

The *Praxis*™ Study Companion

Speech-Language Pathology

0330/5330



Welcome to *The Praxis™ Study Companion*

Prepare to Show What You Know

You have gained 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 tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- 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!

Table of Contents

The Praxis™ Study Companion guides you through the 10 steps to success

1. Know What to Expect4
Familiarize yourself with the Praxis tests so you know what to expect

2. Familiarize Yourself with Test Questions5
Become comfortable with the types of questions you'll find on the Praxis tests

3. Understand Your Scores9
Understand how tests are scored and how to interpret your test scores

4. Learn About Your Test 11
Learn about the specific test you will be taking

5. Determine Your Strategy for Success 15
Set clear goals and deadlines so your test preparation is focused and efficient

6. Develop Your Study Plan 18
Develop a personalized study plan and schedule

7. Review Smart Tips for Success 22
Follow test-taking tips developed by experts

8. Practice with Sample Test Questions 24
Answer practice questions and find explanations for correct answers

9. Check on Testing Accommodations 32
See if you qualify for accommodations that may make it easier to take the Praxis test

10. Do Your Best on Test Day 33
Get ready for test day so you will be calm and confident

Appendix: Other Questions You May Have 35

1. Know What to Expect

Familiarize yourself with the Praxis tests so you know what to expect

Which test 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 I® and *Praxis II*® tests are given in both computer and paper formats. **Note:** Not all *Praxis II* tests are offered in both formats.

Should I take the computer- or paper-delivered test?

You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats. To help you decide, watch the [What to Expect on Test Day video](#) for computer-delivered tests.

If I'm taking more than one *Praxis* test, do I have to take them all in the same format?

No. You can take each test in the format in which you are most comfortable.

Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?

No. The computer-delivered test and paper-delivered test cover the same content.

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 some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the *Praxis* Web site for more detailed test registration information at www.ets.org/praxis/register.

2. Familiarize Yourself with Test Questions

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

The *Praxis* tests include two types of questions — **multiple-choice** (for which you select your answers from a list of choices) and **constructed-response** (for which you write a response of your own). 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 Multiple-Choice Questions

Many multiple-choice 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 one of 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 multiple-choice 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 multiple-choice 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, marking 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

From time to time, new multiple-choice formats are developed to find new ways of assessing knowledge. The latest tests may include audio and video components, such as a movie clip or animation, instead of the more traditional map or reading passage. Other tests may allow you to zoom in on details of a graphic or picture. Tests may also include interactive questions that take advantage of technology to assess knowledge and skills. They can assess knowledge more than standard multiple-choice questions can. If you see a format you are not familiar with, **read the directions carefully**. They always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to select a single answer from a list of options. Other questions may ask you to respond in the following ways:

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

Remember that with every question you will get clear instructions on how to respond. See the [Praxis Computer-delivered Testing Demonstration](#) on the *Praxis* website to learn more about *Praxis* tests and to see examples of some of the types of questions you may encounter.

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 that accurately assess your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay and problem solving 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."

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

- a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.
- b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.

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 circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in "4. Learn About Your Test" on page 11.

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.

Interactive question types may ask you to respond by:

- Typing in an entry box, particularly for a constructed-response question.
- Clicking an oval answer option for a multiple-choice question.
- Clicking on sentences. In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

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.

3. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

The *Praxis Series* tests are part of a national testing program, meaning that they are required in more than one state 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 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
- Your Recognition of Excellence (ROE) Award status, if applicable
(found at www.ets.org/praxis/scores/understand/roe)

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

Content category scores and score interpretation

On many of the *Praxis* tests, questions are grouped into content categories. 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. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

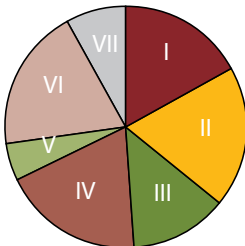
These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Series Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

4. Learn About Your Test

Learn about the specific test you will be taking

Speech-Language Pathology (0330/5330)

