

The *Praxis*® Study Companion

Elementary Education: Content Knowledge

5014



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 29).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

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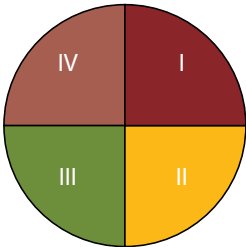
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1. Learn About Your Test

Learn about the specific test you will be taking

Elementary Education: Content Knowledge (5014)

Test at a Glance			
Test Name	Elementary Education: Content Knowledge		
Test Code	5014		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions; scientific or four-function calculator use permitted		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading/Language Arts	30	25%
	II. Mathematics	30	25%
	III. Social Studies	30	25%
	IV. Science	30	25%

About This Test

The Elementary Education: Content Knowledge test is designed for prospective teachers of children in primary through upper elementary school grades. The 120 selected-response questions focus on four major subject areas: reading/language arts, mathematics, social studies, and science. Test questions are presented on the computer or in the test book by subject area. Each of the four content areas constitutes 25 percent of the test.

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

Topics Covered

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

I. Reading/Language Arts

A. Foundations of Reading (50%)

1. Understands the foundations of literacy and reading development (e.g., language acquisition, support of second-language learners, concept of print)
2. Understands the role of phonological awareness (e.g., rhyming, segmenting) and phonics (e.g., decoding, letter-sound correspondence, syllabication) in literacy development
3. Understands the role of fluency (e.g., rate, accuracy) in literacy development
4. Understands the role of vocabulary (e.g., affixes, root words, context clues) in literacy development
5. Understands the role of comprehension (e.g., role of prior knowledge, literal and critical comprehension, metacognition) in literacy development
6. Understands the basic elements of fiction and nonfiction texts for children
7. Understands the basic elements of poetry (e.g., mood, rhythm) and drama (e.g., puppetry, story theater) for children
8. Understands the uses of figurative language (e.g., metaphor, simile, alliteration)
9. Understands how to use resource material (e.g., types of resources, graphic organizers) in reading and language arts

B. Language in Writing (33%)

1. Knows the components of written language (e.g., elements of grammar, usage, syntax)
2. Knows types (e.g., narrative, persuasive, journaling) and traits (e.g., tone, purpose, audience) of writing
3. Knows the stages of the writing process (e.g., draft, edit, publish)
4. Knows the stages of writing development (e.g., picture, scribble, letter for words)
5. Knows sentence types (e.g., declarative, imperative) and sentence structure (e.g., simple, compound, complex)
6. Knows structures (e.g., description, definition, examples) and organization (e.g., descriptive, comparison/contrast, persuasion) of writing

C. Communication Skills (Speaking, Listening, and Viewing) (17%)

1. Understands different aspects of speaking (e.g., purpose, audience, tone)
2. Understands different aspects of listening (e.g., following directions, responding to questions appropriately, focusing on the speaker)
3. Understands different aspects of viewing (e.g., interpreting images, evaluating media techniques, understanding the message)
4. Understands the role that speaking, listening, and viewing play in language acquisition for second-language learners

II. Mathematics

A. Mathematical Processes

1. Understands mathematical processes (e.g., representation, problem solving, making connections)

B. Number Sense and Numeration (40%)

1. Understands prenumeration concepts (e.g., informal counting, meaning of number, patterns)
2. Understands basic number systems (e.g., whole numbers, integers, rational numbers, fractions, decimals)
3. Understands basic four operations (i.e., addition, subtraction, multiplication, and division) and their properties (e.g., commutative, associative, distributive, order of operations)
4. Understands basic concepts of number theory (e.g., factors, multiples, place value, odd/even, prime/composite)
5. Understands how to solve problems, including word problems, using multiple strategies (e.g., modeling, estimation, algorithms) and assessing the reasonableness of results
6. Understands how to generate, describe, and explore numerical patterns and engage in mathematical investigations

C. Algebraic Concepts (25%)

1. Understands basic algebraic methods and representations (e.g., variables, expressions, ordered pairs, tables, graphs)
2. Understands the associative, commutative, and distributive properties
3. Understands additive and multiplicative inverses
4. Understands the special properties of zero and one
5. Understands equalities and inequalities
6. Understands the appropriate application of formulas

D. Informal Geometry and Measurement (20%)

1. Understands properties and attributes of figures and relationships in two- and three-dimensional figures and their hierarchy of classification
2. Understands transformations (i.e., translations, reflections, and rotations), geometric models, and nets
3. Understands nonstandard, customary, and metric units of measurement (e.g., length, time, temperature, volume, mass)

