



PRAXIS STUDY COMPANION

Professional Teaching Knowledge Exam 5626



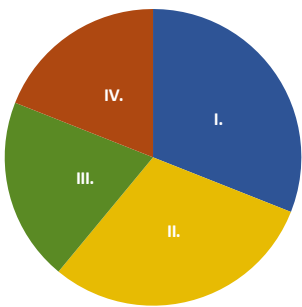
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Professional Teaching Knowledge Exam (5626)

Test at a Glance

The Praxis Professional Teaching Knowledge Exam test assesses a new teacher's understanding of educational practices foundational to beginning a career as a professional educator.

Test Name	Professional Teaching Knowledge Exam		
Test Code	5626		
Time	120 minutes		
Number of Questions	100 selected-response questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; 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. Students as Learners	31	31%
	II. Instructional Process	30	30%
	III. Assessment	20	20%
	IV. Professional Development, Leadership, and Community	19	19%

About The Test

The Professional Teaching Knowledge Exam test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Professional Teaching Knowledge Exam will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply to specific grade levels as well as some that are universal to all grade levels.

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 “i.e.” to start a list of examples implies that the given list of examples is complete.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, 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. The questions are intended 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. Students as Learners

A. Student Development and the Learning Process

1. Understands the theoretical foundations of how students learn
 - a. Knows how knowledge is constructed
 - b. Knows a variety of means by which skills are acquired
 - c. Understands a variety of cognitive processes and how they are developed
2. Knows the major contributions of foundational theorists to education
 - a. Relates the work of theorists to educational contexts
 - Bandura
 - Bruner
 - Dewey
 - Piaget
 - Vygotsky
 - Kohlberg
 - Bloom
3. Understands the concepts and terms related to a variety of learning theories
 - a. Metacognition
 - b. Schema
 - c. Transfer
 - d. Self-efficacy
 - e. Self-regulation
 - f. Zone of proximal development

- g. Classical and operant conditioning
- 4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)
 - a. Describes the characteristics of a typical child in each stage and each domain
 - b. Recognizes typical and atypical variance within each stage and each domain
- 5. Understands how learning theory and human development impact the instructional process
 - a. Defines the relationship between learning theory and human development
 - b. Provides examples of how learning theory is impacted by human development
 - c. Uses knowledge of learning theory to solve educational problems
 - d. Uses knowledge of human development to solve educational problems

B. Students as Diverse Learners

- 1. Understands that a number of variables affect how individual students learn and perform
 - a. Identifies a number of variables that affect how students learn and perform
 - Culture
 - Socio economic status
 - Prior knowledge and experience
 - Motivation
 - Self-confidence, self-esteem
 - Cognitive development
 - Maturity
 - Language
 - b. Provides examples of how variables might affect how students learn and perform
- 2. Recognizes areas of exceptionality and their potential impact on student learning
 - a. Identifies areas of exceptionality
 - Cognitive
 - Auditory
 - Visual
 - Motor/physical
 - Speech/language
 - Behavioral
 - b. Explains a variety of ways exceptionalities may impact student learning

3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice
 - a. Identifies the provisions of legislation relevant to students with exceptionalities
 - Americans with Disabilities Act (ADA)
 - Individuals with Disabilities Education Act (IDEA)
 - Section 504, Rehabilitation Act (504)
 - b. Explains how the provisions of legislation relating to students with exceptionalities affect classroom practice
4. Recognizes the traits, behaviors, and needs of intellectually gifted students.
5. Recognizes that the process of English language acquisition affects the educational experience of English learners (ELs)
6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process
 - a. Recognizes students with exceptionalities require particular accommodations.

- b. Knows how to modify instruction, assessment, and communication methods to meet a recognized need

C. Student Motivation and Learning Environment

1. Knows the major contributions of foundational behavioral theorists to education
 - a. Relates the work of behavioral theorists to educational contexts
 - Thorndike
 - Watson
 - Maslow
 - Skinner
 - Erikson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
 - a. Defines terms related to foundational motivation theory
 - Self-determination
 - Attribution
 - Extrinsic/intrinsic motivation
 - Cognitive dissonance
 - Classic and operant conditioning
 - Positive and negative reinforcement

- b. Relates motivation theory to instruction, learning, and classroom management
- 3. Knows principles and strategies for classroom management
 - a. Knows how to develop classroom routines and procedures
 - b. Knows how to maintain accurate records
 - c. Knows how to establish standards of conduct
 - d. Knows how to arrange classroom space
 - e. Recognizes ways of promoting a positive learning environment
- 4. Knows a variety of strategies for helping students develop self-motivation
 - a. Assigning valuable tasks
 - b. Providing frequent positive feedback
 - c. Including students in instructional decisions
 - d. De-emphasizing grades

