ETS® PRAXIS®

The *PRAXIS*® Study Companion

School Counselor (5422)

ETS® Professional Educator PROGRAMS

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School Counselor (5422)

Test at a Glance

The *Praxis*® School Counselor test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

Test Name	School Counselor
Test Code	5422
Time	120 minutes
Number of Questions	120 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Define	30	25%
II. Deliver	48	40%
III. Manage	24	20%
IV. Assess	18	15%

About The Test

The test is designed to follow the ASCA School Counselor Professional Standards & Competencies. These standards and competencies provide an overview of the mindsets and behaviors school counselors must possess to meet the rigorous demands of the school counseling profession and the needs of students in grades pre-K through12.

The content of the exam calls on the test takers' knowledge of the history and role of the school counselor, human development, and ethical and legal principles. It also focuses on individual, group, classroom, and schoolwide interventions and consultation and collaboration. Test questions call on test takers' knowledge of research-based counseling practices as well as the ability to apply knowledge and principles to situations that occur in the schools. The test taker is asked to analyze and respond to situations involving individual students, classroom situations, and school and community events at grade levels from kindergarten through twelfth grade.

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

Content Topics

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

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Define

A. **Role of the School Counselor**

1. Knows how to advocate for the appropriate role of the school counselor using practical implications of current literature, research, data, and best practices.

2. Knows the benefits of membership in professional organizations for school counselors (for example, resources, networking, insurance).

3. Understands the current American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs.

4. Understands the current American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success for academic, career, and social/emotional development.

5. Understands how school counselors create systemic change through their roles as leader, advocate, and collaborator.

6. Understands the difference between school counselor responsibilities and non-school counselor tasks (for example, disciplining, substitute teaching, test coordination, 504 coordination, scheduling, lunch duty, supervision).

B. **Human Growth and Development**

1. Knows major theories regarding human development throughout the lifespan.

2. Knows how to use current research to promote holistic student development.

3. Knows major theories regarding cognitive development throughout the human life span.

4. Knows major theories regarding personality and emotional development throughout the human life span.

5. Knows major theories regarding social and character development throughout the human life span.

6. Is familiar with major theories regarding family systems.

C. **Ethical & Legal Issues**

1. Understands and applies the current American School Counselor Association (ASCA) Ethical Standards for School Counselors (for example, confidentiality, families' rights and responsibilities, dual relationships).

2. Understands the professional boundaries, legal, ethical, and school district guidelines pertaining to communication with students, families, and other stakeholders.

3. Understands the need for self-awareness of personal biases and limitations that may affect the practice of school counseling.

4. Is familiar with the need for ongoing professional development designed for school counselors.

5. Knows and utilizes ways to remain mentally healthy, stay motivated, and avoid burnout.

6. Knows how changes in major public policy and laws affect student rights and school counselor responsibilities.

7. Understands the role of the school counselor in relation to the Americans with Disabilities Act (ADA, 1990), Individuals with Disabilities Education. Improvement Act (IDEA, 2004), and/or Family Educational Rights and Privacy Act of 1974 (FERPA) in advocating for the legal rights of students with disabilities.

8. Is familiar with the appropriate constitutional rights as they apply to educational settings for students and families (for example, freedom of speech, citizenship).

9. Understands the concept of duty to warn and the difference between privileged communication and confidentiality.

Discussion questions: Role of the School Counselor

- What are the major components of the ASCA National Model?
- What are the major roles of the counselor, and what roles are inappropriate for a counselor?
- What are some examples of how a school counselor can stay motivated and avoid professional burnout?

Discussion questions: Human Growth and Development

- What are the stages of Erik Erikson's theory of personality development?
- How do various theorists view the process of learning?
- What are the stages of Jean Piaget's theory of cognitive development?

Discussion questions: Ethical & Legal Issues

- What are the core conditions of effective counseling?
- What are the major components of an effective crisis management program?
- What are some of the considerations professional school counselors should be aware of when counseling students of diverse ethnicities? students?
- What are the rights of parents to information about their children's counseling?
- Which school staff, including school counselors, are required to report child abuse and neglect?
- What is the effect of the Family Educational Rights and Privacy Act (FERPA) on the work of the professional school counselor?

