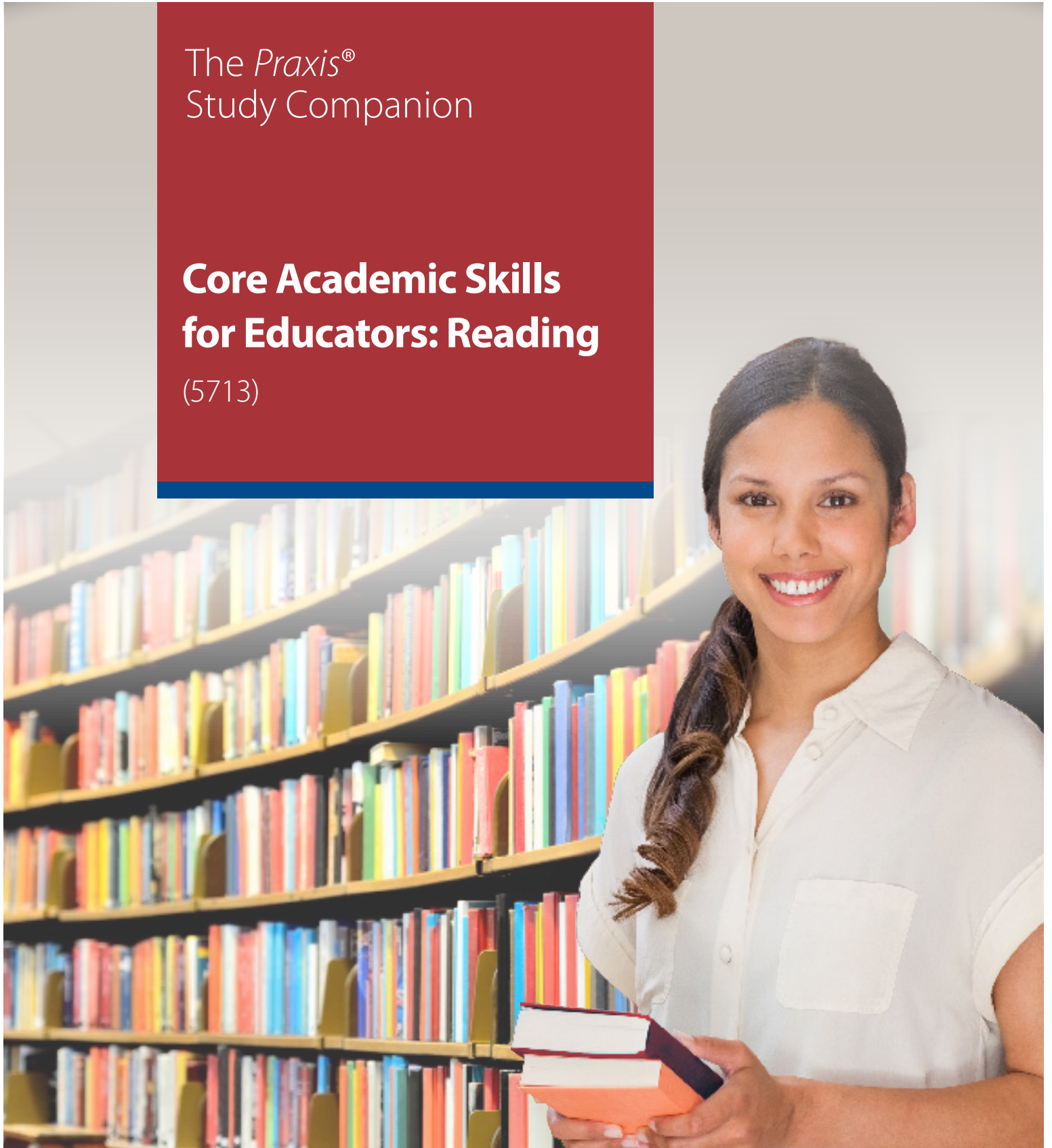


The *Praxis*®  
Study Companion

**Core Academic Skills  
for Educators: Reading**

(5713)



# 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 45).

### **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).

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

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Core Academic Skills for Educators: Reading (5713)

Test at a Glance			
<b>Test Name</b>	Core Academic Skills for Educators: Reading		
<b>Test Code</b>	5713		
<b>Time</b>	85 minutes		
<b>Number of Questions</b>	56 selected-response questions		
<b>Format</b>	Selected-response questions based on reading passages and statements		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions*</b>	<b>Approximate Percentage of Examination</b>
	I. Key Ideas and Details	17–22	35%
	II. Craft, Structure, and Language Skills	14–19	30%
	III. Integration of Knowledge and Ideas	17–22	35%

### About This Test

The Core Academic Skills for Educators Test in Reading measures academic skills in reading needed to prepare successfully for a career in education. All skills assessed have been identified as needed for college and career readiness, in alignment with the Common Core State Standards for Reading. In particular, there is an emphasis on skills that are critical to learning and achievement in teacher preparation programs. These skills include the ability to understand, analyze, and evaluate texts of different kinds. Varying in difficulty, the reading material on the test is drawn from a variety of subject areas and real-life situations that educated adults are likely to encounter. Each passage is followed by questions that are based on its content and that relate to reading skills. All questions can be answered by using information contained within the passage; no question requires outside knowledge of the content.

The test consists of four types of stimulus material: paired passages totaling approximately 200 words followed by four to seven questions, long passages of approximately 200 words with four to seven questions, short passages of approximately 100 words with two or three questions, and brief statements followed by a single question. Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations (e.g., diagrams, charts, drawings, maps, floor plans, or graphs). Questions in each of the formats may pose tasks of varying difficulty and test any of the skills identified in the Content Topics section.

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

## Content Topics

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

### I. Key Ideas and Details

#### A. Main idea and primary purpose

Identify accurate summaries or paraphrases of the main idea or primary purpose of a reading selection.

#### B. Supporting ideas

Identify accurate summaries or paraphrases of the supporting ideas and specific details in a reading selection.

#### C. Inferences

Identify inferences and implications that can reasonably be drawn from the directly stated content of a reading selection.

### II. Craft, Structure, and Language Skills

#### A. Attitude and tone

Identify accurate descriptions of the author's tone or attitude toward material discussed in a reading selection.

#### B. Organization and structure

1. Identify key transition words and phrases in a reading selection and how they are used.
2. Identify accurate descriptions of how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.
3. Identify the role that an idea, reference, or piece of information plays in an author's discussion or argument.

#### C. Meanings of words

Identify the meanings of words as they are used in the context of a reading selection.

#### D. Fact or opinion

Determine whether information presented in a reading selection is presented as fact or opinion.

### III. Integration of Knowledge and Ideas

#### A. Diverse media and formats

Identify accurate interpretations of texts that include visual representations.

#### B. Evaluation of arguments

1. Identify the relationships among ideas presented in a reading selection.
2. Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection.
3. Determine the assumptions on which an argument or conclusion is based.
4. Draw conclusions from material presented in a reading selection.

#### C. Analysis and comparison of texts

1. Recognize ideas or situations that are similar to what has been presented in a reading selection.
2. Apply ideas presented in a reading selection to other situations.
3. Recognize points of agreement and disagreement between two texts.

## 2. Understanding Question Types

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

### Understanding Selected-Response and Numeric-Entry Questions

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

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

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

Remember that with every question you will get clear instructions.

### Understanding Constructed-Response Questions

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

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

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

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

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

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

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

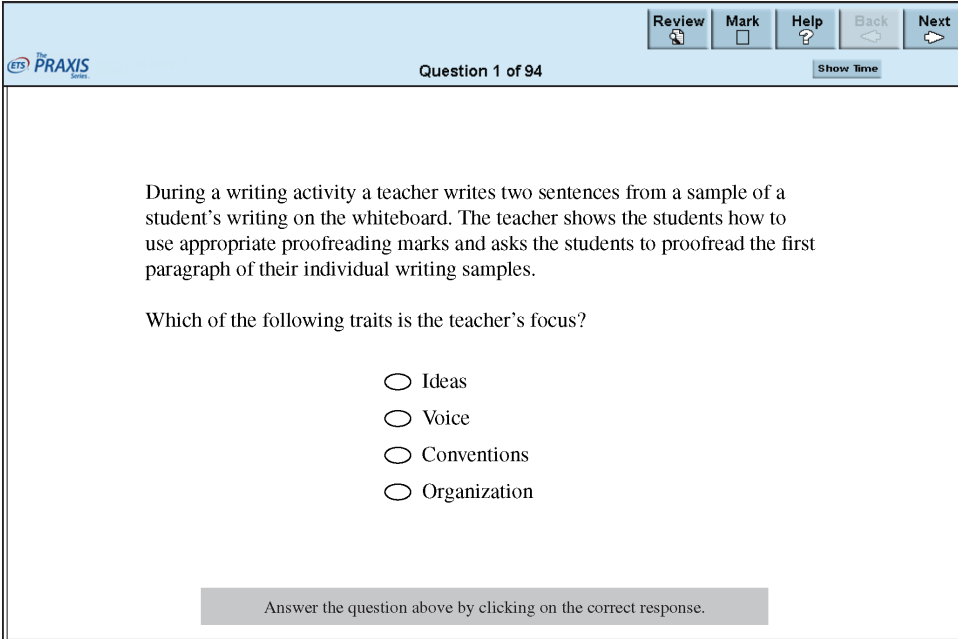


## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Computer Delivery

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



The screenshot shows a test interface with a light blue header. On the left is the ETS PRAXIS logo. In the center, it says "Question 1 of 94". On the right, there are five buttons: "Review" (with a magnifying glass icon), "Mark" (with a square icon), "Help" (with a question mark icon), "Back" (with a left arrow icon), and "Next" (with a right arrow icon). Below these buttons is a "Show Time" button. The main content area contains a paragraph of text, a question, and four radio button options. At the bottom, there is a grey instruction box.

ETS PRAXIS  
Question 1 of 94  
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 statement or passage in this test is followed by a question or questions based on its content. After reading a statement or passage, choose the best answer to each question from among the options given. Answer all questions following a statement or passage on the basis of what is *stated* or *implied* in that statement or passage; you are not expected to have any previous knowledge of the topics treated in the statements and passages. Remember, try to answer every question.

1. Marguerite Duras' achievement as a filmmaker was marked by refusal to become a professional of the cinema, with all that this implies in terms of prestige, influence, financial backing, and even know-how. Although she made many films, she said that she knows very little about the technology of cinema and that she had no reason to learn any more: "I want to remain where I am, on the first grounds of cinema, in the primitive zones."