Discussion Questions: Students as Learners

- Knowing each theorist's major ideas and being able to compare and contrast one theory with another comprises basic professional knowledge for teachers. In addition, knowing how these ideas actually can be applied to teaching practice is important professional knowledge for teachers.
- What are the major differences between Jerome Bruner's and Jean Piaget's theories of cognitive development in young children?
- How might a teacher apply some of Lev Vygotsky's ideas about scaffolding and direct instruction in the classroom?
- What does Abraham Maslow's hierarchy of needs suggest about motivation for learning in the classroom?
- Go beyond memorization of definitions; try to apply the terms to the theories behind them and think of applications in the classroom.
- What are some specific classroom-based examples of extrinsic and intrinsic motivators for students?
- Make sure you can recognize the differences between lower-order and higher-order thinking in classroom activities, using Bloom's taxonomy as a guide.
- What is an example of a schema and what good is it?

- What is scaffolding and why is it important for both teachers and students?

II. Instructional Process

A. Planning Instruction

1. Understands the role of district, state, and national standards and frameworks in instructional planning
 - a. Understands the theoretical basis of standards-based education
 - b. Knows resources for accessing district, state, and national standards and frameworks
 - c. Understands how standards and frameworks apply to instructional planning
2. Knows how to apply the basic concepts of predominant educational theories
 - a. Understands the basic concepts of cognitivism
 - Schema
 - Information processing
 - Mapping
 - b. Understands the basic concepts of social learning theory
 - Modeling
 - Reciprocal determinism
 - Vicarious learning
3. Understands how scope and sequence affect instructional planning
 - a. Defines and provides examples of scope
 - b. Defines and provides examples of sequence
 - c. Understands the relationship between scope and sequence and standards of learning
 - d. Understands the role of scope and sequence in curriculum planning
4. Knows how to select content to achieve lesson and unit objectives
 - a. Understands the basic concepts of constructivism
 - Learning as experience
 - Problem-based learning
 - Zone of proximal development
 - Scaffolding
 - Inquiry/discovery learning
 - b. Understands the basic concepts of behaviorism
 - Conditioning
 - Intrinsic and extrinsic rewards
 - Reinforcement
 - Punishment
 - c. Knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts

5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
 - a. Distinguishes among the different learning domains
 - b. Knows how to apply Bloom's taxonomy to the development of instructional objectives
 - c. Knows how to describe observable behavior
 - d. Knows how to describe measurable outcomes
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation
 - a. Identifies when remediation is appropriate
 - b. Identifies when enrichment is appropriate
 - c. Identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities
7. Understands the role of resources and materials in supporting student learning
 - a. Identifies and explains the uses of a variety of resources and materials that support student learning
 - Computers, the Internet and other digital resources
 - Library collection (books, magazines, pamphlets, reference works)
 - Artifacts, models, manipulatives
 - Guest speakers and community members
8. Knows how to develop lessons as part of thematic and/or interdisciplinary units
 - a. Understands the basic concepts of thematic instruction
 - b. Understands the components of thematic units
 - Selecting a theme
 - Designing integrated learning activities
 - Selecting resources
 - Designing assessments
 - c. Understands the basic concepts of interdisciplinary instruction
 - d. Understands the components of interdisciplinary units
 - Collaborating
 - Generating applicable topics
 - Developing an integrative framework
 - Planning instruction for each discipline
 - Designing integrative assessment

9. Recognizes their role in collaborating with instructional partners in instructional planning
 - a. Identifies a variety of instructional planning partners
 - Special education teachers
 - School Librarian
 - Teachers of the gifted and talented
 - IEP team members
 - Paraeducators
 - b. Describes the roles each partner plays in collaborative activities

B. Instructional Strategies

1. Understands the cognitive processes associated with learning
 - a. Critical thinking
 - b. Creative thinking
 - c. Questioning
 - d. Inductive and deductive reasoning
 - e. Problem solving
 - f. Planning
 - g. Memory
 - h. Recall
2. Understands the distinguishing features of different instructional models
 - a. Describes a variety of instructional models
 - Direct
 - Indirect

- Independent
 - Experiential
 - Interactive
3. Knows a variety of instructional strategies associated with each instructional model
 - a. Identifies instructional strategies associated with direct instruction
 - Explicit teaching
 - Drill and practice
 - Lecture
 - Demonstrations
 - Guides for reading, listening, viewing
 - b. Identifies instructional strategies associated with indirect instruction
 - Problem solving
 - Inquiry
 - Case studies
 - Concept mapping
 - Reading for meaning
 - Cloze procedures
 - c. Identifies instructional strategies associated with independent instruction
 - Learning contracts
 - Research projects
 - Learning centers
 - Computer mediated instruction
 - Distance learning

