

The *Praxis*® Study Companion

# Special Education: Preschool/Early Childhood

5691



# Welcome to *The Praxis® Study Companion*

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 37).

### **What should I expect when taking the test on computer?**

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

### **Where and when are the *Praxis* tests offered?**

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

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

# Table of Contents

*The Praxis® Study Companion guides you through the steps to success*

**1. Learn About Your Test .....5**  
*Learn about the specific test you will be taking*

**2. Familiarize Yourself with Test Questions .....9**  
*Become comfortable with the types of questions you'll find on the Praxis tests*

**3. Practice with Sample Test Questions ..... 13**  
*Answer practice questions and find explanations for correct answers*

**4. Determine Your Strategy for Success ..... 23**  
*Set clear goals and deadlines so your test preparation is focused and efficient*

**5. Develop Your Study Plan ..... 26**  
*Develop a personalized study plan and schedule*

**6. Review Study Topics ..... 30**  
*Review study topics with questions for discussion*

**7. Review Smart Tips for Success ..... 35**  
*Follow test-taking tips developed by experts*

**8. Check on Testing Accommodations ..... 37**  
*See if you qualify for accommodations that may make it easier to take the Praxis test*

**9. Do Your Best on Test Day ..... 38**  
*Get ready for test day so you will be calm and confident*

**10. Understand Your Scores ..... 40**  
*Understand how tests are scored and how to interpret your test scores*

**Appendix: Other Questions You May Have ..... 42**

# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Special Education: Preschool/Early Childhood (5691)

Test at a Glance			
Test Name	Special Education: Preschool/Early Childhood		
Test Code	5691		
Time	2 hours		
Number of Questions	130		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories		Approximate Number of Questions
			Approximate Percentage of Examination
	I.	Development and Characteristics of Learners	23
	II.	IFSP, IEP Development and Delivery of Services, and Assessment and Eligibility	32
	III.	Planning and Managing the Learning Environment	48
	IV.	Family, Community, and Professional Relationships	27

### About This Test

The Special Education: Early Childhood test measures whether entry-level early childhood special educators have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The focus of the test is on four major content areas: Development and Characteristics of Learners; IFSP, IEP Development and Delivery of Services, and Assessment and Eligibility; Planning and Managing the Learning Environment; and Family, Community, and Professional Relationships.

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

**NOTE:** The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, Praxis test materials will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) until further notice.

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 30.

### I. Development and Characteristics of Learners

#### A. Cognitive Development

1. Knows theories of cognitive development and developmental milestones
2. Understands the factors influencing cognitive development

#### B. Language/Communication Development

1. Knows typical and atypical communication/ language development in children from birth through age 8
2. Understands factors influencing language/ communication development
3. Knows the sequences and stages of receptive and expressive language
4. Understands factors that promote the development of literacy
5. Understands the effects of diversity on language/communication development

#### C. Physical Development

1. Knows typical and atypical physical development in children from birth through age 8
2. Understands pre-, peri-, and post-natal factors influencing physical development

#### D. Social-Emotional Development

1. Knows typical and atypical social-emotional development and developmental milestones in children from birth through age 8
2. Knows factors influencing social-emotional development
  - a. Gender
  - b. Culture
  - c. SES
  - d. Family dynamics

#### E. Adaptive Development

1. Knows typical and atypical adaptive development in children from birth through age 8
2. Identifies adaptive behaviors
  - a. Self-care
  - b. Self-sufficiency
  - c. Personal and social responsibility
  - d. Social adjustment

### F. Disabling Conditions

1. Knows the causes of common disabling conditions in early childhood
2. Understands the effects of a disability on family resources and priorities

### II. IFSP, IEP Development and Delivery of Services, and Assessment and Eligibility

#### A. IFSP, IEP Development and Delivery of Services

1. Knows the basic characteristics and defining factors of each major area of exceptionality as defined in IDEA
2. Knows federal terminology and definitions
  - a. Least restrictive environment
  - b. Free and appropriate public education
3. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA
  - a. Parental consent
  - b. Evaluations
  - c. Individual Family Service Plan (IFSP)
  - d. Individualized Education Program (IEP)
4. Understands federal safeguards of stakeholders' rights and their impact on educational decisions
  - a. Access to records
  - b. Due process
  - c. Mediation
  - d. Confidentiality
5. Understands the components of an IFSP/IEP and the difference between the two
  - a. present levels
  - b. measurable goals and objectives
  - c. evaluation procedures

#### B. Assessment and Eligibility

1. Understands the purpose, benefits, and limitations of a variety of formal and informal assessments
  - a. Understands factors influencing social-emotional development
  - b. Recognizes the type of data provided by different standardized tests