Test at a Glance				
Test Name	Speech-Language Pathology			
Test Code	0330	5330		
Time	2 hours	2 hours		
Number of Questions	120	120		
Format	Multiple-choice questions	Multiple-choice questions		
Test Delivery	Paper delivered	Computer delivered		
	Content Categories		Approximate Number of Questions	Approximate Percentage of Examination
	I. Basic Human Communication Processes		20	17%
	II. Phonological and Language Disorders		23	19%
	III. Speech Disorders		15	13%
	IV. Neurogenic Disorders		23	19%
	V. Audiology/Hearing		6	5%
	VI. Clinical Management		23	19%
	VII. Professional Issues/Psychometrics/Research		10	8%

About This Test

The Speech-Language Pathology test measures knowledge important for independent practice as a speech-language pathologist in all primary employment settings, including schools, hospitals, clinics, private practice, etc. The examination is typically taken by examinees who are in or who have completed a master’s degree program. Recognized as the national examination in speech-language pathology, the test is one of several requirements for the Certificate of Clinical Competence issued by the American Speech-Language-Hearing Association (ASHA). Some states use the examination as part of the licensure procedure. Examinees may obtain complete information about certification or licensure from the authority or state or local agency from which certification or licensure is sought. (ASHA can be found at www.asha.org and 2200 Research Boulevard, Rockville, MD 20852)

The 120 multiple-choice test questions focus on content related to the major practice areas of basic human communication processes, phonological and language disorders, speech disorders, neurogenic disorders, audiology/hearing, clinical management, and professional issues/psychometrics/research. Case studies assess the examinee’s knowledge of possible applications to clinical situations and issues. Research articles are included to assess the examinee’s ability to synthesize information and to apply it to specific examples.

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

The distribution of the test questions across the areas of practice was based on a national survey, commissioned by ASHA, of speech-language pathologists in a variety of employment settings. The Speech-Language Pathology test is regularly updated to take into account new developments in the field.

Topics Covered

The following list represents the topics covered in editions of the test that are currently being administered. These topics are consistent with standards for clinical certification set by ASHA.

I. Basic Human Communication

- **Language acquisition and learning theory**
 - typical development of speech and language
 - developmental norms in phonology, syntax, semantics, and pragmatics
 - theoretical models of learning related to language and cognition
 - behavior management and modification
 - cognitive development
 - developmental, motor, and linguistic processes
- **Language science**
 - the structure of language
 - the phonological representations and phonetic realizations of speech sounds
 - phonological theory as it relates to typical development
 - grammatical categories
 - morphology, syntax, semantics, and pragmatics, as these fields relate to typical language processing and production
- **Learning theory**
 - theoretical models of learning related to language and the effective treatment of disorders
 - models of behavior management and modification
 - theories of cognitive development

- **Multicultural awareness**

- applications of theoretical models of language in society to a variety of linguistic and cultural groups
- cultural and socioeconomic factors that influence speech and language
- communicative differences between speakers of the same language, including idiolectal and dialectal distinctions
- differentiation between first language/dialect interference and speech/language disorders
- cultural differences in the use of nonverbal communication

- **Speech science**

- speech perception
- physiological phonetics
- acoustic phonetics
- anatomy and physiology, as related to the production, reception, and processing of speech, language, and hearing
- neural bases of speech and hearing

II. Phonological and Language Disorders: Assessment and Treatment

- **Phonological disorders**

- articulation disorders as influenced by craniofacial anomalies and by oral-motor, dental, learning, or behavioral factors
- phonological disorders

- **Language disorders**

- developmental, motor, and linguistic processes
- differentiation of typical, delayed, and disordered language development
- the nature of expressive and receptive language disorders
- treatment of language delays and language disorders

III. Speech Disorders: Identification, Assessment, Treatment, and Prevention

- **Fluency disorders**
 - theories of fluency
 - neurological and psychological factors
 - assessment, treatment, and prevention of fluency disorders
- **Resonance disorders**
 - resonance, as influenced by congenital anomalies, neurologic disorders, disease, trauma, and behavioral factors
 - assessment, treatment, and prevention of resonance disorders
- **Voice disorders**
 - phonation, as influenced by respiratory, laryngeal, and airway problems resulting from malformations, disease, trauma, neurogenic factors, and behavioral factors
 - alaryngeal speech
 - assessment, treatment, and prevention of voice disorders

IV. Neurogenic Disorders

- **Neurological disorders**
 - aphasia
 - progressive disorders
 - motor speech disorders
 - traumatic brain injury
 - cognitive communication disorders
- **Dysphagia**
 - the process of swallowing
 - causes and effects of swallowing disorders
 - assessment treatment of swallowing disorders