- d. Identifies instructional strategies associated with experiential and virtual instruction
 - Field trips
 - Experiments
 - Simulations
 - Role play
 - Games
 - Observations
 - e. Identifies instructional strategies associated with interactive instruction
 - Brainstorming
 - Cooperative learning groups
 - Interviews
 - Discussions
 - Peer practice
 - Debates
4. Knows a variety of strategies for encouraging complex cognitive processes
- a. Identifies complex cognitive processes
 - Concept learning
 - Problem solving
 - Metacognition
 - Critical thinking
 - Transfer
 - b. Knows instructional activities specific to the development of complex cognitive processes
 - Distinguishing fact from opinion
 - Comparing and contrasting
 - Detecting bias
- Predicting
 - Categorizing
 - Analyzing
 - Sequencing
 - Summarizing
 - Inferring
 - Decision making
 - Evaluating
 - Synthesizing
 - Generalizing
5. Knows a variety of strategies for supporting student learning
- a. Identifies and explains uses of strategies for supporting student learning
 - Modeling
 - Developing self-regulation skills
 - Scaffolding
 - Differentiating instruction
 - Guided practice
 - Coaching
6. Knows basic strategies for promoting students' development of self-regulatory skills
- a. Knows how to support students in
 - Setting goals
 - Managing time
 - Organizing information
 - Monitoring progress
 - Reflecting on outcomes

- Establishing a productive work environment
7. Understands the design of different group configurations for learning
 - a. Describes different group configurations
 - Whole-class
 - Small-group
 - Independent learning
 - One-on-one
 - Pair/share
 8. Understands the use and implications of different grouping techniques and strategies
 - a. Explains the uses, strengths and limitations of a variety of grouping techniques
 - Cooperative learning
 - Collaborative learning
 - Heterogeneous grouping
 - Homogeneous grouping
 - Multi-age grouping
 9. Knows how to select an appropriate strategy for achieving an instructional objective
 10. Understands the concept of monitoring and adjusting instruction in response to student feedback
 - a. Explains the instructional purposes of monitoring and adjusting instruction
 - b. Knows strategies for monitoring and adjusting instruction
 11. Recognizes the purpose of reflecting upon, analyzing and evaluating the effectiveness of instructional strategies
 12. Knows the characteristics of different types of memory and their implications for instructional planning and student learning
 - a. Distinguishes among the different types of memory
 - Short-term
 - Long-term
 - b. Considers the characteristics and effects of memory on student learning when planning instruction
 13. Recognizes the role of teachable moments in instruction
 - a. Defines and provides examples of a teachable moment
 - b. Understands the uses of the teachable moment
- C. Questioning and Communication Techniques**
1. Knows the components of effective questioning
 - a. Allowing think/wait time
 - b. Helping students articulate their ideas
 - c. Respecting student answers

- d. Handling incorrect answers
 - e. Encouraging participation
 - f. Establishing a non-critical classroom environment
 - g. Promoting active listening
 - h. Varying the types of questions
2. Understands the uses of questioning
 - a. Explains and provides examples of different purposes of questioning
 - Developing interest and motivating students
 - Evaluating students' preparation
 - Reviewing previous lessons
 - Helping students set realistic expectations
 - Engaging students in discussion
 - Determining prior knowledge
 - Preparing students for what is to be learned
 - Guiding thinking
 - Developing critical and creative thinking skills
 - Checking for comprehension or level of understanding
 - Summarizing information
 - Stimulating students to pursue knowledge on their own
 3. Knows strategies for supporting students in articulating their ideas
 - a. Explains and provides examples of strategies for supporting students in articulating their ideas
 - Verbal and non-verbal prompting
 - Restatement
 - Reflective listening statements
 - Wait time
 4. Knows methods for encouraging higher levels of thinking
 - a. Explains and provides examples of methods for encouraging students' higher levels of thinking

Guiding students to

 - Reflect
 - Challenge assumptions
 - Find relationships
 - Determine relevancy and validity of information
 - Design alternate solutions
 - Draw conclusions
 - Transfer knowledge
 5. Knows strategies for promoting a safe and open forum for discussion
 - a. Knows basic techniques for establishing and maintaining standards of conduct for discussions.
 - Engaging all learners

- Creating a collaborative environment
 - Respecting diverse opinions
 - Supporting risk taking
6. Understands various verbal and nonverbal communication modes
 - a. Explains and provides examples of
 - Body language
 - Gesture
 - Tone, stress, and inflection
 - Eye contact
 - Facial expression
 - Personal space
 7. Is aware of how culture and gender can affect communication
 8. Knows how to use various communication tools to enrich the learning environment
 - a. Audio and visual aids
 - b. Text and digital resources
 - c. Internet and other computer-based tools
 9. Understands effective listening strategies
 - a. Explains and provides examples of active listening strategies
 - Attending to the speaker
 - Restating key points
 - Asking questions

