

The *Praxis*® Study Companion

Health and Physical Education: Content Knowledge

5856



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 Series*® 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 27).

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.

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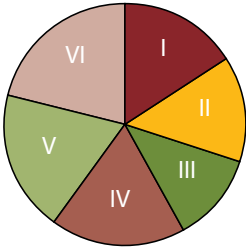
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1. Learn About Your Test

Learn about the specific test you will be taking

Health and Physical Education: Content Knowledge (5856)

Test at a Glance			
Test Name	Health and Physical Education: Content Knowledge		
Test Code	5856		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	Health		
	I. Personal Health Care	19	16%
	II. Family Living and Sex Education	16	14%
	III. Community Health/Diseases and Disorders	15	12%
	Physical Education		
	IV. Fundamental Movement, Motor Development, and Motor Learning	22	18%
	V,. Movement Forms	23	19%
	VI. Fitness and Exercise Science	25	21%

About This Test

The Health and Physical Education test is designed for prospective teachers of health and physical education. Examinees typically have completed a bachelor’s degree program in health and physical education, or have prepared themselves through some alternative certification program. Approximately 50 of the 120 test questions focus on studies of health, and approximately 70 focus on studies of and experiences in physical education.

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

Topics Covered

Representative descriptions of topics covered in each category are provided below.

Health

I. Personal Health Care

- A. Nutrition: dietary goals and guidelines, the food pyramid, nutrients, metabolism, calories, fad diets, and the relationship between diet and exercise
- B. Mental and emotional health: self-concept/self-esteem, personality development, defense mechanisms
- C. Consumer health: quackery, advertising, importance of regular checkups, personal responsibility for healthy behavior, and health “myths”
- D. Drug use and abuse: alcohol, tobacco, over-the-counter drugs, prescription drugs, illegal substances, “non-drug drugs” such as caffeine, causes for the use and abuse of substances, alternate coping skills, physical and psychological effects, treatment and recovery
- E. Safety and injury prevention: general and specific safety considerations for all movement activities; fitness-related safety considerations, such as warm-up/cool down, harmful exercise techniques, and environmental conditions; health-related fitness appraisals; personal goal-setting and assessment, such as Physical Best, President’s Challenge, and Fitnessgram; handling accidents and illnesses: personal safety, the safety risks, first aid techniques such as CPR and the Heimlich maneuver, water safety certification; legal aspects of equipment and class organization
- F. Methods, strategies, and resources for evaluating students’ health behaviors and effecting appropriate changes and meeting a pluralistic society’s needs for health education relative to differing socioeconomic, cultural, and ethnic backgrounds

II. Family Living and Sex Education

- A. Reproductive anatomy and physiology: growth and development of the male and female reproductive systems, family planning, pregnancy and childbirth
- B. Psychosocial development: family structure relationships, peer relationships, values and

decision-making, understanding of bodily changes, and personal growth and development

- C. Dating and marriage: readiness, responsibility, communication, and assertiveness
- D. Parenting: responsibilities, child-rearing practices, and communication
- E. Family and societal problems: conflict resolution, domestic violence, rape, incest, teen pregnancy, and divorce
- F. Gerontology: relation of lifestyle to health maintenance, services for older citizens, dealing with pain and infirmity
- G. Death and dying: acceptance, dealing with grief, services and facilities for the ill, and planning for death

III. Community Health/Diseases and Disorders

- A. Environmental issues: population, resources, pollution, and urban-rural considerations
- B. Health agencies: public and private agencies, services provided, cost considerations, and health care delivery systems
- C. Health careers: types of occupational positions, educational requirements prior to training, and formal training required
- D. Communicable diseases: infectious diseases, including sexually transmitted diseases (STDs)
- E. Chronic diseases: cardiovascular and neurological diseases, cancer, diabetes, and other major illnesses
- F. Genetic: Tay-Sachs, sickle cell anemia, cystic fibrosis, Down syndrome
- G. Mental and emotional illness: depression, anxiety disorders, schizophrenia, and suicide
- H. Causes, prevention, control, treatment, and counseling for communicable diseases; chronic diseases; genetic disorders; and mental illness, particularly related to teenage depression and suicide

