The *Praxis*® Study Companion

School Psychologist

5402

Welcome to *The Praxis® Study Companion*

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

Before you register for a test, confirm your state or agency's testing requirements at **www.ets.org/praxis/states**.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 41).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

Table of Contents

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

1. Learn About Your Test

Learn about the specific test you will be taking

School Psychologist (5402)

Test at a Glance	
Test Name	School Psychologist
Test Code	5402
Time	140 minutes
Number of Questions	140
Format	Selected-response questions
Test Delivery	Computer delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Professional Practices, Practices that Permeate All Aspects of Service Delivery	42	30%
II. Direct and Indirect Services for Children Families, and Schools (Student-Level Services	32	23%
III. Systems-Level Services	22	15%
IV. Foundations of School Psychological Service Delivery	44	32%

About This Test

The *Praxis* School Psychologist test is based on the National Association of School Psychologists (NASP) *Model for Comprehensive and Integrated School Psychological Services* (2010) and is designed for candidates seeking licensure or certification as school psychologists in educational settings. The test assumes that candidates have had some form of supervised practicum or internship experience.

The 140 selected-response questions focus on both content and process issues that are relevant to the school setting. The test content includes the areas of professional practices, practices that permeate all aspects of service delivery; direct and indirect services for children, families, and schools (student-level services); systems-level services; and foundations of school psychological service delivery.

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

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

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 32.

I. Professional Practices, Practices that Permeate All Aspects of Service Delivery

A. Data-Based Decision Making and Accountability

1. Problem identification

   a. knows various interview strategies

   b. knows various observational strategies

   c. understands appropriate use of background information (e.g., student records, medical records and reports, review of previous interventions, development history)

   d. understands appropriate use and interpretation of screening measures and methods

2. Assessment and problem analysis

   a. understands theories of intelligence and the appropriate use and interpretation of measures of intellectual/cognitive functioning

   b. understands appropriate use and interpretation of measures of educational achievement

   c. understands appropriate use and interpretation of diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness)

   d. understands appropriate use and interpretation of measures of development and adaptive behavior

   e. understands appropriate use and interpretation of measures of affective/social/emotional functioning and behavior

   f. knows appropriate use and interpretation of a functional behavioral assessment

   g. is familiar with performance-based assessment (e.g., work samples, portfolios)

   h. understands appropriate use and interpretation of curriculum-based assessment/curriculum-based measures

   i. knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics)

   j. knows how to use information and technology resources to enhance data collection and decision making

   k. understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g., intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes)

3. Knowledge of measurement theory and principles

   a. knows to use a problem-solving framework as the basis for all professional activities

   b. understands different types of test scores and norms

   c. knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews)

   d. is familiar with the principles of reliability and validity

   e. is familiar with personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures

   f. knows about test fairness concepts

4. Assessment of special populations

   a. is familiar with infant and early childhood/preschool assessment procedures

   b. knows appropriate use and interpretation of assessment procedures for English as a second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment)

   c. is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments)

   d. is familiar with screening for the gifted and talented

B. Consultation and Collaboration

1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services

    a. knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services

    b. knows the various models of consultation (e.g., behavioral, mental health, instructional, organizational)

    c. knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.)

2. Home/school/community collaboration (student-level)

    a. knows strategies for working with a student's family (e.g., building relationships, collaborating on intervention plans, promoting positive habits such as building healthy lifestyles)

    b. knows strategies for working with community agencies/providers to support a student's success

II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)

A. Interventions and Instructional Support to Develop Academic Skills

1. Effective instruction at the individual and group level

    a. is familiar with various instructional strategies (e.g., cooperative learning, flexible grouping, differentiated instruction, engagement time, scaffolding, study skills, metacognition)

    b. knows common curricular accommodations and modifications (e.g., information and assistive technology, specially designed instruction)

    c. knows methods for helping students become self-regulated learners, set and achieve individual instructional goals, and assess outcomes to see whether goals were attained

2. Issues related to academic success/failure

    a. understands the importance of using evidence-based strategies when developing interventions

    b. knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic status, language competency, programming for ELL)

    c. is familiar with the Response to Intervention (RTI) model

B. Interventions and Mental Health Services to Develop Social and Life Skills

1. Primary, secondary, and tertiary preventive strategies

    a. is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment)

    b. knows how to conduct individual and small-group programs (e.g., social skills training, conflict resolution)

    c. is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues

2. School-based intervention skills/techniques

    a. understands basic counseling theories and techniques for use at the individual and group level

    b. knows about appropriate intervention techniques for various developmental levels

    c. understands applied behavioral analysis and intervention

3. Child and adolescent psychopathology

    a. is familiar with common symptoms of mental health issues and educational disabilities

    b. understands the impact mental health has on the educational outcomes of children and adolescents

    c. has a basic knowledge of psychopharmacology

III. Systems-Level Services

A. Schoolwide Practices to Promote Learning

1. Is familiar with school-based organizational development and systems theory

2. Is familiar with the importance of systems-level resource mapping

3. Understands common educational policies/practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, zero tolerance, corporal punishment)

4. Recognizes the importance of research outcomes when designing school-based intervention plans

5. Recognizes the importance of using knowledge of research and organizational and systems theory in the development of school improvement plans

B. Preventive and Responsive Services

1. Knows common school/system-wide prevention programs (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health)

2. Knows risk and protective factors as they relate to a variety of issues (e.g., school failure, truancy, dropout, bullying, youth suicide, school violence)

