

The Praxis® Study Companion

Braille Proficiency

0633



Welcome to the *Praxis*® Study Companion

For a fully accessible version of this document, please contact ETS Disability Services:

http://www.ets.org/gre/contact#Contacting_ETS_Disability_Services. Phone: 1-609-771-7780 or 1-866-387-8602 (toll free for test takers in the United States, U.S. Territories, and Canada). Email: stassd@ets.org.

Prepare to Show What You Know

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

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

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

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Preparation resources
- 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?

Almost all *Praxis* tests are given on computer. The *Praxis* Braille Proficiency test (0633) is an exception, as it is delivered on paper.

What should I expect when taking the test?

You can expect to be asked to provide proper identification at the test center. Watch the [What to Expect on Test Day](#) video to see what the experience is like. (Note that the earlier portion of the video shows check-in procedures applicable to all *Praxis* tests, but the later portion of that video applies only to computer-based tests).

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. Most *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world. The *Praxis* Braille Proficiency test is only administered in states where it is currently required for certification.

Testing schedules may differ, so see the *Praxis* Web site for more detailed test registration information at www.ets.org/praxis/register. The testing schedule for the *Praxis* Braille Proficiency test can be found at http://www.ets.org/praxis/register/braille_proficiency/.

Table of Contents

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

1. Learn About Your Test	6
Learn about the specific test you will be taking	
2. Familiarize Yourself with Test Questions	16
Become comfortable with the types of questions you'll find on the <i>Praxis</i> tests	
3. Practice with Sample Test Questions	24
Answer practice questions and find explanations for correct answers	
4. Determine Your Strategy for Success	49
Set clear goals and deadlines so your test preparation is focused and efficient	
5. Take Advantage of Preparation Resources	52
Several braille reference materials are available, in most cases as free downloads	
6. Develop Your Study Plan	55
Develop a personalized study plan and schedule	
7. Review Smart Tips for Success	60
Follow test-taking tips developed by experts	
8. Check on Testing Accommodations	62
See if you qualify for accommodations that may make it easier to take the <i>Praxis</i> test	
9. Do Your Best on Test Day	63
Get ready for test day so you will be calm and confident	
10. Understand Your Scores	65
Understand how tests are scored and how to interpret your test scores	
Appendix: Other Questions You May Have	67

1. Learn About Your Test

Learn about the specific test you will be taking

Braille Proficiency (0633)

Test at a Glance			
Test Name	Braille Proficiency		
Test Code	0633		
Time	4 hours		
Number of Questions	40 multiple-choice questions (Reading) 4 transcription assignments (Production)		
Format	Two test booklets: Booklet 1 contains the 40 multiple-choice questions and 1 transcription assignment. The transcription assignment is completed using a traditional (right-to-left), not direct (left-to-right), 27- or 28-cell, 4-line slate and stylus. Booklet 2 contains the remaining 3 transcription assignments. The transcription assignments are completed using a Classic Perkins manual braillewriter.		
Weighting	Multiple-choice questions: 55% of total score Transcription assignments: 45% of total score		
Test Delivery	Paper delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading	40	55%
	II. Production	4	45%

About This Test

The purpose of the Braille Proficiency test is to measure the requisite braille knowledge and skills that an entry-level teacher of visually impaired students (TVI) or an entry-level teacher of braille must possess. The braille rules tested are those established by the Braille Authority of North America (BANA), www.brailleauthority.org.

The Braille Proficiency test has two booklets: Booklet 1 contains a multiple-choice section assessing examinees' ability to read braille (using simulated braille for examinees who do not have a visual impairment) and a production section assessing examinees' ability to transcribe into embossed braille from printed text using a traditional (not direct) 27- or 28-cell, 4-line slate and stylus. Booklet 2 is a production section assessing examinees' ability to transcribe into embossed braille from printed text using a manual braillewriter. You will be given four hours to complete the entire test; the multiple-choice and transcription assignments are not separately timed. Once you begin working on Booklet 2, you cannot return to Booklet 1.

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

For the *Praxis* Braille Proficiency test, you must bring the following to the testing center:

1. A manual (nonelectric) braillewriter that accommodates standard 11½-by-11-inch braille paper
2. A traditional (not direct) 27- to 28-cell, 4-line slate and stylus that accommodates 8½-by-11-inch braille paper
3. Several No. 2 pencils and an eraser

You should also bring a braille eraser.