Physical Education

IV. Fundamental Movements, Motor Development, and Motor Learning

- A. Fundamental movements: locomotor, nonlocomotor, manipulative, and falling/landing movement skills; movement concepts such as body, space, effort, and relationship
- B. Growth and motor development: role of perception in motor development, such as in spatial movement relationships; neurophysiology of motor control; effects of maturation and experience on motor patterns; biological and environmental influences on gender differences in motor performances
- C. Motor learning: classical and current theories of motor learning; variables that affect learning and performance; effects of individual differences on learning and performance

V. Movement Forms

- A. Dance and rhythmic activities: dance forms, such as folk, square, and aerobic dancing; skill analysis of dance movements
- B. Gymnastics: stunts and tumbling, use of gymnastic apparatus, movement themes in educational gymnastics
- C. Games: game forms, including invasion games; cooperative and competitive games; analysis of skills, rules, and strategies of particular games
- D. Individual/dual/team sports: analysis of skills, injury prevention and safety, rules and strategies, facilities and equipment, lifetime activities and recreational pursuits, adventure and outdoor pursuits, and the martial arts; emphasis is on basketball, soccer, softball, tennis, track and field, and volleyball

VI. Fitness and Exercise Science

- A. Components: cardiorespiratory and muscular endurance, body composition, flexibility
- B. Conditioning practices and principles: frequency, intensity, time/duration, the role of exercise
- C. Human biology: anatomy and physiology, including identification of major muscles, bones, and systems of the human body and their functions; exercise physiology, including terminology, components of fitness, principles of exercise, roles of body systems in exercise, short and long-term effects of physical training, relationship between nutrition and fitness
- D. Biomechanics: terminology: mass, force, friction; basic principles of movement: summation of forces, center of gravity, force/speed relations, torque; application of basic principles to sports skills; methods of analyzing movement; analysis of basic movement patterns: overhand throw, underhand throw, kick

2. Familiarize Yourself with Test Questions

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

The *Praxis Series* 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 options.

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

- **Clicking more than one oval** to select answers from a list of options.
- **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 options and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

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

How would you answer this question?

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

Try following these steps to select the correct answer.

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

Try a more challenging example

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

For tests that have constructed-response questions, more detailed information can be found in "Understanding Constructed-Response Questions" on page 30.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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

The screenshot displays a computer-delivered test interface. At the top, there is a light blue header bar containing the ETS PRAXIS logo on the left, the text "Question 1 of 94" in the center, and a "Show Time" button on the right. Above the question area, there is a row of five buttons: "Review" (with a magnifying glass icon), "Mark" (with a square icon), "Help" (with a question mark icon), "Back" (with a left arrow icon), and "Next" (with a right arrow icon). The main content area is white and contains the following text: "While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?" Below this text are four radio button options: "To determine students' prior knowledge", "To monitor students' progress", "To forecast students' success rate in state tests", and "To compare student achievement with that of previous classes". At the bottom of the question area, there is a gray rectangular box with the instruction: "Answer the question above by clicking on the correct response."

ETS PRAXIS

Question 1 of 94

Show Time

Review Mark Help Back Next

While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?

☐ To determine students' prior knowledge

☐ To monitor students' progress

☐ To forecast students' success rate in state tests

☐ To compare student achievement with that of previous classes

Answer the question above by clicking on the correct response.

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

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

1. Which of the following accurately describes the correct sequence of procedures one should follow when administering the ABC's of cardiopulmonary resuscitation (CPR)?
 - (A) Open airway, supply two full breaths, check pulse
 - (B) Check pulse, supply two full breaths, check breathing
 - (C) Check pulse and breathing, open airway, supply two quick breaths
 - (D) Supply two quick breaths, check pulse and breathing, open airway
2. Which two of the following are the faults most commonly exhibited by beginning swimmers who are learning the breast stroke?
 - I. Failure to relax
 - II. Moving the arms too fast
 - III. Pulling the arms back too far
 - IV. Carrying the arms too high in the recovery
 - V. Improper timing between movements of the legs and the arms
 - (A) I and IV
 - (B) II and IV
 - (C) II and III
 - (D) III and V
3. The exercise system known as "plyometrics" was designed to meet which of the following objectives?
 - (A) Cardiovascular fitness
 - (B) Explosive power training
 - (C) Improved flexibility
 - (D) Muscular endurance
4. A negative energy balance of which of the following would be required to lose one pound per week?
 - (A) 4,500 calories
 - (B) 3,500 calories
 - (C) 2,500 calories
 - (D) 1,500 calories
5. The speed of an object thrown overhead is most affected by which of the following?
 - (A) Wrist flexion
 - (B) Hip rotation
 - (C) Grip-release
 - (D) Hand-head proximity
6. An increase in the risk of heart disease is associated with an increase in all of the following EXCEPT
 - (A) blood pressure
 - (B) serum cholesterol
 - (C) low-density lipoprotein
 - (D) high-density lipoprotein
7. Which of the following activities is most aerobically demanding in relation to kcal/hour burned?
 - (A) Bowling
 - (B) Volleyball
 - (C) Walking
 - (D) Cross-country skiing
8. In which of the following locomotor skills does each foot have two tasks to complete before the weight is transferred to the other foot?
 - (A) Galloping
 - (B) Running
 - (C) Walking
 - (D) Skipping

