The *Praxis*® Study Companion

English to Speakers of Other Languages

5361

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**.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 42).

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**.

Table of Contents

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

1. Learn About Your Test

Learn about the specific test you will be taking

English to Speakers of Other Languages (5361)

Test at a Glance	
Test Name	English to Speakers of Other Languages
Test Code	5361
Time	2 hours, including a 30-minute listening section
Number of Questions	Section 1: 20 selected-response questions (listening*) Section 2: 100 selected-response questions
Format	Selected-response questions
Test Delivery	Computer delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Foundations of Linguistics and Language Learning	48	40%
Section 1, Parts A and B (Listening*)	20	
Section 2	28	
II. Planning, Implementing, and Managing Instruction	36	30%
III. Assessment	18	15%
IV. Cultural and Professional Aspects of the Job	18	15%

* The Listening section in Category I is composed of 20 questions and will be reported as a separate section on the score report.

About This Test

The English to Speakers of Other Languages (ESOL) test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools.

The test is 2 hours long, including two timed 15-minute listening sections, parts A and B. This test may contain some questions that do not count toward your score.

ETS has aligned the questions on this test with the *TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education* as developed by Teachers of English to Speakers of Other Languages, Inc. (TESOL), in collaboration with the Council for the Accreditation of Educator Preparation, Inc. (CAEP). ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

Listening Portion: Section I, Parts A and B

- The 20 questions in Section I, Parts A (Oral Grammar and Vocabulary) and B (Pronunciation), are based on an audio recording.

- For Section I, you are asked to wear headphones to hear the audio recordings. You are able to adjust the volume.

- The recorded questions in Section I are based on speech samples recorded by students who are not native speakers of English; you will be asked to identify errors in the students' speech. Therefore, before taking the test, you should be familiar with the speech of nonnative speakers who are learning English.

- A transcript of each of the recorded speech samples appears on screen. As you listen to the recordings, note the students' errors using scratch paper.

- The speech samples in Part A are played one time only. The speech samples in Part B are played twice. After each speech sample, a clock at the top of the screen shows you how much time is remaining to answer each question. When the response time has ended you automatically advance to the next question. You are not able to return to previous questions.

- Ten questions cover oral grammar and vocabulary via recorded excerpts of English spoken by a nonnative speaker. The excerpts, questions, and suggested answers are printed in the test book.

- The format for the next 10 questions is similar. The questions concern pronunciation, and each excerpt is played twice.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 29.

I.   Foundations of Linguistics and Language Learning

A.   Linguistic Theory

1. Phonetic transcription and terminology, stress and intonation patterns, and the effects of phonetic environment on pronunciation
2. Types of morphemes (e.g., stem/root and affix, bound and free, derivational and inflectional) and how words are morphologically related to each other
3. English syntax (e.g., how words are combined into phrases and sentences, and transformations such as question formation)
4. The parts of speech and the tenses of English verbs
5. Basic features of semantics and how combinations of words convey meaning (e.g., phrases, sentences, and idioms)
6. Familiarity with differences among languages in terms of their phonology, morphology, syntax, and semantics

B.   Language and Culture

1. Basic concepts of pragmatics and sociolinguistics (i.e., that language varies according to a speaker's identity, purpose, and context)
2. Understanding the nature and value of World Englishes and dialect variation
3. The concept of communicative competence
4. Range of social and academic language functions required for English-language proficiency

C.   Second-Language Learning

1. Familiarity with research-based models for second-language learning and acquisition (e.g., cognitive, behaviorist, constructivist)
2. Second-language acquisition, first-language acquisition, and how learners' first language can affect their second-language productions (e.g., L1 interference, accent, code switching)
3. Stages of second-language acquisition (e.g., silent period, interlanguage, morpheme acquisition order)
4. Types of student motivations (intrinsic and extrinsic) and their implications for the second-language learning process
5. Language modeling, comprehensible input, and scaffolding in language learning

D.   Literacy

1. Relationships between English phonemes and graphemes as well as the differences between English pronunciation and spelling
2. Conventions of standard written English and the range of genres and rhetorical patterns used in written English
3. Familiarity with current approaches to literacy development
4. Stages of English literacy development and the importance of oral language skills to literacy development

5. First-language literacy influences on the development of English literacy

II. Planning, Implementing, and Managing Instruction

A. Instructional Theory

1. Characteristics, theoretical foundations, and appropriate use of methods and approaches in second-language learning (e.g., the direct method, Total Physical Response, the Natural Approach)
2. Various instructional delivery models (e.g., push in, pull out, sheltered instruction)

B. Teaching Techniques

1. Organizing learning around content and language objectives and aligning learning with standards
2. Age-appropriateness of language instruction
3. Collaboration with general education and content area teachers when designing classroom activities appropriate to the language acquisition levels of English-language learners
4. Various methods for promoting students' acquisition of productive and receptive language skills in both social and academic contexts
5. Strategies for teaching language skills both discretely and integratively
6. Strategies for supporting content-based language learning
7. Lessons and activities that help students become more effective language learners by developing their cognitive and metacognitive strategies
8. Techniques that help students activate prior knowledge and support appropriate transfer of language and literacy skills from L1 to L2
9. Activities and assignments that provide students with authentic language use and meaningful interaction in English
10. Best practices for teaching English literacy to both literate and nonliterate English-language learners

C. Materials

1. Locating, selecting, modifying, and/or creating instructional materials that support individual students' learning styles and needs
2. Selecting culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources

3. Resources (e.g., audiovisual aids, realia, computer software) that support ESL and content instruction

D. Managing the Classroom and Students

1. Factors that affect student performance (e.g., age, limited formal schooling, educational interruptions)
2. Understanding how classroom management is essential to creating a safe and orderly environment for English-language learners
3. Using correction and constructive feedback and their implications for student learning and motivation
4. Providing students with a language-, text-, and print-rich environment at an appropriate level
5. Techniques for teaching English-language learners strategies to become more independent (e.g., using dictionaries, using context clues, self-editing)

III. Assessment

A. Knowledge of Tests and Standards

1. Individual and group literacy assessments
2. National requirements regarding ESL students' identification, assessment, placement, and exit from language-support programs
3. Methods, both formal and informal, to assess productive and receptive language skills and progress
4. Identifying, selecting, and/or developing assessments to determine English-language learners' language skills
5. Assessments that measure English-language learners' progress toward meeting state and national standards
6. Formal and informal techniques that may be used to assess students' content-area learning at varying levels of language and literacy development
7. Preparing English-language learners to use self- and peer-assessment techniques

B. Appropriate Use of Tests

1. Accommodations for English-language learners
2. ESL students and special education and/or gifted and talented services and referring individuals
3. Assessment-related issues such as validity, reliability, language and cultural bias, and scoring concerns