The passage is primarily concerned with

- (A) condemning critics' failure to appreciate the work of a particular filmmaker
- (B) describing the attitude of a particular filmmaker
- (C) analyzing the style of a particular filmmaker
- (D) criticizing the technical shortcomings of a particular filmmaker
- (E) discussing the content of the works of a particular filmmaker

Questions 2-3 refer to the following passage.

One promising energy source is sophisticated development of the basic windmills that have ground grain, drained land, and pumped water for centuries.

- Line 5 Coupled with advanced storage batteries, very large windmills might satisfy total energy needs for rural areas, towns, and even small cities in locales where strong and prevalent winds can be counted on. Wind power has several advantages. First, no new technology is really required. Second, the energy source is inexhaustible and one hundred percent clean. Third, relatively little capital investment is needed to install or operate windmills.

- 15 But wind power has major disadvantages, too. Most obviously, it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs.

- 25 However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a substantial fraction of the world's electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.

2. The passage states that sea-based windmills could provide energy effectively if
  - (A) they were constructed in shallow water
  - (B) they were located near major urban ports
  - (C) they were placed on stationary platforms
  - (D) the power they generated could be transferred efficiently to shore
  - (E) the power they generated could be stored in advanced high-capacity batteries

3. Which of the following best describes the organization of the passage?
- (A) A series of interrelated events is arranged chronologically.
  - (B) A controversial theory is proposed and then persuasively defended.
  - (C) An unforeseen problem is described and several examples are provided.
  - (D) A criticism is summarized, evaluated, and then dismissed.
  - (E) A problematical issue is discussed and a partial solution suggested.
4. Jazz is the most original aesthetic form to emerge from the United States, but it has not always been the most popular. After the big-band era of the 1930s, most jazz was played in small rooms that held about a hundred people. The sound systems were usually bad, and the players were considered to be small-time entertainers. If the music was strong enough, however, the audience would quiet down or shout approval when something especially swinging was played. Unlike in the more polished venues found recently, the participation of listeners was not forbidden, and people were not expected to keep absolutely quiet until a song ended.

The primary purpose of the passage is to

- (A) describe the critical response to jazz just after the big-band era
- (B) discuss how jazz performers have been affected by their audiences
- (C) indicate how audience response to jazz has changed over time
- (D) recount the author's experiences of listening to jazz as a young person
- (E) outline the historical origins of jazz in the early part of the twentieth century

**Question 5 refers to the following passage.**

When Michelangelo began painting the ceiling of the Sistine Chapel, he had five painters assisting him in the techniques of fresco, in which he was relatively unskilled.

Line 5 Finding their work inadequate, he dismissed them and resolved to accomplish the whole task by himself. Vasari, his friend and biographer, tells us that Michelangelo worked through four years "with the utmost solicitude, labor, and study."

10 Creativity such as Michelangelo's is self-nourishing: Vasari states that Michelangelo "became more and more kindled by his fervor in the work." I believe that this interplay of  
15 creativity and effort is what constitutes genius—and what made Michelangelo a great artist.

5. In order to evaluate the validity of the author's claim regarding Michelangelo (lines 14-17), it would be most helpful to know which of the following?
- (A) How often Vasari and Michelangelo met to work on Michelangelo's biography
  - (B) How Vasari characterized other great painters
  - (C) Whether others would corroborate Vasari's descriptions of Michelangelo
  - (D) Whether Michelangelo was skilled at fresco painting when he finished the Sistine ceiling
  - (E) Whether Michelangelo created all of his major works without assistants

6. In 1888, just as its hospital was nearing completion, what was to become the Johns Hopkins School of Medicine ran out of funds; the Baltimore and Ohio Railroad, on which the parent university had been depending for money, was experiencing financial difficulty. The railroad's financial troubles proved a stroke of luck for the cause of women's rights. When the directors did open the school in 1893, it was because five women had raised more than \$500,000 through a multicity campaign. They had insisted, as a condition of this endowment, that Hopkins be the first school of medicine in the nation to admit men and women on equal terms.

Which of the following is an unstated assumption made by the author of the passage?

- (A) Even if it had not experienced financial difficulties, the Baltimore and Ohio Railroad would not have furnished Johns Hopkins University with additional funds.
- (B) The Johns Hopkins School of Medicine would have excluded women if the fund-raisers had not insisted that the school admit women.
- (C) In 1888 Johns Hopkins University was suffering from a shortage of funds in all its schools.
- (D) The establishment of the Johns Hopkins School of Medicine would spur the development of other schools of medicine.
- (E) The women fund-raisers themselves wished to be trained as doctors.

7. Recently, increasing attention has been called to the fact that the four freedoms of universities—the freedom to determine who may teach, what will be taught, how it will be taught, and who may study what is taught—are being threatened by the many regulations imposed on universities by the federal government.

Surprisingly, much of this criticism of governmental regulation has come from the universities themselves. After all, universities eagerly accepted the money that was made available for research and scholarships by the National Defense Education Act, which was a governmental response to the launching of Sputnik I in 1957 by the Soviet Union. As its name implies, the National Defense Education Act was concerned with a governmental goal, the national defense. Moreover, the federal government made it clear from the very beginning that it intended to control how such money was spent. Similarly, universities actively supported the Higher Education Act of 1965, which was part of a governmental attempt to end discrimination—a goal that can accurately be described as political.

Clearly, any attempt by the federal government to limit the four freedoms of universities is undesirable. But it is also important to remember that the federal government became involved in university education because it was seeking admirable goals, goals that were also sought by universities.

With which of the following statements about governmental regulation and universities would the author be most likely to agree?

Select **ALL** that apply.

- (A) Universities are unlikely to continue to criticize governmental regulation in the near future.
- (B) The federal government passed the National Defense Education Act to attain a desirable goal.
- (C) The federal government should refrain from limiting the four freedoms of universities.

**Questions 8-9 refer to the following passage.**

Lyndon Johnson's father once told him that he did not belong in politics unless he could walk into a roomful of people and tell immediately who was for him and who was against him. In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that he would often turn while in the White House.

This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had said about the office and he had read Corwin and Neustadt. With eager confidence, Kennedy acquired a presidential suit off the rack and put on a little weight to make himself fit it.

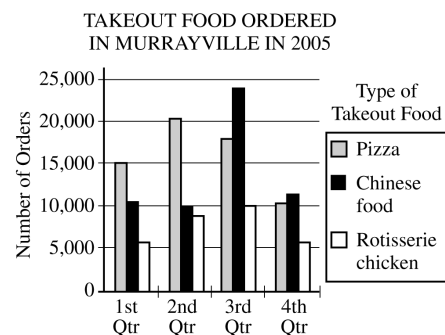
8. Which of the following words, if substituted for the word “uncanny” in line 6, would best maintain the meaning of the sentence?
- (A) legendary  
(B) subtle  
(C) invisible  
(D) persuasive  
(E) supernatural
9. In the passage, the author is primarily concerned with
- (A) explaining an event  
(B) making a comparison  
(C) listing facts  
(D) retelling a story  
(E) refuting an argument

10. Alice Fletcher, the Margaret Mead of her day, assisted several American Indian nations that were threatened with removal from their land to the Indian Territory. She helped them in petitioning Congress for legal titles to their farms. When no response came from Washington, she went there herself to present their case.

According to the statement above, Alice Fletcher attempted to

- (A) imitate the studies of Margaret Mead  
(B) obtain property rights for American Indians  
(C) protect the integrity of the Indian Territory  
(D) become a member of the United States Congress  
(E) persuade Washington to expand the Indian Territory

11.



Which conclusion about takeout food ordered in Murrayville in 2005 is best supported by the data presented in the graph above?

- (A) Chinese food was the most ordered takeout food for each quarter.  
(B) During the second quarter, fewer orders were placed for Chinese food than for rotisserie chicken.  
(C) During the fourth quarter, an approximately equal number of orders were placed for pizza and for Chinese food.  
(D) During each quarter, more orders were placed for pizza than for either Chinese food or rotisserie chicken.  
(E) More orders were placed for pizza during the second half of the year than were placed during the first half of the year.

Questions 12-17 refer to the following pair of passages.

**Passage 1**

When conducted properly, ecotourism—  
 responsible travel to natural areas that  
 conserves the environment and sustains the  
 well-being of local people—is less destructive  
 than many other environmental uses. The  
 impacts of ecotourism can be managed to  
 realize a balance between preservation and  
 development; such balance can be achieved,  
 for example, by limiting both the size and  
 number of tours in a particular area and by  
 incorporating environmentally conscious  
 meals, lodging, waste management, and  
 wildlife viewing principles into the tours.  
 Further, by creating economic incentives for  
 impoverished villages or communities,  
 ecotourism can encourage local guardianship  
 of natural resources, habitats, and wildlife.

**Passage 2**

The environmental impacts of Lapa Rios (LR)  
 Eco Lodge in Costa Rica are clear and  
 unambiguous. First, the LR nature reserve and  
 adjacent forest areas have shown pronounced  
 forest regrowth since the beginning of  
 ecotourism in the region in the 1990s.  
 Second, the increasing number of tourists at  
 LR has not led to negative consequences,  
 because the company prepared for such  
 increases from the start: trails were designed  
 to handle a number of simultaneous tours with  
 dispersion, and trail policy rigorously limits the  
 number of tours per day per trail (to two) and  
 guests per tour (to eight).

12. The authors of the passages agree that

- (A) preservation is more important than development
- (B) measuring the success of ecotourism can be difficult
- (C) ecotourism is justifiably more expensive than regular tourism
- (D) ecotourism can have positive effects when it is done correctly
- (E) the responsibility of environmental stewardship falls on the local people

13. Which of the following statements best describes the relationship between the two passages?

- (A) Passage 1 describes the causes of an event, whereas Passage 2 focuses on the effects of the event.
- (B) Passage 1 addresses current policies, whereas Passage 2 considers future policies.
- (C) Passage 1 makes general arguments, whereas Passage 2 offers a specific argument.
- (D) Passage 1 introduces a problem for which a tentative solution is provided in Passage 2.
- (E) Passage 1 advances a claim that is refuted with a counterclaim in Passage 2.