Please note the following important information about taking the *Praxis* Braille Proficiency test:

- **If you do not bring an appropriate braillewriter and slate and stylus with you to the test center, you will not be permitted to test.**
- In advance of test day, make sure your braillewriter is functioning properly; problems caused by malfunctioning braillewriters (e.g., ghost/shadow dots) might negatively affect the scoring of your transcriptions.
- For each of the four transcription assignments, you must use the device specified in the test instructions. A transcription that is completed using a device other than the one specified will receive a score of zero.
- Unreadable transcriptions (e.g., too lightly embossed, overlapping lines of text, prevalent ghost/shadow dots, etc.) will receive a score of zero.
- Braille paper will be provided at the test center; you may not bring your own braille paper.
- All equipment is subject to inspection before being allowed into the testing room.

Topics Covered

I. Reading

- A. UEB (Non-Technical Text)
 - determine the correct UEB transcription of non-technical text
 - identify and describe errors in a UEB transcription of non-technical text
 - read and comprehend short passages of non-technical text presented in UEB
- B. UEB (Math)
 - determine the correct UEB transcription of math expressions and math problems containing both text and math expressions
- C. Nemeth Code
 - determine the correct Nemeth Code transcription of math expressions

II. Production

- A. Transcribe short selections into UEB using a 27- or 28-cell, 4-line traditional slate and stylus and 8½-by-11-inch paper
- B. Transcribe sentences containing non-technical text into UEB using a Classic Perkins manual braillewriter
- C. Transcribe math problems and statements into UEB using a Classic Perkins manual braillewriter
- D. Transcribe math problems and statements into Nemeth Code using a Classic Perkins manual braillewriter
- E. Correctly load and remove 11½-by-11-inch paper from the braillewriter

III. Knowledge of Unified English Braille (UEB) and Nemeth Code

Content listed in this category will be tested throughout the test. This category is intended to provide you with a potentially helpful breakdown of the aspects of UEB and Nemeth Code you can expect to read or produce. Some of the content is included in the Reference Guide provided with the test. The Reference Guide can be found on page 40 in this Study Companion.

- **Unified English Braille (UEB)**
 - A. **Punctuation:** period, question mark, exclamation point, comma, semicolon, colon, hyphen, quotation marks (double and single), apostrophe, dash, ellipsis, and forward slash;
 - B. **Enclosures:** parentheses, square brackets, angle brackets, and curly braces;
 - C. **Other symbols:** at sign/commercial at (@), percent (%), dollars (\$), cents (¢), feet (′), inches (″), bullet (·), degrees (°), ampersand (&), and asterisk (*);
 - D. **Simple formats:** center heading, paragraph indentation, pagination (braille page numbers and print page numbers), transcriber’s note indicators (opening and closing);
 - E. **Indicators and typeforms:** capitalization (including capital letter indicator, capitalized word indicator, capitalized passage indicator, terminator); grade 1 mode (including grade 1 symbol, grade 1 word indicator, grade 1 passage indicator, terminator, and the use of grade 1 mode for initials); and typeforms, including the symbols for italics (symbol, word, passage, terminator), bold (symbol, word, passage, terminator), and underlined (symbol, word, passage, terminator);
 - F. **Alphabetic wordsigns:** *but, can, do, every, from, go, have, just, knowledge, like, more, not, people, quite, rather, so, that, us, very, will, it, you, as;*
 - G. **Strong contractions:** *and, for, of, the, with* as both wordsigns (i.e., standing alone) and groupsigns (i.e., as parts of words);
 - H. **Strong wordsigns:** *child, shall, this, which, out, still;*
 - I. **Strong groupsigns:** *ch, gh, sh, th, wh, ed, er, ou, ow, st, ing, ar;*
 - J. **Lower wordsigns:** *be, enough, were, his, in, was;*
 - K. **Lower groupsigns:** *ea, be, bb, con, cc, dis, en, ff, gg, in;*
 - L. **Initial-letter contractions both as groupsigns and when standing alone:** *upon, these, those, whose, word, cannot, had, many, spirit, their, world, day, ever, father, here, know, lord, mother, name, one, part, question, right, some, time, under, young, there, character, through, where, ought, work;*