- Interpreting information
- Providing supportive feedback
- Being respectful

Discussion Questions: Instructional Process

- Teachers are responsible for connecting scope and sequence frameworks and curriculum goals into classroom lessons and groups of lessons. How does a teacher translate curriculum goals and discipline-specific scope and sequence frameworks into unit and lesson plans with objectives, activities, and assessments appropriate for the students being taught? Give an example of a curriculum goal and then write a lesson objective, one activity, and an idea for an assessment of student learning that would accomplish that goal.
- How do behavioral objectives and learner objectives and outcomes fit into a teacher's planning for units and lessons?
- What criterion or criteria does a teacher use to decide when to use each of these techniques?
- Why is it so important for a teacher to plan carefully for transitions? What are the risks if transitions are not thought through and executed with care?

- What should a teacher consider when planning to incorporate various resources into a lesson design? What are the advantages of these different resources?

III. Assessment

A. Assessment and evaluation strategies

1. Understands the role of formal and informal assessment in informing the instructional process
 - a. Defines and provides uses and examples of formal and informal assessment modes
 - b. Explains a variety of ways the results of formal and informal assessment are used to make educational decisions
2. Understands the distinctions among the different types of assessment
 - a. Defines and provides uses and examples of formative, summative, and diagnostic assessment
3. Knows how to create and select an appropriate assessment format to meet instructional objectives
 - a. Knows how to create assessments in a variety of formats
 - b. Is able to select an assessment format to meet a specific instructional objective
4. Knows how to select from a variety of assessment tools to evaluate students' performance
 - a. Knows a variety of assessment tools, their uses, strengths and limitations
 - Rubrics
 - Analytical checklists
 - Scoring guides
 - Anecdotal notes
 - Continuums
 - b. Is able to select an assessment tool appropriate for quantifying the results of a specific assessment
5. Understands the rationale behind and the uses of students' self and peer assessment
 - a. Defines and provides uses and examples of student self-assessment modes
 - b. Defines and provides uses and examples of peer assessment modes
 - c. Explains the strengths and limitations of self and peer assessment modes

6. Knows how to use a variety of assessment formats
 - a. Describes and provides uses, strengths, and limitations of a variety of assessment formats
 - Essay
 - Selected response
 - Portfolio
 - Conference
 - Observation
 - Performance
 - b. Is able to select an assessment format appropriate to a specific educational context

B. Assessment Tools

1. Understands the types and purposes of standardized tests
 - a. Explains the uses of the different types of standardized tests
 - Achievement
 - Aptitude
 - Ability
 - b. Recognizes the data provided by the different types of standardized tests
2. Understands the distinction between norm-referenced and criterion-referenced scoring
 - a. Explains the uses of norm-referenced and criterion-referenced tests

- b. Explains data provided by a norm-referenced and a criterion-referenced test
3. Understands terminology related to testing and scoring
 - a. Defines and explains terms related to testing and scoring
 - Validity
 - Reliability
 - Raw score
 - Scaled score
 - Percentile
 - Standard deviation
 - Mean, Mode and Median
 - Grade-equivalent scores
 - Age-equivalent scores
4. Understands the distinction between holistic and analytical scoring
 - a. Describes holistic scoring and analytical scoring
 - b. Identifies an educational context for each
5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel
 - a. Understands what scores and testing data indicate about a student's ability, aptitude, or performance

- b. Is able to explain results of assessments using language appropriate for the audience

Discussion Questions: Assessment

- What are the characteristics, uses, advantages, and limitations of each of the formal and informal types of assessments above?
- When might you use holistic scoring?
- Under what circumstances would anecdotal notes give a teacher important assessment information?
- How might a teacher effectively use student self-evaluations?
- What are some examples of informal assessments of prior knowledge that a teacher can easily use when a new topic is introduced?
- What kind of assessment information can a teacher gather from student journals?
- What is a structured observation in a classroom setting?