V. Audiology/Hearing

- **Hearing science**
 - principles of hearing
 - anatomy and physiology of the hearing mechanism
 - congenital and acquired hearing loss in children and adults
- **Audiological assessment**
 - hearing screening for clients of all ages
 - interpretation of audiograms and tympanograms
 - referrals to appropriate professionals
- **Auditory habilitation and rehabilitation**
 - intervention for clients with hearing loss
 - intervention for clients using hearing technology; e.g., cochlear implants
 - issues of intervention relevant to the practice of speech-language pathology

VI. Clinical Management

- **Alternative/augmentative communication**
 - assessment and use of alternative/augmentative communication devices
 - determining candidacy for alternative/augmentative devices
- **Counseling**
 - communicating assessment and treatment plans, progress, and results to clients and appropriate professionals
 - interpersonal communication and counseling techniques
- **Documentation and monitoring client progress**
 - collecting and using information from other agencies
 - communicating to other professionals concerning the client's history
 - data gathering and interpretation
 - determining termination criteria based on prognosis, progress, and motivation
 - procedures for referral and follow-up
 - writing professional reports
- **Efficacy**
 - demonstration of results of clinical services in relation to speech, language, and hearing
 - determining and communicating information about the outcomes of assessment and treatment
- **Instrumentation**
 - instrumentation used in speech and language analysis
 - the purpose, use, and applications of technological developments with respect to assessment and treatment of speech and language disorders
- **Speech-language assessment**
 - establishing clients' past and present status
 - formulating recommendations, including impact of life conditions, type of treatment, and service-delivery models
 - identifying individuals at risk for communication disorders
 - interviewing techniques and interpersonal skills
 - procedures for screening clients of all ages

- selection and administration of standardized evaluation procedures, such as formal tests
- selection and administration of nonstandardized procedures, such as language samples and behavioral observations

- **Speech-language intervention**

- diagnostic intervention
- selecting activities appropriate to the client's age, sociocultural membership, and disorder
- implementing remediation methods and strategies for disorders

- **Syndromes and genetics**

- basic principles of genetics
- syndromic and nonsyndromic inherited and developmental conditions
- influence of syndromic and nonsyndromic conditions on hearing, speech and language development, production, and processing

VII. Professional Issues/Psychometrics/Research

- **Ethical practices**

- understanding standards for professional conduct
- making referrals, obtaining permissions, keeping and using client records
- ensuring client privacy
- handling staffing issues in a professional and legally prudent manner

- **Research methodology/psychometrics**

- criteria for selection of test materials
- determining the reliability of assessment procedures
- models of research design
- test construction principles

- **Standards and laws**

- designing appropriate assessment and treatment through knowledge of governmental regulations and professional standards
- federal laws and regulations impacting delivery of services
- reporting requirements of governmental agencies

5. Determine Your Strategy for Success

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

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day. A helpful resource is the [Strategies for Success video](#), which includes tips for preparing and studying, along with tips for reducing test anxiety.

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in "4. Learn About Your Test" on page 11, 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 college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Each guide provides a combination of test preparation and practice, including 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 at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found in "3. Understand Your Scores" on page 9.

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 20 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 18 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 11 to select topics, and then select practice questions, beginning on page 24.
- **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 the practice test together.** The idea of the 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.** Score one another's answer sheets. 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.

6. 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 *Praxis I® Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 11 to help complete it.

Use this worksheet to:

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

Praxis Test Name: *Praxis I Pre-Professional Skills Test: Reading*
Praxis Test Code(s): *0710*
Test Date: *11/15/12*

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
Literal Comprehension						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/ effect and compare/ contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Critical and Inferential Comprehension						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/ implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

My Study Plan

Use this worksheet to:

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

Praxis Test Name: _____

Praxis Test Code: _____

Test Date: _____

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

(continued on next page)

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

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?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the "Skip" function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. 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 multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or 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 mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

1. **For a paper-delivered test, put your answers in the right bubbles.** It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.
2. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. 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.

3. **Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
4. **Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers 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.
5. **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.
6. **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 similar-looking (but in fact very different) tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.
7. **Use your energy to take the test, not to get angry at it.** Getting angry at the test 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. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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

Note: In this test, a speech-language pathologist is referred to as an SLP. A cerebrovascular accident is referred to as a CVA. An Individualized Education Program is referred to as an IEP, and the Individuals with Disabilities Education Act is referred to as IDEA.