- M. Final-letter groupsigns: *ound, ance, sion, less, ount; ence, ong, ful, tion, ness, ment, ity*;
- N. Shortforms, including all 75 as words standing alone and the special rules for the use of 10 of them within a longer word (i.e., *braille, great, children, blind, first, friend, good, letter, little, quick*), as well as shortform use with the grade 1 indicator (e.g., *hm, sh, CD*); and
- O. General contraction rules, including preference rules for contractions (when there is a choice), no use of contractions between unhyphenated compound words, the aspirated h rule, syllable bridging with contractions, words containing hyphens (e.g. *merry-go-round, father-in-law*), and the use of contractions in electronic addresses (but not shortforms or contractions that have to stand alone).
- **UEB (Math)**
 - A. Signs of operation/comparison: plus (+), minus (−), multiplication cross (×), multiplication dot (·), division (÷, $\overline{\hspace{1cm}}$, /), square root ($\sqrt{\hspace{1cm}}$), equals (=), less than (<), greater than (>);
 - B. Numbers and numeric mode: Arabic numbers, dates with slash (e.g., 3/15/2015), time with colon (e.g., 9:15 a.m.), common fractions with fraction written vertically (e.g., $\frac{1}{2}$ or $\frac{1}{2}$), mixed numbers (e.g., $4\frac{1}{2}$), pi (π);
 - C. Grouping symbols: parentheses;
 - D. Signs of omission;
 - E. Superscripts and subscripts;
 - F. Miscellaneous signs and symbols: percent (%), dollars (\$), cents (¢), degrees (°), feet (′), inches (″);
 - G. Punctuation: comma, colon, decimal point;
 - H. Algebraic expressions and equations, for example:
$$2x + 3 = 12, \text{ OR}$$
$$x + 3x^2 = \underline{\hspace{1cm}} \text{ (underline indicates sign of omission is needed);}$$
 - I. Geometry shape symbols and symbols of comparison: triangle (Δ), square (\square), angle (\angle), parallel (\parallel), perpendicular (\perp), and congruent (\cong).

- **Nemeth Code**

- A. Signs of operation/comparison: plus (+), minus (−), multiplication cross (×), multiplication dot (·), division (÷, $\overline{}$, /), square root ($\sqrt{\quad}$), equals (=), less than (<), greater than (>);
- B. Numbers and numeric mode: Arabic numbers, dates with slash (e.g., 3/15/2015), time with colon (e.g., 9:15 a.m.), common fractions with fraction written vertically (e.g., $\frac{1}{2}$ OR $\frac{1}{2}$), mixed numbers (e.g., $4\frac{1}{2}$), pi (π);
- C. Grouping symbols: parentheses;
- D. Signs of omission;
- E. Superscripts and subscripts;
- F. Miscellaneous signs and symbols: percent (%), dollars (\$), cents (¢), degrees (°), feet (′), inches (″);
- G. Punctuation: comma, colon, ratio, decimal point, punctuation indicator;
- H. Algebraic expressions and equations, for example:

$$2x + 3 = 12, \text{ OR}$$

$$x + 3x^2 = \underline{\quad} \text{ (underline indicates sign of omission is needed);}$$

- I. Geometry shape symbols and symbols of comparison: triangle (Δ), square (\square), angle (\angle), parallel (\parallel), perpendicular (\perp), and congruent (\cong).

The Test Questions

This test contains 40 multiple-choice questions and four transcription assignments.

The non-technical text you will encounter in the multiple-choice questions and the transcription assignments is representative of the types of material a TVI may be called on to transcribe into Unified English Braille (UEB) for a K-12 student with a visual impairment.

The math problems and statements you will encounter in the multiple-choice questions and the transcription assignments are representative of the types of math problems and statements that a TVI may be called on to transcribe into Unified English Braille (UEB) or Nemeth Code for a K-12 student with a visual impairment.

The content of the math problems and statements will not be beyond beginning algebra and basic geometry. You will not be required to solve the problems.

Multiple-Choice Questions

There are 40 multiple-choice questions on this test. The multiple-choice questions assess your ability to read Unified English Braille (UEB) and Nemeth Code. The questions are distributed as follows:

- **Nemeth Code** (5 questions)

Each question consists of a math problem or statement followed by four braille transcriptions. You must choose which of the four transcriptions is the correct Nemeth Code transcription of the math problem or statement.