14. Unlike the author of Passage 2, the author of Passage 1 mentions

- (A) the number of allowable tours
- (B) the unintended consequences of ecotourism
- (C) the economic impact on local residents
- (D) the environmental ramifications of ecotourism
- (E) preferred modes of travel through natural areas

15. Which of the following specific strategies mentioned by the author of Passage 1 is exemplified in Passage 2 ?

- (A) Limiting the size and number of tours
- (B) Recycling the waste produced by ecotourists
- (C) Increasing economic opportunities for communities
- (D) Incorporating environmentally conscious meals
- (E) Constructing environmentally friendly accommodations

The passage from the previous page is reproduced here for reference in answering questions 16-17.

**Passage 1**

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The impacts of ecotourism can be managed to realize a balance between preservation and development; such balance can be achieved, for example, by limiting both the size and number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours. Further, by creating economic incentives for impoverished villages or communities, ecotourism can encourage local guardianship of natural resources, habitats, and wildlife.

**Passage 2**

The environmental impacts of Lapa Rios (LR) Eco Lodge in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas have shown pronounced forest regrowth since the beginning of ecotourism in the region in the 1990s. Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number of tours per day per trail (to two) and guests per tour (to eight).

16. As used in line 19, “clear” most nearly means
- (A) pure
  - (B) obvious
  - (C) luminous
  - (D) serene
  - (E) bare
17. Which of the following, if true, would most weaken the implied argument in Passage 2 regarding the impact of Lapa Rios Eco Lodge?
- (A) Lapa Rios Eco Lodge is the only lodge of its kind in Costa Rica.
  - (B) Other forms of tourism have flourished in Costa Rica since the 1990s.
  - (C) Wildlife use the Lapa Rios nature reserve and adjacent forest areas as habitat.
  - (D) The company that manages Lapa Rios Eco Lodge is not a Costa Rican company.
  - (E) Forest areas throughout Costa Rica have shown pronounced forest regrowth since the 1990s.
18. If it can be said that a single voice dominated the American theater from the 1980s through 2005, that voice definitely belonged to playwright August Wilson. Wilson, who has been dubbed “the American Shakespeare,” was a prolific writer with more than ten major plays, numerous theatrical commentaries, and other creative work to his credit. Yet it is not merely the number of his productions that marks Wilson’s dominance in modern drama, but his ability to put into words the ideas and experiences of everyday African Americans.
- The passage supports which of the following claims about August Wilson?
- Select **ALL** that apply.
- (A) He was greatly influenced by William Shakespeare.
  - (B) He was a highly productive writer who wrote in various genres.
  - (C) He successfully articulated the thoughts and experiences of a specific community.

## Answers to Sample Questions

1. Option (B) is correct. This question tests your ability to recognize the main point emphasized about Marguerite Duras as a filmmaker. According to the passage, Duras refused to become involved with much of the fame, financial matters, and technology associated with the professional cinema. None of the options except (B) describes the primary concern of the passage.

2. Option (D) is correct. This question tests your recognition of a supporting detail mentioned in the passage about how sea-based windmills could be used to harness wind power. Specifically, in the third paragraph the author mentions a means by which the energy production of a network of sea-based windmills could be utilized. None of the options except (D) describes information mentioned in the passage.

3. Option (E) is correct. This question tests your ability to recognize how the passage is organized. (E) best describes how the three paragraphs in the passage are presented. "A problematical issue is discussed" summarizes the first two paragraphs, in which both the pros and cons of a complicated situation are examined. The suggestion of "a partial solution," which addresses some of the problems of using windmills to generate electricity, is made in the third paragraph. None of the options except (E) accurately reflects how the information in the passage is presented.

4. Option (C) is correct. This question tests your understanding of the primary purpose of the passage. In this selection, the function of the passage is to convey how audiences since the big-band era have responded to jazz. The passage indicates that in the past the audience's response could be quiet or loud "when something especially swinging was played." This kind of audience engagement is then contrasted with what occurs in "the more polished venues found recently." None of the options except (C) speaks directly about the change in audiences' responses to jazz.

5. Option (C) is correct. This question tests your ability to understand the author's main claim about Michelangelo and then assess what information bears most directly on the soundness of that argument. In making the comment about Michelangelo's greatness, the author relies on information Vasari has supplied. If Vasari's claims that Michelangelo worked with great care and was inspired by his work are not correct, the author's claim about Michelangelo may not be valid. It would therefore be useful to know the information represented by option (C). None of the other options would help evaluate the author's claim about Michelangelo.

6. Option (B) is correct. This question tests your ability to determine an underlying assumption the author makes about women being admitted to study medicine at Johns Hopkins School of Medicine. The last sentence of the passage indicates that the fund-raisers had to insist that Johns Hopkins admit women; therefore, it can be inferred that the author believes the admission of women resulted directly from their insistence and would otherwise not have taken place. None of the other options except (B) is an assumption underlying the passage.

7. Options (B) and (C) are correct. This question tests your ability first to recognize how the author views governmental regulation and universities and secondly to apply that information. In the second and third sentences of the second paragraph, the author mentions that the National Defense Education Act was a direct response to the Soviet Union's "launching of Sputnik I in 1957" and that the government was concerned with the nation's national defense. Therefore, the author would agree with the statement in option (B). The passage also supports that the author would agree with the statement in option (C). Evidence supporting this claim is found in the first sentence of the third paragraph. Here, the author expresses the opinion that "any attempt by the federal government to limit the four freedoms of universities is undesirable."

8. Option (E) is correct. This question tests your ability to understand the meaning of the word "uncanny" as it is used in the first paragraph. The "uncanny" power described in the first sentence is clearly not a power that people ordinarily have. Option (E), "supernatural," is a synonym of "uncanny." None of the other options means the same as "uncanny."

9. Option (B) is correct. This question tests your ability to recognize the main focus in the passage as it relates to Johnson and Kennedy. The passage is about the different approaches of Johnson and Kennedy to the presidency. In explaining how each approached the office and how each differed in this respect, the author is necessarily making a comparison. None of the options except (B) describes the passage's primary concern.

10. Option (B) is correct. This question tests your ability to identify a paraphrase of the main idea of the passage. The passage states that Alice Fletcher helped American Indians secure legal title to their land so they would not be forced to abandon it. This idea is expressed in (B), "obtain property rights for American Indians." None of the other options accurately describes what the passage indicates Alice Fletcher tried to do.



11. Option (C) is correct. This question tests your ability to analyze information presented through visual representations. Results for the fourth quarter show that orders for pizza and for Chinese food were about the same. None of the other options represents conclusions that can be supported by the information depicted in the graphic.

12. Option (D) is correct. This question tests your ability to identify the relationship between ideas in two passages addressing similar topics. Both passages discuss ecotourism and its environmental impact when carried out effectively. According to the opening sentence of Passage 1, “When conducted properly, ecotourism . . . is less destructive than many other environmental uses.” Passage 2 illustrates this idea, showing that the authors of the two passages agree on the potential benefits of ecotourism. None of the other options represents ideas on which the authors would clearly agree.

13. Option (C) is correct. This question tests your ability to recognize the relationship between two passages addressing similar topics. Passage 1 makes general claims about how ecotourism can be carried out effectively; Passage 2 cites the Lapa Rios Eco Lodge as a specific example of such ecotourism. None of the other options describes how the two passages relate to each other.

14. Option (C) is correct. This question tests your ability to identify specific details in a passage and compare the approaches authors take to a topic. Only Passage 1 directly mentions the economic impact of ecotourism on local people. None of the other options accurately describes the difference between the two passages.

15. Option (A) is correct. This question tests your ability to identify a concrete example in Passage 2 that illustrates a strategy mentioned in Passage 1. Specifically, Passage 2 refers to a policy that “rigorously limits the number of tours per day per trail (to two) and guests per tour (to eight).” This reference is an example of “limiting both the size and number of tours in a particular area,” which is mentioned in Passage 1. None of the other options represents something for which a specific example is provided in Passage 2.

16. Option (B) is correct. This question tests your ability to identify the meanings of words as they are used in the context of a passage. In the sentence “The environmental impacts of Lapa Rios (LR) Eco Lodge in Costa Rica are clear and unambiguous,” “clear” means “apparent.” Option (B), “obvious,” provides a synonym for “apparent” and is therefore the best answer. None of the other options means the same as “clear” in this context.

17. Option (E) is correct. This question tests your ability to identify evidence that weakens an argument in a passage. To answer this question correctly, you first need to understand the implied argument in Passage 2 about the impact of the arrival of the Lapa Rios Eco Lodge in Costa Rica. Since the 1990s, with the arrival of the Lapa Rios Eco Lodge, the “LR nature reserve and adjacent forest areas have shown pronounced forest regrowth” in the region. The passage implies that the regrowth in the region of the LR Eco Lodge would have been less without the presence of the lodge and reserve. Which of the options, if true, would most weaken this implied argument? Of the options offered, (E) would most undermine this claim. If forest areas in general have shown “pronounced . . . regrowth” throughout Costa Rica, it would suggest that a reason other than the Lapa Rios Eco Lodge accounts for the regrowth. None of the other options would so clearly undermine the argument about the role of the Lapa Rios Eco Lodge in the region’s forest regrowth.

18. Options (B) and (C) are correct. This question tests your ability to draw conclusions from material presented in a passage. The passage states that Wilson wrote not only several plays, but also “numerous theatrical commentaries, and other creative work.” These other types of creative works in addition to plays provide support for (B). The final sentence of the passage indicates that Wilson’s dominance was not just because of the quantity of work he produced, but also because of his ability to express the “ideas and experiences” of African Americans. This sentence supports (C) as being correct also. Option (A) does not represent a claim that the passage supports.

## 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/dates\\_centers](http://www.ets.org/praxis/register/dates_centers).
- 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 48.