4. Norm-referenced and criterion-referenced assessments and how to use them with English-language learners

C. Interpreting and Applying Assessment Results

1. Using assessment results to plan and differentiate instruction

2. Using assessment results to inform a variety of decisions (e.g., placement, advancement, exit)

3. Interpreting and communicating the results of assessments to English-language learners and their parents

IV. Cultural and Professional Aspects of the Job

A. Cultural Understanding

1. Relationships between language and culture

2. Cultural variables (e.g., individualism versus collectivism, high context or low context in language, meaning of nonverbal behaviors) that affect second-language acquisition and teaching and students' identities

3. Awareness that teaching and learning styles vary across cultures

4. Incorporating the diverse cultures of students into instruction

5. Implications of cultural stereotyping in the school setting

6. Modeling positive attitudes toward second-language learners

7. Cultural conflicts and other events in students' lives that have an impact on English-language learners' dispositions and learning

8. Factors (e.g., parents' educational attainment, students' previous schooling, gender) that may influence an English-language learner's language development

9. Teacher's personal and cultural experiences that may influence teaching style

10. Knowing how to explain United States cultural norms to English-language learners

11. Knowing how past and present patterns of migration and immigration in the United States are relevant to the field of ESL

B. Legal and Ethical Issues

1. Legal provisions and ethical implications of laws and court decisions related to the education of English-language learners (e.g., *Castañeda* v. *Pickard*, *Lau* v. *Nichols*)

2. Ways in which the ESL teacher is affected by local, state, and national regulations (e.g., design and implementation of a variety of ESL programs and models)

3. Legal and ethical issues related to the assessment of English-language learners

C. Role of the ESL Teacher

1. The connection between language instruction and content instruction and English-language learners' academic success

2. Serving as a resource and advocate for students and families

3. The need to communicate with school personnel about the characteristics and emotional/physical needs of English-language learners

4. Strategies for planning and conducting collaborative conferences with English-language learners, their families, and school/community members

5. Strategies for involving families, school personnel, and community members in planning transitions (e.g., grade levels, programmatic, school-to-work) for English-language learners

6. Techniques for collaboration with paraprofessionals, classroom/content-area teachers, and other instructional staff who work with English-language learners

7. Awareness that English-language learners and their families may have a need for a variety of outside resources (e.g., services, networks, organizations)

8. Integrating the feedback of parents/caregivers in instructional planning and decision making

9. Strategies for consulting with parents/caregivers and communicating with them about students' progress and needs

D. Professional Development

1. Locating information on relevant research, practice, and issues pertaining to the education of English-language learners

2. Organizations and publications relevant to the field of ESL (e.g., TESOL, NABE)

3. Knowing the importance of pursuing opportunities to grow in the field of ESL

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

(A) **Strawberry**

(B) **Cherry**

(C) **Vanilla**

(D) **Mint**

How would you answer this question?

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

Try following these steps to select the correct answer.

1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given ("which of the following").

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute "vanilla" for the phrase "which of the following" and turn the question into this statement: "Vanilla is a flavor made from beans." This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

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

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

(A) **Literal and inferential**

(B) **Concrete and abstract**

(C) **Linear and recursive**

(D) **Main and subordinate**

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

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

For tests that have constructed-response questions, more detailed information can be found on page 5.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

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.

Terminology: In this test, the following terminology may appear as described.

- English to Speakers of Other Languages may be referred to as ESOL.

- English as a Second Language may be referred to as ESL.

- An English-language learner may be referred to as an ELL.

- Teachers of English to Speakers of Other Languages may be referred to as TESOL.

- The National Association for Bilingual Education may be referred to as NABE.

- The Center for Applied Linguistics may be referred to as CAL.

- Basic interpersonal communication skills may be referred to as BICS.

- Cognitive academic language proficiency may be referred to as CALP.

- The Cognitive Academic Language Learning Approach may be referred to as CALLA.

- The Sheltered Instruction Observation Protocol Model may be referred to as the SIOP Model.

- A first language may be referred to as the L1.

- A second language may be referred to as the L2.

- Total Physical Response may be referred to as TPR.

- A parent or legal guardian may be referred to as a parent.

Directions: In this part of the test you will hear and read a series of short speeches of nonnative speakers of English. Then you will be asked questions about each student's problems in grammar or vocabulary as evidenced by the speech. You will be allotted ample time to answer the questions.

1. Listen to an ESL student talk about her experience upon arriving in the United States.

    (Recorded excerpt)

    When I arrive in United States, the first three months for me here were the most difficult experience in my life. . . .

    The verb "arrive" in the first line is incorrect with respect to

    (A) tense
    (B) gender
    (C) person
    (D) number

Directions: In this part of the test you will hear and read more speeches of nonnative speakers of English. Then you will be asked questions about the students' problems in pronunciation as evidenced in the speech. You will NOT be asked to evaluate the students' grammar or vocabulary usage. To help you answer the questions, the speech will be played a second time. You will be allotted ample time to answer the questions.

2. Listen to an ESL student read aloud the following sentence.

    (Recorded excerpt)

    He finally went to bed. (Student pronounces "bed" as [bɛt])

    The error in pronunciation in the word "bed" indicates a problem with

    (A) final intonation patterns
    (B) places of articulation
    (C) voiced and voiceless sounds
    (D) word stress patterns

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

3. The following is based on an excerpt from a student's essay about the student's favorite summer job.

Mr. Hunter also a good president. Since Mr. Hunter had big confidence, he led the company fluently.

The errors in the second sentence involve primarily

(A) word choice

(B) word structure

(C) word order

(D) word spelling

Questions 4-5 refer to the following.

Mr. Lambert, an elementary ESOL teacher, provides his students with the following work sheet and a handful of plastic tokens.
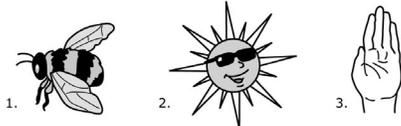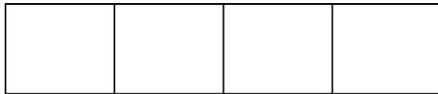
First, Mr. Lambert says the word that names the first picture on the work sheet, "bee." Then, he instructs students to quietly repeat the word to themselves and segment the word into its distinct sounds. Once the students have identified the distinct sounds in the word, they move one token for each sound into a box above the picture. Finally, Mr. Lambert asks the class to share which sounds they recognize in the word "bee," and he moves on to the next picture on the work sheet.

4. Which of the following best describes the primary focus of the activity?

(A) It introduces the concept of onomatopoeia.