- c. Provides examples of formal and informal assessment modes
  - d. Distinguishes between qualitative and quantitative measures
  - e. Explains the ways the results of assessments are used to guide educational decisions
- 2. Knows factors that can lead to the misidentification of students with disabilities
  - a. Culture
  - b. SES
  - c. Co-existing conditions
  - d. Gender
- 3. Knows procedures for identifying young children at risk for or with disabilities
  - a. Screening
  - b. Observations
  - c. Prereferral
- 4. Understands how to communicate assessment results to families and other professionals
- 5. Understands what assessment data indicates about a student's ability, aptitude, or performance
- 6. Understands the basic terminology used in assessment
  - a. Validity and reliability
  - b. Grade-equivalent
  - c. Raw score
  - d. Percentile
- 4. Knows how to use technology to support instruction
  - a. DVDs
  - b. Manipulatives
  - c. Computers
  - d. Assistive Technology devices
- 5. Knows how to integrate affective, social, and life skills with academic content
  - a. Identifies areas of the general curriculum appropriate for the integration of functional skills
  - b. Knows strategies for teaching affective, social, and life skills
- 6. Understands the impact of a safe, equitable, positive, and supportive learning environment
  - a. Knows how to develop routines and procedures
  - b. Knows how to arrange the classroom
- 7. Knows behavior management strategies for promoting developmentally appropriate behavior across settings
  - a. Knows how to conduct a Functional Behavioral Assessment (FBA)
  - b. Knows the components of a behavior management plan
  - c. Knows a variety of behavior management strategies
- 8. Knows how to create an environment that promotes literacy
  - a. Knows how to structure a print-rich environment
  - b. Knows how to encourage oral expression and discussion

### III. Planning and Managing the Learning Environment

- 1. Knows the basic components of curriculum development
  - a. Grade-equivalent
  - b. Scope and sequence
  - c. Alignment with standards
- 2. Knows resources for locating specialized curriculum, materials, and equipment for students with disabilities
  - a. Professional organizations
  - b. Electronic and print resources
- 3. Knows how to select instructional content, resources, and strategies appropriate for students with disabilities
  - a. Matching lesson and unit objectives
  - b. Addressing the needs of individual students
  - c. Offering an array of resources and strategies

### IV. Family, Community, and Professional Relationships

- 1. Understands strategies for planning and conducting collaborative conferences with students, their families, and school and community members
  - a. Knows how to develop an action plan
  - b. Knows how to identify stakeholders
  - c. Knows how to identify the purpose of the collaboration
  - d. Knows how to support effective communication

2. Understands the importance of connecting families with available supportive agencies, organizations, and resources
3. Knows strategies to involve families in their infants' and young children's development, progress, and learning
  - a. Knows how to integrate the observations of parents/caregivers in instructional planning and decision making
  - b. Knows a variety of strategies for communicating with parents and stakeholders about students' progress and needs
4. Understands their role as a resource for parents/caregivers, school personnel, and community members for information relating to children with disabilities
5. Knows how to acquire, interpret, and apply research in the field of early childhood special education
  - a. Knows resources for accessing research, views, ideas and debates on teaching practices
  - b. Knows organizations and publications serving students with disabilities, their families, and their educators
  - c. Interprets data and results and conclusions from research on teaching practices
6. Understands ethical and legal standards associated with the field of early childhood special education
  - a. Recognizes signs of child abuse/neglect and knows reporting procedures
  - b. Knows ethical standards
7. Knows the implications of major laws and policies relating to the education of students with disabilities
  - a. Identifies legislation impacting the field
  - b. Explains how the provisions of major laws and policies impact educational decisions
8. Understands the role of continuing professional development as a means to inform practice
  - a. Knows a variety of professional development practices and resources
  - b. Recognizes the role of reflective practice for professional growth



## 2. Familiarize Yourself with Test Questions

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

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 clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Computer-Delivered Questions

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

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

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

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

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

## Understanding Selected-Response Questions

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

**Which of the following is a flavor made from beans?**

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

### How would you answer this question?

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

Try following these steps to select the correct answer.

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

### Try a more challenging example

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

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

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

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

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

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

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

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

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

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

### How to approach unfamiliar formats

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

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

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

## Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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


For tests that have constructed-response questions, more detailed information can be found in "1. Learn About Your Test" on page 5.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Computer Delivery

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



Question 1 of 94

Review

Mark

Help

Back

Next

Show Time

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

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

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

Answer the question above by clicking on the correct response.

## Sample Test 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.

- Which of the following best describes the main accomplishment of a typical baby during the first six weeks after birth?
  - Myelination is completed.
  - Basic senses begin to function.
  - Reflexes increase in efficiency and complexity.
  - Visually directed reaching begins.
- In the United States, separation anxiety normally peaks during what age range?
  - 4 – 10 months
  - 12 – 18 months
  - 24 – 30 months
  - 36 – 42 months
- A student who has moved from another state has an Individualized Education Program (IEP) already in place, but the student's other official records have not yet arrived. Which of the following actions by the IEP team would be most appropriate?
  - Convening and making an interim placement based on the records and information at hand
  - Placing the student in a general education class and planning to convene formally when full records are received
  - Placing the student in a special education class and planning to convene formally when full records are received
  - Performing a complete reevaluation
- A young student shows a special interest in balloons. The teacher then uses balloons in various activities throughout the day to target skills by having the student request balloons, follow directions in painting balloons, use words relating to balloons, and play games with balloons. The teacher's approach best exemplifies
  - activity-based intervention
  - task analysis
  - incidental teaching
  - environmental engineering
- Joshua enjoys riding the tricycle but refuses to participate in art activities for more than one minute at a time. The teacher makes access to the tricycle dependent on longer involvement during art time. The teacher's action is an example of the use of
  - contingency contracting
  - task variation
  - the Premack principle
  - a shaping strategy
- A student who has difficulty remembering simple directions that are provided by the teacher throughout a lesson is likely to have which of the following types of problems?
  - Auditory figure-ground problems
  - Auditory memory problems
  - Auditory discrimination problems
  - Auditory attention problems
- Which of the following is an example of an informal assessment?
  - A portfolio
  - An intelligence quotient test
  - An adaptive behavior scale
  - A standard achievement test