### 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 23 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 23, 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 9.
- **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 “Content Topics” 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 (5713)

**Test Date:** 9/15/21

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>						
Main idea and primary purpose	Identify accurate summaries or paraphrases of the main idea or primary purpose of a reading selection.	3	Middle school English textbook	College library, middle school teacher	7/15/21	7/15/21
Supporting ideas	Identify accurate summaries or paraphrases of the supporting ideas and specific details in a reading selection.	3	Middle school English textbook	College library, middle school teacher	7/17/21	7/17/21
Inferences	Identify inferences and implications that can reasonably be drawn from the directly stated content of a reading selection.	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/21	7/21/21
<b>Craft, Structure, and Language Skills</b>						
Attitude and tone	Identify accurate descriptions of the author’s tone or attitude toward material in a reading selection.	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/21	7/26/21
Organization and 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	7/25/21	7/27/21
Organization and structure	Identify accurate descriptions of how a reading selection is organized.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21

(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
Organization and structure	Identify the role that an idea, reference, or piece of information plays in an author's discussion or argument.	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Meanings of words	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	8/1/21	8/1/21
Fact or opinion	Determine whether information in a reading selection is presented as fact or opinion.	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/21	8/8/21
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Identify accurate interpretations of texts that include visual representations.	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/21	8/24/21
Evaluation of arguments	Identify the relationships among ideas presented in a reading selection.	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/21	8/24/21
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	8/27/21	8/27/21
Evaluation of arguments	Determine the assumptions on which an argument or conclusion is based.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/21	8/30/21
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	8/30/21	8/31/21
Analysis and comparison of texts	Recognize ideas or situations that are 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	9/3/21	9/4/21
Analysis and comparison of texts	Apply ideas presented in a reading selection to other situations and recognize points of agreement and disagreement between two texts.	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/21	9/6/21

## My Study Plan

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): \_\_\_\_\_

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

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

(continued on next page)

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



## 6. Review Study Topics

*Review strategies for taking the test*

### Introduction

“Reading comprehension” refers to the ability to *understand, analyze, and evaluate* texts of different kinds. The key to doing well on the *Praxis*® Core Academic Skills for Educators: Reading test is reading carefully and making correct judgments and conclusions about what you have read. You do not need to be a fast reader in order to succeed on the test, but you do need to understand what you have read and be able to evaluate how each author presents his or her arguments and the evidence used to support them.

### Overview of the test

The test consists entirely of reading passages and questions related to the passages. There are no vocabulary questions on the test, such as antonyms (finding the word opposite in meaning) or analogies (“X is to Y as Z is to blank”). You do not have to memorize lists of hard words to prepare for the test. You simply need to be able to read about 20 different reading selections and answer accompanying questions.

There are 56 questions on the test, and you will have 85 minutes to complete them. Your best preparation is to develop the ability to read *carefully*, but with strategies that help you move through the material quickly.

### Where the reading passages come from and what they are like

The reading passages are taken from a wide range of reading materials intended for the general reading public. Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations (e.g., diagrams, charts, drawings, maps, floor plans, or graphs).

The subject matter of the passages varies. The passages cover a variety of subjects in the areas of social science, humanities, science, and general interest. You should expect to encounter a wide assortment of topics.

You may know a lot about some of the topics and next to nothing about others. That does not matter: *to answer the questions, you do not need to draw on any background or outside knowledge.* Everything you need to know to answer the questions is directly stated or implied in the passages.

In some cases, the information in the passage may conflict with knowledge you have about the subject. If it does, you should not let your knowledge influence your choice of an answer—*always answer each question on the basis of what is stated or implied in the given passage.*

The passages reflect various forms of writing: description, explanation, persuasion, narration, and personal reflection. Most passages make a single central point and then back it up with supporting examples or observations. There will be a flow of logic or observation, often with transition words such as “but,” “however,” “therefore,” and “in addition.”

### The length of the reading passages

Each reading passage consists of one or more paragraphs on a single topic, followed by one or more questions.

The passages are of varying lengths:

- Paired passages totaling roughly 200 words (with four to seven questions)
- Long passages of roughly 200 words (with four to seven questions)
- Short passages of roughly 100 words (with two to three questions)
- Statements of a sentence or two (with one question)

A diagram, graph, or other visual representation may be used to convey information instead of, or in addition to, text alone.

## Basic Strategies for Taking the Core Academic Skills for Educators: Reading Test

**Once you've started a set of questions, answer all the questions in the set.** When you are taking the reading comprehension test, work through each set of questions completely before moving on to the next set. When looking at discrete, unrelated questions, it might make sense to leave some questions unanswered and come back to them; however, once you have read a passage carefully, you should try to finish answering all of the accompanying questions before going on to the next passage.

You should, however, read the passages in whatever order seems best to you. In other words, if a passage seems easy or interesting, you may prefer to begin with that one, and answer all of the questions. Similarly, if a passage seems difficult, you may want to save it for last.

**Read through the passage once.** For each passage, first read through it carefully but at a fairly quick pace. Then answer each question, referring back to the passage as necessary. Don't analyze the passage in great detail when you first read it. Analyze it only as needed to answer a question.

**Eliminate options you think are wrong.** When working on a question on the paper test, eliminate options you definitely know to be wrong. Once you eliminate the obviously wrong options you have a better chance of getting the question right if you have to make an educated guess.

If it helps you focus, you may also want to look for parts of the passage that seem important. For instance, you might want to scan for transition words, such as "however" or "therefore," to call attention to the structure of the author's argument. Do not, however, spend too much time on this.

**Expect variety.** Don't panic if you are not familiar with the topic of the passage. Even if the passage is on multicolored eels found near the New Zealand coast, or a pie chart or bar graph showing different numbers of people choosing college majors, don't be put off! Plunge in and read carefully. You will have all

the information you need to answer the questions.

Also, be prepared to shift your mindset between topics. You might encounter a dense passage describing a medical discovery and then a lighter passage about childhood memories of a hometown.

**Pace yourself.** Do not spend too much time on any one passage or question. If you find that a certain passage or question is taking up too much of your time, make an educated guess and move on to another question.

**Answer all the questions.** Be sure to answer every question. Because the test is scored according to the number of correct answers, you are not penalized for guessing. At the end of the test period, take a moment to check for any unanswered questions.

## Types of Questions on the Core: Reading Test

It may look as if each question on the Core: Reading test is different from all the others, but there are certain question types that appear regularly. After a brief explanation of these types, you'll get an in-depth explanation of each type, as well as several practice questions.

The Core: Reading test includes the following question types:

- **Type 1:** Identify summaries or paraphrases of the *main idea* or primary purpose of a reading selection
- **Type 2:** Identify summaries or paraphrases of the *supporting ideas* and specific details in a reading selection
- **Type 3:** Identify the meanings of *vocabulary* words as they are used in the context of a reading selection
- **Type 4:** Identify how a reading selection is *organized* in terms of cause/effect, compare/contrast, problem/solution, etc.
- **Type 5:** Draw *inferences* and implications from the directly stated content of a reading selection
- **Type 6:** Determine whether *evidence* strengthens, weakens, or is relevant to the arguments in a reading selection
- **Type 7:** Determine the logical *assumptions* upon which an argument or conclusion is based
- **Type 8:** Determine whether information presented in a reading selection is presented as *fact or opinion*

- **Type 9:** Determine the author's *attitude* toward material discussed in a reading selection
- **Type 10:** Recognize or *predict* ideas or situations that are *extensions* of or similar to what has been presented in a reading selection
- **Type 11:** Draw *conclusions* from material presented in a reading selection
- **Type 12:** *Apply* ideas presented in a reading selection to other situations
- **Type 13:** Identify accurate interpretations of texts that include visual representations.
- **Type 14:** Recognize points of agreement and disagreement between two texts.

## In-depth Preparation for the Types of Questions

### Type 1: Main Idea questions

There are two kinds of Main Idea questions:

- Main idea
- Primary purpose

*Main idea* questions ask about the central point of a passage. The main idea may be explicitly stated, or you may have to figure it out. It might help first to identify the topic of the passage (in a few words) and then identify the author's point about that topic (in a complete sentence). That will be the main idea. For example, the topic of a passage might be "the person who invented laptop computers" and the author's point (the main idea) might be "The person who invented laptop computers did not get support from co-workers when trying to sell the idea to the company's marketing department."

*Primary purpose* questions ask about the author's purpose. The author may explicitly state the purpose, or you may have to figure it out. Sometimes the question will ask you to identify a general phrase describing the purpose (using language such as "explain an event" or "refute an argument"); sometimes the question will ask you to identify a specific statement describing the purpose (using language such as "refute a traditional theory about glaciers").

### How to recognize Main Idea questions

Here are the ways in which Main Idea questions are usually asked:

- Which of the following statements best summarizes the main idea of the passage?
- Which of the following statements best expresses the main idea of the passage?
- The main idea of the passage is...

Here are the ways in which Primary Purpose questions are usually asked:

- In the passage, the author is primarily concerned with which of the following?
- The primary purpose of the passage is to...

Keep in mind that the question asks about the main idea and the *primary* purpose, not minor ideas and secondary purposes. For example, the way a harpsichord works might be described, but the author might do so *in order to* explain why pianos became more popular than harpsichords in the 1700s. So the primary purpose is not to describe harpsichords, but to explain the rising popularity of pianos.

Look for the option that is a *complete* description of the main idea or primary purpose of the passage. This will require that you read the *entire* passage.

### Expert tips for Main Idea questions

- Don't just choose answers that are true. Some options may be true, but they may not express the main idea of the given passage.
- Don't choose an answer just because you think the author would agree with the idea expressed; that may not be the main point the author was making in the passage.
- Don't look for the answer option that has wording that is most similar to that used in the passage. Often, *all* options will have wording similar to that used in the passage. You will have to read both the passage and the options carefully to understand exactly what is meant by the words. Merely skimming the passage will not enable you to determine the main idea of the passage.
- With primary-purpose questions, pay attention to the specific meanings of words such as "compare," "examine," "explain," and "refute," which are often used in the answer options.

- Be sure that the option you select does not go *beyond* the passage—sometimes an option may present information that is not, in fact, in the given passage. That will not, therefore, be the main idea or primary purpose.

### Try a Main Idea question

Shakespeare wrote four types of plays: histories, comedies, tragedies, and tragicomedies. Some scholars contend that Shakespeare's choice of three of these types of dramatic forms reflects his various psychological states. As a young man making a name for himself in London, he wrote comedies. Then, saddened by the death of his son, he turned to tragedies. Finally, seasoned by life's joys and sorrows, he produced tragicomedies. But a look at the theater scene of his day reveals that Shakespeare was not so much writing out of his heart as into his pocketbook. When comedies were the vogue, he wrote comedies; when tragedies were the rage, he wrote tragedies; and when tragicomedies dominated the stage, he produced tragicomedies.

The primary purpose of the passage is to

- (A) examine Shakespeare's life in light of his dramatic works
- (B) contest a theory that attempts to explain why Shakespeare wrote the kinds of plays he did
- (C) explain the terms "comedy," "tragedy," and "tragicomedy" as they are used in discussions of Shakespeare's plays
- (D) compare Shakespeare's plays with the works of other dramatists of his day
- (E) discuss what is known about Shakespeare's psychological states

**Explanation:** Option (B) is correct. The first two sentences classify Shakespeare's plays into four categories and offer a theory, endorsed by "some scholars," concerning why Shakespeare chose to write three of these four kinds of plays. The next three sentences provide support for this theory by showing correspondence between Shakespeare's likely psychological states and the plays he wrote at various times in his life. The word "But" in the next sentence indicates a change of direction in the passage: the author now suggests that the first theory may be wrong, and goes on to provide an alternate theory—that Shakespeare may well have written the kinds of plays he wrote not because they reflected a particular psychological state but because he thought they would

be financially successful. The primary purpose of the passage, then, is best described in (B), which states that the author's purpose is to "contest a theory" (and (B) correctly describes the theory being contested; that is, a theory about why Shakespeare wrote the kinds of plays he did).