IV. Professional Development, Leadership and Community

A. Professional Development

1. Is aware of a variety of professional development practices and resources
 - a. Profession literature
 - b. Professional associations
 - c. Workshops
 - d. Conferences
 - e. Learning communities
2. Understands the implications of research, views, ideas and debates on teaching practices
 - a. Knows resources for accessing research, views, ideas and debates on teaching practices
 - b. Interprets data, results, and conclusions from research on teaching practices
 - c. Is able to relate data, results, and conclusions from research and/or views, ideas and debates to a variety of educational situations
3. Recognizes the role of reflective practice for professional growth
 - a. Defines the purposes of reflective practice
 - Knows a variety of activities that support reflective practice
 - Reflective Journal
 - Self and peer assessment
 - Incident analysis
 - Portfolio
 - Peer observation
 - Critical friend

- f. Graduate courses
- g. Independent research
- h. Internships
- i. Mentors
- j. Study groups

B. Leadership and Community

1. Is aware of school support personnel who assist students, teachers, and families
 - a. Guidance counselors
 - b. IEP team members
 - c. Special education teachers
 - d. Speech, physical and occupational therapists
 - e. School Librarians
 - f. Teachers of the gifted and talented
 - g. Paraeducators
2. Understands the role of teachers and schools as educational leaders in the greater community
 - a. Role of teachers in shaping and advocating for the profession
 - b. Perceptions of teachers
 - c. Partnerships with parents and family members
 - d. Partnerships with the community
3. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process
 - a. Knows the elements of successful collaboration
 - Developing an action plan
 - Identifying the stakeholders
 - Identifying the purpose of the collaboration
 - Supporting effective communication
 - Seeking support
4. Understands the implications of major legislation and court decisions relating to students and teachers
 - a. Equal access
 - b. Privacy and confidentiality
 - c. First Amendment issues
 - d. Intellectual freedom
 - e. Mandated reporting of child neglect/abuse
 - f. Due process
 - g. Liability
 - h. Licensing and tenure
 - i. Copyright

Discussion Questions:
Professional Development,
Leadership, and Community

- Be able to read and understand articles and books about current views, ideas, and debates regarding best teaching practices.
- What types of help or learning can each of these resources offer a new teacher?
- What are the titles of two professional journals of particular interest to you in your chosen field of teaching that you might subscribe to?

- What is/are the professional association(s) that offer professional meetings and publications and opportunities for collaborative conversation with other teachers?
- What might be a professional development plan for the first two years of a teacher's career that would support his or her learning and growth?

Professional Teaching Knowledge Exam (5626)

Sample Questions

The sample questions that follow are examples of the kinds of questions that are 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: Select the best answer or answers for each question below.

1. Classroom management research findings suggest that one of the most effective ways to maximize the amount of time elementary school children spend on academic activities is for the teacher to do which of the following?
 - (A) Plan for, teach, and enforce routines for transition times and classroom housekeeping tasks.
 - (B) Assign homework three times a week in the major subjects.
 - (C) Assign individual reading on new topics before discussing the topic in class.
 - (D) Introduce new material in a lecture followed immediately by a questioning session on the material.

2. Which of the following correctly states an aspect of effective reflective practice?
 - (A) Peer coaching should be done sparingly because it can interfere with a coach's own reflective potential.
 - (B) Reflective practice, to remain truly professional, should exclude student input that challenges teaching practices.
 - (C) The reflection process should be free of links to conceptual frameworks that limit inquiry and problem solving.
 - (D) Teacher coaches should create an environment of trust and build a context for reflection that is unique to every learning situation.

3. Which of the following is a type of test score used to show a student's relative position among a group of students in the same grade who are tested at the same time?
 - (A) Percent correct
 - (B) Percentile rank
 - (C) Raw score
 - (D) Composite score

4. Which of the following is something that should almost always be discussed with students when they are given a type of assignment that may be new to them?
- (A) Whether the students will be tested on the material covered in the assignment.
 - (B) Whether the assignment will be graded according to the same criteria as other assignments with which the students are familiar.
 - (C) What the students can expect to learn from doing the assignment.
 - (D) What kind of prior experience the teacher has had with this type of assignment.
5. Students in a sixth-grade class are trying to find a way to deal with the problem of wasted food in the school lunchroom. They have invited the district director of food services to speak with the class. The students are at which of the following steps in the problem-solving process?
- (A) Develop criteria to evaluate possible solutions to the problem.
 - (B) Brainstorm possible solutions to the problem.
 - (C) Gather facts and information about the problem.
 - (D) Develop a plan to implement the best solution to the problem.
6. Which **TWO** of the following best describe characteristics of indirect instruction as a teaching model?
- (A) Teachers present lectures and supervise student work.
 - (B) Students self-evaluate and consider the accuracy of their own and others' responses.
 - (C) Instructions are explicit and lesson content is organized step-by-step.
 - (D) Questions are used to guide students to probe for deeper responses and discovery.
7. Which of the following kinds of instruction is frequently contrasted with discovery learning?
- (A) Simulation games
 - (B) Expository teaching
 - (C) Mastery learning
 - (D) Schema training