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

1. Which of the following is the major physical or organic factor underlying impairment in the speech of persons with cleft palate?
 - (A) Congenital hearing loss from otitis media
 - (B) Broad irregular maxillary arch
 - (C) Palatopharyngeal insufficiency
 - (D) Maintenance of learned neuromuscular patterns
 - (E) Irregular vocal fold abduction
2. An SLP determines the mean length of utterance (MLU) of a language sample from a three-year-old child. Two weeks later, the SLP reevaluates the same sample and again determines the MLU. The extent to which the two scores are similar is most directly a function of the
 - (A) validity of the scores
 - (B) reliability of the scores
 - (C) skewness of the score distribution
 - (D) efficiency of administration
 - (E) speededness of the measure
3. An SLP is providing services to adults with neurogenic disorders of communication. Of the following clients, which will likely have the most favorable management prognosis?
 - (A) John, who has a brain injury resulting in a slight concussion
 - (B) Jim, who has a traumatic brain injury resulting in paralysis
 - (C) Mary, who has Alzheimer's disease
 - (D) Juan, who has amyotrophic lateral sclerosis
 - (E) Helen, who has Huntington's chorea
4. An SLP has targeted the phonological process of "stopping on initial fricatives" for remediation and is using the word "shoes" to establish the new behavior. The SLP now wishes to investigate whether the speaker can generalize the newly learned pattern to untrained words. If it is assumed that generalization will occur on words whose phonetic characteristics are most like the trained word "shoes," which of the following words should be selected?
 - (A) Shouting
 - (B) Fished
 - (C) Ocean
 - (D) Shook
 - (E) Mission

5. The Spanish-speaking parents of a nine-year-old bilingual child report that their child communicates in Spanish with complete utterances and has a good vocabulary in comparison to other children in the neighborhood. Their concern is that the child interrupts their conversations and has not learned social rules that are important within the family and community. Testing confirms similar problems in English-speaking settings. The SLP would most likely recommend that therapy focus on which of the following language areas?

(A) Syntax
(B) Morphology
(C) Semantics
(D) Pragmatics
(E) Phonology

6. A 60-year-old man has Parkinson's disease and is in the early stage of dementia. It would be appropriate to address which of the following goals first in therapy?

(A) To improve articulation skills
(B) To educate the family or caregivers
(C) To decrease jargon
(D) To decrease circumlocution
(E) To improve motor skills

7. An adult female has received 20 sessions of voice therapy for hoarseness related to vocal nodules. Data for pre- and post-evaluation measures for this individual are:

	<i>Pretherapy</i>	<i>Current</i>
Fundamental frequency (Hz)	175	200
Phonation duration (sec.)	10	15
Jitter (percent)	1.2	.68
Mean phonatory airflow (ml/sec.)	100	150

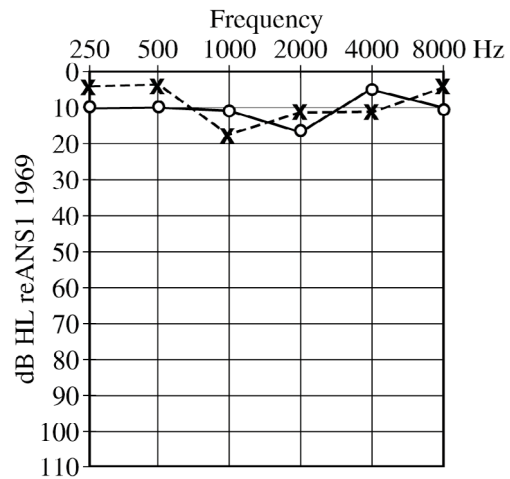
Which of the following is most strongly indicated by the data?

(A) The patient's voice is improving.
(B) The patient's voice is deteriorating.
(C) Perturbation is worse, but the other measures are better.
(D) The patient's voice is still abnormal.
(E) The vocal nodules are gone.