- **UEB Math** (5 questions)

Each question consists of a math problem or statement followed by four braille transcriptions. You must choose which of the four transcriptions is the correct UEB transcription of the math problem or statement.

- **UEB (Non-Technical)** (22 questions)

Each question consists of a sentence followed by four braille transcriptions. You must choose which of the four transcriptions is the correct UEB transcription of the sentence.

- **UEB Rules** (4 questions)

These questions assess your ability to identify rule violations in a transcription. Each question presents a UEB transcription of a sentence, a question about that transcription, and four answer choices. You are to select the answer choice that best describes the error, if any, in the transcription.

- **Reading UEB** (4 questions)

This group of questions consists of reading passages and questions about the content of those passages. The passages, questions, and answer choices are all presented in UEB.

Transcription Assignments

General Information

There are four transcription assignments in the test. The transcription assignments assess your ability to produce UEB and Nemeth Code. The assignments are as follows.

1. Producing UEB with a Slate and Stylus
2. Producing UEB with a Braillewriter
3. Producing Math Problems and Statements in UEB with a Braillewriter
4. Producing Math Problems and Statements in Nemeth Code with a Braillewriter

The score scale shown below will be used to score each of the 4 transcription assignments. Each response will be scored based on the number of transcription errors you make.

Score Point	Score Point Description
4	3 or fewer errors
3	4-7 errors
2	8-11 errors
1	12 or more errors
0	blank or unscorable

More about the Transcription Assignments

1. Producing UEB with a Slate and Stylus

You will be asked to use a slate and stylus to transcribe a set of three short selections into UEB.

Each set of selections includes a name, address, phone number, and e-mail address; a shopping list; and a brief note to a student.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters misbrailled (including added or omitted dots);
3. characters omitted or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. words omitted or repeated;
5. indicators or punctuation marks omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words, lines, or selections);
7. formatting errors (including improper line breaks or margins); and
8. erasures detectable by touch.

2. Producing a Passage in UEB with a Braillewriter

You will be presented with a short (80–100 word) passage to transcribe into UEB using a manual (nonelectric) braillewriter.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters misbrailled (including added or omitted dots);
3. characters omitted or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. words omitted or repeated;
5. indicators or punctuation marks omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words or lines);
7. formatting errors (including improper line breaks and margins); and
8. erasures detectable by touch.

3. Producing Math Problems and Statements in UEB with a Braillewriter

You will be presented with six math problems and statements to transcribe into UEB using a manual (nonelectric) braillewriter. Some of them will be word problems. The content of the math problems and statements will not be beyond beginning algebra and basic geometry. You will not be required to solve the problems.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters, numerals, or symbols misbrailled (including added or omitted dots);
3. characters, numerals, or symbols omitted or misused or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. characters, numerals, or symbols in the number of the problem omitted or misused or extra ones inserted;
5. words omitted or repeated;
6. indicators, omission marks, or punctuation marks omitted or misused or extra ones inserted;
7. spacing errors (including improper spacing between words, lines, or problems);
8. formatting errors (including improper line breaks or margins); and
9. erasures detectable by touch.

4. Producing Math Problems and Statements in Nemeth Code with a Braillewriter

You will be presented with six math problems and statements to transcribe into Nemeth Code using a manual (nonelectric) braillewriter. None of them will be word problems. The content of the math problems and statements will not be beyond beginning algebra and basic geometry. You will not be required to solve the problems.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters, numerals, or symbols misbrailled (including added or omitted dots);
3. characters, numerals, or symbols omitted or misused or extra ones inserted;
4. characters, numerals, or symbols in the number of the problem omitted or misused or extra ones inserted;
5. Nemeth Code indicators, punctuation marks, composition signs, or the general omission symbol omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words, lines, or problems);
7. formatting errors (including improper line breaks or margins); and
8. erasures detectable by touch.

Pay attention to punctuation, typeforms, and capitalization. The questions will assess your knowledge not only of contractions (e.g., wordsigns, groupsigns, initial-letter contractions, and shortforms) but also of features of UEB such as capitalized words or phrases, ending and medial (within-word) punctuation, and the use of typeforms such as bold and italics. The rules for using these features are as important as the symbols themselves.

Read each of the answer choices until you find the one that is the correct transcription of the text into UEB. In Example 1, **the correct answer is choice (A)**.