8. Which of the following best defines a portfolio assessment?
- (A) An explicit set of criteria used for assessing a particular type of work or performance that usually includes potential levels of achievement for each criterion.
 - (B) A systematic collection of materials selected to demonstrate a person's level of knowledge, skill, or ability in a particular area.
 - (C) An informal written record for tracking a child's social, emotional, physical, and cognitive development.
 - (D) A tool used to gather information that can help teachers make sense of educational situations, gauge the effectiveness of educational practices, and plan for improvement.
9. Which of the following mandates that no person in the United States shall, on the basis of sex, be excluded from participation in any educational program or activity receiving federal assistance?
- (A) *Mills v. Board of Education*, 1972
 - (B) Individuals with Disabilities Education Act (IDEA)
 - (C) Title IX of the Education Amendments of 1972
 - (D) Title VI of the Civil Rights Act of 1964
10. Which of the following would be the best indication to a teacher that students are beginning to think critically about science?
- (A) They talk about earthquakes, space probes, and science-related information in the news.
 - (B) They begin to read more books and articles about science on their own.
 - (C) They successfully plan and carry out simple experiments to test questions raised in classroom discussion.
 - (D) They ask the teacher to read stories to them about scientific topics.

11. To determine how well the students in an eighth-grade class are reading as compared to other students in the nation, a teacher should examine the results of which of the following kinds of tests?
 - (A) A criterion-referenced reading test
 - (B) A norm-referenced reading test
 - (C) An aptitude test
 - (D) An informal reading inventory

12. Which of the following is most likely to be a feature of an accelerated program rather than a component of an enrichment activity?
 - (A) Taking summer programs
 - (B) Receiving credit by exam
 - (C) Doing simulations and playing games
 - (D) Completing independent projects

13. Daryl, a sixth-grader, receives a score report from a standardized mathematics test taken by his entire sixth-grade class that includes both a grade-equivalent score and a national percentile rank. Daryl's grade-equivalent score is 8.2. His national percentile rank is 87. Daryl's grade-equivalent score indicates that which of the following is true?
 - (A) Daryl did as well on his test as an average eighth-grade student in the second month of school would do on an eighth-grade test.
 - (B) Daryl can do the mathematics expected of an average eighth-grader who is in the second month of the school year.
 - (C) Daryl may well encounter difficulties in the later stages of the eighth-grade mathematics curriculum.
 - (D) Daryl did as well on this test as an average eighth-grader in the second month of school would do on the same test.

14. Which of the following educational approaches to learning best relates to the work of John Dewey?
 - (A) Learning is essentially passive.
 - (B) Learning is precisely measured by tests.
 - (C) Learning is sharply defined by specific content.
 - (D) Learning is directly related to meaningful experiences.

15. Which of the following is the best practice for promoting a positive learning environment?
 - (A) Subtracting class points for the day according to students' behavior at regular intervals.
 - (B) Providing students with inquiry-based cooperative learning activities.
 - (C) Conducting lessons in lecture format.
 - (D) Creating class rules without student input.

16. Which of the following instructional strategies is most commonly observed in middle-grade classes in which core subjects are integrated into the curriculum?
 - (A) The teacher focuses on individualized instruction, although small groups are used more for reading than for mathematics.
 - (B) The teacher is careful to prepare students for seatwork so they have opportunities to complete tasks successfully.
 - (C) The teacher focuses on whole-group discussions and uses various questioning, explaining, and probing techniques.
 - (D) The teacher stops and reteaches material whenever necessary for students who do not understand the material.

17. The administrators of a school are in the process of finalizing a decision to suspend a teacher for disciplinary reasons. They have provided the teacher with written notice of their intention to carry out the suspension and the dates the suspension will be effective. They have also provided the teacher with an explanation of why the administration is taking the action of suspension. In addition, they have scheduled a meeting so that the teacher will have the opportunity to explain why the suspension should not be carried out. The scenario addresses issues most directly related to which of the following professional concerns?
- (A) Liability
 - (B) Due process
 - (C) Equal access
 - (D) Confidentiality
18. Which of the following best describes instruction using Vygotsky's zone of proximal development (ZPD)?
- (A) Giving second-grade students a work sheet of two-digit addition problems to complete independently.
 - (B) Giving first-grade students a book to read independently at their instructional reading level.
 - (C) Using a book at a group of first-grade students' independent reading level in a guided reading group.
 - (D) Using manipulative cubes with second-grade students to help them learn regrouping in addition.
19. To help the English learners (ELs) in her seventh-grade class develop their speaking and listening skills, Ms. Short plans an activity in which each student will interview a partner and introduce him or her to the rest of the class. Which of the following should Ms. Short do to best help the ELs perform well in the activity?
- (A) Present a model of an interview and an introduction in which a student from the previous year interviews Ms. Short and then introduces her.
 - (B) Provide a set of written guidelines on conducting an interview and introducing another person.
 - (C) Have students discuss among themselves what completing the activity successfully will require.
 - (D) Provide the rubric by which both the interviews and the introductions will be evaluated.