8. 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) Behavioral intervention plan
  - (D) Section 504 plan
9. Which of the following is legally required to initiate a formal evaluation for a student suspected of having a specific learning disability?
  - (A) Signed parental permission
  - (B) Verbal agreement provided by the parents
  - (C) Teacher referral
  - (D) Physician referral
10. For parents who ask, which of the following would be the best explanation of what norm-referenced test results show?
  - (A) "They show your child's mastery of specific concepts or skills in a subject area."
  - (B) "They show your child's individual performance and effort during the entire learning process."
  - (C) "They show how your child compares to children of the same age and grade in school districts throughout the state."
  - (D) "They show that your child has selected their best work for evaluation."
11. Which of the following will provide the least restrictive environment for a student diagnosed with a learning disability in written expression?
  - (A) A pull-out resource room
  - (B) An inclusion classroom
  - (C) An out-of-district placement
  - (D) A self-contained special education classroom
12. A teacher plans to introduce a new mathematics concept in a first-grade general education classroom that includes two students with developmental delays. Which of the following is most likely to provide the teacher with appropriate data to differentiate instruction for the students?
  - (A) Analyzing each student's performance on previously taught concepts to identify possible strengths and weaknesses
  - (B) Having students use a teacher-made checklist during a cooperative group activity
  - (C) Keeping anecdotal notes of each student's attention span during the demonstration of the concept
  - (D) Discussing the acquisition of basic mathematical concepts with grade-level teachers
13. A teacher asks second-grade students working in pairs to spell the word "delectable," which describes the food eaten by a character in *I, Crocodile*. Two students write DLTB in capital letters. Which of the following best characterizes the students' spelling level?
  - (A) Prephonemic
  - (B) Phonemic
  - (C) Transitional
  - (D) Conventional

14. Which of the following best explains why a kindergarten student with cerebral palsy has trouble using a handheld writing tool for legible writing?
  - (A) Inability to focus on small details
  - (B) Use of a dated handwriting approach
  - (C) Underdeveloped fine-motor skills
  - (D) Lack of experience drawing with the tool
15. Which of the following best describes the impact of the Head Start program on parenting practices?
  - (A) Parents demanded that free child care centers be funded and maintained in all large cities.
  - (B) Parents lobbied for teachers who work in Head Start schools to be licensed professionals.
  - (C) Parents realized the need for strong disciplinary practices during early childhood development.
  - (D) Parents realized the importance of reading to their child at least several times a week.
16. What is the teacher's primary role when conflicts arise during unstructured playtime in a pre-kindergarten setting?
  - (A) To help children develop appropriate ways to resolve conflict
  - (B) To teach children the essential features of good manners and etiquette
  - (C) To reconsider the need for free play in the pre-kindergarten schedule
  - (D) To intervene and discipline children as soon as conflict occurs during an activity
17. Which of the following is the best example of a behavioral objective for a first-grade social studies curriculum unit?
  - (A) Students will create and explain a family timeline that describes family events over time.
  - (B) Students will understand why families make decisions to move to new locations.
  - (C) Students will recognize that a Venn diagram can be used to compare and contrast.
  - (D) Students will learn to use a small camera to document celebrations in their family.
18. Which of the following is the best way to introduce a patterns unit to students in a kindergarten classroom that includes several children with special needs?
  - (A) Having the students put number cards in order
  - (B) Asking the students to join in a simple clapping game
  - (C) Having the students arrange colored tiles in size order
  - (D) Asking the students to identify the next shape in a row of shapes
19. Jan is a child with a visual impairment. Which of the following is the best way for Jan's parents to assess her recreation and leisure skills?
  - (A) A classroom visit
  - (B) A conversation with a school counselor
  - (C) A checklist from the expanded core curriculum
  - (D) An evaluation by a trained specialist in visual disabilities
20. Corinna is a young student with a mild intellectual disability who uses a wheelchair. With which of the following will she most need support when toileting?
  - (A) Moving into the restroom and positioning the wheelchair
  - (B) Locking the wheelchair's breaks and undoing her seatbelt
  - (C) Moving to the edge of the wheelchair seat
  - (D) Standing, turning, and sitting on the toilet