3. Knows a variety of crisis prevention and intervention techniques

4. Is familiar with school/district-wide crisis management planning, recovery, and response

C. Family-School Collaboration Services

1. Is familiar with the importance of advocating for the involvement of families in schoolwide activities

2. Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies

IV. Foundations of School Psychological Service Delivery

A. Diversity in Development and Learning

1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes

2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners

3. Recognizes personal biases or biases in others that influence decision making, instruction, behavior, and long-term outcomes for students

4. Recognizes the importance of promoting fairness and social justice in educational programs and services

B. Research and Program Evaluation

1. Knows how to evaluate research

2. Knows how to translate research into practice

3. Understands research design and statistics

4. Knows how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into program evaluation

5. Knows how to provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels

C. Legal, Ethical, and Professional Practice

1. Ethical principles related to the practice of school psychology

   a. knows the NASP Principles for Professional Ethics

   b. is familiar with the standards for educational and psychological tests (e.g., APA, AERA, NCME)

   c. knows the importance of ethical practice in the use of technology (e.g., report writing software, confidentiality, electronic data storage and transmission)

2. Legal issues related to the practice of school psychology

   a. knows the common laws and regulations governing the practice of school psychology
      – Individuals with Disabilities Education Improvement Act (IDEA, PL108-446, 2004)
      – Section 504 of the Rehabilitation Act of 1973 (PL 93-112)
      – Americans with Disabilities Act (ADA, PL 101-336, 1990)
      – Elementary and Secondary Education Act (PL 89-10, 1965) and No Child Left Behind Act (PL 107-110, 2001)
      – Buckley Amendment to the Family Educational Rights and Privacy Act of 1974 (FERPA, PL 93-380)

   b. knows relevant case law that affects practice
      – *PARC* v. *Commonwealth of Pennsylvania* (1972)
      – *Lau* v. *Nichols* (1974)
      – *Board of Education of the Hendrick Hudson Central School District* v. *Rowley* (1982)
      – *Irving Independent School District* v. *Tatro* (1984)
      – *Oberti* v. *Clementon* (1993)
      – *Newport-Mesa Unified School District* v. *State of California Department of Education* (2010)
      – *Larry P.* v. *Riles* (1979)

   c. knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)

   d. knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)

3. Professional foundations

   a. understands the importance of advocating for children and their families (i.e., issues such as disproportionality, poverty, access, and equity)

   b. is familiar with the history of school psychology

   c. recognizes the importance of lifelong learning and professional growth

   d. is familiar with the importance and value of supervision and mentoring

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

(A) Strawberry

(B) Cherry

(C) Vanilla

(D) Mint

How would you answer this question?

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

Try following these steps to select the correct answer.

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

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

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

Try a more challenging example

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

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

(A) Literal and inferential

(B) Concrete and abstract

(C) Linear and recursive

(D) Main and subordinate

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

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

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

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

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

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

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available via computer delivery. The following sample question provides a preview of an actual screen used in a computer-delivered test. For the purposes of this Study Companion, the sample questions are shown as they would appear in a paper-delivered test.
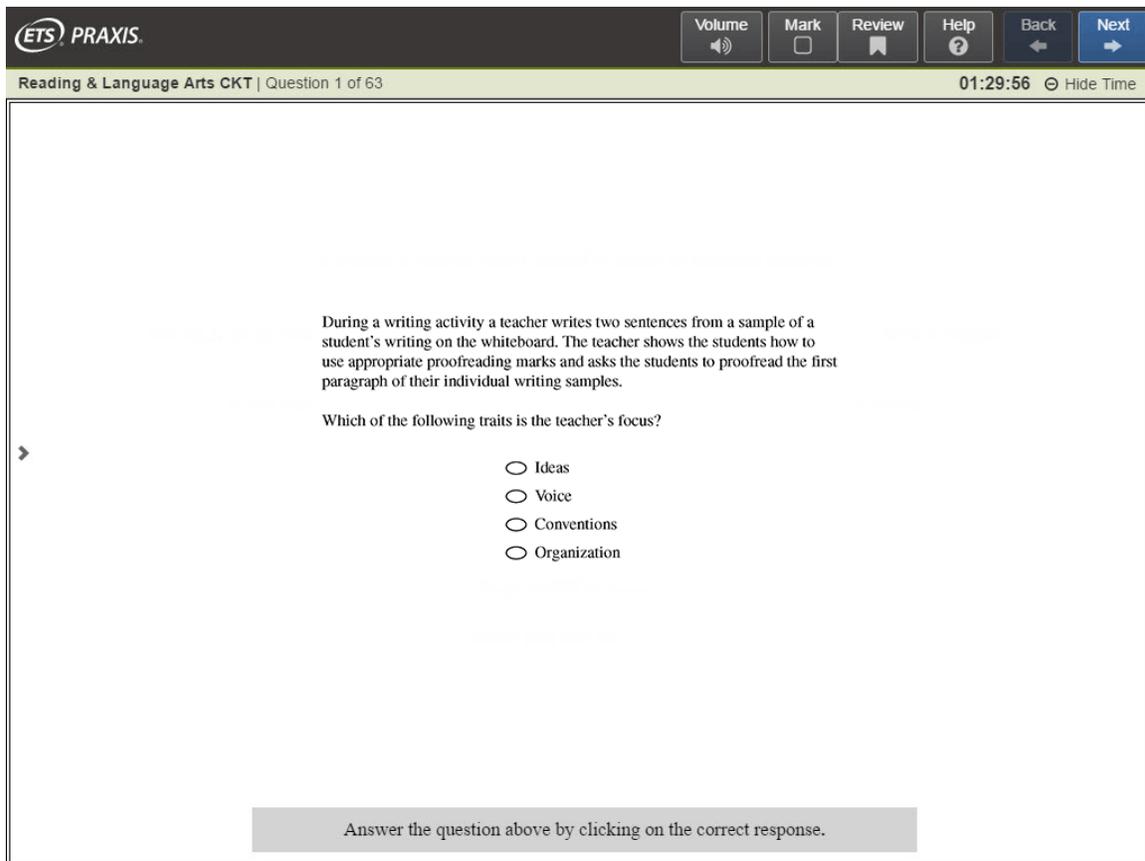
		Volume 🔊	Mark ☐	Review 🔖	Help ❓	Back ⬅	Next ➡

Reading & Language Arts CKT | Question 1 of 63   01:29:56 ⊖ Hide Time

> During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.
>
> Which of the following traits is the teacher's focus?
>
> ◯ Ideas
> ◯ Voice
> ◯ Conventions
> ◯ Organization

Answer the question above by clicking on the correct response.