20. Which of the following is an example of a classroom activity that uses dramatic play to facilitate language development?
- (A) Students use finger puppets while the teacher reads aloud from a picture storybook.
 - (B) Students shop for and purchase grocery items in a mock store.
 - (C) Students pass around and examine a variety of seashells during a science lesson.
 - (D) Students work together to construct a life-size outline of a mammoth on the playground.
21. According to the Equal Access Act (20 USC Sec. 4071), which of the following correctly states a criterion under which a school would be deemed to offer a fair opportunity to students who wish to conduct meetings as limited open forums?
- (A) All students in the school must attend the meetings unless excused for specific religious or cultural reasons.
 - (B) The school must fund all expenses for each student organization holding meetings on school property.
 - (C) The meetings must not interfere with the orderly conduct of educational activities within the school.
 - (D) A person not affiliated with the school must direct, conduct, control, or regularly attend activities of student groups.
22. On a snowy day the heat is not functioning properly in a portable classroom. According to Maslow's hierarchy, which of the following types of needs is causing the students to have difficulty focusing in class?
- (A) Physiological
 - (B) Social
 - (C) Esteem
 - (D) Self-actualization

23. Based on the stages of early oral language development, kindergarten students typically
- (A) depend on intonation and gestures to communicate.
 - (B) generalize information and begin to remember names of objects.
 - (C) communicate needs, respond to directional commands, and speak in three- to four-word sentences.
 - (D) use irregular noun and verb forms and talk with adults in four- to eight-word sentences.
24. Which of the following professional strategies is most likely to result in improved student motivation and academic performance?
- (A) Each teacher employs the classroom management techniques with which he or she feels most comfortable.
 - (B) Teachers collaborate to formulate, select, and monitor classroom management techniques and other classroom procedures based on successful experiences.
 - (C) A subset of teachers determines the rules to be given to the other teachers who then impose the rules on their classes.
 - (D) Teachers elect a colleague to represent them in working with the administration to determine a set of five best practices to be used at each teacher's discretion.
25. Which **TWO** of the following questions require students to answer by applying higher order thinking skills?
- (A) What were the advantages and disadvantages faced by the settlers coming to the colonies from England?
 - (B) How would you clarify the meaning of "unalienable rights" as noted in the United States Declaration of Independence?
 - (C) Why do you think a settler might have chosen to remain loyal to the British Crown during the American Revolution?
 - (D) How would you summarize the key ideas outlined in the United States Bill of Rights, which was ratified in Philadelphia in 1787?

Answers

1. Option (A) is correct. Too much time is often spent supervising students in relation to personal needs and everyday housekeeping tasks, and interruptions for this purpose are a major source of discontinuity in academic activities. Teachers can minimize these problems by preparing students to handle routine activities on their own. Choices (B), (C), and (D) are not classroom management strategies.
2. Option (D) is correct. Trust and practical flexibility are essential to teaching contexts that enhance reflective practice.
3. Option (B) is correct. A student's percentile rank indicates the percent of students in a particular group who received lower scores on a test than the student did. It shows the student's relative position, or rank, among a group of students in the same grade who were tested at the same time. Thus, for example, if a student earned a percentile rank of 72 on a science test, it can be interpreted that he or she scored higher than 72 percent of the students in the group. Percentile ranks range from 1 to 99.
4. Option (C) is correct. The consensus among educational researchers is that students will learn only when motivated. To be motivated to learn, students must find academic activities meaningful and worthwhile and work toward learning goals (to gain knowledge and master skills), not merely toward performance goals (to appear capable in the eyes of others). By discussing learning goals with the students, the teacher helps them have motivation to learn.
5. Option (C) is correct. The invitation to the director of food services is an opportunity for the students to gather facts and information about the problem. There is no indication given that the students have begun to brainstorm solutions, evaluate the possible solutions, or develop an implementation plan.
6. Options (B) and (D) are correct. Indirect instruction is student centered and seeks a high level of student involvement. Students are therefore encouraged to self-evaluate and consider the accuracy of their own and peers' responses. In addition, questions are used to guide students to probe for deeper responses and discovery when their interest and curiosity are piqued.
7. Option (B) is correct. Discovery learning allows students to explore material on their own and arrive at conclusions. In expository teaching, students are presented with subject matter organized by the teacher.
8. Option (B) is correct. A portfolio is a collection of multiple types of assessments and artifacts to illustrate a student's learning over time. (A) defines a rubric, (C) defines anecdotal notes, and (D) defines observation.