If you have read through the answer choices and not identified the correct transcription, however, you can try the following strategies:

- 1) ***Eliminate incorrect answers.*** If you find any error in an answer choice, it cannot be a correct answer. When looking for errors in the answer choices, you may want to check for the following types of errors.
 - a. *Reversals.* You know that certain braille symbols are mirror images of each other. Do any of the incorrect answers include symbols that are reversals of the correct symbol?
 - b. *Spacing.* You also know that spacing is important in braille—are any of the transcriptions incorrect because the symbols are not spaced correctly?
 - c. *Rule violations.* Are any of the rules for use of certain types of contractions broken?
 - d. *Punctuation, typeforms, and capitalization.* Even if you thought about punctuation, typeforms, and capitalization when you first read the text, it may be a good idea to review the transcriptions for this type of error.
- 2) ***Identify where the answer choices differ, and focus your attention on those parts of the transcription.*** For example, in choice (B) “you” is transcribed differently than it is in choices (A), (C), and (D). One of these two ways of transcribing “you” must be incorrect. In this case, choice (B) is incorrect.
- 3) ***Verify your answer.*** Although to answer the question you only need to identify the correct transcription, you can check that your answer is correct by identifying transcription errors in each of the other answer choices.

How to approach “UEB Rules” questions

In a UEB Rules question you are asked to identify the best description of the error, if any, in a UEB transcription.

To answer a question of this type, first read the UEB transcription carefully and decide if it contains any errors. If it does not contain an error, select the answer choice “The transcription is correct.” If it contains an error, identify that error and then look at the answer choices to see if any of them describes the error.

If you have identified an error and none of the answer choices describes that error, you can look at each of the answer choices and determine if it is describing a rule. If it is, then you can look at the transcription again and determine if that rule has been violated.

How to approach “Reading UEB” questions

Reading UEB questions are based on reading passages, where the passage, the question, and the answer choices are all presented in UEB.

Each reading passage has two questions associated with it.

You might want to go ahead and read the passage first to become familiar with it, and then answer the questions. The important thing is to be sure you answer the questions as they refer to the material presented. So read the questions and the relevant parts of the passage carefully.

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 the Transcription Assignments (Production)

In this test, there are four transcription assignments. One requires you to transcribe short selections into UEB using a traditional (not direct) 27- or 28-cell, 4-line slate and stylus. The other three require you to transcribe using a manual braillewriter:

- A short (80-100 word) passage into UEB
- Six math problems or statements into UEB
- Six math problems or statements into Nemeth Code

When you take the test you will be provided with 8½-by-11-inch braille paper to use for the slate and stylus assignment and 11½-by-11-inch braille paper to use for the three braillewriter assignments. If you run out of braille paper, ask the test administrator to provide you with more.

If you redo a transcription, make sure that you indicate which one is your final version of the transcription, the one you want to be scored.

Keep in mind that erasures detectable by touch count as errors and may negatively affect your score. To avoid erasures detectable by touch in a transcription, if you make a transcription error you may want to redo the assignment rather than erasing the error. If you choose to erase an error rather than redoing the transcription, it is a good idea to use a braille eraser to do this. It is also a good idea to check whether your erasure is detectable by touch.

Read the directions for each assignment carefully before beginning the transcription, and make sure that your transcription is consistent with the directions.

After completing each assignment, you should check that the embossed braille you produced is clear and easy to read (i.e., all braille dots are well formed, lines are evenly spaced, etc.).

It is a good idea to proofread your transcription after you complete it.

QUICK TIP: Remember, you can write in the test book. You may find it useful to make notes on the print copy of the transcription assignment. Noting particular contractions and indicators may help you remember to include them when you are brailing.

QUICK TIP: Become familiar with the Reference Guide. It will be provided in your test book, but familiarizing yourself with its contents in advance may save you some time on the day of your test. If you are taking the test and you do not remember how to transcribe something that is in the Reference Guide, you can look it up. Remember to look under UEB if the assignment asks for a UEB transcription and to look under Nemeth Code if the assignment asks for a Nemeth Code transcription.

How to approach the Slate and Stylus Assignment

You must use the slate and stylus to complete the assignment. (During the test, you will not be allowed to use the manual braillewriter when you are completing this assignment.)