Sample Test Questions

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

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

1. To save the expense of purchasing a new test form, a chief school administrator asks a certified school psychologist to administer a six-year-old form of an achievement test that agreed with the curriculum of the school district at that time. Considering the situation and the *Principles for Professional Ethics* of the National Association of School Psychologists' (NASP) the school psychologist should

   (A) administer the outdated form but use new norms

   (B) ask that at least a few copies of the new form be administered for comparison

   (C) insist on administering only the most recent form of the test

   (D) recommend that the assessment be canceled

2. A 7-year-old student arrived in the United States one year ago from a non-English-speaking country, where she achieved high scores in reading. Over the year, she has become fluent in social English. After a few months in a monolingual English second grade, her teacher refers her for evaluation because she has great difficulty with the basal reader used in the class. Two English proficiency tests administered to the student show that she performs above the mean for monolingual English grade peers in speaking and listening but well below the mean in reading and writing. She also performs well above the mean for grade peers on reading tests in her native language. Based on this information alone, which of the following is the most accurate interpretation?

   (A) Continued use of the student's native language in her home environment is interfering with her development of English.

   (B) The student's reading difficulty is an early indicator that she will have increased academic problems as her coursework requires more reading.

   (C) The discrepancy between the student's English social language skills and reading skills is expected given the richer context in which social skills are acquired.

   (D). The discrepancy between the student's native language reading skills and English reading skills is related to the greater complexity of English.

3. According to Caplan's model of consultee-centered case consultation, the consultant is primarily interested in

   (A) identifying the causes and solutions of the client's presenting problems

   (B) identifying and eliminating the causes of the consultee's difficulties in handling a problem

   (C) establishing a hierarchy of authority to enable effective decision making

   (D) presenting a single, well-defined and unambiguous course of action for the consultant to overcome skills deficits

4. A major advantage of standardized norm-referenced assessment, as compared with curriculum-based assessment, is that standardized norm-referenced tests

   (A) are more tailored to the specific curriculum

   (B) provide a greater capacity to evaluate students in terms of large groups of grade-level peers

   (C) yield more information on whether students have mastered units that are prerequisites for future work

   (D) provide more information on the interplay between the students' learning environment and skills

5. During assigned seat-work time, Mary, a first-grade student, sometimes leaves her seat and attempts to play with a block collection. When she leaves her seat, she fails to complete her seat work. Which of the following behavioral intervention strategies will most effectively increase the long-term likelihood that Mary will complete her seat work?

   (A) Allowing Mary to read from a teacher-selected book for a specific period of time before beginning her seat work

   (B) Allowing Mary to play with the blocks afterward if she remains in her seat throughout the assigned seat-work time

   (C) Explaining to Mary the value of completing seat work in terms of the objectives of the lesson

   (D) Removing the blocks from the classroom during the assigned seat-work time

6. In a meeting with the school psychologist, Ms. Harcar, a new sixth-grade teacher, expresses some concerns about a student, Anthony. The school psychologist has worked with the boy and knows him well. Anthony has a mild learning disability and receives academic support. He is doing well on a daily basis but has difficulty performing on tests. The school psychologist discusses ways in which Ms. Harcar could incorporate study-skills training into classroom activities. With regard to study-skills training, the school psychologist should stress which of the following principles while advising Ms. Harcar?

   (A) The study skills of students with disabilities are improved when they are given a single, specific study strategy to follow for all subjects.

   (B) Students with disabilities often develop study skills on their own and need only some guidance and reinforcement by the teacher.

   (C) Training in study skills needs to include helping students to guide their own thinking to organize their own study behaviors and to use varied study approaches.

   (D) Study strategies are best taught in a small group by having students practice collaborative problem-solving activities modeled by the teacher.

7. A common criticism of labeling students as disabled is that individuals tend to perform in accordance with characteristics associated with a label. This performing phenomenon is known by which of the following names?

   (A) The self-fulfilling prophecy

   (B) The law of effect

   (C) The primacy effect

   (D) Social loafing

8. A 10-year-old student who was born in a non-English-speaking country has been referred as a possible candidate for special education services on the basis of low scores achieved on the school district's group achievement test. The student achieved high scores on the district's English fluency test. Of the following approaches to diagnostic assessment, the most appropriate is one that

   (A) uses an interpreter who is fluent in the language of the country in which the student was born

   (B) uses the results of at least two English-language intelligence tests

   (C) accounts for sociocultural and adaptive behavior in the process of identifying skills and abilities

   (D) includes parent interviews and classroom observations as well as the results of an intelligence test

9. According to the Individuals with Disabilities Education Improvement Act, which of the following must an educational agency do before it changes the educational placement of a student with a disability?

   (A) Give the child a trial period in the new environment

   (B) Notify the parents in writing

   (C) Obtain school board approval

   (D) Obtain parental consent

10. In a code-based phonic approach to early reading instruction, first-grade students are taught the sounds of the letters *b*, *a*, *s*, and *g*. According to the theory underlying this approach, which of the following will be most effective as the first sentence for the students to read?