21. When reading aloud, a student neglects to pronounce word endings. Which of the following types of word sorts would be used to help a student become fluent in this skill?
  - (A) Letter name–alphabetic, such as identifying “an,” “un,” and “in” word families
  - (B) Within word pattern, such as identifying short and long vowels in words
  - (C) Derivational, such as identifying words that have a common root
  - (D) Syllables and affixes, such as saying words formed by adding –ing or –ed
22. Max is a 1-year-old child who was abused as an infant. He has screaming tantrums and will not let anyone touch him. According to Eric Erikson’s psychosocial stages, Max is exhibiting that he is undergoing a crisis in which of the following stages?
  - (A) Autonomy vs. doubt
  - (B) Trust vs. mistrust
  - (C) Industry vs. inferiority
  - (D) Identity vs. role confusion
23. Holly is a 3-year-old child with a hearing loss whose father often plays games with her. Her father pours eight ounces of juice into a measuring cup and another eight ounces into a tall thin glass. He asks Holly which container has the most juice and Holly says the tall thin glass. Holly is showing she has not yet acquired which of the following abilities closely associated with Piaget?
  - (A) Conservation
  - (B) Reversibility
  - (C) Assimilation
  - (D) Accommodation
24. According to Piaget’s stages of cognitive development, the last stage in development is
  - (A) preoperational
  - (B) sensorimotor
  - (C) formal operations
  - (D) concrete operations
25. What is the most commonly co-occurring type of disability associated with emotional and behavioral disorders?
  - (A) A speech and language processing disorder
  - (B) Attention-deficit/hyperactivity disorder (ADHD)
  - (C) Autism spectrum disorder (ASD)
  - (D) Obsessive-compulsive disorder (OCD)
26. As an intervention, response cost is best suited for which of the following purposes?
  - (A) Improving students’ understanding of directions
  - (B) Increasing the speed of performance in mathematics
  - (C) Decreasing the incidence of angry outbursts
  - (D) Decreasing excessive competitiveness among students
27. Section 504 of the Rehabilitation Act of 1973 provides students who attend a school that receives federal funds with protection against which of the following?
  - (A) Discrimination based solely on an individual’s disability
  - (B) Discrimination based solely on an individual’s gender or sexual orientation
  - (C) Discrimination based solely on an individual’s citizenship status
  - (D) Discrimination based solely on an individual’s socioeconomic status
28. What are the three components of the social-cognitive theory triangle most often associated with Bandura?
  - (A) Parental level of education, family structure, and age
  - (B) Personal happiness, conflicting feelings, and anxiety state
  - (C) Socioeconomic status, level of education, and family size
  - (D) Environment, behavior, and personal perceptions and actions

29. 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
30. 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
31. Justin is a second-grade student who has a classification of intellectual disability. What is an advantage of seating him in a cooperative cluster?
- (A) Justin will be able to participate more in classroom discussions.
  - (B) Justin will be in closer proximity to the teacher.
  - (C) Justin can work with a partner if he has questions.
  - (D) Justin can sit near the window.
32. Which of the following activities is the best example of a summative assessment?
- (A) An end of chapter test
  - (B) Writing sentences using spelling words
  - (C) Completing a homework assignment
  - (D) Practicing how to write the directions for baking a cake

## Answers to Sample Questions

1 The correct answer is (C). Reflexes (e.g., sucking) become more efficient and complex during the first four to six weeks after birth. (A) is incorrect because the process of myelination begins prenatally, with the most significant period occurring within the infant's first two years. (B) is incorrect because there is evidence of sensory activity prenatally. (D) is incorrect because the development of visually directed reaching occurs just before 5 months of age.

2 The correct answer is (B). In the United States, separation anxiety normally begins around 9 months, peaks around 12 months, and disappears toward the end of the second year. (A) is incorrect because very young infants do not yet have enough knowledge of their surroundings to perceive a new situation as different or dangerous and therefore do not experience anxiety when confronted with new people and places. (C) and (D) are incorrect because by age 2, children have developed the understanding that although their usual caretakers are not in sight at a particular moment, they will return. By age 2 children also feel more comfortable exercising their independence, which they are able to do when they are separated from their usual caretakers.

3 The correct answer is (A). Federal regulations indicate that it is appropriate to convene and make an interim placement for a student while awaiting additional information. (B) and (C) are incorrect because placing the student in a general or special education class arbitrarily without a team meeting is inappropriate, since either of those settings may not be the proper placement for the student. (D) is incorrect because conducting a complete assessment of the student is usually duplicative, time-consuming, and unnecessary. At times, a district may need to create a new IEP based on differing state requirements; however, in this case the services specified in the previous IEP must be provided until the new IEP is implemented.

4 The correct answer is (A). Activity-based intervention has been defined by Diane Bricker as intervention that is student directed (e.g., based on the student's interest in balloons), embeds training across various activities, uses logically occurring antecedents and consequences (e.g., balloons usually are naturally rewarding for many young children), and focuses on functional skill development. The activity described meets the definition. (B) is incorrect because task analysis

involves specific instructional goals and objectives that are preplanned by the teacher as well as specific planned activities and assessments to help students to achieve goals and objectives. (C) is incorrect because while incidental teaching involves incorporating the student's interests into instruction, it is focused on student-directed learning within a natural environment. (D) is incorrect because environmental engineering is unrelated to the scenario, since it is not an instructional approach but rather a specific field of study for engineers.