(B) It connects phonemes and graphemes.

(C) It develops phonemic awareness.

(D) It improves translation skills.

5. The activity is most appropriate for students in which of the following stages of second language acquisition?

(A) Early production

(B) Speech emergence

(C) Intermediate fluency

(D) Advanced fluency

6. Which of the following best summarizes the critical period hypothesis?

(A) Assimilation to a new culture usually occurs during a small window of time.

(B) The ease with which one acquires native-like proficiency correlates to a biological timetable that is connected to age.

(C) Optimal language acquisition occurs when learners are exposed to the L2 for at least 50 percent of their day.

(D) L2 grammar is taught most effectively when learners participate in a series of translation activities for the first six months of study

7. Which of the following makes the greatest use of active participation, including gestures and body movement?

(A) Grammar Translation

(B) Total Physical Response

(C) Suggestopedia

(D) The Direct Method

8. The ELLs in a third-grade class are struggling with the academic vocabulary in science lessons. The teacher therefore decides to implement sheltered instruction. To best adhere to the principles of sheltered instruction, the teacher should

(A) incorporate into science lessons oral drills that target L2 grammar

(B) provide instruction in the ELLs' L1 for half of the class period

(C) allow the ELLs to translate difficult text book passages from the L2 into the L1

(D) institute collaborative learning, hands-on activities, and visual support in the L2

9. A group of intermediate-level ELLs are writing short essays on a content-area topic. Which of the following activities is the most appropriate first step according to the writing process?

(A) Developing semantic maps

(B) Writing a rough draft

(C) Planning how they will present their essay to the class

(D) Reviewing an editing checklist

10. Which of the following methods encourages individual accountability in cooperative group learning?

(A) Grouping students by their level of language proficiency

(B) Allowing students with similar personalities to form their own groups

(C) Assigning each group member a specific role

(D) Giving the materials to only one individual in each group

Question 11 is based on the following section of a table of contents in an ESOL textbook.

CONTENTS

Lesson 1 Try Our Special Offer...................Page 1
  WHAT: to describe specific people and things; to give reasons; to emphasize; to show uncertainty
  HOW: relative clauses

Lesson 2 An "Excellent Opportunity"..........Page 8
  WHAT: to read an ad; to write a letter of application
  HOW: paragraph construction

Lesson 3 Buying a Computer....................Page 35
  WHAT: to discuss the future; to read ads; to describe features of a computer; to use some language of contemporary technology
  HOW: collective nouns; "the" with plural and mass nouns; "the" with the names of places

11. Based on the organization of the material in the table of contents, it can be concluded that the textbook most likely follows which approach?

(A) Language-experience

(B) Structural

(C) Task-based

(D) Notional-functional

12. In contrast to collectivist cultures, individualist cultures are more likely to

(A) emphasize the importance of learning a second language

(B) maintain their traditional customs as globalization becomes more pervasive

(C) prioritize the needs of social institutions in their society

(D) regard personal ambition and initiative favorably

13. A first-grade teacher recently welcomed a new ELL named Hassan into the classroom. Hassan's records show that he had limited exposure to English classes in his home country and is currently functioning at the beginning level of English-language proficiency. Which of the following instructional strategies would most appropriately assist Hassan in increasing his communication skills?

    (A) Providing Hassan with a study guide that includes all topics discussed in class

    (B) Supplying Hassan with an English dictionary and a thesaurus to use during activities

    (C) Having Hassan use pictures and gestures when interacting with others

    (D) Setting the expectation that Hassan must respond in English when called on in class

14. Mr. Abbott notices that a few of his ESL students have not been doing classwork or homework assignments because they lack motivation to learn about certain topics. Mr. Abbott can best increase his students' intrinsic motivation to learn by

    (A) offering them verbal praise after they complete an assignment properly

    (B) rewarding them with a small prize after they successfully complete a certain number of assignments

    (C) determining their interests and incorporating those interests into classroom lessons

    (D) calling their parents to inform them of the missing assignments

15. Subtractive bilingualism is most likely to occur in second-language learners who

    (A) have difficulty understanding content-area vocabulary

    (B) have little opportunity to continue using their first language

    (C) work to maintain the customs of their home cultures

    (D) had limited formal schooling in their home countries

16. A high school ESOL teacher gives students the following work sheet.

Ursula planted the flowers.
1   2   3

Instructions: In the sentence above, which word would you emphasize when speaking to answer the questions below? Circle 1, 2, or 3.

Who planted the flowers?	1	2	3
What was planted?	1	2	3
What did Ursula do with the flowers?	1	2	3

The primary purpose of the work sheet is to provide instruction on

    (A) morphology

    (B) stress

    (C) intonation

    (D) syllabication

17. An ESL teacher is conducting a lesson on the woolly mammoth. Sandra, an intermediate-level ELL, is having trouble with taking notes on the characteristics of the animal during the lesson. Based on Sandra's needs, the ESL teacher should provide her with a

    (A) graphic organizer with a word bank about the woolly mammoth

    (B) collection of photographs of the woolly mammoth

    (C) multiple-choice work sheet about the woolly mammoth

    (D) textbook passage on the woolly mammoth from a lower grade level

18. Mr. Jenkins, an ESL teacher, recently took his students on a field trip to a museum. The following day, Mr. Jenkins asks the class to recount their trip to the museum as he transcribes their dictated speech. Next, Mr. Jenkins distributes copies of the transcriptions and has students work in groups to find and correct errors. Finally, he has the students expand the corrected transcriptions into a narrative essay as a homework assignment. Which of the following best describes the instructional approach being utilized by Mr. Jenkins?

    (A) Language experience approach

    (B) Multisensory approach

    (C) Natural approach

    (D) Phonics approach

Question 19 is based on the following excerpt from an essay describing the student's hometown.

> My hometown is Suzuka City, central place in Japan. Suzuka is surrounded with sea, east-side and mountains, west-side. We can eat many kind of foods, seafood, beef, rice and vegitables. And there is Suzuka circuit, where Formula-1 have been held. Suzuka is the best city for people who like motor sports and foods in the world.

19. The error in the last sentence is in the relative order of

   (A) a noun and an adjective

   (B) the direct and indirect objects

   (C) the subject and object

   (D) the prepositional phrase

20. A social studies teacher plans to administer a chapter test that includes multiple-choice and short-answer questions. Which of the following testing accommodations would be most appropriate for the intermediate-level ELLs in the class?

   (A) Permitting the ELLs to use the test study guide during the test

   (B) Allowing the ELLs to take the test in their native languages

   (C) Allotting the ELLs more time to complete the test

   (D) Reducing the number of questions on the ELLs' version of the test

21. The following discussion takes place between Peter, a native-English-speaking student, and Eva, an ELL, during a lab activity in a ninth-grade science class.