II. Deliver

A. Direct Student Services

1. Knows basic methods of analyzing student outcomes.
2. Understands how to appropriately use a variety of technology applications to deliver a school counseling program.
3. Understands the purposes and theories of individual counseling and applies them appropriately.
4. Understands the purposes and theories of group counseling and applies them appropriately.
5. Knows the purpose and can apply techniques of educational planning (for example, grade-level transition, academic plans).
6. Understands the purposes, theories, and techniques, and can apply processes of career and post-secondary awareness, exploration, and/or planning for students at each developmental level.
7. Understands and can apply techniques and strategies of classroom management and instruction.
8. Understands the purposes and theories and can apply techniques of crisis interventions and trauma-informed counseling (for example, school-level crises, individual crises).
9. Knows the purpose and can apply techniques of peer mediation and conflict resolution.
10. Understands methods for preventing and addressing common student concerns (for example, stress, anxiety, substance use/abuse, bullying).
11. Understands how to select and appropriately implement direct services (for example, instruction, small group, and individual).
12. Understands and can respond to the needs of students with various levels of ability (for example, physical, emotional, cognitive).
13. Knows the potential impact of cultural, social, and environmental influences (for example, sexual orientation, family situations, substance use/abuse) on student outcomes (for example, achievement, attendance, and behavior).

14. Is familiar with how to interpret and appropriately use the results of achievement tests and measures of learning.
15. Knows the characteristics of and how to appropriately interpret college and/or career assessments (for example, interest inventories, aptitude/skills tests) for post-secondary planning.
16. Knows the potential impact of cultural, social, and environmental influences on student test performance, test accommodations, and test interpretation.

B. Indirect Student Services

1. Knows the appropriate role of the school counselor in the support of the development and implementation, and support of student service plans (for example, Individualized Education Program (IEP) meetings, Section 504 plans).
2. Understands the basic characteristics of consultation.
3. Knows how to collaborate with stakeholders, such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity and support success and well-being for every student.
4. Is familiar with the role of the school counselor within the multi-tiered systems of support (MTSS) framework.
5. Knows how to manage various types of referrals.

Discussion questions: Direct Student Services

- What are appropriate transition programs for students at the elementary, middle, and high school level?
- What are appropriate group counseling strategies for elementary school students?
- How might cognitive therapy be applied in a school setting?

Discussion questions: Indirect Student Services

- How might a school counselor engage in consultation services with outside agencies?
- What role or roles does a school counselor have in support of the MTSS framework?
- How might a school counselor support a student during an IEP meeting?
- What role does a school counselor have in the development of a 504 Plan?

III. Manage

1. Is familiar with how to use technology applications to manage and evaluate school counseling programs.
2. Understands the school counseling program as an integral part of the total educational process.
3. Understands how to design, develop, implement, and evaluate a school counseling program.
4. Knows the concepts of validity and reliability as applied to program planning and implementation.

5. Understands the importance of having a school counseling program vision and mission statement.

6. Knows the difference between participation, Mindsets & Behaviors, and outcome data.

7. Knows how to develop annual student outcome goals.

8. Knows and identifies the components of an annual administrative conference as found in the ASCA Fourth Edition Annual Administrative Conference Template.

9. Knows methods of gathering relevant data to assist in selecting appropriate lessons, interventions, and activities.

10. Is familiar with basic principles, interpretation, and psychometrics of measurement (for example, trends, stanine, percentile rank, validity, reliability).

Discussion questions: Manage

- What are the three broad domains that the ASCA Mindsets & Behaviors are organized in?
- What are the main components of a comprehensive school counseling program?
- What is the difference between a school's vision statement and its mission statement?

IV. Assess

1. Knows how to assess a school counseling program.

2. Knows the goals and methods of evaluating program effectiveness and student outcomes (achievement, attendance, and behavior/discipline).

3. Knows how to use and report data for program improvement (for example, results reports, surveys, needs assessments).

4. Is familiar with the ASCA School Counselor Professional Standards and Competencies Assessment.

5. Understands the reasons for assessing the school counseling program.

Discussion questions: Assess

- How might a school counselor use achievement data to measure students' learning needs?
- What types of data and evaluations might a school counselor use to assess the effectiveness of a school counseling program?