9. Which of the following is a problem most characteristic of the primitive stage of forward rolling?
 - (A) Keeping the chin tucked
 - (B) Keeping the knees and hips flexed
 - (C) Losing the curl
 - (D) Using the hands to cushion the head contact
10. All of the following are characteristics of a correct mature form for striking a ball with a racquet EXCEPT
 - (A) taking a forward step with the foot opposite to the striking arm
 - (B) coiling and rotating the body forward as the racquet is swung
 - (C) putting weight on the back foot and then shifting to the front foot as the racquet is swung
 - (D) stopping the racquet at the point of contact with the ball
11. When dribbling a soccer ball in a restricted space, the player should attempt to do all of the following EXCEPT
 - (A) keep the ball close to the feet
 - (B) stay in a slightly crouched position
 - (C) use body feints and changes of speed
 - (D) use only the dominant foot for better control
12. It is reputed that Milo of Greece lifted a newborn bull onto his shoulders each day until the bull became fully mature. Milo followed what two principles of modern muscle strength and endurance conditioning?
 - (A) Progression and overload
 - (B) Variable resistance and overload
 - (C) Frequency and progression
 - (D) Intensity and retention
13. In which of the following lists is each physiological factor linearly (proportionately) related to oxygen consumption?
 - (A) Cardiac output, diastolic blood pressure, heart rate
 - (B) Cardiac output, heart rate, work rate
 - (C) Core temperature, red blood cell count, work rate
 - (D) Minute ventilation, red blood cell count, respiration rate
14. Angular motion is represented by which of the following?
 - I. The knees of a cyclist
 - II. The legs of a runner
 - III. The arms of a swimmer
 - (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I, II, and III
15. The correct racing posture of a swimmer, a cyclist, or a downhill skier minimizes the effect of
 - (A) lift
 - (B) propulsion
 - (C) drag
 - (D) gravity
16. Which of the following practice alternatives would best promote motor learning and safety for potentially dangerous sports such as pole vaulting and downhill skiing?
 - (A) Whole
 - (B) Part
 - (C) Progressive-part
 - (D) Distributed

17. All of the following are immediate physiological benefits of warm-down (cool-down) activities following vigorous physical activity EXCEPT
 - (A) preventing blood from pooling in the legs
 - (B) increasing the rate of lactic acid removal from the blood and skeletal muscle
 - (C) promoting the reduction of cholesterol in the blood
 - (D) reducing the risk of cardiac irregularities
18. Swimming one-half mile four times a week is most likely to develop which of the following?
 - (A) Aerobic fitness
 - (B) Balance
 - (C) Flexibility
 - (D) Agility
19. Which of the following accurately represents the number of extra calories a pregnant woman will need to consume per day to prepare for a healthy birth?
 - (A) 200–300
 - (B) 1,000–1,200
 - (C) 1,500–2,000
 - (D) Double her normal caloric intake
20. Which of the following represents the correct sequence of stages during normal vaginal childbirth?
 - (A) Expulsion, dilation, placental, contractions
 - (B) Dilation, expulsion, contractions, placental
 - (C) Contractions, dilation, expulsion, placental
 - (D) Placental, contractions, dilation, expulsion
21. Which of the following is the respiratory condition characterized by inflammation, excessive mucus production, and the constriction of the bronchi?
 - (A) Hay fever
 - (B) Emphysema
 - (C) Sleep apnea
 - (D) Asthma
22. Some people feel an improvement in their health after taking a remedy that has no proven scientific effect on health status. This is an example of which of the following?
 - (A) A medical breakthrough
 - (B) A suppressant benefit
 - (C) Positive visualization
 - (D) Placebo effect
23. The hormone released by the hypothalamus of the brain in males and females at the onset of sexual maturity is
 - (A) norepinephrine
 - (B) adreneline
 - (C) progesterone
 - (D) gonadotropin-releasing hormone (GnRH)
24. The primary means of managing diabetes is to keep
 - (A) cholesterol levels low
 - (B) sodium levels low
 - (C) blood sugar levels stable
 - (D) blood pressure stable