5 The correct answer is (C). The Premack principle is applied by making a desired activity available to a student contingent on the completion of an undesired (or less desired) activity. (A) is incorrect because there is no contract outlining goals and rewards that is established between the student and the teacher. (B) is incorrect because there is no variation of tasks for the student included in the scenario. (D) is incorrect because there are no reinforcements being given for each successive step toward the desired behavior.

6 The correct answer is (B). A student with auditory memory difficulties has difficulty remembering information such as directions that could be immediate and/or delayed. (A) is incorrect because a student with auditory figure-ground memory difficulties is unable to pay attention in a noisy, unstructured classroom environment. (C) is incorrect because a student with auditory discrimination difficulties has problems discriminating between words that have the same sounds. (D) is incorrect because a student with auditory attention difficulties is not able to stay focused long enough to complete classroom assignments and activities.

7 The correct answer is (A). Informal assessments are based not on data but on content and performance, and portfolios are a collection of work completed by a student over a specific period of time. (B), (C), and (D) are incorrect because intelligence tests, behavior scales, and standardized achievement tests are examples of formal assessments.

8 The correct answer is (A). An Individualized Family Service Plan focuses on the family's and the child's needs. (B) is incorrect because although an Individualized Education Program may be necessary when the child turns 3, the Individualized Family Service Plan fits the child's immediate needs. (C) is incorrect because a behavioral intervention plan is developed in response to a functional behavior assessment in order to change inappropriate behaviors. (D) is incorrect because a Section 504 plan is used for a child with a physical or mental impairment and lists the accommodations and modifications that will help the child to succeed, but it does not address the family's needs.

9 The correct answer is (A). Written consent by a parent/guardian is required to refer a student for a formal evaluation to determine whether special education services are appropriate. (B) is incorrect because the consent must be written, not verbal. (C) is incorrect because although school personnel can initiate a referral, written consent must be given by a parent/guardian to follow through with the screening. (D) is incorrect because a physician's input can be valuable; however, it does not initiate the referral process or provide consent for screening.

10 The correct answer is (C). Norm-referenced tests compare one student's performance with the performance of others of the same age or grade. (A) is incorrect because it describes a criterion-referenced test. (B) is incorrect because it describes a portfolio assessment. (D) is incorrect because it describes a student's self-selection of a piece to be used for assessment, perhaps from a portfolio of work collected over time.

11 The correct answer is (B). A general education inclusion classroom will enable the student to interact and socialize with peers while being supported by a general education teacher and special education inclusion teacher. (A) is incorrect because the student may not have needs requiring the extra step of the pull-out approach. (C) and (D) are incorrect because there is no indication that the student's disabilities are severe enough to warrant such placements.

12 The correct answer is (A). Analyzing students' performance will inform the teacher of each student's instructional needs and better allow for differentiated instruction for each student. (B) is

incorrect because a checklist filled out within a cooperative group setting may not clearly indicate each student's needs, as responses may be influenced by others in the group. (C) is incorrect because although students paying attention during a demonstration could indicate their interest in the concept, monitoring their attention span will not aid the teacher in differentiating instruction. (D) is incorrect because discussions with colleagues about the typical development of mathematical concepts among first graders will not assist the teacher in differentiating instruction for the specific first-grade students in the class.

13 The correct answer is (B). The students' spelling shows good letter-sound correspondence for the consonants in "delectable" but shows no use of the vowels in the word. (A) is incorrect because prephonemic spelling usually shows no letter-sound correspondence and at times appears to be just random letters. (C) is incorrect because transitional spelling uses some vowels correctly, usually long ones like /e/ and /i/. (D) is incorrect because conventional spelling is that which is standard and contains few errors.

14 The correct answer is (C). A child with cerebral palsy often experiences developmental delays in muscle control and coordination and may have difficulty with fine motor skills. (A) and (D) are incorrect because all kindergarten students are developing these skills, not just children with cerebral palsy. (B) is incorrect because the use of a dated handwriting approach would not account for trouble using a handheld writing implement.

15 The correct answer is (D). According to the "Head Start Impact Study Final Report," published in January 2010, parents saw the importance of reading to their child as having a positive impact on early reading and literacy development. (A) and (B) are incorrect because there is no evidence to support these statements. (C) is incorrect because the term, "strong," is not easily characterized in relation to disciplinary practices, which will vary according to teacher rules and school policy.

16 The correct answer is (A). Early childhood is a time to learn respectful communication and social skills through play and structured activities. (B) is incorrect because good manners and etiquette vary by culture and are best taught in informal home situations. (C) is incorrect because prekindergarten students need free play, which should not be restricted due to common conflicts. (D) is incorrect because teacher intervention is not always needed when conflicts arise; children should be encouraged and supported in solving basic conflicts.

17 The correct answer is (A). This objective describes what the student is able to do in clear, and observable terms. (B), (C), and (D) are incorrect because they do not describe the behaviors in observable terms.

18 The correct answer is (B). A simple clapping game is an activity that is accessible to all the students, and can be differentiated for students who have special needs. (A), (B), and (C) are incorrect because they are activities that require prior knowledge and all students may not have learned these concepts.