E. Data Organization and Interpretation (15%)

1. Understands visual displays of quantitative data (e.g., picture graphs, bar graphs, pie charts, line plots)
2. Understands simple probability and intuitive concepts of chance (e.g., flipping a coin, spinning a spinner, rolling a number cube)
3. Understands fundamental counting techniques (e.g., permutations, combinations, tree diagrams)
4. Understands basic descriptive statistics (i.e., mean, median, mode, and range)

III. Social Studies

A. Geography, Anthropology, Sociology (30%)

1. Knows world and regional geography (e.g., spatial terms, places, and regions)
2. Understands the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)
3. Knows the uses of geography (e.g., apply geography to interpret the past, to interpret the present, to plan for the future)
4. Knows how people of different cultural backgrounds interact with their environment, self, family, neighborhoods, and communities

B. World History (10%)

1. Knows the major contributions of classical civilizations (e.g., Egypt, Greece, Rome)
2. Understands 20th-century developments and transformations in World history
3. Understands the role of cross-cultural comparisons in World history instruction

C. United States History (30%)

1. Knows European exploration and colonization in United States history and growth and expansion of the United States
2. Knows about the American Revolution and the founding of the nation in United States history
3. Knows the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression)
4. Knows about 20th-century developments and transformations in the United States (e.g., assembly line, space age)
5. Understands connections between causes and effects of events

D. Government, Citizenship, and Democracy (10%)

1. Understands the nature, purpose, and forms (e.g., federal, state, local) of government
2. Knows key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address)
3. Knows the rights and responsibilities of citizenship in a democracy

E. Economics (10%)

1. Knows key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)
2. Understands how economics affects population, resources, and technology
3. Understands the government's role in economics and impact of economics on government

F. Social Studies as Inquiry and Social Studies Processes (10%)

1. Understands social studies as inquiry (e.g., questioning, gathering data, drawing reasonable conclusions)
2. Understands how to use resource and research material in social studies
3. Understands process skills in social studies (e.g., interpreting different types of information, evaluating relationships, drawing conclusions using tools of the field)

IV. Science

A. Earth Science (30%)

1. Understands the structure of the Earth system (e.g., structure and properties of the solid Earth, the hydrosphere, the atmosphere)
2. Understands processes of the Earth system (e.g., earth processes of the solid Earth, the hydrosphere, the atmosphere)
3. Understands Earth history (e.g., origin of Earth, paleontology, the rock record)
4. Understands Earth and the universe (e.g., stars and galaxies; the solar system and planets; Earth, Sun, and Moon relationships)
5. Understands Earth patterns, cycles, and change

B. Life Science (30%)

1. Understands the structure and function of living systems (e.g., living characteristics and cells, tissues and organs, life processes)
2. Understands reproduction and heredity (e.g., growth and development, patterns of inheritance of traits, molecular basis of heredity)
3. Understands change over time in living things (e.g., life cycles, mutations, adaptations and natural selection)
4. Understands regulation and behavior (e.g., life cycles, responses to external stimuli, controlling the internal environment)

5. Understands unity and diversity of life, adaptation, and classification
6. Understands the interdependence of organisms (e.g., ecosystems, populations, communities)

C. Physical Science (30%)

1. Understands the physical and chemical properties and structure of matter (e.g., changes of states, mixtures and solutions, atoms and elements)
2. Understands forces and motions (e.g., types of motion, laws of motion, forces and equilibrium)
3. Understands energy (e.g., forms of energy, transfer and conservation of energy, simple machines)
4. Understands interactions of energy and matter (e.g., electricity, magnetism, sound)

D. Science in Personal and Social Perspectives (5%)

1. Knows about personal health (e.g., nutrition, communicable diseases, substance abuse)
2. Understands science as a human endeavor, process, and career

E. Science as Inquiry and Science Processes (5%)

1. Understands science as inquiry (e.g., questioning, gathering data, drawing reasonable conclusions)
2. Understands how to use resource and research material in science
3. Understands the unifying processes of science (e.g., systems, order, and organization)

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

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

How would you answer this question?

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

Try following these steps to select the correct answer.

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

Try a more challenging example

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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


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

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

This test is available via computer delivery. The following sample question provides a preview of an actual screen used in the computer-delivered test. For the purposes of this Study Companion, the sample questions are shown as they would appear in a paper-delivered test.



Question 1 of 94

Review

Mark

Help

Back

Next

Show Time

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

- ☐ To determine students' prior knowledge
- ☐ To monitor students' progress
- ☐ To forecast students' success rate in state tests
- ☐ To compare student achievement with that of previous classes

Answer the question above by clicking on the correct response.