Answers to Sample Questions

1. The correct answer is (A). The ABC's of CPR, according to the American Heart Association, are a series of steps. A stands for airway, B for breathing, and C for circulation. The steps necessary for an unconscious victim are as follows:

1. open airway with jaw thrust
2. if victim is not breathing, begin artificial breathing with two quick breaths
3. check carotid pulse, and
4. if victim's pulse is absent, begin artificial circulation.

2. The correct answer is (D). The swimmer's arms should not be drawn back beyond the shoulders, making III a common fault. The pull, kick, glide sequence must also be executed in proper order, making V the second most common fault.

3. The correct answer is (B). Exercise training drills termed plyometrics, or explosive jump training, are used for football, volleyball, sprinting, and basketball.

4. The correct answer is (B). A pound of body fat equals 3,500 calories. By reducing intake of food as in dieting or burning more calories in exercise, a negative energy balance is created. An individual wishing to lose one pound per week would need to maintain a negative energy balance of 3,500 calories per week.

5. The correct answer is (B). The speed of a thrown object is related to the amount of torque created by the rotation of the hips added to the arm action. The body as a whole, therefore, throws the object, hip rotation being a commonly observed attribute of the mature overhand throw.

6. The correct answer is (D). High concentrations of low-density lipoprotein (LDL), especially under high (blood) pressure and in the presence of high serum cholesterol, are the major factors associated with the artery-narrowing process known as atherosclerosis. Whereas LDL carries cholesterol to the tissues of the body, high-density lipoprotein (HDL) is thought to act as a scavenger, gathering cholesterol from cells and returning it to the liver to be processed to bile. A high HDL ratio to LDL in overall serum cholesterol is a desirable trait.

7. The correct answer is (D). For a 150-pound person, bowling would burn 140–280 kcal/hour; walking, 222–300 kcal/hour; and cross-country skiing, 420–840 kcal/hour, making skiing the most demanding of the choices on one's aerobic capacity. Volleyball involves less energy expenditure than either walking or cross-country skiing.

8. In walking and running, each foot performs a single task before the other foot takes over. In galloping, each foot performs a single task, but one foot "walks" while the other foot "leaps." In skipping, each foot both "walks" and "hops" before the other foot takes over. Therefore, (D) is the correct answer.

9. (A), (B), and (D) are all characteristic of intermediate or advanced levels of performing the forward roll. (C) is characteristic of early or primitive stages of performing the forward roll and is the correct answer.

10. (A), (B), and (C) are all generally accepted as essential elements of mature striking form. "Following through" with the swing is also an essential element, and thus (D) is the correct answer.

11. Although most players, even at fairly advanced levels, will have better control with the dominant foot than with the nondominant foot, it is still essential that practice in dribbling at every level emphasize use of both feet. (D) is the correct answer.

12. (A) is the correct answer because progression and overload are the terms used in discussions of fitness that refer to adjusting the amount of exercise to a person's present capacity (overload) and gradually increasing the amount of exercise over time to improve the level of fitness (progression).

13. (B) is the correct answer because it is the only option that does not include at least one item that does not increase in a linear fashion as oxygen consumption increases.

14. The correct answer is (D). The definition of angular motion clearly covers all three of the movements listed; when an object acting as a rigid bar moves in an arc about an axis.

15. All three activities require that their participants maintain a compact arrangement of the body so that it can move smoothly through the medium (air or water) that is involved. (C) is the correct answer, because the failure to observe this compact bodily arrangement would hinder movement by creating drag.

16. (C) describes a method of practice that involves working on specific elements of a skill in isolation. Because this method allows those elements of a skill that present the greatest risk of injury to be mastered under controlled conditions before the skill is attempted “whole” and under real conditions, (C) is the correct answer.