19 The correct answer is (C). Recreation and leisure skills are a part of the expanded core curriculum (ECC) for visually impaired children and Jan's parents can use a developmental checklist to ensure that Jan is learning these skills. (A) is incorrect because a classroom visit might provide information about Jan's academic and social skills, but would be unlikely to focus on recreation and leisure skills. (B) is incorrect because the counselor might provide information on improving recreation and leisure skills, but would not be able to describe Jan's current recreation and leisure skills. (D) is incorrect because a trained specialist is not likely to provide any additional information than the parents could gather using a checklist from the expanded core curriculum.

20 The correct answer is (D). This task requires the most skill from the student, so is most likely to require the assistance of a teacher or other adult. (A), (B), and (C) are skills that require minimal support; thus, they are most likely to be handled independently by the student.

21 The correct answer is (D). The student is working on word endings, and word sorts including syllables and affixes, such as -ing or -ed, will help the student become more aware of the final parts of words. (A) is incorrect because word families rhyme and have different endings, which does not support the student's need to practice common word endings. (B) is incorrect because the student does not require practice with medial sounds in words. (C) is incorrect because it focuses on words that have a common root but different beginning and ending sounds.

22 The correct answer is (B). The first stage of Erikson's theory of psychosocial development is trust vs. mistrust, occurring between birth and one year of age and developing based on the quality of the child's caregivers. (A) is incorrect because autonomy vs. doubt is often associated with the early childhood stage of development, when children try to become independent and do things themselves. (B) is incorrect because industry vs. inferiority addresses school-aged children who are starting to take pride in their successes. (D) is incorrect because identity vs. role confusion correlates with the adolescent stage, when children form their own identity based on past and new experiences.

23 The correct answer is (A). Conservation is the ability to recognize that equal quantities of a substance can look different. (B) is incorrect because reversibility refers to the ability to undo an action or explain how to go back to start. (C) is incorrect because assimilation refers to the ability to absorb new information. (D) is incorrect because accommodation refers to the ability to add to or modify an existing concept as new information is acquired.

24 The correct answer is (C). The period of formal operations goes from 12 years onward. (A) is incorrect because it covers ages 2 to 7 years. (B) is incorrect because the stage lasts from birth to 2 years. (D) is incorrect because the period spans from 7 to 12 years.

25 The correct answer is (B). Many children with emotional and behavioral disorders act impulsively, have short attention spans, and often exhibit anxiety, thus allowing the co-occurring classification of ADHD. (A), (C), and (D) are incorrect because although they may be comorbid with an EBD, none of them are the most commonly co-occurring disability.

26 The correct answer is (C). Response cost needs to be tied to the occurrence of a specific, observable behavior. The behaviors that are identified in (A), (B), and (D) would not benefit from the use of response cost.

27 The correct answer is (A). The basic premise of Section 504 of the Rehabilitation Act is that a qualified individual cannot be denied participation due to a disability if the school receives federal funds. (B), (C), and (D) are incorrect because Section 504 of the Rehabilitation Act does not relate to discrimination based on gender, citizenship, or socioeconomic status.

28 The correct answer is (D). Social-cognitive theory focuses on the triad of environment, person, and behavior. (A), (B), and (C) are incorrect because they do not correctly identify the three components of the social-cognitive theory triangle.

29 The correct answer is (C). If the teacher discusses the student's positive qualities first, the parents will be more willing to discuss difficulties and challenges. (A) is incorrect because there should be a conversational exchange between the teacher and the parents. (B) is incorrect because the use of jargon and technical language could intimidate parents, which would not foster trust and a good rapport. (D) is incorrect because pointing out inconsistencies in parenting could be seen as judgmental and might provoke anger and hostility.

30 The correct answer is (C). 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. (A) is incorrect because it has not been proven that students with learning disabilities are more likely than other students to have either left-brain or right-brain dominance for learning. (B) is incorrect because students with learning disabilities do not have particular difficulty with long-term memory retrieval. (D) is incorrect because there is no clear evidence to suggest that students with learning disabilities are more gifted than others in artistic expression.

31 The correct answer is (C). Cooperative cluster seating allows students to work together to complete a task with the teacher facilitating. (A) is incorrect because sitting him in a cooperative cluster will not increase his chances of participating in classroom discussions. (B) is incorrect because sitting in a cooperative cluster does not necessarily mean he will be closer to the teacher. (D) is incorrect because sitting near a window is likely to be a distraction for a student with an intellectual disability.

32 The correct answer is (A). Summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter. (B) is incorrect because writing sentences using spelling words is an example of an instructional activity, not a summative assessment. (C) is incorrect because homework is used as a follow-up to classroom instruction. (D) is incorrect because practicing a skill is part of instruction, not assessment.

## 4. Determine Your Strategy for Success

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

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

### 1) Learn what the test covers.

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

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

### 2) Assess how well you know the content.

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

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



### 5) Practice explaining the key concepts.

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

### 6) Understand how questions will be scored.

Scoring information can be found on page 40.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 28 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

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

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

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

- **Plan the group's study program.** Parts of the study plan template, beginning on page 28 can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.