   (A) Bob ate a snack.

   (B) A dog bit Ann.

   (C) Gail has a bag.

   (D) Sally was happy.

11. A sixth-grade teacher is concerned because Kerry, a student in class, has been hostile to classmates. Which of the following teacher strategies is most likely to encourage Kerry to be more cooperative with classmates?

    (A) Preventing Kerry from participating in play or recess activities as a consequence of hostile behavior

    (B) Having Kerry memorize rules of behavior and write examples of how they would apply in the classroom

    (C) Withholding attention or approval from Kerry in response to hostile behavior

    (D) Implementing social skills training to teach Kerry appropriate replacement behaviors for hostile behaviors

12. The superintendent of a large school district asks the school psychologist to predict students' grade point averages (GPAs) for the first year of high school. The school psychologist has included achievement and aptitude scores as predictor variables for first-year high school GPA in a regression analysis and is considering whether to also administer a school interest inventory and include those scores. The major concern of the school psychologist when making this decision should be which of the following?

    (A) The intercorrelation of the aptitude and achievement test scores

    (B) The degree to which the school interest inventory score raises the multiple correlation when it is included as a predictor variable of first-year high school GPA

    (C) The zero-order correlation of first-year high school GPA and the school interest inventory score

    (D) The difference in the correlations of the school interest inventory scores with first-year high school GPA and the aptitude and achievement test scores with first-year high school GPA

13. Which of the following interventions is most effective at facilitating the education of gifted students?

    (A) Using heterogeneous grouping to allow gifted students to strengthen social skills and grow academically

    (B) Assigning independent research projects within the framework of the curriculum

    (C) Implementing cooperative learning to encourage gifted students to work up to their ability

    (D) Providing acceleration for gifted students, especially within the areas of their interests and skills

14. Which of the following conditions best characterizes the focus of a behavioral model of school intervention?

    (A) Underlying psychological processes

    (B) Relationships among children

    (C) Events during the child's infancy

    (D) Observable events

15. According to the position statement *Supervision in School Psychology* published by the National Association of School Psychologists (NASP), which of the following is most accurate concerning school psychologists who will be supervising in a school district?

    (A) They need provide supervision only to school psychologists who are not fully certified or licensed and to any school psychology interns.

    (B) They should provide professional but not administrative supervision.

    (C) They are eligible to serve as supervisors after one year of experience as a school psychologist.

    (D) They should hold the Nationally Certified School Psychologist credential or the state school psychologist credential.

16. A teacher attempts to encourage reading by exempting students from some homework assignments for each book they read. Which of the following terms best describes the behavior modification technique applied by the teacher?

    (A) Extinction

    (B) Variable-ratio reinforcement

    (C) Fixed-ratio reinforcement

    (D) Negative reinforcement

17. Arnold Gesell is significant to the history of school psychology because he

    (A) identified the four major periods of cognitive development

    (B) established the ethical standards of the National Association of School Psychologists

    (C) developed a version of the thematic apperception test appropriate for use with children

    (D) devised a prototypical normative assessment for infants and young children

18. Susan is a first-grade student who is referred to the school psychologist because she will not remain seated at her desk. Her teacher reports that Susan is "always getting up and walking around the room." What observation data is LEAST relevant to the referral concern?

    (A) Frequency

    (B) Duration

    (C) Intensity

    (D) Peer comparison

19. In test construction and evaluation, validity refers to the degree to which a test

    (A) measures what it purports to measure

    (B) yields consistent results on successive administrations

    (C) has been piloted and statistically analyzed

    (D) includes norms based on a representative sample of the general population

20. The decision in *Tarasoff v. Regents of the University of California* (1974, 1976) established which of the following principles regarding confidentiality in counseling relationships?

    (A) Duty to warn and protect

    (B) Responsibility to maintain privacy

    (C) Need to obtain informed consent

    (D) Need to maintain accurate records

21. Which type of assessment attempts to identify the most pressing behavioral problem, and possible ways to alleviate it, by investigating the relationship between aspects of an individual's environment and behavior?

    (A) Personality

    (B) Cognitive

    (C) Ecological

    (D) Curriculum-based

22. Within a multimethod model of assessment, child interviews are most helpful for which purpose?

    (A) Incorporating a strength-based perspective

    (B) Meeting legal guidelines for a comprehensive assessment

    (C) Providing an accurate timeline of when a problem began and how it changed over time

    (D) Establishing rapport to better understand the child's perspective on a problem

23. Mr. Thomas, a school psychologist, works with Ms. Riddle, a special education teacher, to meet the needs of Mark, a student with autism spectrum disorder. Mr. Thomas does not work with Mark directly; Ms. Riddle acts as his mediator. This collaboration is an example of which consultation model?

    (A) Systems

    (B) Resource

    (C) Triadic

    (D) Adaptive learning environments

24. Which of the following statistical procedures consists of systematically combining data from multiple studies focusing on the same question and using similar variables?

    (A) Analysis of variance

    (B) Analysis of difference scores

    (C) Multiple regression

    (D) Meta-analysis

25. Which of the following is a strategy that the National Association of School Psychologists (NASP) recommends as a best practice for improving school safety?

    (A) Expelling a student immediately after a minor disciplinary infraction

    (B) Implementing a strict student code of conduct, such as a zero-tolerance policy

    (C) Communicating to parents that the school environment is safe

    (D) Creating a school safety and response team

26. A school psychologist is asked to help Ms. Smith address problem behaviors that are disrupting the learning of her students. The school psychologist is given data that indicate discipline referrals have been written on 26 of the 30 students in Ms. Smith's class. Which of the following is best for the school psychologist to recommend?