School Counselor (5422)

Sample Questions

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

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

1. A team of four school counselors meet with their principal for their annual administrative conference but forgot to complete the last step with regard to the administrative conference document. Which of the following do they need to do to complete the process?

    (A) Have the administrator and the school counselors sign and date the document
    (B) Send a copy to all of the administrators at the school
    (C) Send a copy to their district school counseling coordinator
    (D) Ensure that all four school counselors' documents look the same

2. Which of the following is most important for a school counselor to consider in preparing a statement to be delivered to the student body about the death of a student?

    (A) Which feelings and sentiments the school should choose to include from other students' social media posts
    (B) What information the family of the student is comfortable sharing
    (C) How to infuse an uplifting affirmation to assist students with finding hope through tragedy
    (D) How to include instruction on how the class can facilitate a discussion with the information shared

3. A school counselor uses solution-focused brief counseling with a student. The school counselor asks the student to "Imagine that you wake up tomorrow and the problem is completely gone. How is life different, and what is the first thing you notice?" This is an example of which of the following?

    (A) The miracle question
    (B) A scaling question
    (C) An exception question
    (D) A coping question

4. Which **THREE** of the following are suggested closing-the-gap student strategies?

    (A) Small-group counseling
    (B) Home visits
    (C) Classroom presentations
    (D) Appraisal
    (E) Single-subject research design

5. Which of the following documents provides school counselors with standards for academic, career, and social/emotional development success?

    (A) The ASCA Mindsets and Behaviors for Student Success
    (B) Ramp-Up to Readiness
    (C) Social and Emotional Learning Core Competencies
    (D) ASCA Ethical Standards

6. Marcus is 15 and lately has been extremely defiant toward his parents. He used to be willing to follow all his parents' rules, was respectful to his teachers, and readily did his chores and homework. Recently, things have changed. He is not listening to his parents or teachers as much anymore. He is hanging out with a new group of friends and is very interested in fitting in with this new group. He quit the basketball team and does not want to sign up for any honors classes next term. According to Erik Erikson's personality theory, Marcus is in which of the following stages of psychosocial development?

    (A) Industry versus inferiority
    (B) Identity versus role confusion
    (C) Initiative versus guilt
    (D) Intimacy versus isolation

7. Which of the following is an appropriate role for a school counselor in relation to the Americans with Disabilities Act (1990)?

    (A) Coordinating the school's 504 child study team, including arranging meeting times
    (B) Filling out 504 paperwork prior to team meetings and gathering signatures
    (C) Supporting the provision of appropriate accommodations and accessibility
    (D) Providing counseling to all students with a 504 plan as part of the plan requirements

8. Which of the following is a legal term that refers to a federal or state statute that protects information shared in a counseling relationship?

    (A) Confidentiality
    (B) Informed consent
    (C) Privileged communication
    (D) Disclosure limits

9. A ninth-grade student is suspended for fighting. On the day the student returns to school, the principal requires that the student meet with the counselor to discuss the behavior before returning to the classroom. During the meeting with the counselor, the student does not wish to discuss the incident and will not even look at the counselor. Which of the following techniques is most appropriate for the counselor to use with the student?

    (A) Solution-focused brief counseling
    (B) Psychodynamic therapy
    (C) Cognitive-behavioral therapy
    (D) Motivational interviewing

10. A seventh-grade school counselor is developing a career unit. Which **THREE** of the following assessments are most appropriate for middle school students?

    (A) Myers-Briggs Type Indicator (MBTI)
    (B) The Strong Interest Inventory
    (C) A values card sort
    (D) A career genogram
    (E) Holland Code inventories

11. How many of the ASCA Mindsets and Behaviors for Student Success: K through 12 College and Career Readiness Standards (2014) should be used when designing goals, interventions, or activities for a school counseling program?

    (A) 1 or 2
    (B) 3 to 5
    (C) 6 to 8
    (D) As many as needed based on the data the school wants to collect

12. A school counselor has been working with a student diagnosed with anxiety who is currently under evaluation for a Section 504 plan. The student's anxiety seems to increase during testing situations. The school counselor can most directly support the student's needs by doing which of the following?