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

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

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

## 5. Develop Your Study Plan

### *Develop a personalized study plan and schedule*

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

#### Use this worksheet to:

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

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

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

**Use this worksheet to:**

- 

Test Date: \_\_\_\_\_

[illegible]



## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Special Education: Preschool/Early Childhood test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics that follow are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

### Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

## Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

### I. Development and Characteristics of Learners

#### A. Cognitive Development

1. Knows theories of cognitive development and developmental milestones
2. Understands the factors influencing cognitive development

#### B. Language/Communication Development

1. Knows typical and atypical communication/ language development in children from birth through age 8
2. Understands factors influencing language/ communication development
3. Knows the sequences and stages of receptive and expressive language
4. Understands factors that promote the development of literacy
5. Understands the effects of diversity on language/communication development

#### C. Physical Development

1. Knows typical and atypical physical development in children from birth through age 8
2. Understands pre-, peri-, and post-natal factors influencing physical development

#### D. Social-Emotional Development

1. Knows typical and atypical social-emotional development and developmental milestones in children from birth through age 8
2. Knows factors influencing social-emotional development
  - a. Gender
  - b. Culture
  - c. SES
  - d. Family dynamics

#### E. Adaptive Development

1. Knows typical and atypical adaptive development in children from birth through age 8
2. Identifies adaptive behaviors
  - a. Self-care
  - b. Self-sufficiency
  - c. Personal and social responsibility
  - d. Social adjustment

#### F. Disabling Conditions

1. Knows the causes of common disabling conditions in early childhood
2. Understands the effects of a disability on family resources and priorities

#### Discussion areas: Development and Characteristics of Learners

- What are the major theories of cognitive and social-emotional development in children from birth through age 8?
- What are the developmental milestones for typical cognitive development in children from birth through age 8?
- Identify conditions associated with cognitive delay.
- Identify factors that influence cognitive, language, physical, and socio-emotional development in children from birth through age 8?
- What are the stages of typical language development?
- What are the effects of diversity on language and communication development?
- What are the pre-, peri-, and postnatal factors influencing physical development?
- Identify adaptive behaviors related to self-care, self-sufficiency, personal, and social responsibility and adjustment?
- Identify common causes of disabling conditions in early childhood.
- Identify the effects of a disability on family resources and priorities.

### II. IFSP, IEP Development and Delivery of Services, and Assessment and Eligibility

#### A. IFSP, IEP Development and Delivery of Services

1. Knows the basic characteristics and defining factors of each major area of exceptionality as defined in IDEA
2. Knows federal terminology and definitions
  - a. Least restrictive environment
  - b. Free and appropriate public education

3. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under IDEA
  - a. Parental consent
  - b. Evaluations
  - c. Individual Family Service Plan (IFSP)
  - d. Individualized Education Program (IEP)
4. Understands federal safeguards of stakeholders' rights and their impact on educational decisions
  - a. Access to records
  - b. Due process
  - c. Mediation
  - d. Confidentiality
5. Understands the components of an IFSP/IEP and the difference between the two
  - a. present levels
  - b. measurable goals and objectives
  - c. evaluation procedures
- c. Provides examples of formal and informal assessment modes
- d. Distinguishes between qualitative and quantitative measures
- e. Explains the ways the results of assessments are used to guide educational decisions
2. Knows factors that can lead to the misidentification of students with disabilities
  - a. Culture
  - b. SES
  - c. Co-existing conditions
  - d. Gender
3. Knows procedures for identifying young children at risk for or with disabilities
  - a. Screening
  - b. Observations
  - c. Prereferral
4. Understands how to communicate assessment results to families and other professionals
5. Understands what assessment data indicates about a student's ability, aptitude, or performance
6. Understands the basic terminology used in assessment
  - a. Validity and reliability
  - b. Grade-equivalent
  - c. Raw score
  - d. Percentile

**Discussion areas: IFSP, IEP Development and Delivery of Services**

- Identify the basic characteristics and defining factors of each major area of exceptionality as defined in IDEA.
- Identify the terminology and definitions of major federal laws of students with disabilities from birth to age 8.
- What are the steps in the identification process?
- What are the federal requirements for screening, prereferral, referral, identification, and classification of students with disabilities under IDEA?
- Identify federal safeguards of stakeholders' rights and their impact on educational decisions.
- What are the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP) ?

**B. Assessment and Eligibility**

1. Understands the purpose, benefits, and limitations of a variety of formal and informal assessments
  - a. Understands factors influencing social-emotional development
  - b. Recognizes the type of data provided by different standardized tests

**Discussion areas: Assessment and Eligibility**

- What are the purpose, benefits, and limitations of a variety of formal and informal assessments?
- Identify factors that may lead to misidentification of students with disabilities.
- Identify procedures for identifying young children at risk for or with disabilities.
- Identify how to interpret and communicate assessment results to families and other professionals.
- Identify basic terminology used in assessments.



