monitoring his own behavior.

24. Option (B) is correct. Before educators can label a student as having a learning disability, they must ensure the student has received research- based interventions that hold some promise of helping the student improve.
25. Option (B) is correct. Toni comprehends the material presented in class; thus, reading the test to her would eliminate the struggle to read the questions and allow her to focus on the content of the test.
26. Option (B) is the correct. IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from nondisabled students of their age. These decisions are made based on a student's ability to function in the school environment.
27. Option (C) is correct. If the teacher discusses the student's positive qualities first, the parents will be more willing to discuss difficulties and challenges.
28. Option (B) is correct. Using a visual reminder can increase appropriate behavior.
29. Option (D) is the correct. Computer time is often a motivator for students.
30. Option (A) is correct. Summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

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

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

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

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

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

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

- A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
 - *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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

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

General Assistance For The Test

***Praxis*® Interactive Practice Test**

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

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- Correct answers with detailed explanations
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Doing Your Best

Strategy and Success Tips

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Develop Your Study Plan

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

Helpful Links

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

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

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

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

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

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

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

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