    (A) Developing individual behavior contracts for the 26 students who have received discipline referrals

    (B) Using comprehensive emotional and behavioral assessments for students who have received discipline referrals

    (C) Providing school-based group counseling to address issues such as study skills, attendance, decision making, problem solving, and goal setting.

    (D) Implementing a class-wide behavior management plan, such as a response-cost raffle.

27. The precedent established in *Larry P. v. Riles* resulted in

    (A) the provision of a free, appropriate public education for students with disabilities

    (B) the provision of bilingual education for English-language learners

    (C) schools being held responsible for providing tests that do not discriminate on the basis of race

    (D) the assignment of similar funding to athletic activities for boys and girls

28. Which of the following is a stimulant medication used to treat attention-deficit/hyperactivity disorder (ADHD)?

    (A) Adderall®

    (B) Strattera®

    (C) Prozac®

    (D) Zoloft®

29. Which of the following is true regarding lifelong learning and ongoing professional development of school psychologists?

    (A) A formal professional development plan should be made and updated annually.

    (B) Textbooks from graduate school should be reread annually.

    (C) A degree in another field should be pursued.

    (D) A graduate education program should offer adequate preparation for professional practice, so no further training will be needed.

30. When a child is enrolled in elementary school, the parents are frequently involved in the child's education as partners, collaborators, and problem solvers. During middle and high school, the parents are more typically described as

    (A) partners

    (B) collaborators

    (C) supporters

    (D) audience

31. In schools characterized by high student achievement and family involvement, school-community partnerships

    (A) provide additional opportunities for students to maximize their learning

    (B) are not an important factor for students to be successful

    (C) reduce the amount of success students achieve

    (D) take up too much of the school's and the community's time

32. Which of the following must be done when universal screening data show that very few students are successfully meeting school competencies?

    (A) Changes must be made in the delivery of the core program.

    (B) Students who are not meeting competencies must be given strategic or supplemental instruction.

    (C) Students must be given more time to develop competencies.

    (D) Students who are not meeting competencies must be evaluated for learning disabilities.

33. A school psychologist is providing feedback to a student's parents regarding the student's performance on a measure of academic achievement. To explain the concept of grade equivalent, the school psychologist should explain that it is

    (A) the average score on that measure obtained by students in a given grade

    (B) the average score on that measure obtained by students at a given age

    (C) the grade in which a student should be placed in school

    (D) utilized to determine accountability among peers

34. Which of the following types of data involves counting the number of occurrences of a behavior observed during a specified time period?

    (A) Duration recording

    (B) Latency recording

    (C) Event recording

    (D) Whole-interval recording

35. School psychologists serve a variety of clients, including students, parents, and systems. When individuals involved in a case cannot agree or have a conflict of interest, it is the responsibility of the school psychologist to first advocate for the needs of the

    (A) school staff

    (B) parents

    (C) teacher

    (D) student

Answers to Sample Questions

1. The best answer is (C). NASP's *Principles for Professional Ethics* standard II.3.2 requires that "school psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice." (A) is inappropriate because the agreement between the old form and current curriculum is unknown. (B) would be inappropriate for all students who took the old form if it turned out that the forms measured different constructs, and (D) would not address the school district's assessment needs.

2. The best answer is (C). Context-imbued second-language skills are acquired before context-reduced second-language skills. According to bilingual theory, the development of first-language skills should help the student's English acquisition, thereby eliminating (A) and (D). The changing nature of the student's proficiencies eliminates (B).

3. The best answer is (B). In consultee-centered case consultation, the consultant is primarily interested in the issues that prevent the consultee from solving a problem and not in the solutions to the client's problem, which eliminates (A). This relationship is coordinate rather than hierarchical, which eliminates (C) and (D).

4. The best answer is (B). Curriculum-based assessment models and other criterion-referenced models are generally designed to assess specific curricula, which eliminates (A) and (C). The generally standardized nature of norm-referenced instruments limits their use in examining the impact of particular learning environments, which eliminates (D).

5. The best answer is (B). It is important to note that remaining in her seat throughout the seat-work time is already in Mary's repertoire and need not be shaped. Because playing with the blocks is a high-probability behavior, it can be used to reinforce the lower probability of remaining in the seat, according to the Premack principle. None of the other choices involves contingent reinforcement.

6. The best answer is (C). Generally, students get the best results when they use a variety of strategies. Therefore (A), which emphasizes teaching one study skill, is not the best answer. Often students Anthony's age need help developing study skills. The fact that Anthony is not performing well on tests indicates that he needs help developing study skills; therefore, (B) is incorrect. Having Anthony practice collaborative problem-solving skills might not help him study for tests, so (D) is incorrect.

7. The best answer is (A). The first sentence in the question contains the definition of a self-fulfilling prophecy. The law of effect, (B), states that individuals learn responses that have a rewarding effect and responses that result in punishing consequences are weakened or not learned. The primacy effect, (C), is the tendency for the first information received to carry more effect than later information on a person's overall impression. Social loafing, (D), is a phenomenon in which individuals take less responsibility for work when in the presence of others.

8. The best answer is (C). Fluency in English should be no more an issue for the student than for any other student who scores well on the English fluency test, thereby eliminating (A) and (B). Without knowing which services the child might be referred for, the intelligence test, (D), might not be appropriate.

9. The best answer is (B). Any change proposed for a student's placement requires written notice to the parents but not necessarily parental consent, thereby eliminating (B). Neither a trial period, (A), nor school-board approval, (C), is required.

10. The best answer is (C). The number of times that the letter sounds the students were taught are repeated in the sentences are (at most): A=6, B=4, C=8, and D=4. When students are introduced to letter sounds, they should be given multiple opportunities to use the sounds in sentences.