8. An SLP is behaving ethically if he or she does which of the following?

(A) Refuses to deliver professional services on the basis of a client's sexual orientation
(B) Offers to provide speech or language services solely by correspondence for an individual whose disability prevents easy access to the professional's office
(C) Diagnoses a speech disorder solely through correspondence as long as the correspondence is thorough and careful
(D) Offers general information of an educational nature by correspondence
(E) Indicates the specific duration of the therapeutic program

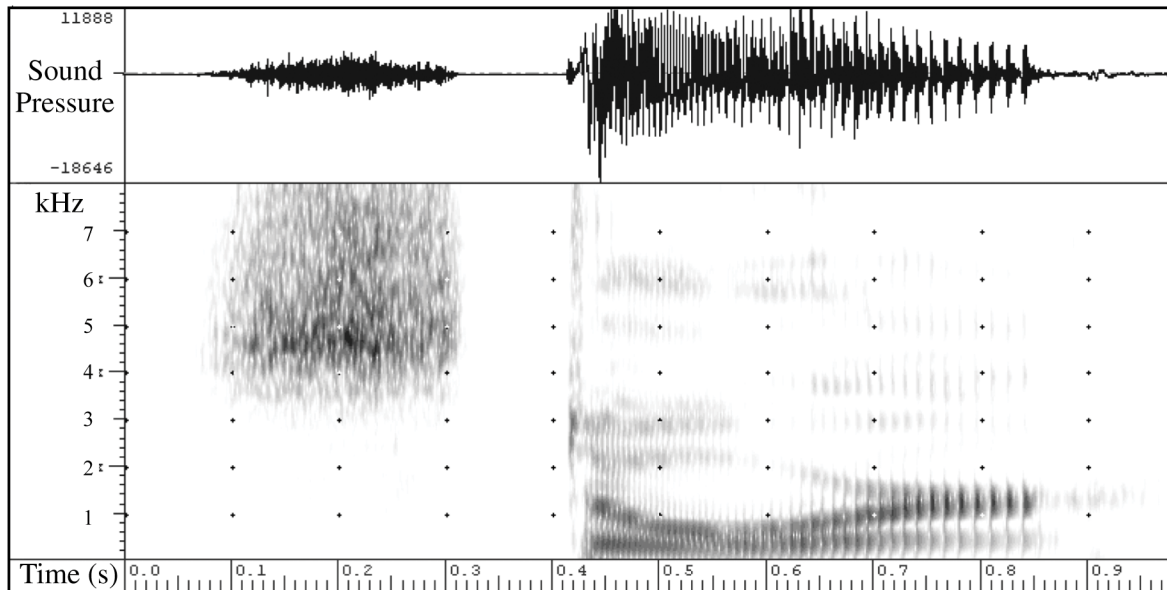
9. Which of the following statements best characterizes the ethics of formulating prognoses for clients with speech and language disorders?
- No assessment is complete until a precise statement can be formulated regarding the prognosis.
 - Since offering a favorable prognosis is essentially equivalent to guaranteeing the results of a therapy program, it is unethical to make specific statements regarding prognosis.
 - The extreme complexity of speech and language processes and behaviors makes it impossible to formulate prognoses.
 - After an assessment has been completed, it is usually appropriate to make some general statements about prognosis.
 - A clinician's ability to make prognostic statements depends on the availability of standardized tests to quantify the severity of a speech and language disorder.



10. The above audiogram for an adult represents
- normal hearing bilaterally
 - a bilateral moderate conductive hearing loss
 - a middle-frequency hearing loss with normal hearing at high and low frequencies
 - right-ear low-frequency hearing loss
 - a bilateral profound sensorineural hearing loss
11. Which of the following is the most accurate statement regarding the word-initial consonant?
- The high-amplitude concentration of aperiodic energy at 4 kHz suggests that the initial consonant is a voiceless sibilant fricative.
 - The low-amplitude concentration of periodic energy suggests that the initial consonant is a voiced sibilant fricative.
 - The presence of prevoicing before the release burst suggests that the initial consonant is a voiced affricate.
 - The presence of nasal murmur suggests that the initial consonant is a nasal sonorant.
 - The low-amplitude, diffuse distribution of aperiodic energy suggests that the initial consonant is a voiceless nonsibilant fricative.