17. This question is based on a standard textbook discussion of the rationale for warm-down following vigorous physical activity, which clearly establishes (A), (B), and (D) as real effects of proper warm-down procedures. (C) is not such an effect and is thus the correct answer.

18. The correct answer is (A). Swimming a distance such as one-half mile would increase cardiovascular fitness just as distance running would. Swimming may help maintain flexibility but would not develop agility or balance.

19. The correct answer is (A). During the course of a pregnancy, the fetus weighs anywhere from a few ounces to a few pounds. The mother’s body needs only between 200 and 300 extra calories per day during the pregnancy. That is about the amount in one cooked chicken breast, without the skin.

20. The correct answer is (C). The end of the first trimester, called transition, is the process during which the cervix becomes fully dilated and the baby’s head begins to move into the vagina, or birth canal. This transition period starts the chain of childbirth. The second stage is the expulsion stage, during which the mother gets ready to give birth to the child. The cervix is fully dilated and the contractions become rhythmic, stronger, and more painful as the uterus works to push the baby through the birth canal. After the delivery of the baby, the mother continues into the third stage of labor, during which the placenta is expelled from the womb.

21. The correct answer is (D). An asthma episode is a series of events that result in narrowed airways. These include: swelling of the lining, tightening of the muscle, and increased secretion of mucus in the airway. Hay fever is an allergy caused by the pollens of certain seasonal plants. Sleep apnea is a sleep disorder involving pauses in breathing during sleep. Emphysema is a pulmonary disease caused by exposure to toxic chemicals or tobacco smoke.

22. The correct answer is (D). The placebo effect is created when, in a controlled medical environment, a patient is given an inert pill and not told that it is inert. The patient then describes the improvement the inert pill is causing, thus showing that the improvement was mental and not medical. This is also the case in the uncontrolled environment as illustrated in the question.

23. The correct answer is (D). GnRH activity is very low during childhood and is activated at puberty. During the reproductive years, its release in higher quantities is critical for successful reproductive function.

24. The correct answer is (C). Diabetes is a condition in which blood sugar levels are high due to the body’s inability to process the blood sugar correctly; therefore keeping blood sugar levels stable would be the best way to manage diabetes.

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. A helpful resource is the [Strategies for Success video](#), which includes tips for preparing and studying, along with tips for reducing test anxiety.

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 in "1. Learn About Your Test" 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 in "9. Understand Your Scores" on page 30.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 23 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

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

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

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

- **Plan the group's study program.** Parts of the study plan template, beginning on page 23, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 12.
- **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 “Topics Covered” 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 the Topics Covered section.
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: Core Academic Skills for Educators: Reading
Praxis Test Code(s): 5712
Test Date: 9/15/14

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
Core Academic Skills for Educators:						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	3	Middle school English text book	College library, middle school teacher	7/15/14	7/15/14
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	3	Middle school English text book	College library, middle school teacher	7/17/14	7/17/14
Organization	Identify how reading selection is organized in terms of cause/ effect and compare/ contrast	3	Middle and high school English text book	College library, middle and high school teachers	7/20/14	7/21/14
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	7/25/14	7/26/14
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	7/25/14	7/27/14

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Craft, Structure, and Language Skills						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/1/14	8/1/14
Integration of Knowledge and Ideas						
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/8/14	8/8/14
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/15/14	8/17/14
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/22/14	8/24/14
Generalization	Draw conclusions from materials presented in reading selection	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/24/14	8/24/14
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	8/27/14	8/27/14

My Study Plan

Use this worksheet to:

- 1. **Define Content Areas:** List the most important content areas for your test as defined in the Learn about Your Test and Topics Covered sections.
- 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: _____

Praxis Test Code: _____

Test Date: _____

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

(continued on next page)

[illegible]

6. 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 Series* 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.

7. 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/accommodations/plne.

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

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

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

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

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.

8. 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 a pen or pencil to use on the scratch paper you are given
- 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!

9. 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 Series* 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 test or other tests in *The Praxis Series* over the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Series 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 *Praxis II* tests for professional licensing.

Do all states require these tests?

The *Praxis Series* 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 Series* tests?

Your state chose *The Praxis Series* 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 Series* test development process. First, ETS asked them which 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?

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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 (2003, Princeton, NJ) 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 (1999, Washington, DC).

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