As you know, the dots on a traditional slate are formed from right to left, pressing them into the paper. You can verify that you have correctly embossed the characters by turning the paper over. You should also check that the embossed braille you produced is clear and easy to read.

2. Familiarize Yourself with Test Questions

Read the directions and follow them. (A sample slate and stylus transcription assignment, including the directions, can be found on page 32.) In particular make sure that you

- ensure that each selection starts at the left margin (when dots face upward)
- skip one line between selections
- transcribe each selection exactly as written
- transcribe all three selections onto the same piece of paper

After completing the assignment, you should check that the embossed braille you produced is clear and easy to read.

It is a good idea to proofread your transcription carefully after you complete it. The errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters misbrailled (including added or omitted dots);
3. characters omitted or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. words omitted or repeated;
5. indicators or punctuation marks omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words, lines, or selections);
7. formatting errors (including improper line breaks or margins); and
8. erasures detectable by touch.

QUICK TIP: Place the 8½-by-11-inch braille paper in the slate so that the top edge of the paper is straight and even with the top of the slate. Remember to move the slate down the page carefully so that the lines of braille are straight and uniformly spaced. Failure to do so can negatively affect your score.

How to approach the Braillewriter Assignments

You must use a manual (nonelectric) braillewriter to complete the other three transcription assignments. (During the test, you will not be allowed to use the slate and stylus when you are completing these assignments.)

After completing each assignment, you should check that the embossed braille you produced is clear and easy to read.

QUICK TIP: Remember to load the 11½-by-11-inch braille paper correctly. Make sure all the margins are set appropriately on the braillewriter.

The Passage Transcription Assignment

Read the directions and follow them. (A sample passage transcription assignment, including the directions, can be found on page 34.) In particular make sure that you do not hyphenate words unless they are hyphenated in the text.

It is a good idea to proofread your transcription carefully after you complete it. Check that you have brailled what you intended to braille. Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters misbrailled (including added or omitted dots);
3. characters omitted or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. words omitted or repeated;
5. indicators or punctuation marks omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words or lines);
7. formatting errors (including improper line breaks and margins); and
8. erasures detectable by touch.

The UEB Math Transcription Assignment

Read the directions and follow them. (A sample UEB math transcription assignment, including the directions, can be found on page 36.) In particular make sure that you

- transcribe the math statements and problems into UEB and not into Nemeth Code
- include the number of the problem/statement
- skip one line between problems
- transcribe all six problems onto the same sheet of paper
- use a 28-cell line and make maximum use of each line
- do not hyphenate words unless they are hyphenated in the text
- include all punctuation marks

After completing the assignment, you should check that the embossed braille you produced is clear and easy to read.

It is a good idea to proofread your transcription carefully after you complete it. The errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters, numerals, or symbols misbrailled (including added or omitted dots);
3. characters, numerals, or symbols omitted or misused or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. characters, numerals, or symbols in the number of the problem omitted or misused or extra ones inserted;
5. words omitted or repeated;
6. indicators, omission marks, or punctuation marks omitted or misused or extra ones inserted;
7. spacing errors (including improper spacing between words, lines, or problems);
8. formatting errors (including improper line breaks or margins); and
9. erasures detectable by touch.

The Nemeth Code Transcription Assignment

Read the directions and follow them. (A sample Nemeth Code transcription assignment, including the directions, can be found on page 38.) In particular make sure that you

- transcribe the math statements and problems into Nemeth Code and not into UEB
- include the number of the problem/statement
- skip one line between problems
- transcribe all six problems onto the same sheet of paper
- use a 28-cell line and make maximum use of each line
- include all punctuation marks

After completing the assignment, you should check that the embossed braille you produced is clear and easy to read.

It is a good idea to proofread your transcription carefully after you complete it. The errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters, numerals, or symbols misbrailled (including added or omitted dots);
3. characters, numerals, or symbols omitted or misused or extra ones inserted;
4. characters, numerals, or symbols in the number of the problem omitted or misused or extra ones inserted;
5. Nemeth Code indicators, punctuation marks, composition signs, or the general omission symbol omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words, lines, or problems);
7. formatting errors (including improper line breaks or margins); and
8. erasures detectable by touch.

Directions for Questions 12-13 (Reading UEB): This group of questions consists of a reading passage and questions about the content of the passage. The passage, questions, and answer choices are all presented in UEB. For each question, select the best of the answer choices given.