12. The “incidence” of a disorder is defined as the
 - (A) prevalence of the disorder
 - (B) number of new cases of the disorder reported within a specified period of time
 - (C) number of cases of the disorder in a particular country or society
 - (D) most common etiology of the disorder
 - (E) number of cases of the disorder that were successfully treated
13. Which of the following types of fibers facilitates communication between the right and left hemispheres by connecting cortical areas in the two hemispheres?
 - (A) Projection
 - (B) Association
 - (C) Commissural
 - (D) Efferent
 - (E) Afferent
14. A 68-year-old man sustained a CVA and received a course of speech-language treatment for anomic aphasia. He was discharged after making rapid improvement early in therapy. Three years later his wife reports that he is having more difficulty speaking and understanding, but that his memory skills and orientation abilities remain intact. She has also noticed that his conversation skills are slowly deteriorating. Of the following, which is the most likely explanation for the client’s communicative decline?
 - (A) A transient ischemic attack
 - (B) An astrocytoma, probably in the vicinity of the supramarginal gyrus
 - (C) Primary progressive aphasia
 - (D) Alzheimer dementia
 - (E) Lewy body dementia
15. According to ASHA recommendations, a child who is admitted to the neonatal intensive care unit should receive a hearing screening
 - (A) at 3 months of age
 - (B) at 1 year of age
 - (C) at 2 years of age
 - (D) at 3 years of age
 - (E) before discharge from the hospital
16. Under the requirement for a child to receive a free and appropriate public education in the least restrictive environment, a public school must provide sign language interpreter services to a child under which of the following conditions?
 - (A) The school district can recover the cost of interpreter services from a third-party payer.
 - (B) The child’s physician indicates that the services of an interpreter are medically necessary.
 - (C) The interpreter has been requested by the parent in the IEP meeting.
 - (D) The IEP team determines that interpreter services are necessary for the child.
 - (E) An interpreter is already available to other children in the class.

Questions 17–18 are based on the figure below of a sound pressure signal (audio, above) and wideband spectrogram (below) of a spoken utterance.



17. Which of the following is closest to the correct phonemic transcription of the word displayed in the spectrogram?
- (A) /fil/
 - (B) /naʊ/
 - (C) /blu/
 - (D) /stɔr/
 - (E) /dʒet/
18. The spacing of the glottal pulses during the vocalic portions indicates that the speaker
- (A) was likely to be asking a yes/no question
 - (B) was whispering
 - (C) used a falling intonation contour
 - (D) used a flat intonation contour
 - (E) had poor vocal-tract control

19. Which of the following is the primary reason for using standardized norm-referenced instruments to assess communication function?
- (A) To track progress on a session-by-session basis
 - (B) To dictate the behavioral objectives guiding intervention
 - (C) To provide a comparison against a representative population
 - (D) To develop a database for diagnostic purposes
 - (E) To provide qualitative data for the assessment report
20. Which of the following types of cerebral palsy is characterized by low muscle tone, impaired balance, and tremor?
- (A) Ataxic
 - (B) Spastic
 - (C) Athetoid
 - (D) Hemiplegic
 - (E) Quadriplegic
21. Ms. March, age 70, receives speech-language treatment at her assisted living facility for aphasia secondary to a stroke (CVA). Medicare is reimbursing a home health agency that visits the facility for Ms. March's treatment following submission of an evaluation and treatment plan from the SLP employed by the home health agency. To ensure that reimbursement for treatment continues, the SLP must
- (A) administer a standardized aphasia battery weekly to assess progress
 - (B) include recommendations for family participation in the treatment plan
 - (C) secure the physician's endorsement of treatment continuation on a schedule dictated by Medicare
 - (D) initiate treatment within six months of Ms. March's hospitalization for the stroke
 - (E) coordinate treatment with the physical therapy that Ms. March receives from the same home health agency
22. An intervention to improve receptive vocabulary involves a computer program that presents three pictures on the screen and requests that the child point to the picture that the computer indicates via digitized speech. The child's intervention goal is 80 percent correct responding. A response rate of 30 percent correct most likely indicates that the
- (A) software has been moderately effective in helping the child reach his goal
 - (B) child's visual discrimination surpasses his auditory discrimination
 - (C) child's responses are essentially random
 - (D) child is ready to progress to an on-screen array of four pictures
 - (E) activity does not hold the child's attention
23. What type of reinforcement results in the most rapid learning of new behavior?
- (A) Fixed-ratio
 - (B) Random
 - (C) Fixed-interval
 - (D) Continuous
 - (E) Variable-interval
24. Intervention from a speech-language pathologist for a nursing home resident who experiences advanced dementia would most effectively focus on
- (A) conversational turn-taking
 - (B) expressive vocabulary
 - (C) picture identification
 - (D) interpretation of facial expression
 - (E) simplification of the communication environment