Option (C) can be eliminated because although the terms listed in (C) are used in the passage, they are not explained.

Option (D) can be eliminated because the passage is not concerned with comparing Shakespeare's plays with those of another dramatist.

While options (A) and (E) do to some extent reflect the content of the passage, neither expresses the complete primary purpose of the passage. (And, in fact, (A) has the examination backwards: Shakespeare's works are examined in light of his life, not the other way around.)

### Type 2: Supporting Idea Questions

Supporting ideas are ideas used to support or elaborate on the main idea. Supporting Idea questions can focus on facts, details, definitions, or other information presented by the author. Whereas questions about the main idea ask you to determine the meaning of a passage or a paragraph as a whole, questions about supporting ideas ask you to determine the meaning of a particular part of the passage.

Think of a lawyer during a court case examining an expert medical witness on the stand. The lawyer asks specific questions about supporting details: "What are the usual symptoms of the disease?" "What medicines are typically used to combat the disease?" "Why would some people take longer to be cured than others?" These specific questions do not comprise the main argument of the lawyer's case, which may be to show a hospital's negligence in the care of a patient, but they are critical supporting facts.

### How to recognize Supporting Idea questions

Here are the ways in which Supporting Idea questions are usually asked:

- According to the passage, which of the following is true of *X*?
- According to the author, the kinds of data mentioned in line *n* are significant because they...
- The author's description of *X* mentions which of the following?

- The passage states that one of the consequences of *X* was...
- According to the passage, *X* is immediately followed by...

### Expert tips for Supporting Idea questions

- You may well need to refer back to the passage and find out exactly what is said about the subject of the question—since the question is asking about a detail, you may not recall the detail from your first reading of the passage.
- Eliminate the options that present information contradictory to what is presented in the passage.
- Eliminate the options that present information not given in the passage.
- Don't just select an option that presents information that is given in the passage; your option must answer the specific question that is asked.

### Try two Supporting Idea questions

Predominantly Black land-grant colleges in the United States have a long tradition of supporting cooperative education programs. These programs combine academic courses with work experience that carries academic credit. This tradition has made these colleges the leaders in the recent movement in American education toward career-oriented curriculums.

According to the passage, predominantly Black land-grant colleges in the United States are leaders in career-oriented education because they

- (A) have had cooperative education programs as part of their curriculums for many years
- (B) were among the first colleges in the United States to shift away from career-oriented curriculums
- (C) offer their students academic credit for their work experience prior to entering college
- (D) have a long tradition of cooperation with local business and community leaders
- (E) provide opportunities for students to work on campus to earn money for tuition

**Explanation:** Option (A) is correct. The first sentence tells us that Black land-grant colleges have supported cooperative education programs for a long time. The second sentence describes cooperative education programs. The final sentence tells us that it is this

tradition of support for cooperative education programs that has made these colleges leaders in the career-oriented education movement. Of the five options, (A) best states the reason that the colleges are leaders in career-related education.

Option (B) can be eliminated because it contradicts information in the passage.

Option (C) can be eliminated because although it may be an accurate statement about these colleges, it does not account for their leadership in career-oriented education.

The passage says nothing about local business and community leaders; therefore, (D) can be eliminated.

Although (E) may be a correct statement about these colleges, this information is not explicitly stated in the passage, and, even if it were, it would not help explain why the colleges are leaders in career-oriented education. Providing students with jobs on campus would not necessarily be beneficial to them in developing skills for a future career.

The women's movement emerged in the United States in the 1830s, a period of intense reform and evangelism. Women were encouraged to speak out at religious revival meetings, and many women thus gained public speaking experience. When women sought and were denied leadership and the right to speak out in the abolitionist and temperance societies to which they belonged, they organized their own reform groups, and later worked to improve their own status.

According to the passage, women formed their own reform societies because women

- (A) were denied membership in other reform societies
- (B) disagreed with the aims of the societies to which they belonged
- (C) were not permitted to act as leaders of the organizations of which they were members
- (D) were preoccupied with issues that pertained only to the status of women
- (E) wished to challenge the existing political order by questioning the political motives of their opponents

**Explanation:** Option (C) is correct. This question asks you to identify information that is explicitly stated

in the passage. The last sentence states that women formed their own reform societies because they were “denied leadership and the right to speak out” in the societies to which they already belonged. Thus, option (C) is the best answer.

Option (A) can be eliminated because the passage indicates that women were members of temperance and abolitionist societies.

Options (B), (D), and (E) can be eliminated because the passage provides no information about the specific views of the women or about a desire on their part to challenge the existing political order.

### Type 3: Vocabulary Questions

Vocabulary questions require you to identify the meanings of words as they are used in the context of a reading passage. These questions not only test your understanding of the meaning of a particular word; they also test your ability to understand how the word is being used in context.

Authors make choices about the language they use, and they sometimes deliberately choose unusual words or figures of speech (words not intended to be understood literally). When you are asked about an unusual word or a figure of speech, you will be given a sufficient context to help you identify the meaning of the word.

### How to recognize Vocabulary questions

Here are the ways in which Vocabulary questions are usually asked:

- Which of the following words could be substituted for “Y” in line *n* without substantially altering the meaning of the statement?
- The author most probably uses the word “Y” in line *n* to mean...
- In line *n*, the word “Y” most nearly means...

### Expert tips for Vocabulary questions

- Remember that the question is not simply asking about the meaning of a specific word; it is asking about its meaning *in the context of the passage*. Therefore, do not simply choose the options that provide a correct meaning; you must understand which meaning the author is using in the passage.

- Often all the options will offer acceptable meanings of the word. Your job is to choose which meaning makes the most sense as the word is used in the passage.
- Reread the relevant sentence in the passage, using the word or phrase you have chosen. Confirm that the sentence makes sense in the context of the passage as a whole.

### Try a Vocabulary question

In *Understanding Media*, Marshall McLuhan sheds a brilliant light, punctuated by occasional shadows of obscurity, on the essential nature of electronic media; the chapter on radio looks harder at that medium than anything since Arnheim’s *Radio*.

The phrase “shadows of obscurity” most probably refers to McLuhan’s

- (A) use of imagery
- (B) lack of clarity
- (C) depth of understanding
- (D) wide-ranging interests
- (E) waning reputation

**Explanation:** Option (B) is correct. This question asks you to identify the meaning of a figure of speech (the author does not mean to suggest *real* shadows). The passage as a whole presents an evaluation of Marshall McLuhan’s *Understanding Media*. The “brilliant light” shed by McLuhan is a figure of speech that can be interpreted as an illuminating discussion of electronic media. The passage states that this brilliant light is “punctuated by” something else, meaning that it is interrupted by something that contrasts with it. The “shadows of obscurity” can thus be interpreted as confusing or unclear parts of McLuhan’s discussion.

Option (A) can be eliminated because the passage is discussing McLuhan’s work in general and not particular aspects of his style, such as imagery.

Option (C) can be eliminated because while “shadows” might refer to “depths,” “understanding” is *contrary* to “obscurity.”

Option (D) can be eliminated because “wide-ranging interests” captures the meaning of neither “shadows” nor “obscurity.”

Option (E) can be eliminated because the passage is about the merits of McLuhan's book rather than about McLuhan's reputation.

#### Type 4: Organization Questions

Organization refers to how the content of a reading passage is put together to achieve the author's purpose. The individual sentences and paragraphs that make up the passages have a logical and coherent relationship to one another.

Sometimes you will be asked to identify how a passage as a whole is constructed—for instance, it introduces then describes a theory; it compares and then contrasts two points of view; it offers an idea and then refutes it, and so on.

Sometimes you will be asked to identify how one paragraph is related to another—for instance, the second paragraph gives examples to support a statement offered in the first paragraph; the second paragraph refutes a theory presented in the first paragraph. The answers may be expressed in general terms (e.g., a hypothesis is explained and then challenged) or in terms specific to the passage (e.g., "How a teacher presents one kind of learning activity is described and then this method is recommended for teaching children another kind of learning activity:").

To answer Organization questions, pay attention to how sentences and paragraphs are connected. Sometimes certain words make the connections explicit: "for example," "however," "a second reason," "furthermore," and so on. They may tell you whether a sentence or paragraph is giving an example, offering a contrast, offering additional information, extending a point, and so on. You may even want to scan for those kinds of words as you read through the passage for the first time. However, you should keep in mind that such key words might not always be present. When you cannot find key words, you must ask yourself how one sentence or paragraph is connected to another.

#### How to recognize Organization questions

Here are the ways in which Organization questions are usually asked:

- Which of the following statements best describes the organization of the passage?

- Which of the following best describes the way in which the claim is presented?

#### Expert tips for Organization questions

- Pay careful attention to the words used in the answer options. They are usually the key to finding the right answer.
- Know the precise meanings of these terms: "definition," "comparison," "analogy," "summary," "refutation," "chronological," "controversial," "criticism," and "generalization." These words are often used in the options of Organization questions.
- Sometimes it may help to recall the main idea or primary purpose of the passage—the organization of the whole as well as of the parts should serve that idea or purpose.

#### Try an Organization Question

Historical figures such as Christopher Columbus and Noah Webster observed that changes in land cover caused changes in climate. Columbus believed that the presence of forests on the newly discovered islands of the West Indies caused them to have more rainfall than the deforested Azores and Canary Islands. Computer models of the effects of deforestation of tropical islands, analyzed 500 years after Columbus' initial observation, indicate that forested islands should have about three times as much rainfall as do equivalent deforested islands.

Which of the following best describes the organization of the passage?

- (A) A historical observation is discussed, and then evidence supporting that observation is presented.
- (B) A historical theory is described and then revised in light of recent findings.
- (C) A historical event is discussed, and the long-term effects of that event are analyzed.
- (D) Observations made by two historical figures are compared, and one set of observations is shown to be more accurate.
- (E) The assumptions behind a particular historical belief are identified and then discredited.