The passage is written in UEB Braille. It consists of approximately 15 lines of text. The text is a paragraph describing a topic, likely related to the questions that follow. The Braille characters are arranged in a standard 2x3 grid pattern.

12. [UEB Question Stem]
- (A) [UEB Choice A]
 - (B) [UEB Choice B]
 - (C) [UEB Choice C]
 - (D) [UEB Choice D]

Directions for Question 14 (Slate and Stylus Transcription Assignment):

This assignment involves transcribing three selections into UEB. Your transcription must be made using a 27- or 28-cell slate and stylus (that is, not a direct slate that is used from left to right, but a traditional slate that is used from right to left). Your slate should accommodate the 8½-by-11-inch paper provided by your test administrator. You should transcribe each selection exactly as written starting at the left margin. Skip one line between selections. All three selections should be transcribed onto the same piece of paper.

The three selections include:

1. a name, address, phone number, and e-mail address;
2. a shopping list; and
3. a note to a student from a teacher.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters misbrailled (including added or omitted dots);
3. characters omitted or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. words omitted or repeated;
5. indicators or punctuation marks omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words, lines, or selections);
7. formatting errors (including improper line breaks or margins); and
8. erasures detectable by touch.

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. Your score for this assignment will be based solely on the version of your transcription that you designate as the final version.

Proceed to the Slate and Stylus Transcription Assignment.

SLATE AND STYLUS ASSIGNMENT

IMPORTANT: Handwrite *Slate and Stylus*, along with your examinee ID number, on the lines provided in the lower right corner of each page of braille paper that you use for this assignment. Place a check mark in the box on the sheet that represents your final response.

14. Use a slate and stylus to transcribe the following selections into UEB. Transcribe the selections exactly as written. Skip one line between selections. Transcribe all selections onto the same piece of paper.

Ana Shay
62 Old Town Ave.
Washington, PA
724-555-8932
ashay@mailbox.net

peanut butter
cheese
candy
garlic
coffee

Please do your best
on this math work sheet!

Directions for Question 15 (Braillewriter Assignment Number One):

This assignment involves transcribing a passage into UEB. Your transcription must be made using a manual (nonelectric) braillewriter that can accommodate the 11½-by-11-inch paper provided by your test administrator. Do not hyphenate words unless they are hyphenated in the text. Your transcription should require only one sheet of braille paper.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters misbrailled (including added or omitted dots);
3. characters omitted or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. words omitted or repeated;
5. indicators or punctuation marks omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words or lines);
7. formatting errors (including improper line breaks and margins); and
8. erasures detectable by touch.

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. Your score for this assignment will be based solely on the version of your transcription that you designate as the final version.

Proceed to Assignment One.

BRILLEWRITER ASSIGNMENT NUMBER: 01

IMPORTANT: Handwrite this number, along with your examinee ID number, on the lines provided in the lower right corner of each page of braille paper that you use for this assignment. Place a check mark in the box on the sheet that represents your final response.

15. Transcribe the following passage into UEB.

The Class Garden

My class has a garden in the back of the school (near the playground). We read the book *Grow Your Own Vegetables* before we started. We grow beans, corn, peppers, onions, and carrots. Students water and weed the garden. We use big baskets to collect our harvest. Do you know what we do with the vegetables? We give them to the Tri-City Food Pantry. My teacher says, "Everyone benefits from this experience — the students learn about plant growth, and the community gets fresh produce." We LOVE our garden!

Directions for Question 16 (Braillewriter Assignment Number Two):

This assignment involves transcribing a set of mathematical problems and statements into UEB. Your transcription must be made using a manual (nonelectric) braillewriter that can accommodate the 11½-by-11-inch paper provided by your test administrator. Include all punctuation marks. Skip one line between problems. Your transcription should require only one sheet of braille paper.

Remember: You are NOT to transcribe this set of mathematical problems and statements into Nemeth Code; you MUST transcribe them into UEB.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters, numerals, or symbols misbrailled (including added or omitted dots);
3. characters, numerals, or symbols omitted or misused or extra ones inserted (including hyphenation of words not hyphenated in the text);
4. characters, numerals, or symbols in the number of the problem omitted or misused or extra ones inserted;
5. words omitted or repeated;
6. indicators, omission marks, or punctuation marks omitted or misused or extra ones inserted;
7. spacing errors (including improper spacing between words, lines, or problems);
8. formatting errors (including improper line breaks or margins); and
9. erasures detectable by touch.