11. The best answer is (D). (A), (B), and (C) reinforce the role of the teacher as a power-assertive dispenser of discipline. When strategies such as these are compared with inductive or victim-centered empathy training, the inductive strategies are usually superior in inhibiting hostile aggression.

12. The best answer is (B). (A) does not address the improvement of prediction by adding the inventory. (C) and (D) do not allow for evaluation of whether the inventory adds any new information or just provides information that is already available.

13. The best answer is (D). Accelerating gifted students, especially in areas of interest, helps them stay interested and motivated. The other choices are effective teaching strategies in certain instances but are not necessarily going to meet the special needs of a gifted student.

14. The best answer is (D). A behavioral model focuses on the modification of behavior by manipulating behavior contingencies. (A), (B), and (C) are not concerned with behaviors.

15. The best answer is (D). NASP indicates that it is essential that all school practitioners have access to knowledgeable professional supervision, thus eliminating (A). The NASP position statement states that supervision should include both professional and administrative supervision, thus eliminating (B), and that supervisors should have at least three years of experience as a school psychologist, thus eliminating (C).

16. The best answer is (D). Negative reinforcement refers to the contingent removal of aversive stimuli—in this case, the homework assignments—to increase a behavior.

17. The best answer is (D). The other choices are not contributions Gesell made.

18. The best answer is (C). It is important to record the frequency, (A), and duration, (B), of the reported behavior to make an accurate assessment. Knowledge of peer comparison, (D), will allow the school psychologist to determine whether Susan's behavior is atypical.

19. The best answer is (A), which is the definition of validity. (B) is the definition of test-retest reliability. (C) describes some kinds of pretesting. Though the inclusion of norms based on a representative sample is important, that alone does not indicate that a test is valid, thus eliminating (D).

20. The best answer is (A). (B), (C), and (D) are good ethical practices but were not decided in the Tarasoff case.

21. The best answer is (C). Ecological assessment involves a broad analysis of the environment within which the individual functions. Personality and cognitive assessment— (A) and (B) —deal with specific areas of individual functioning and do not account for the broader influence of the environmental milieu. Curriculum-based assessment, (D), is used to determine the academic progress of students on the material being taught in the classroom; it does not focus on behavior.

22. The best answer is (D). It is important to develop rapport and to understand the child's perception of the problem. An interview, (B), is not a required part of a multimethod model assessment. Child interviews are typically not the best way to incorporate a strength-based perspective, (A), or get detailed information on timing, (C).

23. The best answer is (C). The triadic model includes three roles: consultant (school psychologist), mediator (special education teacher), and client (Mark). In this model, the consultant does not provide direct services but works through the mediator. The systems approach, (A), is a direct teaching method and involves direct assessment by the consultant. The resources model, (B), provides both consultative and direct devices to the client by the consultant, with some services coming through the mediator. (D) is not a consultation model.

24. The best answer is (D). A meta-analysis is defined as a method of systematically combining data from a number of studies focusing on the same question and using similar variables. The remaining choices are statistical procedures used to analyze data from a single study.

25. The best answer is (D). NASP recommends having a school safety and crisis response procedure in place in the event of a crisis. (A) does not follow appropriate steps in school policy on how to handle students with minor disciplinary issues. (B) is not encouraged because research indicates that zero-tolerance policies are harsh and ineffective in the long run. (C) is incorrect because it does not take any action; communicating to parents that the school is safe does not improve the safety of the school.

26. The best answer is (D). Implementing a class-wide behavior management plan is the best way to ensure that the behavior problems of all of the students are addressed. (A) would require too many different contracts and would likely be perceived as low in social validity by the teacher. (B) is a more extreme measure that would be taken if the students were referred to the Child Study Team for evaluation. (C) may be helpful, but it does not consistently and immediately address the problem behaviors in the environment in which they are occurring.

27. The best answer is (C). *Larry P. v. Riles* was a court case filed in California by the parents of students who said California's method of classifying special education students was culturally biased. (A), (B), and (D) are not results of the case.

28. The best answer is (A). Adderall is a stimulant medication that is used to treat attention-deficit/hyperactivity disorder (ADHD). (B) is a nonstimulant medication used to treat ADHD. (C) and (D) are antidepressant and antianxiety medications respectively.

29. The best answer is (A). The proliferation of research and new information places significant responsibility on school psychologists to develop a formal professional development plan to ensure that they are current with the literature. This is emphasized in 11.1.4 of the NASP Principles for Professional Ethics (2010). (B) is an ineffective way to continue lifelong learning and professional development. Enrolling in another degree program, (C), does not ensure ongoing professional development in the field of school psychology. (D) does not aide in the process of ongoing learning and development.

30. The best answer is (D). Research indicates that as children reach middle and high school, there is a greater emphasis on parents' role as an audience. (A), (B), and (C) are incorrect because those roles diminish as the students become older.

31. The best answer is (A). In schools where families are involved, school-community partnerships can enhance opportunities for real-world learning. (B) and (C) are incorrect because research indicates that school-community partnerships are an effective means for promoting student success. (D) is incorrect because school-community partnerships do not need to be complex in planning or especially time-consuming.

32. The best answer is (A). If a substantial number of students are not meeting the school competencies, the school must consider what changes should be made to the delivery of the core program in order to meet students' needs. (B) and (D) are steps that should be taken after the implementation of a high-quality, research-based instructional program delivered at Tier 1. (C) is an outdated philosophy (i.e., "the gift of time").

33. The best answer is (A). A grade-equivalent score compares a student's performance on grade-level material against the average performance of students at other grade levels on the same material and is reported in terms of grade level and months. (B) is incorrect because it provides an age-equivalent score. (C) is incorrect because a grade-equivalent score does not determine what grade a school will place a student in. Many factors contribute to that determination. (D) is incorrect because the score a student earns on an academic achievement test is not a determinant of how a student should behave with peers.