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

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

I. Language Arts

Questions 1–2 refer to the following poem:

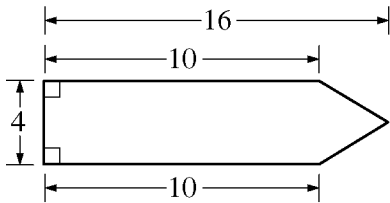
Leave me, O love which reaches but to dust;
And thou, my mind, aspire to higher things;
Grow rich in that which never taketh rust,
Whatever fades but fading pleasure brings.

1. In line 1 “dust” serves as a metaphor for
 - (A) ignorance
 - (B) death
 - (C) loneliness
 - (D) confusion
2. The lines above comment on the speaker’s desire to
 - (A) seek out immediate pleasures
 - (B) enrich himself
 - (C) reject that which is transitory
 - (D) revive the past
3. According to research, which of the following is the single most important home-based activity for preschool children in building the knowledge required for children’s eventual success in reading?
 - (A) Children’s memorizing nursery rhymes
 - (B) Families’ talking about school
 - (C) Parents’ reading aloud to children
 - (D) Parents’ teaching the alphabet
4. 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
5. Manuel is the tallest of the two boys. Which of the following statements about the above sentence is true?
 - (A) The sentence is written correctly.
 - (B) The subject and verb do not agree.
 - (C) The word “boys” should be possessive.
 - (D) “Tallest” modifies Manuel incorrectly.
6. All of the following statements are descriptive of listening behavior EXCEPT:
 - (A) Careful listening can lead to anticipation of a speaker’s actions.
 - (B) People learn to listen selectively and can even shut out what is undesirable.
 - (C) Listening comprises at least one-half of all communication.
 - (D) The ability to be a good listener comes naturally and without training.

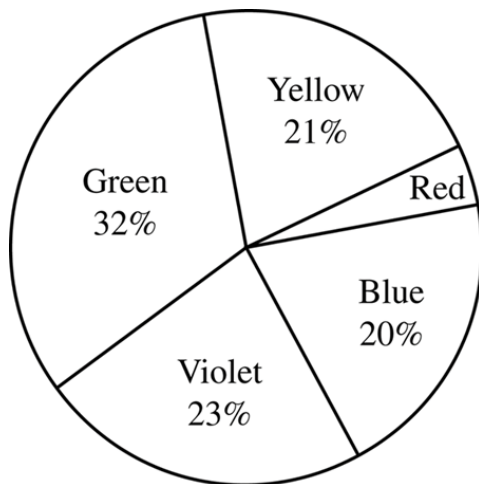
II. Mathematics

7. Riding on a school bus are 20 students in 9th grade, 10 in 10th grade, 9 in 11th grade, and 7 in 12th grade. Approximately what percent of the students on the bus are in 9th grade?
 - (A) 23%
 - (B) 43%
 - (C) 46%
 - (D) 76%
8. Which of the following is equal to 8^4 ?
 - (A) 4,032
 - (B) 4,064
 - (C) 4,096
 - (D) 4,128

9. In the formula $x = 10y$, if y is positive and the value of y is multiplied by 2, then the value of x is
- (A) divided by 10
 - (B) multiplied by 10
 - (C) halved
 - (D) doubled



10. What is the area, in square units, of the shaded region above?
- (A) 30
 - (B) 52
 - (C) 64
 - (D) 116



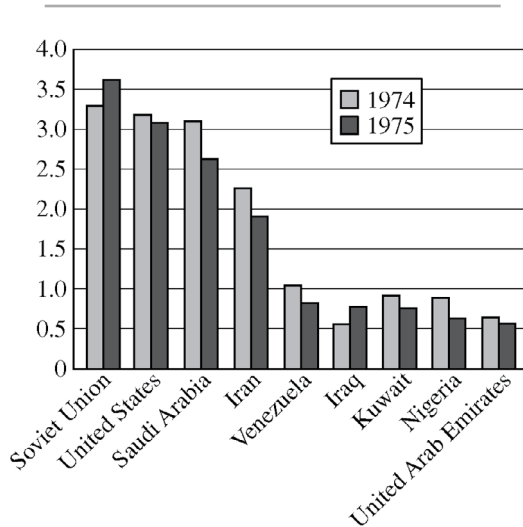
11. The circle graph above represents the percent of colored gems in a collection. If the collection has a total of 50 gems, how many gems are red?
- (A) 2
 - (B) 3
 - (C) 4
 - (D) 5