### III. Planning and Managing the Learning Environment

1. Knows the basic components of curriculum development
  - a. Grade-equivalent
  - b. Scope and sequence
  - c. Alignment with standards
2. Knows resources for locating specialized curriculum, materials, and equipment for students with disabilities
  - a. Professional organizations
  - b. Electronic and print resources
3. Knows how to select instructional content, resources, and strategies appropriate for students with disabilities
  - a. Matching lesson and unit objectives
  - b. Addressing the needs of individual students
  - c. Offering an array of resources and strategies
4. Knows how to use technology to support instruction
  - a. DVDs
  - b. Manipulatives
  - c. Computers
  - d. Assistive Technology devices
5. Knows how to integrate affective, social, and life skills with academic content
  - a. Identifies areas of the general curriculum appropriate for the integration of functional skills
  - b. Knows strategies for teaching affective, social, and life skills
6. Understands the impact of a safe, equitable, positive, and supportive learning environment
  - a. Knows how to develop routines and procedures
  - b. Knows how to arrange the classroom
7. Knows behavior management strategies for promoting developmentally appropriate behavior across settings
  - a. Knows how to conduct a Functional Behavioral Assessment (FBA)
  - b. Knows the components of a behavior management plan
  - c. Knows a variety of behavior management strategies
8. Knows how to create an environment that promotes literacy
  - a. Knows how to structure a print-rich environment

- b. Knows how to encourage oral expression and discussion

#### Discussion areas: Planning and Managing the Learning Environment

- Identify the basic components of curriculum development.
- Identify resources for locating specialized curriculum, materials, and equipment for students with disabilities.
- Identify how to select instructional content, resources, and strategies appropriate for students with disabilities.
- Identify ways to use technology to support instruction.
- Identify the strategies to integrate affective, social, and life skills with academic content?
- Identify the impact of a safe, equitable, positive, and supportive learning environment.
- Identify behavior management strategies for promoting developmentally appropriate behavior across settings.
- Identify strategies used to create an environment that promotes literacy.

### IV. Family, Community, and Professional Relationships

1. Understands strategies for planning and conducting collaborative conferences with students, their families, and school and community members
  - a. Knows how to develop an action plan
  - b. Knows how to identify stakeholders
  - c. Knows how to identify the purpose of the collaboration
  - d. Knows how to support effective communication
2. Understands the importance of connecting families with available supportive agencies, organizations, and resources
3. Knows strategies to involve families in their infants' and young children's development, progress, and learning
  - a. Knows how to integrate the observations of parents/caregivers in instructional planning and decision making

- b. Knows a variety of strategies for communicating with parents and stakeholders about students' progress and needs
4. Understands their role as a resource for parents/caregivers, school personnel, and community members for information relating to children with disabilities
5. Knows how to acquire, interpret, and apply research in the field of early childhood special education
  - a. Knows resources for accessing research, views, ideas and debates on teaching practices
  - b. Knows organizations and publications serving students with disabilities, their families, and their educators
  - c. Interprets data and results and conclusions from research on teaching practices
6. Understands ethical and legal standards associated with the field of early childhood special education
  - a. Recognizes signs of child abuse/neglect and knows reporting procedures
  - b. Knows ethical standards
7. Knows the implications of major laws and policies relating to the education of students with disabilities
  - a. Identifies legislation impacting the field
  - b. Explains how the provisions of major laws and policies impact educational decisions
8. Understands the role of continuing professional development as a means to inform practice
  - a. Knows a variety of professional development practices and resources
  - b. Recognizes the role of reflective practice for professional growth

### **Discussion areas: Family, Community, and Professional Relationships**

- Identify a variety of strategies for planning and conducting collaborative conferences with students, their families, school, and community members.
- What are the roles of stakeholders as an information resource for parents with information relating to children with disabilities?
- What organizations and publications serve students with disabilities and their families and educators?
- What are the signs of child abuse and the reporting procedures?
- What are the implications of major laws and policies relating to the education of students with disabilities?
- How does continuing professional development inform practice?

## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

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

#### **Should I guess?**

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

#### **Can I answer the questions in any order?**

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

#### **Are there trick questions on the test?**

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

#### **Are there answer patterns on the test?**

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

#### **Can I write on the scratch paper I am given?**

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

### **Smart Tips for Taking the Test**

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

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

## 8. Check on Testing Accommodations

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

### What if English is not my primary language?

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

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

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

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

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

## Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

## How do I know whether I passed the test?

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

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What your *Praxis* scores mean

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

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

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

## Put your scores in perspective

Your score report indicates:

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

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



### Content category scores and score interpretation

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

### Score scale changes

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

These resources may also help you interpret your scores:

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

## Appendix: Other Questions You May Have

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

### What do the *Praxis* tests measure?

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

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

### Who takes the tests and why?

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

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

### Do all states require these tests?

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

### What is licensure/certification?

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

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

### Why does my state require the *Praxis* tests?

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

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

### How were the tests developed?

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

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

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

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

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

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

### How long will it take to receive my scores?

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

### Can I access my scores on the web?

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

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

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

\**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

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

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

[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)

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

[www.ets.org/praxis/store](http://www.ets.org/praxis/store)

Copyright © 2017 by Educational Testing Service. All rights reserved. ETS, the ETS logo, GRE, PRAXIS, and MEASURING THE POWER OF  
LEARNING are registered trademarks of Educational Testing Service (ETS).  
All other trademarks are property of their respective owners. 19117



*Measuring the Power of Learning.®*

[www.ets.org](http://www.ets.org)