    (A) Providing the student with short-term, goal-oriented counseling focused on calming strategies to combat the student's test anxiety
    (B) Recommending appropriate accommodations for the student's Section 504 plan to the student's multidisciplinary team
    (C) Coordinating and creating the student's Section 504 plan
    (D) Retaining the student due to poor test performance

13. Which of the following is used to demonstrate student progress as a result of the comprehensive school counseling program?

    (A) Needs assessments
    (B) Student surveys
    (C) Teacher surveys
    (D) Program evaluation

14. By the end of the first semester, eighth-grade students who have an F in required courses on the first progress report will decrease the number of Fs by 50 percent, from 82 to 41.

    Which of the following does the preceding statement best exemplify?

    (A) A student outcome goal
    (B) A school improvement goal
    (C) A vision statement
    (D) An action plan

15. Which **TWO** of the following is a school counselor most likely to do in the role of consultant?

    (A) Give a classroom presentation on appropriate classroom conduct
    (B) Assist a teacher in designing a token economy for the classroom
    (C) Give a parent talk on homework tips
    (D) Write a Section 504 plan

16. How often should a school counselor performance appraisal be completed?

    (A) Monthly
    (B) Bimonthly
    (C) Annually
    (D) As needed

17. Which of the following best describes the relationship between vision statements and mission statements?

    (A) Vision statements are guided by the school's mission statement.
    (B) Vision statements are the culmination of the school's mission.
    (C) Vision statements inform stakeholders of the mission statement's overarching purpose.
    (D) Vision statements reflect the school counseling program's mission.

18. Which **TWO** of the following are acceptable roles for a school counselor regarding the Individuals with Disabilities Education Improvement Act (IDEA) per ASCA?

    (A) Encouraging family involvement in the educational process
    (B) Collaborating with other related student support professionals
    (C) Taking sole responsibility for making decisions about retention
    (D) Serving as the school district representative for the team writing the IEP

19. Participating in professional development is an effective way for a school counselor to demonstrate which of the following?

    (A) Responsibilities to self
    (B) Responsibilities to others
    (C) Responsibilities to parents
    (D) Responsibilities to the school

20. Mr. Riley is reviewing potential career assessments to administer to his eighth-grade students. He wants to make sure the assessment he chooses actually measures what it intends to measure. Mr. Riley is looking for the assessment's

    (A) criterion score
    (B) reliability
    (C) validity
    (D) internal consistency

21. The primary reason school counselors regularly assess the school counseling program is to do which of the following?

    (A) Advocate for more school counseling positions
    (B) Show how students improve as a result of the school counseling program
    (C) Apply for the Recognized ASCA Model Program (RAMP) distinction
    (D) Enhance their school counselor performance appraisals

22. A school counselor integrating a Gestalt approach into a small-group session would most likely use which of the following techniques?

    (A) Identifying connections between thoughts, feelings, and behaviors
    (B) Providing unconditional positive regard
    (C) Focusing on the here and now
    (D) Bringing awareness to the group members' unconscious impulses

23. Which **THREE** of the following are important practices for school counselors to keep in mind when making referrals for outside counseling?

    (A) Including identification of early warning signs of student distress in the referral
    (B) Providing multiple referral options or a vetted list of options
    (C) Providing personal opinions on which referral option is the best
    (D) Making an outside referral when the school counselor's personal beliefs or values do not align with a student's
    (E) Avoiding conflicts of interest such as dual relationships

24. Which of the following can best assist administrators in conducting meaningful school counseling performance appraisals?

    (A) School data profile
    (B) ASCA School Counselor Professional Standards and Competencies
    (C) ASCA Mindsets and Behaviors for Student Success
    (D) ASCA Annual Administrative Conference form

25. A high school counselor wanting to know what academic supports to put in place for the following school year has reviewed the school's data. Which of the following additional sources of information will best help the counselor to plan?