III. Social Studies

12. Mount Rainier is located in which of the following mountain ranges?
- (A) The Cascades
 - (B) The Rockies
 - (C) The Appalachians
 - (D) The Alps
13. Which of the following is believed to have occurred during the last Ice Age as a result of a land bridge created between what are now Siberia and Alaska?
- (A) The invention of new technologies for sheltering humans against sustained cold
 - (B) The blockage of important trade routes
 - (C) The establishment of human settlements in North America
 - (D) Widespread famine
14. Since the end of the United States Civil War in 1865, all of the following have been major objectives of groups seeking civil rights for Black people except
- (A) passage of affirmative action legislation
 - (B) desegregation of public educational facilities
 - (C) creation of a third party in national politics
 - (D) passage of anti-lynching laws
15. What percent of the seats in the United States House of Representatives are up for election every two years?
- (A) 33%
 - (B) 50%
 - (C) 66%
 - (D) 100%

16. Historically India's society has been organized into hierarchical groups known as

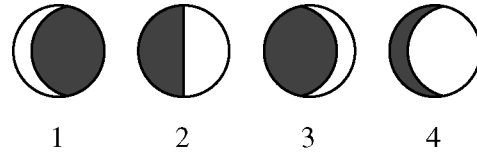
(A) tribes
(B) castes
(C) clans
(D) denominations



17. According to the graph above, how many of the countries shown produced more crude oil in 1975 than 1974?
- (A) 1
(B) 2
(C) 3
(D) 4

IV. Science

18. Which of the following geological processes adds new rock to the surface of Earth?
- (A) Volcanic activity
(B) Glacial activity
(C) Soil erosion
(D) Weathering



19. Which of the diagrams above best depicts the Moon as viewed from Earth at the first quarter of the lunar cycle?

- (A) 1
(B) 2
(C) 3
(D) 4
20. Which of the following is NOT a way in which mammals keep themselves warm in winter?
- (A) Shivering
(B) Perspiring
(C) Fluffing out coat hair
(D) Contracting certain blood vessels

21. Which of the following would be observed in a vacuum if a feather and two stones of different weights were dropped simultaneously from a height of ten feet?

- (A) Both stones would hit the ground at the same time, but before the feather.
(B) The heavier stone would hit the ground first.
(C) The lighter stone would hit the ground first.
(D) All three objects would hit the ground at the same time.

22. Which of the following laboratory instruments would be most appropriate to use in determining the volume of a large block of wood of unknown density?

(A) A metric ruler
(B) A triple-beam balance
(C) A 200 mL volumetric flask
(D) A micrometer

23. Which of the following best describes a scientific hypothesis?

- (A) It ensures that successful results will be obtained from an experiment.
- (B) It must be accepted as true by the scientific community.
- (C) It is a testable proposal that may lead to experimentation.
- (D) It must be formulated by a renowned scientist.

24. Which of the following is the broadest category in the biological taxonomy?

- (A) Kingdom
- (B) Order
- (C) Genus
- (D) Species

Answers to Sample Questions

1. The correct answer is (B). In literature the word “dust” is often associated with death because life forms decay into soil after death. A metaphor is figurative language that connects one image or idea with another.
2. The correct answer is (C). The word “transitory” refers to change, and the speaker mentions a desire to reject things that turn to dust, acquire dust, and start to fade. These are all types of change.
3. The correct answer is (C). Research shows that parents’ reading aloud to children during the preschool years is the most influential home literacy activity and is especially beneficial when children are active participants.
4. The correct answer is (D). The entries in outlines generally present a main idea followed by a hierarchical arrangement of subordinate ideas.
5. The correct answer is (D). “Tallest” is in the superlative degree which is used when comparing more than two things. “Taller” is the correct word to use since it is in the comparative degree.
6. The correct answer is (D). Authorities agree that effective listening is not a natural ability but requires study and practice.
7. The correct answer is (B). Percent refers to “how many out of one hundred” or, in decimal form, “how many hundredths.” To find a percent, divide the group (20) by the total (46) and round the decimal to the hundredths place (0.43). This is 43 hundredths or 43/100 or 43%.
8. The correct answer is (C). The exponent 4 tells how many times to multiply the base 8 by itself. In this case, $8^4 = 8 \times 8 \times 8 \times 8 = 4,096$.
9. The correct answer is (D). This can be shown algebraically as follows. Given that $10y = x$, then 10 times $2y$ equals $20y$, which is 2 times x . Thus, when the value of y is doubled, the value of x is doubled.
10. The correct answer is (B). The figure is composed of a rectangle and a triangle. The rectangle has length 10 and width 4; so its area is 40. The triangle can be thought of as having base 4 and altitude 6. Its area is $\frac{1}{2} \times 4 \times 6$, or 12. The combined area is therefore $40 + 12$, or 52.