   Peter: I think we're missing some equipment, Eva.

   Eva: Yes, you right. I don't see slides or petri dish. We don't see flatworm without it.

   Peter: I'll go ask the teacher for what we're missing.

   Eva: OK, I get the microscope ready.

   Based on the conversation, it can be concluded that Eva

   (A) demonstrates development in CALP

   (B) relies on circumlocution to communicate

   (C) requires additional practice with BICS

   (D) experiences a large degree of language interference

22. Ms. Yamamoto teaches an introductory writing class composed of learners from a variety of cultural and linguistic backgrounds. Her primary objective is to encourage her students to brainstorm ideas on a given topic and develop their English writing skills as a result of brainstorming. Which of the following is the most effective strategy Ms. Yamamoto can use to benefit the ELLs in the class during the brainstorming process?

   (A) Encouraging ELLs to use their first languages and cultural knowledge in brainstorming discussions

   (B) Providing ELLs with a detailed outline where they can summarize the beginning, middle, and end of future essays during brainstorming discussions

   (C) Asking ELLs to consult an English dictionary for all necessary words during brainstorming discussions

   (D) Advising the ELLs to look for relevant outside references prior to their brainstorming discussions

23. Which of the following behaviors is most consistent with culture shock?

    (A) An ELL prefers learning activities that feature pictures, graphic organizers, and film clips to present content-area topics.

    (B) An ELL appears nervous and frustrated in his or her new surroundings and expresses a desire to return to the home country.

    (C) An ELL prefers learning activities that feature bodily movement and manipulatives that reinforce academic content.

    (D) An ELL appears to emphasize the context of a conversation, including gestures, facial expressions, and tone of voice, when communicating.

24. An ESL teacher plans to evaluate the students' midyear progress by referencing various examples of their work taken from the current semester. Which of the following will most accurately assist the teacher in assessing the students' English-language development?

    (A) Standardized test scores that demonstrate ESL students' academic performance in specific content areas

    (B) Report card grades and comments from all content area classroom teachers

    (C) Individualized portfolios that include all essays, presentation rubrics, and tests

    (D) A norm-referenced midterm exam that was recently administered to ESL students

25. Which of the following is the most accurate example of an ELL using code-switching?

    (A) An ELL says, "Yesterday I *doed* my homework."

    (B) An ELL wants to say the word "bat" but says "vat."

    (C) An ELL says to a sibling, "We have to call *mami* and *papi*. *Ya son las tres*."

    (D) An ELL writes in an essay, "I have lived in United States since five years."

26. Which of the following best explains the primary benefit of having ELLs write in journals as a self-assessment tool?

    (A) ELLs can write about topics that they are familiar with.

    (B) ELLs can identify strengths and weaknesses in their writing.

    (C) ELLs can express their thoughts and feelings privately.

    (D) ELLs can proofread and edit one another's entries.

27. Which of the following court cases resulted in a ruling that district-implemented programs for ELLs must be evaluated for effectiveness?

    (A) *Lau* v. *Nichols*

    (B) *Brown* v. *Board of Education*

    (C) *Plyler* v. *Doe*

    (D) *Castañeda* v. *Pickard*

28. An ELL approaches the ESOL teacher and says, "Give me a piece of paper." The ELL's utterance is best characterized as an error in

    (A) article usage

    (B) word order

    (C) register

    (D) conjugation

29. An ESL teacher plans to incorporate skits into a lesson by breaking the following activity into four parts:

    1) Students will be split into pairs.

    2) Each pair will receive a scripted dialogue about a certain mode of transportation, such as catching a bus or riding a bike.

    3) Students will practice their dialogue with their partners for several minutes.

    4) Each pair of students will take turns acting out their dialogue in front of the class.

    Which of the following learning styles is primarily demonstrated by the students participating in part 4 of the activity?

    (A) Kinesthetic

    (B) Linguistic

    (C) Musical

    (D) Visual

30. Which of the following activities most effectively helps beginning-level ELLs develop decoding skills?

   (A) Presenting predictable spelling patterns in word families to the ELLs

   (B) Asking the ELLs to describe the events of a story after the teacher has read it aloud

   (C) Directing the ELLs to select their own reading materials from the school's library

   (D) Having the ELLs work in small groups to categorize nouns and verbs on chart paper

Answers to Sample Questions

1. (A) is correct. In the transcription of the recorded excerpt, the verb "arrive" is in the present tense. The context is the student's experience, and the rest of the sentence is in the past ("the first three months were"). "Arrive" should be in the past tense ("arrived").

2. (C) is correct. Stress and intonation do not determine final consonant forms, and [t] and [d] have the same place of articulation. However, [t] is a voiceless sound and [d] is a voiced sound.

3. (A) is correct. The second sentence contains incorrect lexical collocation. That is, certain words in English can't idiomatically and customarily be used to modify certain other words even though the overall meaning is decipherable. Hence, errors in word choice were made.

4. (C) is correct. The teacher is asking the students to determine the individual sounds in the words that the teacher says aloud by moving tokens into Elkonin boxes. Because the activity focuses on the sounds that make up each word, it is primarily building phonemic awareness.

5. (A) is correct. In the early production stage of second language acquisition, students should build prereading skills that will assist them with future literacy development. A phonemic awareness activity that focuses on building knowledge of the sounds in different English words is most appropriate for students in this stage.

6. (B) is correct. The critical period hypothesis states that there is a period of time in childhood when language can be easily acquired. According to the hypothesis, language becomes increasingly more difficult to learn after puberty begins.

7. (B) is correct. Total Physical Response (TPR) is a language-teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

8. (D) is correct. With the overall goal of making academic language comprehensible to ELLs in the L2, sheltered instruction integrates content and language objectives into the same lesson. Collaborative learning, hands-on activities, and visual support are typical strategies used to make content comprehensible to ELLs when using this method.

9. (A) is correct. Semantic maps, which graphically organize a student's knowledge and ideas about a topic, are particularly appropriate in the first stage of the writing process—prewriting and brainstorming. The other three activities would be appropriate in the later stages of the writing process—drafting and revising, editing and proofreading, and publishing and presenting.

10. (C) is correct. Cooperative learning is based on the principle of equal contribution of each member in a group to benefit all members of the group. By assigning each group member a role, every student will be accountable for a specific task.

11. (D) is correct. The notional-functional approach to language teaching focuses on communicative goals within discourse. In the textbook's table of contents, chapters are arranged in a way that presents how a given language function, such as to show uncertainty, ties into a specific functional category of language use, such as relative clauses, thereby adhering to the principles of the notional-functional approach.