    (A) Annual student outcome report
    (B) Use-of-time assessment
    (C) Needs assessment
    (D) Annual administrative conference report

26. Ms. Harwell is a third-grade school counselor. She is currently running her small groups virtually. At the beginning of each small-group session, she goes around the online classroom and checks in with each student. Each student is asked to share a high point and a low point from the previous day. Based on Maslow's hierarchy of needs, which of the following best describes what Ms. Harwell is supporting in her online classroom?

    (A) Self-actualization
    (B) Physiological
    (C) Safety
    (D) Belongingness

27. Which of the following is a responsibility of the school counselor when providing an indirect service to assist students with disabilities?

    (A) Offering school counseling services for individuals or groups to promote academic, career, and social/emotional development
    (B) Helping a student choose appropriate classes for postsecondary planning and offering suggestions for college/career exploration
    (C) Becoming an active voice during IEP team meetings to advocate on behalf of the student
    (D) Teaching a large group of students appropriate social skills to increase their communication and relationship shortfalls

28. Of the incoming sixth-grade students who participated in the middle school summer-transition program, 100 percent had a lower failure rate at the end of the first marking period than the incoming sixth-grade students who did not participate. This is an example of which of the following types of data?

   (A) Process
   (B) Perception
   (C) Outcome
   (D) Qualitative

29. Which of the following activities is most appropriate for a school counselor?

   (A) Providing direct student services such as study skills and stress management
   (B) Providing clerical or administrative duties
   (C) Making promotion decisions based on assessments alone
   (D) Evaluating teacher performance based on assessment outcomes

30. A school counselor wants to meet with the principal to ensure that the school counseling program is a part of the total educational process. This is best accomplished by discussing which of the following with the principal?

   (A) Providing small-group counseling for grieving students
   (B) Conducting a presentation about the counseling program to the faculty
   (C) Serving on the school leadership team
   (D) Providing school counseling curriculums to all grade levels

Answers

1. Option (A) is correct. Signing and dating the document is the last step noted in the Annual Administrative Conference Template.

2. Option (B) is correct. Grieving families may need guidance about how important it is to share information about a death.

3. Option (A) is correct. The miracle question is widely practiced in school counseling as it relates to solution-focused brief counseling. Its purpose is to provide students with hope and optimism as they imagine the end goal and then work on discovering solutions to get there.

4. Options (A), (C) and (D) are correct. Small-group counseling, classroom presentations, and appraisal are all listed as appropriate closing-the-gap strategies in the ASCA National Model.

5. Option (A) is correct. The ASCA Mindsets and Behaviors clearly provides school counselors with standards for academic, career, and social/emotional development success.

6. Option (B) is correct. This stage is associated with adolescence—ages 12 through 18. During this stage, the individual is developing a sense of personal identity. According to Erik Erikson, an adolescent's main task is to develop a sense of self. Adolescents struggle with questions such as "Who am I?" and "What do I want to do with my life?" Along the way, most adolescents try on many different selves to see which ones fit; they explore various roles and ideas, set goals, and attempt to discover their adult selves.

7. Option (C) is correct. Supporting the provision of appropriate accommodations and accessibility is the only role approved by the ASCA Ethical Standards (2016) and the ASCA National Model (2019).

8. Option (C) is correct. Privileged communication can be granted special protection through state or federal statutes. Whatever is communicated between the two parties must remain confidential, and the law cannot force their disclosure.

9. Option (D) is correct. Motivational interviewing acts as a building block for building a relationship between the client and counselor, establishing a common therapeutic language, and working toward goal consensus.

10. Options (C), (D) and (E) are correct. Values card sorts, career genograms, and the Holland Code inventories all have a critical role in assessing career options for students. Further, these assessments enable students to be more active in their career exploration process at an age-appropriate level.

11. Option (A) is correct. By focusing on one or two key standards, the school counselor can focus and direct the school counseling program in a specific and purposeful way.

12. Option (A) is correct. By providing the student with short-term, goal-focused counseling, the school counselor is aligning with their role and responsibility to the student and adhering to the guidelines set forth in the ASCA position statement, "The School Counselor and Students with Disabilities."