Answers to Sample Questions

1. The best answer is (C). Palatopharyngeal insufficiency or, more specifically, velopharyngeal insufficiency is the major cause of the hypernasal speech associated with cleft palate. The other choices are incorrect because otitis media is not congenital; in cleft palate, the maxillary arch is often collapsed and thus is narrow; learned patterns are not organic; and irregular vocal fold abduction is not associated with cleft palate.
2. The best answer is (B). Reliability is the consistency with which a test measures or the degree to which repeated measurement with the same instrument of the same individual would tend to produce the same result. Larger values indicate greater reliability; a reliability of 0.90 or greater is desirable for a test to be used in making decisions about individuals.
3. (C), (D), and (E) mention disorders that are progressive in nature. (B) describes a problem that is diffused or dispersed throughout the head with major impairments to the nerves, whereas the best answer, (A), is more limited in scope and therefore most likely to be amenable to therapy or treatment.
4. Generalization probes are a principal feature of phonological therapy. The answer choices require the clinician to pay attention to position of the fricative sound in a word and also to the word's syllable structure. Of the choices, only (D) meets these criteria and is thus the best answer.
5. The parents have described adequate syntactic and semantic knowledge by the child. Testing in English confirms similar strengths. An area that has been identified as a weakness is pragmatics and social rules for interaction. The best answer, therefore, is (D).
6. When dementia is associated with Parkinson's disease, it is usually irreversible. Therefore, the family or caregivers must understand the nature of the linguistic and intellectual problems, as well as learn how to maximize the abilities of the client. The sooner the family or caregivers are made aware of the condition of the client, the better the intervention is likely to be. Therefore, the best answer is (B).

7. All measures discussed demonstrate improvement. There is no certainty that the nodules are gone or that the voice is still abnormal. Perturbation, having gone down, shows some improvement. Based only on the data shown, one could say that there is some improvement. Therefore, (A) is the best answer.
8. According to the 2003 Code of Ethics of the American Speech-Language-Hearing Association (ASHA), the best answer, (D), is allowed. The other choices are not approved and are discussed in Principle of Ethics I, Rule C, Rule F, and Rule G, among others.
9. According to the 2003 ASHA Code of Ethics, Principle of Ethics I, Rule H, a speech-language pathologist can make general statements about a client's prognosis. The other choices are contrary to the spirit of this ethical position. Therefore, (D) is the best answer.
10. The best answer is (A). Thresholds at or below 20 dB represent normal hearing in an adult. In the audiogram, air conduction thresholds for both the left and right ears are at or below 20 dB, indicating no hearing loss of any type.
11. The best answer is (A). Voiceless sibilant fricatives such as /s/ would be recorded on a spectrogram as having high-amplitude aperiodic energy in the range of 4K Hz.
12. The best answer is (B). The term "incidence" pertains to the number of new cases of a disease or disorder arising in a population during a given time period (e.g., over one year or over the life span).
13. The best answer is (C). Commissural fibers are the only ones that bridge between the two cortical hemispheres.
14. The best answer is (C). Primary progressive aphasia is isolated language deterioration with relative preservation of other cognitive abilities and symptoms that vary, depending upon the site of lesion. Signs and symptoms may include word-finding problems characterized by pauses during speech, difficulty naming objects, difficulty with comprehension of spoken and written language, and inability to comprehend word meanings.

15. The best answer is (E). According to the Joint Committee on Infant Screening Year 2000 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs, II-28, infants admitted to the neonatal intensive care unit should be screened for hearing deficits before discharge from the hospital. The intent behind this recommendation is to evaluate a child's hearing at as early an age as possible.

16. The best answer is (D). Free and appropriate public education in the least restrictive environment is a central tenet of IDEA, which governs special education services in the public schools. IDEA makes clear that the services to be provided to a student must be endorsed as educationally necessary by the entire IEP team, which includes the student's parents, a regular education teacher, a special education teacher, a representative of the local education agency, and others as appropriate.

17. The best answer is (D). The spectrogram illustrates the production of the word "star," which has an initial high-amplitude sibilant followed by a plosive, thus the short absence of sound after release of /t/ before production of the vowel.