**Explanation:** Option (A) is correct. "A historical observation is discussed" summarizes the first two sentences of the passage. The final sentence of the passage provides evidence supporting Columbus' theory. The final sentence of the passage states

that evidence produced by computer models corroborated Columbus' claim 500 years after he made it. While the passage does not give explicit information about Webster's observations, it suggests that they were in alignment with those of Columbus. Option (D) can be eliminated, given that Columbus and Webster are presented as having common observations and there is no discussion in the passage of one view being more correct than the other view. Options (B) and (E) can also be eliminated because there is nothing in the passage to indicate that a historical theory or belief has been changed or dismissed in light of the recent findings. Option (C) is incorrect because the passage provides no analysis of the long-term effects of the historical event.

### Type 5: Inference Questions

An inference is a statement that is clearly suggested or implied by the author; an inference is based on information given in the passage but is not stated in the passage. To answer inference questions, you may have to carry statements made by the author one step beyond what is presented in the passage. For example, if a passage explicitly states an effect, a question could ask you to infer its cause. Be ready, therefore, to concentrate not only on the explicit meanings of the author's words, but also on the logical implications of those words.

We make inferences in conversation all the time. Consider this conversation between two students:

Sean: "Did you get an A on the quiz?"

Chris: "Didn't you hear the professor say that no one got an A?"

Sean should be able to infer that Chris did not get an A on the quiz, even though Chris did not explicitly say so.

Here's another conversation that illustrates an inference:

Lee: "This is the first year that the university is offering a course in writing poetry."

Sara: "So my sister, who graduated last year, couldn't have taken a course here in writing poetry."

Sara can make an inference about her sister's particular situation from Lee's general statement.

### How to recognize Inference questions

Pay special attention when you see words such as "infer," "suggests," and "implies" in a question. These are often signals for inference questions.

Here are the ways in which Inference questions are usually asked:

- Which of the following can be inferred about  $X$  from the passage?
- The passage strongly suggests that  $X$  would happen if...
- The author of the passage implies which of the following about  $X$ ?

### Expert tips for Inference questions:

- Make sure your answer doesn't contradict the main idea of the passage.
- Make sure your answer doesn't go too far and make assumptions that aren't included in the passage. (For example, in the conversation between Lee and Sara about poetry courses, Sara would have gone too far if she had said, "So all English majors will now be required to take the course in writing poetry." This cannot be inferred from Lee's statement.)
- Don't just choose a statement that sounds important or true. It must be inferable from the passage.
- You should be able to defend your selection by pointing to explicitly stated information in the passage that leads to the inference you have selected.
- Use the "if-then" test to verify your answers. To do this test, complete the following statement: if  $X$  (information in the passage), then  $Y$  (your selected option). Does your "if-then" make sense?

### Try two Inference questions

Histories of the Middle East abound in stereotypes and clichés, particularly with respect to women. The position of women in the Middle East is frequently treated as though Middle Eastern societies formed a single unit that could be accurately represented in a simple description.

The author of the passage suggests which of the following about histories of the Middle East with regard to their treatment of women?

- (A) A general problem with such histories was first noticed in their descriptions of the role of women.



- (B) The experience of women in Middle Eastern societies is much more diverse than such histories have often assumed.
- (C) The study of women's roles and experience has recently become a central focus in such histories.
- (D) Such histories report that the position of women in Middle Eastern societies has undergone a major transformation.
- (E) Until recently, such histories typically neglected to discuss the position of women.

**Explanation:** Option (B) is correct. In the first sentence, the author asserts that histories of the Middle East are filled with oversimplified generalizations, particularly with regard to women. In the second sentence, the author explains that the error lies in the way historians of the Middle East discuss women as though all Middle Eastern societies were similar. By saying "as though," the author suggests that Middle Eastern societies are different and that the experiences of women in the countries are different, so that it is a mistake to assume that the experiences are similar.

Option (A) can be eliminated because the author does not suggest that the problem with histories of the Middle East was discovered as a result of the way those studies treat women.

Options (C) and (E) can be eliminated because although the passage suggests that women are discussed in studies of the Middle East, it does not suggest that such studies either typically neglected or focused on women.

Option (D) can be eliminated because the passage does not report that there has been a change in the position of women in the Middle East.

**In the 1960s and 1970s, electoral support for public education was strong, mainly as a result of certain trends in the United States population. For example, enrollments in primary and secondary schools reached their zenith in these years, when public school students constituted one out of every four members of the United States population. Moreover, parents of children in public school and public school employees comprised approximately 40 percent of eligible voters in the United States.**

The author implies that one of the results of large enrollments in public schools in the 1960s and 1970s was

- (A) a deterioration in the quality of education offered by nonpublic schools
- (B) an increase in the demand for higher education
- (C) an increase in the number of eligible voters in the United States
- (D) broad electoral support for public education programs
- (E) overall improvement in the quality of higher education

**Explanation:** Option (D) is correct. The author says that electoral support for public education was strong during the 1960s and 1970s because of certain trends in the United States population. The author then goes on to cite, as an example of those trends, the high levels of enrollment in public schools during this period. The author thus implies a cause-and-effect relationship between large enrollments in public schools and broad electoral support for education—implies, that is, that one of the results of large enrollment in public schools was broad electoral support for education.

Options (A), (B), (C), and (E) can be eliminated because the passage does not suggest anything about the quality of education offered in nonpublic schools, the demand for higher education, the number of eligible voters, or the quality of higher education, respectively.

### Type 6: Evidence Questions

In the questions that assess your ability to evaluate supporting evidence, you will sometimes be given hypothetical pieces of evidence and asked which of them is relevant to supporting an argument made in a passage. To answer such a question, you must have a clear understanding of the argument made in the passage and must make a judgment about what kinds of acts, statistics, reasons, examples, or expert testimony would provide strong support for that argument.

For example, if a person argued that dancers experience fewer injuries than other athletes because they are more coordinated, then evidence about the injury rates of various athletes and their relative

coordination would be relevant.

Other questions of this type ask you to identify which of several pieces of evidence strengthens or weakens an argument made in a passage. Evidence that provides support for the conclusion would strengthen an argument; evidence that contradicts or casts doubt on the conclusion would weaken an argument.

For example, in the case of the argument mentioned above about injury to dancers, evidence that dancers engage in more injury-reducing warm-up exercises than other athletes would weaken the argument, as it casts doubt on the conclusion that coordination (and not warm-up) is the reason for fewer injuries. Another type of evidence question tests your ability to identify why an author mentions a particular piece of information (to support an assertion would be one reason) or why an author quotes someone (to give an example of a person who holds a certain opinion would be a reason).

### How to recognize Evidence questions

Here are the ways in which Evidence questions are usually asked:

- Which of the following, if true, would most weaken the author's argument concerning *X*?
- The author's argument would be strengthened if it could be proved that...
- Which of the following facts, if true, would most help to explain *X*?
- Which of the following, if true, supports the conclusion drawn in the passage?
- In order to assess the claim made in the passage, it would be most useful to know which of the following?
- The author mentions *X* most likely to...

### Expert tips for Evidence questions

- Remind yourself of the author's claim and the evidence used to support the claim.
- Then test each option to see whether it provides an example that directly affects the chain of reasoning and supporting evidence.
- Usually a new piece of evidence will either strengthen the author's claim, weaken the author's claim, or be irrelevant to whether the claim is valid or not.

### Try two Evidence questions

In our increasing awareness of ecological health, many industrial practices have come under close examination, and mining is no exception. Though drilling is required in both cases, base-metal mining involves toxic chemical leachates for separating the metal from the rock, whereas diamond mining does not—diamonds can be separated from surrounding rock using only crushers, screens, and all-natural water. Thus, base-metal mining is environmentally destructive, but diamond mining does not harm the environment.

Which of the following, if true, would most weaken the author's argument concerning the effect of diamond mining on the environment?

- (A) The process of drilling and getting the drill rig to and from the site destroys ecological habitats.
- (B) Base metals have utilitarian value, but diamonds are functionally almost worthless.
- (C) Toxic chemical leachates contaminate not only soil, but groundwater as well.
- (D) There have been proposals to use abandoned mine shafts as garbage dumps.
- (E) Logging can be as ecologically destructive as mining.

**Explanation:** Option (A) is correct. The author argues that whereas base-metal mining is harmful to the environment, diamond mining is not environmentally destructive. Therefore, evidence to the contrary would weaken the argument. Since (A) provides evidence indicating that diamond mining is harmful to the environment, it is the best answer.

Options (B), (C), and (E) may well be true, but they are irrelevant to the argument made in the passage about the impact of diamond mining on the environment.

Option (D) may seem at first reading to weaken the argument, but the statement describes environmental destruction caused not by the mining process itself, but by the use of the mines subsequent to mining; furthermore, the destruction described is merely *potential* damage. (D) is not, therefore, the best answer.

Whatever their disadvantage with respect to distributing education tax dollars equally among school districts, in one respect at least, local property taxes are superior to state taxes as a means of funding public schools. Because local property taxes provide public schools with a direct source of revenue, these public schools are relatively free from competition with other government services for tax dollars. School administrators do not have to compete for a share of the state tax dollars, which are already being spent on health, criminal justice, public safety, and transportation. They are not placed in the position of having to argue that school programs must have priority over other public services financed by state taxes.

The author mentions the tax dollars spent on health, criminal justice, public safety, and transportation most likely in order to highlight the

- (A) government services with which public schools do not have to compete for tax dollars
- (B) unequal distribution of local property tax dollars among various public services
- (C) high expense of maintaining schools as compared to other public services
- (D) government services over which public schools have priority
- (E) disadvantage of distributing education tax dollars among various public services

**Explanation:** Option (A) is correct. The first sentence of this passage states that using local property taxes for schools has advantages over using state taxes. The second sentence explains this advantage: “public schools are relatively free from competition with other government services for tax dollars.” The next sentence elaborates, listing some of those “other government services”—“health, criminal justice, public safety, and transportation.”

Options (B) and (E) do not reflect the passage’s content—the potentially unequal distribution of local property-tax dollars (a disadvantage) is among school districts, not among various public services.

Option (C) can be eliminated because the author is not making a point about the relative cost of education.

Option (D) can be eliminated with similar

reasoning—the author does not say that public schools have priority over government services (merely that the freedom from competition frees school administrators from having to make that argument).

### Type 7: Assumption Questions

These questions will ask you to recognize the ideas or perspectives that underlie an author’s arguments. These assumptions are unstated ideas or facts that the author accepts as true or takes for granted. Indeed, they must be accepted as true in order for the author’s argument to be valid.