13. Option (D) is correct. School counselors determine the effectiveness of the comprehensive school counseling program by a program evaluation that allows them to measure results, and use that information to inform program improvement. By collecting data, especially around change in students' knowledge, skills, and dispositions, the school counselors can evaluate the program's impact on student achievement, graduation rates, attendance, disciplinary referrals, and other student and system outcomes.

14. Option (A) is correct. Student outcome goals identify the measurable impact the school counseling program will have on student attendance, achievement, or discipline, often written in SMART (specific, measurable, achievable, realistic, and timely) goal format. In this case, the goal lays out a time frame in which a given number of students will be able to achieve a specific objective related to college and career readiness.

15. Options (B) and (C) are correct. In this case, the school counselor is providing the teacher (the stakeholder/consultee) with the skills to successfully implement the intervention and is also providing the parent (the stakeholder/consultee) with the skills to impart to the student.

16. Option (C) is correct. A qualified administrator should complete the school counselor performance appraisal annually, per the ASCA National Model, 4th Edition.

17. Option (A) is correct. Based on the ASCA National Model, 4th Edition, mission statements provide the focus and direction to reach the vision.

18. Options (A) and (B) are correct. Per ASCA's position statement, "The School Counselor and Students with Disabilities," school counselors provide direct and indirect services to students in the least restrictive environment (as determined by each student's Individualized Education Plan [IEP]) and in inclusive settings when possible. Responsibilities in this context may include encouraging family involvement in the educational process and collaborating with other related student support professionals as appropriate.

19. Option (A) is correct. Professional development falls under Responsibilities to Self, outlined in the
ASCA National Model.

20. Option (C) is correct. Validity in measurement refers to the degree to which something measures what it is intended to measure.

21. Option (B) is correct. The primary purpose of completing and analyzing the school counseling program is to guide future action within the program toward producing better results for students.

22. Option (C) is correct. A major facet of Gestalt therapy is focusing on the here and now.

23. Options (A), (B) and (E) are correct. Per the ASCA National Model, including early warning signs of student distress in the referral, providing multiple referral options, and avoiding dual relationships and other conflicts of interest are best practices when making outside referrals, as failing to perform any of these actions may actually harm or disadvantage a student.

24. Option (B) is correct. The ASCA School Counselor Professional Standards and Competencies represent the knowledge, skills, and attitudes school counselors need to effectively meet the responsibilities of designing, implementing, and evaluating a comprehensive school counseling program that serves all students. Administrators can use them to identify specific strengths and areas of improvement.

25. Option (C) is correct. Needs assessments will give the school counselor information about specific areas that stakeholders identify as needing improvement.

26. Option (D) is correct. The third level of Maslow's hierarchy of needs relates to human interaction. Maslow argues that it is crucial for humans to love others and be loved by others. The absence of this love results in things like loneliness, anxiety, and depression. Ms. Harwell is attempting to create belonging and a strong bond with students by starting each small group with check-ins rather than going straight into the lesson for the day.

27. Option (C) is correct. Although school counselors should not lead IEP meetings, they should be invited and encouraged to speak up in support of the student. By participating in IEP meetings, the school counselor is working on behalf of the student, which is an indirect service.

28. Option (C) is correct. Outcome data show an impact on student achievement for those students who participated in the summer program.

29. Option (A) is correct. School counselors support the school's educational initiatives by organizing and implementing a school counseling program aligned with the school's academic mission and by supporting students, teachers, and administrators by providing direct student services in the areas of study skills, test-taking skills, stress reduction, and test anxiety, among other topics.

30. Option (C) is correct. By participating on the leadership team, the school counselor can call attention to situations that are hindering students' success and help lead schoolwide efforts to promote equity and provide opportunity.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

- Selecting more than one choice from a list of choices.

- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.

- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.

- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.

- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.

- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

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

Understanding Constructed-Response Questions

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

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

Following are a few sample essay topics to review:

- *Brown* v. *Board of Education of Topeka*

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

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  o Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  o Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job."*

  o Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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

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

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

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

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

5. **Take notes on scratch paper so that you don't miss any details.** Then you'll be sure to have all the information you need to answer the question.

6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

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

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

ETS provides a free interactive practice test with each test registration. You can learn more here.

Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

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

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

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs and to purchase official test prep made by the creators of the Praxis tests, visit:

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