18. The best answer is (C). The spectrographic recording illustrates a falling intonation contour as the glottal pulses gradually shift downward.

19. The best answer is (C). The primary reason for using a standardized norm-referenced assessment is to compare an individual's performance to norms generated from a much larger representative sample. Use of a norm-referenced assessment enables the client's behavior to be compared to typical function for individuals in the same age range. (A) is incorrect because standardized assessments are not administered as frequently as every session. (B) is incorrect because information about where the client is functioning relative to a larger population does not dictate behavioral objectives for a particular individual. (D) is incorrect because inclusion of client information in a diagnostic database is not the primary reason to use a norm-referenced instrument. (E) is incorrect because performance on standardized tests is expressed numerically, which makes it quantitative data.

20. The best answer is (A). Ataxic cerebral palsy is characterized by low muscle tone, impaired balance, and tremors. The other types do not have these characteristics. Spastic cerebral palsy (B) involves jerky, uncontrolled movements and high muscle tone. Athetoid cerebral palsy (C) is characterized by slow, arrhythmic, writhing, involuntary movements of the extremities. (D) and (E) are incorrect because "Hemiplegic" and "Quadriplegic" specify the body parts affected, not to the type of movement pattern.

21. The best answer is (C). Medicare will only authorize continued treatment with physician approval. (A), (B), (D), and (E) are incorrect because they are not used as a basis for treatment eligibility.

22. The best answer is (C). Because there are three pictures, a response rate close to 33 percent (one-third) is at the level of chance. (A) is incorrect because the child's performance is only at chance levels, indicating no trend toward successful performance. (B) is incorrect because no conclusion about the superiority of one modality over another can be determined from the limited information provided. (D) is incorrect because the difficulty level of the task should only be increased when performance at the easier level is satisfactory. (E) is incorrect because no conclusion about the child's engagement can be determined from the information provided.

23. The best answer is (D). The primary reason is because in continuous reinforcement the desired behavior is reinforced every time it occurs. This schedule is generally best during the initial stages of learning to create a strong association between the behavior and the response. (A), (B), (C), and (E) are incorrect because they represent partial reinforcement schemes in which the correct response is reinforced only part of the time. Learned behaviors are acquired more slowly with partial reinforcement.

24. The best answer is (E). The primary reason is because appropriate intervention for an individual with advanced dementia is geared toward simplifying the individual's communication environment. (A), (B), (C), and (D) are incorrect because an individual with advanced dementia is not likely to benefit significantly from intervention targeting improved communication skills.

9. Check on Testing Accommodations

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

What if English is not my primary language?

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

What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the United States armed forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at www.ets.org/praxis/register/accommodations/monday_testing.

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

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

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

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

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

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

10. Do Your Best on Test Day

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

You followed your study plan. You are 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 and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response questions for a paper-delivered test
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

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 necessary 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
- scrap paper
- any electronic, photographic, recording, or listening devices

Note: All cell phones, smart phones (e.g., BlackBerry® devices, iPhones®, etc.), PDAs, 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 items?
- ☐ 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!

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 pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. 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.

What are the *Praxis I* tests?

The *Praxis I* tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. *Praxis I* tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

What are the *Praxis II* tests?

Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 *Praxis II* tests, which contain multiple-choice or constructed-response questions, or a combination of both.

What is the difference between *Praxis* multiple-choice and constructed-response tests?

Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific *Praxis II* pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the *Praxis* test.

Who takes the tests and why?

Some colleges and universities use the *Praxis I* tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require *Praxis I* scores as part of their teacher licensing process.

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require *The Praxis Series* tests?

Your state chose *The Praxis Series* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

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

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice 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.

*ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

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 existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the 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 scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the Web?

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

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

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

Your teaching career is worth preparing for, so start today!
Let the *Praxis*™ *Study Companion* guide you.



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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

Copyright © 2012 by Educational Testing Service. All rights reserved. ETS, the ETS logo, LISTENING. LEARNING. LEADING., GRE, PRAXIS I and PRAXIS II are registered trademarks of Educational Testing Service (ETS). PRAXIS and THE PRAXIS SERIES are trademarks of ETS. All other trademarks are property of their respective owners. 19117



Listening. Learning. Leading.®

www.ets.org