12. (D) is correct. Individualist cultures typically emphasize the needs and wants of the individual over those of a group or social institution as a whole.

13. (C) is correct. The instructional goal is to increase the student's communication skills. Using visuals and gestures will help the student communicate given his current level of language proficiency and his educational background.

14. (C) is correct. By incorporating the students' interests into future lessons, the teacher will help students gain a sense of personal value from doing schoolwork. As a result, they may begin to enjoy what they are learning and develop a sense of intrinsic motivation to continue learning.

15. (B) is correct. Subtractive bilingualism refers to the phenomenon in which first-language attrition occurs in learners as a result of acquiring a new language. This phenomenon typically occurs in learners of a second language who no longer have opportunities to use their first language in a new environment.

16. (B) is correct. The work sheet asks students to identify which part of the sentence they would emphasize when answering a series of questions. This illustrates how the way certain words in a sentence are emphasized can influence the meaning of the sentence. Thus, the work sheet is primarily providing instruction on stress.

17. (A) is correct. The student is having trouble taking notes on the woolly mammoth during class discussions. Based on her needs and proficiency level, a graphic organizer with a word bank would most likely assist the student while taking notes on the topic.

18. (A) is correct. The language experience approach uses students' spoken language to develop materials for reading and writing instruction. This approach incorporates students' oral language proficiency levels and personal experiences.

19. (D) is correct. In the last sentence, the prepositional phrase "in the world" should precede the prepositional phrase "for people who like motor sports and foods."

20. (C) is correct. Allotting more time is a commonly used accommodation with ELLs on high-stakes achievement tests and content-area exams. This accommodation will not compromise learning standards and will help the ELLs display their knowledge.

21. (A) is correct. Cognitive academic language proficiency (CALP) refers to language learning that occurs within the context of content-area instruction. In the conversation, Eva evidences development in CALP by correctly and consistently using academic terms from her science class, such as "slides," "petri dish," "flatworm," and "microscope."

22. (A) is correct. ELLs' first language and culture are rich sources of knowledge for the brainstorming process and will help facilitate the L1-L2 connection.

23. (B) is correct. Culture shock is a stage that some ELLs may experience upon arrival in the United States. Typically, an ELL going through culture shock may feel overwhelmed by his or her new environment and experience homesickness.

24. (C) is correct. A portfolio that spans the work done over the semester and includes a wide representation of assessment that addresses all four modes of language learning would be the best tool to use when evaluating ESL students' English-language development.

25. (C) is correct. In (C), the student is speaking to a sibling mixing English and their shared native language in conversation. By definition, the use of two or more languages during communication is code-switching.

26. (B) is correct. By reviewing journal entries, ELLs can identify strengths and weaknesses in their writing over a span of time. In doing so, they are self-assessing the development of their writing skills.

27. (D) is correct. *Castañeda* v. *Pickard* ruled that district programs for ELLs must be evaluated for effectiveness using a set of established criteria.

28. (C) is correct. In this example, the ELL has addressed the teacher in a manner that is too informal for their relationship, making it an error in the appropriate use of register.

29. (A) is correct. Acting out a scenario will help ELLs establish connections with linguistic content through movement. Kinesthetic learning is primarily addressed through bodily movement.

30. (A) is correct. Teaching predictable spelling patterns in word families will most effectively assist the ELLs in developing their decoding skills, especially if they are at the beginning level of language proficiency and are unfamiliar with English spelling conventions/ sound/symbol relationships.

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** for information on other *Praxis* tests.

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 45.

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 27 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 27, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.

- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.

- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.

- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.

- **Be supportive.** Include comments that point out what your study partner(s) got right.

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

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

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

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

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

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

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 study topics with questions for discussion

Using the Study Topics That Follow

The English to Speakers of Other Languages test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

Discussion Areas

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

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

Study Topics

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

I.   Foundations of Linguistics and Language Learning

A.   Linguistic Theory

1. Phonetic transcription and terminology, stress and intonation patterns, and the effects of phonetic environment on pronunciation
2. Types of morphemes (e.g., stem/root and affix, bound and free, derivational and inflectional) and how words are morphologically related to each other
3. English syntax (e.g., how words are combined into phrases and sentences, and transformations such as question formation)
4. The parts of speech and the tenses of English verbs
5. Basic features of semantics and how combinations of words convey meaning (e.g., phrases, sentences, and idioms)
6. Familiarity with differences among languages in terms of their phonology, morphology, syntax, and semantics

B.   Language and Culture

1. Basic concepts of pragmatics and sociolinguistics (i.e., that language varies according to a speaker's identity, purpose, and context)
2. Understanding the nature and value of World Englishes and dialect variation
3. The concept of communicative competence
4. Range of social and academic language functions required for English-language proficiency

C.   Second-Language Learning

1. Familiarity with research-based models for second-language learning and acquisition (e.g., cognitive, behaviorist, constructivist)
2. Second-language acquisition, first-language acquisition, and how learners' first language can affect their second-language productions (e.g., L1 interference, accent, code switching)
3. Stages of second-language acquisition (e.g., silent period, interlanguage, morpheme acquisition order)

4. Types of student motivations (intrinsic and extrinsic) and their implications for the second-language learning process
5. Language modeling, comprehensible input, and scaffolding in language learning

D.   Literacy

1. Relationships between English phonemes and graphemes as well as the differences between English pronunciation and spelling
2. Conventions of standard written English and the range of genres and rhetorical patterns used in written English
3. Familiarity with current approaches to literacy development
4. Stages of English literacy development and the importance of oral language skills to literacy development
5. First-language literacy influences on the development of English literacy

Discussion areas: Linguistic Theory

- What kinds of words most frequently occur in a reduced form in natural speech?

- What types of utterances have a rising intonation pattern?

- What is an activity that could help ELLs identify word stress patterns in English?

- If an ELL consistently pronounces [z] as [s], how can a teacher help the student learn to correct the error?

- What are common phonetic transcriptions of the vowel and consonant sounds in Standard American English using the International Phonetic Alphabet (IPA)?

- Which suffix is best to teach when showing students how to change an adjective to an adverb?

- What is the root of the word "unbelievable"?

- What five words could a teacher use in a lesson on Greek or Latin roots in a secondary school ESOL class?

- How are declarative and interrogative sentences formed in English?

- What are two ways that spoken English differs syntactically from written English?

- How is the following sentence transformed into the passive voice?

    The boy broke the dish.

- What is an example of a tag question?

- How does the word "treat" function differently in the following sentences?

    Let me treat you to dinner

    Ice cream is a special treat.

- Why is an indefinite article used in the following sentence?

    I would like an apple.

- In English, which verb tense is used for actions that started in the past and continue up to the present?