9. Option (C) is correct. This choice is a synopsis of the Title IX legislation. *Mills v. Board of Education*, (A), set the precedent that educational services are based on children's needs, not a school's financial capabilities. (B), IDEA, is a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. Title VI of the Civil Rights Act of 1964, (D), protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance.
10. Option (C) is correct. Of the choices given, (C) is the only one that suggests that the students may be engaging in critical thinking about science, since they presumably must do so in order to complete such experiments. Choices (A), (B), and (D) suggest interest in science topics, but the activities do not require critical thinking.
11. Option (B) is correct. A norm- referenced reading test compares the performance of each student to the performance of a local or national norm group.
12. Option (B) is correct. Receiving credit by exam allows students to compress or skip material they may not need to cover.
13. Option (D) is correct. A grade- equivalent score is a score that compares the raw score attained on a test by the individual student to the raw score attained by the average student in the norm group for the particular test and then reports the grade and month level of that norm group comparison. In this case, Daryl's raw score was equivalent to the average raw score of all eighth-graders in the second month of school who were part of the norm group.
14. Option (D) is correct. Dewey proposed the connection of education to meaningful experiences. Through actively engaging in these experiences, students gain new knowledge of their world.
15. Option (B) is correct. Inquiry- based learning is a best practice that engages students in the learning process. Students are able to have choice and control in an inquiry-based setting. Choices (A), (C), and (D) are strategies initiated by the teacher. Conducting lessons using a lecture format does not actively engage students. Creating classroom rules without input from students (D) is more likely to contribute to a negative classroom environment.
16. Option (C) is correct. The most common instructional strategy is one in which the teacher is facilitating whole-class discussions, asking questions, listening carefully to answers, explaining, probing, correcting, and asking more questions. Many of the questions focus on short stories or articles that the whole class has read that address more than one content area, such as science and technology, art, and history.

17. Option (B) is correct. The scenario describes aspects of a situation concerning due process. Any time a person is deprived of the right to something they have previously enjoyed, the person affected must be provided with notice of what kind of action will be taken, when it will be taken, and why it will be taken. The person must also have the opportunity to explain why the action should not be taken.
18. Option (D) is correct. Vygotsky's zone of proximal development begins with what students can do independently, in this case single-digit addition, and provides guidance to help students learn a new skill, two-digit addition with regrouping. The teacher is providing support until the student is able to complete the task independently. Choices (A), (B), and (C) describe activities that the students can complete independently. Therefore, the students do not need teacher guidance to master these skills.
19. Option (A) is correct. When working with English learners (ELs), teachers must keep in mind that reading, writing, listening, and speaking are all parts of language learning. Modeling the interview allows the students to observe a variety of speaking and listening skills and to note cultural differences—for example, tone of voice and eye contact.
20. Option (B) is correct. Pretending to shop for and purchase grocery items is dramatic play that encourages the development of language skills through speaking, list writing, and reading environmental print. In (A), students are demonstrating their comprehension of the storybook using finger puppets. The activity in (C) does not engage the students in dramatic play and does not necessarily provide an opportunity for language development. (D) Describes a cooperative learning activity.
21. Option (C) is correct. This choice correctly states a criterion under which the school would be directed by law to offer fair opportunity for equal access. Choices (A), (B), and (D) directly contradict language in the law.
22. Option (A) is correct. The physiological need for warmth, a basic need, is not being met, so the students are not able to focus on learning. Also, their need for warmth will become stronger the longer this basic need is denied. Lower-level basic needs must be satisfied before higher-level growth can be encouraged. Only when basic needs have been reasonably satisfied can higher levels of self-actualization be reached.
23. Option (D) is correct. This reflects typical behavior of a kindergarten student. (A) Reflects behavior of children 18 months to 2 years of age in stage 2 of early oral development. (B) Reflects behavior of children two to three years of age in stage 3 of early oral development. (C) Reflects behavior of children three to four years of age in stage 4 of early oral development.

24. Option (B) is correct. An organized, focused, collaborative effort to share ideas, determine actions, and monitor results is most likely to meet with success.
25. Options (A) and (C) are correct. Higher order thinking skills require students to analyze, evaluate, or create something new. Determining the advantages and disadvantages faced by the settlers coming to the colonies from England requires students to analyze and evaluate information learned. Students must also think critically and evaluate information by weighing the pros and cons of remaining loyal to the British Crown during the American Revolution.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

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

Remember that with every question, you will get clear instructions.

Understanding Constructed-Response Questions

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

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

Following are a few sample essay topics to review:

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

Keep the following things in mind when you respond to a constructed-response question.

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

General Assistance For The Test

Praxis Interactive Practice Test

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

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

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

Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

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

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

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

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

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

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