34. The best answer is (C). In event recording, the observer counts the number of times a behavior is observed during a specific period of time. (A) is a recording of the duration or time spent engaging in a behavior. (B) is the measurement of the elapsed time between the onset of a stimulus or signal (e.g., a verbal directive) and a behavior. In (D), the target behavior is scored as having occurred only when it is present throughout the entire time interval.

35. The best answer is (D). The school psychologist's primary client is always the student when there is a conflict of interest. In addition, school psychologists are mandated to do what is in the best interest of the student. (A), (B), and (C) are incorrect because they put the needs of other individuals before the needs of the student.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 44.

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 30 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 30, 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 14.

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

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

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

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

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

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

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

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)
Test Date: 9/15/18

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/18	7/15/18
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/18	7/17/18
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/18	7/21/18
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/18	7/26/18
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/18	7/27/18
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/18	8/8/18
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/18	8/17/18
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/18	8/24/18
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/18	8/24/18
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/18	8/27/18
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/18	8/30/18
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/18	8/31/18
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/18	9/4/18
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/18	9/6/18

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

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

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The School Psychologist test is designed to measure the knowledge and skills necessary for a beginning school psychologist.

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

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

You are likely to find that the topics below are covered by most school psychology training courses taught at the masters or specialist degree graduate level. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

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

Discussion Areas

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

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

Study Topics

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

I. Professional Practices, Practices that Permeate All Aspects of Service Delivery

A. Data-Based Decision Making and Accountability

1. Problem identification

   a. knows various interview strategies

   b. knows various observational strategies

   c. understands appropriate use of background information (e.g., student records, medical records and reports, review of previous interventions, development history)

   d. understands appropriate use and interpretation of screening measures and methods

2. Assessment and problem analysis

   a. understands theories of intelligence and the appropriate use and interpretation of measures of intellectual/cognitive functioning

   b. understands appropriate use and interpretation of measures of educational achievement

   c. understands appropriate use and interpretation of diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness)

   d. understands appropriate use and interpretation of measures of development and adaptive behavior

   e. understands appropriate use and interpretation of measures of affective/social/emotional functioning and behavior

   f. knows appropriate use and interpretation of a functional behavioral assessment

   g. is familiar with performance-based assessment (e.g., work samples, portfolios)

   h. understands appropriate use and interpretation of curriculum-based assessment/curriculum-based measures

   i. knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics)

   j. knows how to use information and technology resources to enhance data collection and decision making

   k. understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g., intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes)

3. Knowledge of measurement theory and principles

   a. knows to use a problem-solving framework as the basis for all professional activities

   b. understands different types of test scores and norms

   c. knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews)

   d. is familiar with the principles of reliability and validity

   e. is familiar with personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures

   f. knows about test fairness concepts

4. Assessment of special populations

   a. is familiar with infant and early childhood/preschool assessment procedures

   b. knows appropriate use and interpretation of assessment procedures for English as a second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment)

   c. is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments)

   d. is familiar with screening for the gifted and talented

B.   Consultation and Collaboration

1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services

    a. knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services

    b. knows the various models of consultation (e.g., behavioral, mental health, instructional, organizational)

    c. knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.)

2. Home/school/community collaboration (student-level)

    a. knows strategies for working with a student's family (e.g., building relationships, collaborating on intervention plans, promoting positive habits such as building healthy lifestyles)

    b. knows strategies for working with community agencies/providers to support a student's success

Discussion areas: Professional Practices, Practices that Permeate All Aspects of Service Delivery

- What are some components of an effective interview?

- When would you use a structured interview technique?

- How do intelligence tests and achievement tests differ in purpose?

- What are the components of curriculum-based measures (CBM), and how are they used in the problem-solving model?

- When would you need to administer a measure of adaptive behavior?

- What are the criteria for a classification of Emotional Disturbance (ED) according to the Individuals with Disabilities Education Improvement Act, 2004 (IDEA 2004)?

- How would you determine English-language proficiency when testing for intelligence, and why is it important?

- What is the purpose of a control group?

- Compare two different ways of evaluating a school-based drug-prevention program

- Describe similarities and differences among models of consultation.

- What factors contribute to the success of a cooperative learning experience?

- What factors should be considered in determining curriculum and instructional methods for a student with visual impairment?

- What is the current state of the literature with regard to grade retention?

- What advantages or disadvantages might there be in having ninth-grade students attend a middle school rather than a high school?

- What methods might be used to address school-wide problems with students not turning in homework? How would such methods differ with younger and older students?

- How would one determine if a new reading remediation program is succeeding?

II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)

A. Interventions and Instructional Support to Develop Academic Skills

1. Effective instruction at the individual and group level

   a. is familiar with various instructional strategies (e.g., cooperative learning, flexible grouping, differentiated instruction, engagement time, scaffolding, study skills, metacognition)

   b. knows common curricular accommodations and modifications (e.g., information and assistive technology, specially designed instruction)

   c. knows methods for helping students become self-regulated learners, set and achieve individual instructional goals, and assess outcomes to see whether goals were attained

2. Issues related to academic success/failure

   a. understands the importance of using evidence-based strategies when developing interventions

   b. knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic status, language competency, programming for ELL)

   c. is familiar with the Response to Intervention (RTI) model

B. Interventions and Mental Health Services to Develop Social and Life Skills

1. Primary, secondary, and tertiary preventive strategies

   a. is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment)

   b. knows how to conduct individual and small-group programs (e.g., social skills training, conflict resolution)

   c. is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues

2. School-based intervention skills/techniques

   a. understands basic counseling theories and techniques for use at the individual and group level

   b. knows about appropriate intervention techniques for various developmental levels

   c. understands applied behavioral analysis and intervention

3. Child and adolescent psychopathology

   a. is familiar with common symptoms of mental health issues and educational disabilities

   b. understands the impact mental health has on the educational outcomes of children and adolescents

   c. has a basic knowledge of psychopharmacology

Discussion areas: Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)

- What are best practices in primary prevention?