- What is an idiom? Give some examples.

- What kind of lesson could help ELLs learn common phrasal verbs?

- What are three ways that intermediate-level ELLs could expand their repertoire of adjectives?

- What is one sound in English that is typically problematic for speakers of each of the following languages?

    Arabic

    Spanish

    Mandarin

- How does word order in English compare with word order in a language other than English that you know?

Discussion areas: Language and Culture

- What is an activity that could help ELLs become aware of appropriate register use in common social interactions?

- What is one lesson that could teach ELLs polite ways to refuse an invitation, to ask for information about an unclear assignment, or to offer a critical comment?

- What is the function of English in a multilingual society? Give a specific example of its use in one such society.

- How could a teacher explain to a colleague why a student from Jamaica was not placed in the ESOL program at their school?

- What is communicative competence?

- What is a lesson for beginning level ELLs that could foster interaction in English with English-speaking peers?

- How is a classroom practice designed to foster communicative competence different from one used in another approach to language learning?

- What are the differences between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP)?

- What is one lesson that could teach an aspect of CALP to intermediate-level middle-school ELLs?

Discussion areas: Second-Language Learning

- What is one example of an utterance that shows evidence of language transfer?

- What psycholinguistic concept is associated with the following student utterance?

    I writed a letter yesterday.

- What is a likely explanation for a student's pronunciation of the word "people" as "beople"?

- What is code-switching?

- What are the principal features of the constructivist model of second-language acquisition?

- What instructional approaches reflect the behaviorist theory of second-language acquisition?

- How does Vygotsky's zone of proximal development relate to L2 learning?

- What are the notable features of each of the following utterances in terms of interlanguage, morpheme acquisition order, and formulaic utterance?

    What they are doing?

    John no come.

- What is one key finding of the L2 research on the order of morpheme acquisition in English?

- What is a silent period in an ESOL student's language development, and what are some activities that accommodate a student in that stage?

- What is one classroom practice that could foster intrinsic motivation for reading?

- Why is portfolio assessment likely to have positive effects on student motivation?

- How does strategy training enhance motivation for learning?

- What is an ideal classroom environment for ELLs? Give at least three features and explain why they are important.

- How does Krashen's input hypothesis support the Total Physical Response technique with beginning ELLs?

- What is an activity or series of activities that could help intermediate-level ELLs understand a guest speaker's talk on the rain forest?

Discussion areas: Literacy

- What are three ways to spell the English phoneme /i/ ?

- What is one lesson that could teach beginning-level ELLs about the different sounds that the letter combination "th" can have?

- What are the elements of the following kinds of essays?

  Compare/contrast

  Classification

  Definition

- What are the common genres of writing in English?

- What are the components of a successful literacy program?

- What is phonemic awareness?

- What is one lesson that could help beginning-level ELLs learn a word-decoding skill?

- What is an ongoing classroom activity that could help intermediate-level ELLs learn to improve their reading fluency?

- What is one practice that a high school ESOL teacher could introduce to improve the written composition abilities of advanced-level ELLs?

- What are the stages of literacy development?

- Why is oral language skill crucial for literacy development in English?

- What are sight words?

- How does amount of schooling in an ESOL student's native language affect second-language acquisition?

- What advice could an ESOL teacher give to the parents of primary-grade-level ELLs to improve their literacy development?

II.   **Planning, Implementing, and Managing Instruction**

 A.   **Instructional Theory**

  1. Characteristics, theoretical foundations, and appropriate use of methods and approaches in second-language learning (e.g., the direct method, Total Physical Response, the Natural Approach)

  2. Various instructional delivery models (e.g., push in, pull out, sheltered instruction)

 B.   **Teaching Techniques**

  1. Organizing learning around content and language objectives and aligning learning with standards

  2. Age-appropriateness of language instruction

  3. Collaboration with general education and content area teachers when designing classroom activities appropriate to the language acquisition levels of English-language learners

  4. Various methods for promoting students' acquisition of productive and receptive language skills in both social and academic contexts

  5. Strategies for teaching language skills both discretely and integratively

  6. Strategies for supporting content-based language learning

7. Lessons and activities that help students become more effective language learners by developing their cognitive and metacognitive strategies

8. Techniques that help students activate prior knowledge and support appropriate transfer of language and literacy skills from L1 to L2

9. Activities and assignments that provide students with authentic language use and meaningful interaction in English

10. Best practices for teaching English literacy to both literate and nonliterate English-language learners

C.   Materials

1. Locating, selecting, modifying, and/or creating instructional materials that support individual students' learning styles and needs

2. Selecting culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources

3. Resources (e.g., audiovisual aids, realia, computer software) that support ESL and content instruction

D.   Managing the Classroom and Students

1. Factors that affect student performance (e.g., age, limited formal schooling, educational interruptions)

2. Understanding how classroom management is essential to creating a safe and orderly environment for English-language learners

3. Using correction and constructive feedback and their implications for student learning and motivation

4. Providing students with a language-, text-, and print-rich environment at an appropriate level

5. Techniques for teaching English-language learners strategies to become more independent (e.g., using dictionaries, using context clues, self-editing)

Discussion areas: Instructional Theory

• How do the significant aspects of Krashen's Natural Approach apply to second-language acquisition?

• Which theorist is associated with the zone of proximal development, and how can the concept be used to guide learning?

• What is Total Physical Response?

• How does the Direct Method of language instruction differ from the Audiolingual Method?

• What is the relationship between Chamot and O'Malley's CALLA (Cognitive Academic Language Learning Approach) and Cummins' CALP?

• What are the core components of the SIOP model?

• What are the advantages and disadvantages of ESL pull-out and push-in programs?

• What are the characteristics of a sheltered ESL class?

• What is sheltered instruction?

• What are the benefits of dual-immersion programs?

• What is English for Specific Purposes (ESP), and what types of ESOL students are most likely to benefit from such a design?

Discussion areas: Teaching Techniques

• How can content and language standards be incorporated into a lesson?

• What are the basic principles of content-based instruction?

• What can teachers do to select the most appropriate materials for their students?

• What are strategies that ESOL and general education teachers can use to adapt instruction for ELLs at different proficiency levels?

• What modifications can ESOL and general educators use to make a fourth-grade lesson on colonial life in the United States more accessible to beginning-level ELLs?

• What types of activities help ESOL students monitor and improve their proficiency in English pronunciation?

• What types of activities best assist ESOL students in their development of English syntax?

• What types of activities are most effective in teaching receptive skills and productive skills?

- How can morphological knowledge be used to build students' vocabulary level?

- What are strategies that teachers could use to help students focus on specific language needs, such as improving their pronunciation or grammatical accuracy?