If a person argued, “We could increase student performance if all students got eight hours of sleep every night,” this person would be assuming that at least some students are not getting eight hours of sleep every night.

### How to recognize Assumption questions

Here are the ways in which Assumption questions are usually asked:

- Which of the following assumptions is most likely made by the author of the passage?
- In arguing X, the author makes which of the following assumptions?
- The argument in the passage is based on which of the following assumptions?

### Expert tips for Assumption questions

- Ask yourself which option would have to be true for the author’s argument to be valid.
- Sometimes the assumption is something you identified as a “missing step” while you were reading the passage.

### Try an Assumption question

The sound of our voices, our accents, are pretty much set by the time we reach our early twenties, although late bloomers and gifted learners are more malleable. Dialogue coaches train actors to produce foreign sounds for lines, yet it is a rare student who cannot be identified as a foreigner, and a rare actor who can fake his or her way through a whole scene. Those who work professionally as accent reducers never promise accent elimination because they cannot deliver that.

The author's argument in the passage is based on which of the following assumptions?

- (A) Working with a dialogue coach is the best way for an actor to secure a role.
- (B) After people are twenty years old, dialogue coaches cannot help alter their accents.
- (C) Accent reducers are more successful than dialogue coaches at altering accents.
- (D) A person's original accent will always be detectable.
- (E) Only the best actors can learn and maintain a foreign accent.

**Explanation:** Option (D) is correct. It is supported by the final statement in the passage. Those who work professionally as accent reducers never promise accent elimination because they cannot deliver that. From this claim, one can tell that the author assumes that although a person's original accent might be disguised, it will eventually be noticeable. Option (B) can be eliminated because the passage directly contradicts the claim the statement makes, and option (C) can also be eliminated because the passage does not address this claim. Options (A) and (E) are more plausible statements. However, nothing in the passage indicates that the author assumes having a dialogue coach is the best way to get an acting role, nor does the passage suggest that the author believes the statement in option (E) is necessarily true.

### Type 8: Fact/Opinion Questions

Often a piece of writing will contain both facts and opinions, and you will be asked to distinguish one from the other.

Facts can be verified (as objectively true or false) and are often presented in a straightforward fashion without emotion.

Opinions are beliefs or judgments that are subjective in nature and sometimes presented with emotion.

Here are two statements, both related to music studies. One is an opinion about the effect of music studies; the other is a presentation of facts about music study.

- Opinion: "Nothing can match the sense of accomplishment a young person feels after mastering the basics of a musical instrument and playing in a first recital."
- Fact: "Studies have shown a positive correlation between learning to play a musical instrument and achieving above-average evaluations in other subjects."

### How to recognize Fact/Opinion questions

Here is the way Fact/Opinion questions are usually asked:

- Which of the following statements, taken from the passage, is most clearly an expression of opinion rather than fact?

### Expert tips for Fact/Opinion questions

- Remember that you do not need to use any outside knowledge to answer the questions. You aren't expected to be able to verify facts with your own knowledge or with reference materials. However, you should be able to recognize pieces of evidence that are *presented* as facts versus judgments that have inadequate factual support.
- Ask yourself, "Could I reasonably argue with this statement?" If yes, then the statement is probably an opinion. If the statement seems to be presenting factual evidence, then it is probably a fact.
- Words such as "believe" or "probably" and comparisons such as "is more problematical" or "is the best of all" often indicate that authors are stating their opinions.
- Facts often can be stated in terms of quantity or measurable qualities, such as dates or numbers.

### Try a Fact/Opinion question

William Bailey, an American Realist painter, studied at Yale in the 1950s. His still lifes depict smooth, rounded containers that sit in a field of uniform color. Bailey denies a close connection to Giorgio Morandi, an Italian painter of still lifes, but admits that they share "a belief in the power of the mute object." While Morandi painted from direct observation, Bailey painted from memory. This difference in method makes Bailey's objects superior to Morandi's, for they are thus purified, immutable, and mysterious.

Which of the following statements, taken from the passage, is most clearly an expression of opinion rather than fact?

- (A) William Bailey, an American Realist painter, studied at Yale in the 1950s.
- (B) His still lifes depict smooth, rounded containers that sit in a field of uniform color.
- (C) Bailey denies a close connection to Giorgio Morandi, an Italian painter of still lifes, but admits that they share “a belief in the power of the mute object.”
- (D) While Morandi painted from direct observation, Bailey painted from memory.
- (E) This difference in method makes Bailey’s objects superior to Morandi’s, for they are thus purified, immutable, and mysterious.

**Explanation:** Option (E) is correct because it expresses a subjective judgment about Bailey’s objects (as well as about the causal effect of his method); one might disagree with the statement (and claim, for example, that Bailey’s objects are not “purified, immutable, and mysterious” or that they are so but not because of his method of painting from memory).

Options (A), (B), (C), and (D) are statements of fact: each is either objectively true or false.

### Type 9: Attitude Questions

Authors often have feelings about their subjects; that is, they may feel enthusiastic, angry, critical, uncertain, and so forth. The words an author chooses help you recognize his or her attitude. If, for example, an author describes a new invention as “unfortunate” and “misguided,” you can say that the author’s attitude toward the invention is critical or unfavorable.

### How to recognize Attitude questions

Here are the ways in which Attitude questions are usually asked:

- The author’s attitude toward X can best be described as...
- The author’s attitude toward X is most accurately reflected in which of the following words, as they are used in the passage?

### Expert tip for Attitude questions

Look for clue words in the passages. Words such as “successful,” “fortunately,” and “courageous” probably indicate a positive attitude toward the topic. Words or phrases such as “shortsighted,” “inadequate,” and “falls short” probably indicate a negative attitude toward the topic.

### Try an Attitude question

Parents usually do not insist that their children learn to walk by a certain age. Parents feel confident that the children will learn to walk within a reasonable period of time, when their bodies are ready for such an undertaking. Teachers should adopt the same attitude when teaching children in school how to read. If teachers did this, children might learn to read much more quickly and experience less anxiety while doing so.

The author’s attitude toward teachers who try to force children to learn how to read once they reach a certain age can best be described as

- (A) sympathetic
- (B) accepting
- (C) disapproving
- (D) neutral
- (E) enthusiastic

**Explanation:** Option (C) is correct. The word “should” in the third sentence indicates that the author is prescribing that, when teaching children how to read, teachers adopt the same attitude as that usually adopted by parents—not insisting that something be learned by a certain age, but rather letting the child do it when ready. The author would, therefore, disapprove of teachers who try to force children to read at a certain age.

Options (B) and (E) can be eliminated because they express positive attitudes toward teachers who force children to learn to read at a certain age.

Sympathy toward teachers who try to force children to learn to read at a certain age is not suggested by the author, so option (A) can be eliminated.

Option (D), neutrality, is contradicted by the author’s use of the word “should”—which clearly indicates an attitude of some sort.

## Type 10: Extending/Predicting Questions

This type of question tests your ability to recognize ideas or situations that extend (extrapolate) information that has been presented in the passage. For example, such questions can ask you to predict what is most likely to occur in the future if what the author says in the passage is accurate. These questions can also ask you to use information presented in the passage to determine whether the author or an individual mentioned in the passage would agree or disagree with a particular statement that has not been discussed in the passage.

This kind of extending or predicting occurs frequently in casual conversations. Consider this exchange:

Terry: "Did you like the concert last night?"

Rosalyn: "Yes, but it was much too loud for me. My ears hurt the whole time, and for hours afterward."

Terry could safely predict that Rosalyn would prefer *all* concerts she attends to be at comfortable noise levels. Terry could also generalize that Rosalyn's experience at the concert is similar to someone who attends an outdoor theater performance and finds the spotlights too bright, making his or her eyes uncomfortable. At both the concert and the outdoor theater performance, an aspect of the performance made the attendee physically uncomfortable.

To answer extending and predicting questions, you must do more than recall what you have read. You must be able to understand the essential nature or characteristics of ideas or situations appearing in the passage. You then must use that understanding to evaluate the options in order to determine which option is most consistent with information you have already been given in the passage.

### How to recognize Extending/Predicting questions

Here are the ways in which Extending/Predicting questions are usually asked:

- On the basis of the description of *X* in the passage, the author would be most likely to make which of the following recommendations for future action regarding *X*?
- With which of the following statements about *X* would the author be most likely to agree?

## Expert tips for Extending/Predicting questions

- Make sure you find an option that is highly consistent with the passage. For example, the passage might discuss the importance of providing an enriched environment for children, pointing out that interesting challenges stimulate the development of the child's cognitive capacities. One might predict, then, that children who have been raised in an enriched environment are likely to be more developmentally advanced than those children who have not been raised in an enriched environment.
- Don't choose an option just because it sounds related and important. The answer option may in fact *overextend* the principles expressed in the passage.

### Try an Extending/Predicting question

Carl Filtsch, composer Frédéric Chopin's favorite pupil, was once asked by a visitor why he played one of Chopin's compositions so differently from his teacher. His reply delighted Chopin: "I can't play with someone else's feelings."

The statement above suggests that Chopin would have agreed with which of the following ideas about musical performance?

- The most important element of a good performance is fidelity to the composer's intentions.
- The quality of a musical performance can be best judged by the composer of the piece.
- Performances of the same composition by two different musicians should sound different.
- A piano teacher must teach a student not only the notes in a composition but also their emotional interpretation.
- A composer's interpretation of his or her own compositions is not as profound as another musician's interpretation.

**Explanation:** Option (C) is correct. The passage indicates that Chopin was pleased to hear his student say that the student's rendition of a musical composition differed from Chopin's because the student could play only with his own feelings and not with those of his teacher. Chopin's delight in this reply suggests that he would agree that each individual's rendition of a musical composition should sound different because each individual brings his or her own feelings to the piece.

Option (A) can be eliminated because the passage indicates that Chopin feels that each musician should play a piece with regard to his or her own feelings rather than with regard to the composer's intentions.

Option (B) can be eliminated because the passage does not provide information from which to deduce Chopin's views on how a performance should be judged.

Option (D) can be eliminated because Chopin's response to his student's remark suggests that Chopin believes that it is up to each individual, not a teacher, to bring his or her own emotional interpretation to a piece.

Option (E) can be eliminated because Chopin's response to the student's remark suggests that Chopin would not necessarily agree that a composer's interpretation of a piece is more profound than another musician's interpretation.

### Type 11: Conclusion Questions

This type of question asks you to determine which of several conclusions can best be drawn from the information presented in a passage, assuming that information is accurate: if everything the author says is true, what is a necessary consequence that follows from what the author says?