- How might one intervene in a fifth-grade classroom in which students are frequently off-task?

- What are some basic assumptions underlying behavioral approaches?

- What are some of the different techniques used in cognitive-behavioral interventions (e.g., journals, modeling)?

- How should a school respond to a student suicide?

- How might a school district prepare for a potential natural disaster?

- What are typical academic, psychological, and pharmacological interventions used with attention-deficit/hyperactivity disorder (ADHD)?

- How would one recognize a student's possible substance abuse?

III. Systems-Level Services

A. Schoolwide Practices to Promote Learning

1. Is familiar with school-based organizational development and systems theory

2. Is familiar with the importance of systems-level resource mapping

3. Understands common educational policies/practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, zero tolerance, corporal punishment)

4. Recognizes the importance of research outcomes when designing school-based intervention plans

5. Recognizes the importance of using knowledge of research and organizational and systems theory in the development of school improvement plans

B. Preventive and Responsive Services

1. Knows common school/system-wide prevention programs (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health)

2. Knows risk and protective factors as they relate to a variety of issues (e.g., school failure, truancy, dropout, bullying, youth suicide, school violence)

3. Knows a variety of crisis prevention and intervention techniques

4. Is familiar with school/district-wide crisis management planning, recovery, and response

C. Family-School Collaboration Services

1. Is familiar with the importance of advocating for the involvement of families in schoolwide activities

2. Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies

Discussion areas: System-level services

- Is tracking effective?

- How do you evaluate the effectiveness of an intervention?

- What are important components when developing a crisis plan?

- What is an effective bullying prevention program?

- Describe the elements and use of wraparound services.

- How might a school psychologist work with parents and teachers to improve the academic performance and self-esteem of a student who has limited English proficiency?

- What does an effective school improvement plan look like?

- What types of situations require collaboration between the school psychologist and agencies outside of the school?

IV. Foundations of School Psychological Service Delivery

A. Diversity in Development and Learning

1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes

2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners

3. Recognizes personal biases or biases in others that influence decision making, instruction, behavior, and long-term outcomes for students

4. Recognizes the importance of promoting fairness and social justice in educational programs and services

B. Research and Program Evaluation

1. Knows how to evaluate research

2. Knows how to translate research into practice

3. Understands research design and statistics

4. Knows how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into program evaluation

5. Knows how to provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels

C. Legal, Ethical, and Professional Practice

1. Ethical principles related to the practice of school psychology

   a. knows the NASP Principles for Professional Ethics

   b. is familiar with the standards for educational and psychological tests (e.g., APA, AERA, NCME)

   c. knows the importance of ethical practice in the use of technology (e.g., report writing software, confidentiality, electronic data storage and transmission)

2. Legal issues related to the practice of school psychology

   a. knows the common laws and regulations governing the practice of school psychology

      – Individuals with Disabilities Education Improvement Act (IDEA, PL108-446, 2004)

      – Section 504 of the Rehabilitation Act of 1973 (PL 93-112)

      – Americans with Disabilities Act (ADA, PL 101-336, 1990)

      – Elementary and Secondary Education Act (PL 89-10, 1965) and No Child Left Behind Act (PL 107-110, 2001)

      – Buckley Amendment to the Family Educational Rights and Privacy Act of 1974 (FERPA, PL 93-380)

   b. knows relevant case law that affects practice

      – *PARC* v. *Commonwealth of Pennsylvania* (1972)

      – *Lau* v. *Nichols* (1974)

      – *Board of Education of the Hendrick Hudson Central School District* v. *Rowley* (1982)

      – *Irving Independent School District* v. *Tatro* (1984)

      – *Oberti* v. *Clementon* (1993)

      – *Newport-Mesa Unified School District* v. *State of California Department of Education* (2010)

      – *Larry P.* v. *Riles* (1979)

   c. knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)

   d. knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)

3. Professional foundations

   a. understands the importance of advocating for children and their families (i.e., issues such as disproportionality, poverty, access, and equity)

   b. is familiar with the history of school psychology

    c.   recognizes the importance of lifelong learning and professional growth

    d.   is familiar with the importance and value of supervision and mentoring

Discussion areas: Foundations of School Psychological Service Delivery

- How should a school psychologist respond if a student reports seeing another student stealing papers from a teacher's drawer?

- What are recommended practices for working with confidential electronic data?

- What are the differences between Section 504 and the ADA?

- How do Section 504 and the ADA define disability?

- What are the provisions for nondiscriminatory testing procedures in IDEA 2004?

- How does the Health Information Portability and Accountability Act (HIPAA) affect the practice of school psychology?

- Who is responsible for maintaining mental health records for students?

- Who is responsible for reporting suspected child abuse?

- What is the "stay put" rule?

- What limits does the Family Educational Rights and Privacy Act (FERPA) impose on the sharing of student information?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

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

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

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

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

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

8. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis *test*

What if English is not my primary language?

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

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

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

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

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

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

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

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

- ❒ Have you followed all of the test registration procedures?

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

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

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

- ❒ Have you considered how you will pace your work?

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

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

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

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

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

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

- *Praxis* Passing Scores, found at **https://www.ets.org/praxis/institutions/scores/passing/**

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

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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