- What are the principles of content-based instruction?

- What are various pre- and postactivities that could be incorporated into effective content-area instruction for ELLs?

- What is one front-loading activity that could be used to present a new lesson on the life cycle of a frog?

- What are some strategies for strengthening students' oral comprehension?

- How might a lesson on prefixes and suffixes help improve a student's ability to derive meaning from newly encountered words?

- What kinds of activities help students comprehend nonfiction texts?

- What kinds of activities help students use their knowledge of words to understand unfamiliar vocabulary?

- What is one lesson that could teach students how to monitor their own understanding as they read?

- What are some ways in which a teacher could lead students to analyze differences or similarities in vocabulary, sentence structure, spelling, and pronunciation between English and their native languages?

- What specific activities help ELLs activate their prior knowledge?

- What kinds of skills are most beneficial for a teacher to focus on with a group of ESOL students who are almost ready to transition into mainstream English classes?

- What is an activity that incorporates task-based learning?

- How is a jigsaw activity implemented?

- How do different techniques maximize student interaction?

- What are the differences in techniques for teaching a second language for students who are literate and students who are illiterate in their native language?

Discussion areas: Materials

- What kinds of activities are best suited for kinesthetic learning?

- What different supplementary materials are appropriate for each proficiency level of ESL?

- What types of instructional techniques are most effective with newcomers?

- What are some ways to adapt grade-level content-area teaching materials for different proficiency levels?

- What are appropriate materials for making a unit on the American Revolution more accessible to ELLs?

Discussion areas: Managing the Classroom and Students

- What are some specific guidelines for student interaction and appropriate behavior in the classroom?

- How does the establishment of classroom routines help ELLs learn both language and proper school behaviors?

- What is the purpose of establishing guidelines for student interaction and appropriate behavior in the classroom?

- From a classroom management perspective, why is it important that students respect differences among their peers?

- How do appropriate methods of correction vary when a teacher is dealing with beginner ESOL students compared with advanced ESOL students?

- What are some appropriate language-learning resources that could be included in a classroom to create a print-rich environment?

- What is the value of collaborative learning?

- What are some strategies that teachers could use to help students become independent learners?

III.   Assessment

A.   Knowledge of Tests and Standards

1. Individual and group literacy assessments
2. National requirements regarding ESL students' identification, assessment, placement, and exit from language-support programs
3. Methods, both formal and informal, to assess productive and receptive language skills and progress
4. Identifying, selecting, and/or developing assessments to determine English-language learners' language skills
5. Assessments that measure English-language learners' progress toward meeting state and national standards
6. Formal and informal techniques that may be used to assess students' content-area learning at varying levels of language and literacy development
7. Preparing English-language learners to use self- and peer-assessment techniques

B.   Appropriate Use of Tests

1. Accommodations for English-language learners
2. ESL students and special education and/or gifted and talented services and referring individuals
3. Assessment-related issues such as validity, reliability, language and cultural bias, and scoring concerns
4. Norm-referenced and criterion-referenced assessments and how to use them with English-language learners

C.   Interpreting and Applying Assessment Results

1. Using assessment results to plan and differentiate instruction
2. Using assessment results to inform a variety of decisions (e.g., placement, advancement, exit)
3. Interpreting and communicating the results of assessments to English-language learners and their parents

Discussion areas: Knowledge of Tests and Standards

- What are the primary uses of individual and group literacy assessments?

- What are the advantages and disadvantages of each?

- What are national requirements for exit from a language-support program?

- When and how is a home language survey used?

- What kinds of assessments best focus on ESOL students' comprehension skills in all four domains of language acquisition?

- What types of formative and summative assessments are effective for measuring ELLs' knowledge and/or skills?

- What is one test task that could be used to assess productive language skills?

- How can a portfolio assessment be an effective tool to evaluate ELLs' progress?

- What criteria should be taken into account when selecting the appropriate assessment instrument for ELL skills?

- What is the difference between a needs assessment and a diagnostic assessment?

- What different means of evaluation can teachers use to measure their students' progress toward meeting state and national standards?

- How do state and national requirements affect the reporting of ESOL students' scores on standardized tests?

- What are some formal and informal techniques that could be used to assess how well students are progressing in content-area learning?

- What is one assessment on the Industrial Revolution that is appropriate for an intermediate-level ELL?

- Why is it important for teachers to model techniques for self-assessment?

- What is the value of peer assessment?

Discussion areas: Appropriate Use of Tests

- How can language-proficiency skills affect the outcome of an assessment of cognitive achievement?

- What accommodations can be given to ESOL students to accurately measure their linguistic and academic proficiencies?

- How do special education needs factor into decisions about ESOL student placement?

- What kind of evidence can indicate that an ELL might be a candidate for a gifted program?

- What are examples of concrete evidence that indicate that an ELL has cognitive difficulties in addition to language-learning difficulties?

- How might vastly different scores achieved by the same ESOL student on the same test material be explained?

- How can cultural bias affect the scores of ESOL students on standardized tests?

- What are the characteristics of a criterion-referenced assessment?

- For what purposes are norm-referenced assessments used?

Discussion areas: Interpreting and Applying Assessment Results

- How can assessment results be used to modify classroom instruction to meet students' needs?

- What are some factors that determine a student's candidacy for an ESOL program?

- What criteria should be used to determine whether an ESOL student is ready to be exited from an ESOL program?

- What important factors contribute to the decision to advance an ESOL student to the next level of instruction or retain the student for further instruction at the current level?

- How can assessment results be communicated to parents who are not proficient in English?

IV.　Cultural and Professional Aspects of the Job

A.　Cultural Understanding

1. Relationships between language and culture

2. Cultural variables (e.g., individualism versus collectivism, high context or low context in language, meaning of nonverbal behaviors) that affect second-language acquisition and teaching and students' identities

3. Awareness that teaching and learning styles vary across cultures

4. Incorporating the diverse cultures of students into instruction

5. Implications of cultural stereotyping in the school setting

6. Modeling positive attitudes toward second-language learners

7. Cultural conflicts and other events in students' lives that have an impact on English-language learners' dispositions and learning

8. Factors (e.g., parents' educational attainment, students' previous schooling, gender) that may influence an English-language learner's language development

9. Teacher's personal and cultural experiences that may influence teaching style

10. Knowing how to explain United States cultural norms to English-language learners

11. Knowing how past and present patterns of migration and immigration in the United States are relevant to the field of ESL

B.　Legal and Ethical Issues

1. Legal provisions and ethical implications of laws and court decisions related to the education of English-language learners (e.g., *Castañeda* v. *Pickard*, *Lau* v. *Nichols*)