#### How to recognize Conclusion questions

Here are the ways in which Conclusion questions are usually asked:

- Given the information in the passage, which of the following must be concluded about X?
- Which of the following conclusions is best supported by the passage?

#### Expert tips for Conclusion questions

Be sure to find an option that is highly consistent with the passage. Mentally add your option to the end of the passage—does it fit? For example, the passage might present the findings of research that links an audience's comprehension of an advertisement with the advertisement's effectiveness: at the normal rate of 141 words per minute, listeners comprehend 100 percent of the advertisement; at 282 words per minute, listeners comprehend 90 percent of the advertisement; at 423 words per minute, listeners

comprehend 50 percent of the advertisement. One might conclude that especially if advertisers incorporate some repetition of key points into their messages, their ads will be highly effective even if read at twice the normal rate—such a sentence would indeed fit well at the end of the passage.

Don't choose an option just because it sounds related and important. It may in fact overextend the principles expressed in the passage.

### Try a Conclusion question

Scientists consider both landslides and surface-creep movement instrumental in the formation of rock glaciers. Evidence of landslides can be distinguished from that of surface-creep movement because landslides leave a more definite and deeper surface of rupture, partly due to their faster rate of movement. Those studying the origins of rock glaciers have noted that some glaciers are well-defined, while others are not; that is, some show evidence of deep ruptures, while others do not.

Given the information in the passage, which of the following must be concluded about rock glaciers?

- (A) Not all rock glaciers originate in the same way.
- (B) Landslides initiate the formation of rock glaciers, then surface-creep movement follows.
- (C) Neither landslides nor surface-creep movement can account for the formation of rock glaciers.
- (D) While the definition and depth of rupture can be measured at rock glacier sites, the rate of movement cannot.
- (E) Further study is required in order to determine the origins of rock glaciers.

**Explanation:** Option (A) is correct. The passage suggests two possible mechanisms for the formation of rock glaciers (first sentence) and describes the effects that distinguish them (second sentence). Since observations reveal both kinds of effects (third and fourth sentences) at rock glacier sites, one can conclude that both formation mechanisms have been occurring.

Options (C) and (E) can be eliminated because the passage indicates that scientists believe that both landslides and surface-creep movement initiate rock glaciers.

There is no evidence given to support the conclusion that landslides, rock glaciers, and surface-creep movement occur consecutively, hence (B) can be eliminated.

Option (D) can be eliminated because there is nothing in the passage to suggest that the rate of movement cannot be measured.

### Type 12: Application Questions

This type of question requires you to recognize a general rule or idea that underlies a specific situation described in the passage and apply that rule or idea to other situations not described in the passage. Specifically, this kind of question measures your ability to discern the relationships between situations or ideas presented by the author and other situations or ideas that might parallel those described in the passage.

#### How to recognize Application questions

Here are the ways in which Application questions are usually asked:

- The information in the passage suggests that *X* would be most useful to *Y* in which of the following situations?
- It can be inferred from the passage's description of certain *Xs* that all *Xs* must be...

#### Expert tips for Application questions

- Look for the most reasonable and consistent option. The principle from the passage must be directly applicable to the new situation.
- Look for a situation that has characteristics similar to those in the passage. For example, if the passage describes the problems associated with trying to locate the remains of shipwrecks, look for a situation among the options that has similar features (unknown locations, no eyewitnesses or maps, and some medium like water that makes finding the object difficult).

#### Try an Application question

**Part of the appeal of certain vacation sites is the solitude that can be experienced there. But as more people discover and visit such locations, demand for vacations at those locations will likely decrease. Paradoxically, as soon as the sites**

**become popular, they will necessarily become unpopular.**

**If the analysis in the passage were applied to gemstones, one would expect the demand for certain gems to decrease when they become**

- (A) rare
- (B) fashionable
- (C) beautiful
- (D) expensive
- (E) useful

**Explanation:** Option (B) is correct because becoming fashionable implies becoming popular, and once that happens, according to the analysis in the passage, unpopularity follows (demand will decrease). Option (A) reverses the logic of the passage. Options (C), (D), and (E) are not relevant to the level of demand; they merely offer possible characteristics of the gems.

### Type 13: Visual-based Questions

This type of question requires you to interpret information represented in visual-based text. This kind of question measures your ability to make accurate interpretations of data present in charts, graphs, or other visual-based text.

#### How to recognize Visual-based questions

Here are the ways in which Visual questions are usually asked::

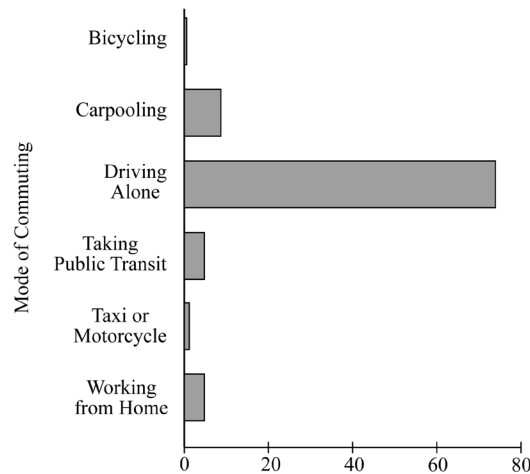
- According to the table, X percentage of Beverly's salary was devoted to housing?
- In 2016, Antonio spent the greatest percentage of his salary on ...
- Which conclusion about X is best supported by the information in the graph?

#### Expert tips for Visual-based questions

- Make sure to answer the question based on what information can be determined, given what is presented in the graph, chart, or visual.
- Make sure to read the question clearly. Is your answer something that is indicated in the visual representation, or is it something that can be inferred?



### Try a Visual-based question



According to the information presented in the graph, which of the following modes of commuting was ranked as the second most popular in 2016?

- (A) Bicycling
- (B) Walking
- (C) Taking public transit
- (D) Carpooling
- (E) Driving alone

**Explanation:** Option (D) is correct. The graph indicates that of the different modes of commuting, carpooling is the second most preferred mode (roughly 10 percent). Option (A) can be eliminated as it is the least preferred mode of transportation listed. Option (B) can be dismissed as the graph does not indicate any information about commuters who might walk. Option (C) can be eliminated because it, along with working from home, is the third most popular mode of commuting. Lastly, option (E) can be eliminated because it is clearly the most popular mode of commuting.

### Type 14: Bridging Questions

This type of question requires you to recognize points of agreement, disagreement, and comparison between two passages. Specifically, this kind of question measures your ability to discern relationships between two passages.

### How to recognize Bridging questions

Here are the ways in which Bridging questions are usually asked:

- Which best describes the relationship between Passage 1 and Passage 2?
- Passage 1 and Passage 2 are both concerned with . . .
- The author of Passage 2 would most likely respond to the comment in line X, Passage 1, by suggesting that . . .

### Expert tips for Bridging questions

- Make sure your answer takes into account information in each of the two passages.
- Make sure you understand the attitude of the author in each of the passages.
- Recognize how the two passages relate to one another. For example, do both passages support a particular claim? Does one passage support a major claim that the other passage disputes?

### Try a Bridging question

#### Passage 1

According to British anthropologist Desmond Morris, one of the surprising aspects of the drawing sessions with Congo, the chimp, was the intensity with which he worked. He did not receive rewards in the form of food, and creating drawings in itself was a reward for him. He was not interested in analyzing finished works, but the act of creation fascinated him. He also knew at what point drawing should end. When he was being persuaded to continue, he refused; but when he received a new piece of paper, he immediately began to enjoy the opportunity to take on a new challenge.

#### Passage 2

For art historian H. W. Janson, the products generally known as ‘ape paintings’ are in fact the work of human beings and owe nothing fundamental to the animal, even though they are ‘painted’ by the animal’s hand. In reality, what happens is as follows: you allow an ape to daub paint on a canvas for a while in any way it likes (the fact that it is a canvas is of no interest to the animal anyway); when the result is beginning to look like an abstract painting, you remove the canvas. All that remains to be done then is to exhibit it as an ‘ape painting.’ The process relies entirely on the imagination of the person carrying out the experiment.

Based on information in the passages, both Morris and Janson would most likely agree with which of the following statements about apes?

- (A) Humans are often unduly impressed by their ability to create artwork.
- (B) Their artwork suggests some degree of consciousness of the world around them.
- (C) They generally prefer drawing and painting to other forms of art.
- (D) They are capable of manipulating tools that are used to create artwork.
- (E) They are genuinely capable of creating imaginative artwork.

**Explanation:** Option (D) is correct. Morris' comments in Passage 1 clearly suggest that he believes Congo has the ability to make use of paper (and probably some other means) to produce a drawing. Janson too acknowledges that apes can "daub paint on a canvas." Of the options, (D) best conveys the notion that apes are capable of handling objects used in creating art. Option (A) can be eliminated because, while it probably reflects the opinion of Janson, it is opposed to that of Morris, who does appear to think highly of Congo's performance. Option (B) can also be eliminated because neither passage addresses the idea that apes produce artwork that reflects an awareness of their surroundings. Neither passage says anything about apes preferring drawing and painting to other types of visual arts; therefore, option (C) can be eliminated. While Morris (Passage 1) strongly suggests that apes can create artwork, Janson (Passage 2) clearly denies this. "The products generally known as 'ape paintings' are in fact the work of human beings and owe nothing fundamental to the animal." Therefore, option (E) can be eliminated.

## Now That You Have Prepared

Now that you are done working through the question types, you are ready to put your preparation to work. In the real Core: Reading test, the questions appear in no particular order by type, and they are not labeled by type. You will likely recognize the type of question, though, and you can put that knowledge to work.

## 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 options. 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.
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*<sup>®</sup> 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 <https://www.ets.org/praxis/institutions/scores/passing/> 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 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/).

### 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 [https://www.ets.org/s/praxis/pdf/bulletin\\_supplement\\_test\\_takers\\_with\\_disabilities\\_health\\_needs.pdf](https://www.ets.org/s/praxis/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf).

You can find additional information on available resources for test takers with disabilities or health-related needs at [www.ets.org/disabilities](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 is available online at <https://www.ets.org/praxis/institutions/scores/passing/>.

## 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 *Praxis* test or other *Praxis* tests in 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, found at <https://www.ets.org/praxis/institutions/scores/passing/>
- 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 *Praxis* Subject Assessments tests 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/dates\\_centers](http://www.ets.org/praxis/register/dates_centers) 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.).

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)**

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