11. The correct answer is (A). A circle graph of percents represents 100% of a group. So, to find the percent of red gems, subtract the total percent of the other colors, 96%, from 100% to get 4%. Since 4% or $4/100$ of the gems are red, 2 out of the total of 50 gems are red. This can be determined by multiplying 50 by 4% or 0.04, or by setting up equivalent fractions: $4/100 = 2/50$.
12. The correct answer is (A). Mount Rainier is located in the state of Washington. The greatest single-peak glacial system in the United States radiates from this dormant volcano in the Cascade Mountains.
13. The correct answer is (C). During the Ice Age, the level of the water in the Pacific Ocean lowered, exposing a land bridge across the Bering Strait. The cold northern climate encouraged many people to migrate throughout the continent in search of better living conditions.
14. The correct answer is (C). The creation of a third party in national politics would be a political action, not one of civil rights.
15. The correct answer is (D). Article 1 Section 2 of the Constitution of the United States says, “The House of Representatives shall be composed of Members chosen every second Year by the People... ” All members of the House are elected at the same time every two years.
16. The correct answer is (B). In the 15th century AD, explorers from Portugal encountered the social system of India and called these groups castes. As time went on, the four basic castes gradually grew more complex, with hundreds of subdivisions.
17. The correct answer is (B). Since the numbers on the left side of the graph increase from bottom to top, it is a matter of determining how many shaded bars are higher than their corresponding striped bars.
18. The correct answer is (A). Volcanic activity is the only process by which material from inside Earth is brought to the surface. The other processes are means of wearing down Earth’s surface.
19. The correct answer is (B). At the first lunar quarter the Sun, Earth, and Moon form a right triangle, with Earth at the right angle, so that the half of the Moon facing Earth appears half lighted and half dark.
20. The correct answer is (B). Perspiring is an adaptation that allows mammals to lose heat. When the body temperature rises, sweat is produced. As the water in the sweat evaporates, the skin is cooled, not warmed.

21. The correct answer is (D). In a vacuum, the only external force acting on each of the objects would be the gravitational force of Earth. This gravitational force is equal to $M \times g$, where M is the object's mass and g is the constant acceleration of gravity (9.8 meters per second squared). According to Newton's second law, the acceleration, a , of an object times its mass is equal to the external force acting on it. For this situation, Newton's second law gives $M \times a = M \times g$, or $a = g$. Thus, in a vacuum all objects fall freely with the same constant acceleration g , regardless of their mass.

22. The correct answer is (A). To find the volume of a large rectangular block of wood, first use the metric ruler to find the length, width, and height of the block. Then use the formula for the volume of a rectangular solid—length \times width \times height—to determine the volume.

23. The correct answer is (C). A hypothesis is a best guess or a possible explanation of a scientific problem. Scientific experimentation can either support or fail to support the hypothesis.

24. The correct answer is (A). When putting living things into a biological classification scheme, the broadest category is kingdom, followed by phylum, class, order, family, genus, and species.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in "1. Learn About Your Test" on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found in "9. Understand Your Scores" on page 32.

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 25 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 25, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

Praxis Test Name: Core Academic Skills for Educators: Reading
Praxis Test Code(s): 5712
Test Date: 9/15/14

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Core Academic Skills for Educators:						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	3	Middle school English text book	College library, middle school teacher	7/15/14	7/15/14
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	3	Middle school English text book	College library, middle school teacher	7/17/14	7/17/14
Organization	Identify how reading selection is organized in terms of cause/ effect and compare/ contrast	3	Middle and high school English text book	College library, middle and high school teachers	7/20/14	7/21/14
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	7/25/14	7/26/14
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	7/25/14	7/27/14

(continued on next page)

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

My Study Plan

Use this worksheet to:

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

Praxis Test Name: _____

Praxis Test Code: _____

Test Date: _____

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

(continued on next page)

[illegible]

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I Guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

7. Check on Testing Accommodations

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

What if English is not my primary language?

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

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

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

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

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

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

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

8. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

- ☐ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- ☐ Have you followed all of the test registration procedures?
- ☐ Do you know the topics that will be covered in each test you plan to take?
- ☐ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- ☐ Do you know how long the test will take and the number of questions it contains?
- ☐ Have you considered how you will pace your work?
- ☐ Are you familiar with the types of questions for your test?
- ☐ Are you familiar with the recommended test-taking strategies?
- ☐ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- ☐ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ☐ If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

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

9. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

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

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the Web?

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

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

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

*ETS Standards for Quality and Fairness (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).

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



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