2. Ways in which the ESL teacher is affected by local, state, and national regulations (e.g., design and implementation of a variety of ESL programs and models)

3. Legal and ethical issues related to the assessment of English-language learners

C.　Role of the ESL Teacher

1. The connection between language instruction and content instruction and English-language learners' academic success

2. Serving as a resource and advocate for students and families

3. The need to communicate with school personnel about the characteristics and emotional/physical needs of English-language learners

4. Strategies for planning and conducting collaborative conferences with English-language learners, their families, and school/community members

5. Strategies for involving families, school personnel, and community members in planning transitions (e.g., grade levels, programmatic, school-to-work) for English-language learners

6. Techniques for collaboration with paraprofessionals, classroom/content-area teachers, and other instructional staff who work with English-language learners

7. Awareness that English-language learners and their families may have a need for a variety of outside resources (e.g., services, networks, organizations)

8. Integrating the feedback of parents/caregivers in instructional planning and decision making

9. Strategies for consulting with parents/caregivers and communicating with them about students' progress and needs

D. Professional Development

1. Locating information on relevant research, practice, and issues pertaining to the education of English-language learners

2. Organizations and publications relevant to the field of ESL (e.g., TESOL, NABE)

3. Knowing the importance of pursuing opportunities to grow in the field of ESL

Discussion areas: Cultural Understanding

- What are some examples of cultural norms that affect communication?

- Why is it important for language learners to also learn the cultural norms associated with a language?

- How do cultures vary in terms of norms concerning eye contact?

- How does the student-teacher relationship vary between cultures, and what kinds of misunderstandings might the differences create?

- What are the primary differences between individualist cultures and collectivist cultures?

- What is one example of nonverbal behavior that differs from one culture to another related to demonstrations of respect?

- What are some approaches to learning that may vary from one culture to another?

- How might different experiences with prior schooling affect an ELL's academic success in a new country?

- What is one example of a cultural expectation that explains why teachers may approach teaching differently in two different cultures?

- What is one way that a student's behavior varies from one culture to another?

- What are some ways in which a teacher could incorporate aspects of diverse cultures into a lesson?

- How could a teacher help build positive relationships between students from different cultural backgrounds?

- What are some potential effects of stereotyping on students?

- What are some ways that a teacher could introduce a discussion about the negative effects of stereotyping?

- Why is it important for ESOL teachers to serve as role models for other teachers regarding their interaction with ELLs?

- How might a teacher help an ELL who becomes frustrated when learning English?

- How does the role of family vary between cultures, and how might that affect language acquisition?

- What might a teacher do to ensure that a student from a country at war feels supported in the classroom?

- What is one type of extra support that could assist ELLs who have experienced previous traumatic events in their lives, such as family separation or life as a refugee?

- How can a teacher effectively work with a newly arrived ELL who does not view formal education as a priority?

- What is one strategy a teacher could use to work with ELLs whose views on gender roles in their culture heavily affect their educational experiences?

- What is an example of the kind of extra help high school ELLs are likely to need if their parents have limited schooling?

- What is ethnocentrism?

- What are several strategies that could appeal to learners from diverse cultural backgrounds?

- What are some common United States cultural norms, values, and patterns of behavior that should be made explicit to ELLs?

- How can teachers help students build intercultural competencies?

- How have changes to immigration patterns in the United States affected ESOL education?

Discussion areas: Legal and Ethical Issues

- What is the basic ruling in *Lau* v. *Nichols*, and how does the ruling affect ESL programs in all schools?

- What court case resulted in a ruling mandating that programs that serve LEP students be evaluated for effectiveness after a trial period?

- How does the Civil Rights Act of 1964 affect ESOL education?

- How can teachers effectively address local, state, and national mandates in their teaching practice?

- What constitutes an effective program model for ESOL students based on evaluation criteria from the United States Department of Education?

- What is the legal basis for initial identification for an ESL program, advancement through the program, exit criteria, and Adequate Yearly Progress (AYP)?

Discussion areas: Role of the ESL Teacher

- What is the role of English-language skill development in content-area classes?

- What are some school and community resources that could be of assistance to ELLs and their families?

- What are some different ways that an ESL teacher could advocate for ELLs within the school community?

- What information about cultural differences might be useful to a general education teacher who is teaching ESOL students?

- What is one situation in which an ESOL teacher could facilitate effective communication between ELLs, their families, and school staff?

- What are some strategies for including various members of the school community in meeting with ELLs and their families?

- What are some examples of supplementary materials that could provide parents of ELLs with important information about their children?

- What types of curricula are most likely to benefit ELLs with specific career goals?

- How can an ESL teacher effectively integrate community resources into instruction?

- What are some ways that paraprofessionals contribute to the ESL classroom?

- What are the integral factors for ESL and content-area teachers to consider when collaborating on planning instruction for ELLs?

- What are some reasons that ELLs and their families might have a need for resources provided by the community?

- How can an ESL teacher effectively provide information about available community resources to ELLs and their families?

- Why is it important to provide feedback to parents/caregivers regarding their children's linguistic and academic progress?

- What are several factors that could influence instructional planning based on feedback from ELLs' parents/caregivers?

- What are some ways in which teachers could communicate with parents of ELLs?

- What are some factors that might hinder the parent of an ELL from being more involved in a child's education?

Discussion areas: Professional Development

- What are some relevant and reliable resources that report on current research pertaining to the education of ELLs, and where can they be found?

- How can ESL teachers stay up-to-date on relevant developments in their field?

- What is TESOL, and what types of requirements are included in the TESOL standards for ESOL students?

- What kind of information can various organizations, such as TESOL, CAL, ACFTL, and NABE, offer ESOL teachers?

- Why is it important for ESOL teachers to pursue opportunities for growth in their field?

- What is one way that ESOL teachers in a district could collaborate on professional development activities?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as "Which of the following does NOT …" is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.

6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

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

What if English is not my primary language?

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

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 Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

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

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

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

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)
- be prepared to stand in line to check in or to wait while other test takers check in

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

❐ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?

❐ Have you followed all of the test registration procedures?

❐ Do you know the topics that will be covered in each test you plan to take?

❐ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?

❐ Do you know how long the test will take and the number of questions it contains?

❐ Have you considered how you will pace your work?

❐ Are you familiar with the types of questions for your test?

❐ Are you familiar with the recommended test-taking strategies?

❐ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?

❐ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?

❐ If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

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

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 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.

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.
To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

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

If you have taken the same *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**

- *The Praxis Passing Scores* (PDF), found at **www.ets.org/praxis/scores/understand**

- State requirements, found at **www.ets.org/praxis/states**

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

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

Your teaching career is worth preparing for, so start today!

Let the *Praxis® Study Companion* guide you.

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

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