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. Your score for this assignment will be based solely on the version of your transcription that you designate as the final version.

Proceed to Assignment Two.

BRAILLEWRITER ASSIGNMENT NUMBER: 02

IMPORTANT: Handwrite this number, along with your examinee ID number, on the lines provided in the lower right corner of each page of braille paper that you use for this assignment. Place a check mark in the box on the sheet that represents your final response.

16. Transcribe the following mathematical problems and statements using UEB. Include the number of the problem/statement (1-6). Use a 28-cell line and make maximum use of each line. You should not hyphenate words unless they are hyphenated in the text. Include all punctuation marks. Skip one line between problems. **DO NOT SOLVE ANY OF THE PROBLEMS.**

1. $1,546 - 413 =$

2. $5 < \sqrt{30} < 6$

3. $y = -2x + 1$

4. $x^2 = x \cdot x$

5. $CD \perp EF$

6. Graph the line that has the slope $-\frac{1}{2}$ and includes the point (4, 1).

Directions for Question 17 (Braillewriter Assignment Number Three):

This assignment involves transcribing a set of mathematical problems and statements into Nemeth Code. Your transcription must be made using a manual (nonelectric) braillewriter that can accommodate the 11½-by-11-inch paper provided by your test administrator. Include all punctuation marks. Skip one line between problems. Your transcription should require only one sheet of braille paper.

Remember: You are NOT to transcribe this set of mathematical problems and statements into UEB; you MUST transcribe them into Nemeth Code.

Errors that will be counted as incorrect in your transcription include

1. contractions, indicators, or shortforms omitted or misused;
2. characters, numerals, or symbols misbrailled (including added or omitted dots);
3. characters, numerals, or symbols omitted or misused or extra ones inserted;
4. characters, numerals, or symbols in the number of the problem omitted or misused or extra ones inserted;
5. Nemeth Code indicators, punctuation marks, composition signs, or the general omission symbol omitted or misused or extra ones inserted;
6. spacing errors (including improper spacing between words, lines, or problems);
7. formatting errors (including improper line breaks or margins); and
8. erasures detectable by touch.

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. Your score for this assignment will be based solely on the version of your transcription that you designate as the final version.

Proceed to Assignment Three.

BRAILLEWRITER ASSIGNMENT NUMBER: 03

IMPORTANT: Handwrite this number, along with your examinee ID number, on the lines provided in the lower right corner of each page of braille paper that you use for this assignment. Place a check mark in the box on the sheet that represents your final response.

17. Transcribe the following mathematical problems and statements using Nemeth Code. Include the number of the problem/statement (1-6). Use a 28-cell line and make maximum use of each line. Include all punctuation marks. Skip one line between problems. **DO NOT SOLVE ANY OF THE PROBLEMS.**

1. $15,689 - 147 = 15,542$

2. 3.68×10^3

3. $4 \div \frac{1}{3} = 12$

4. $(3x + 2)(x - 1)$

5. $\sqrt{9c} = 3\sqrt{c}$

6. 16'9"

Reference Guide

The following guide will appear in both booklets of the test for your reference.

Part 1: UEB

Enclosures

Description	Symbol		Example	
	Print	UEB	Print	UEB
Parentheses	()	⠠⠠⠠⠠⠠⠠	(text)	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Square brackets	[]	⠠⠠⠠⠠⠠⠠	[text]	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Angle brackets	< >	⠠⠠⠠⠠⠠⠠	<text>	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Curly braces	{ }	⠠⠠⠠⠠⠠⠠	{text}	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Simple Formats

Description	UEB
Transcriber's note indicator (opening)	⠠⠠⠠⠠⠠⠠
Transcriber's note indicator (closing)	⠠⠠⠠⠠⠠⠠

Indicators - Typeforms

Description	UEB
Italic Symbol	⠠⠠⠠⠠
Italic Word	⠠⠠⠠⠠
Italic Passage	⠠⠠⠠⠠
Italic Terminator	⠠⠠⠠⠠
Bold Symbol	⠠⠠⠠⠠
Bold Word	⠠⠠⠠⠠
Bold Passage	⠠⠠⠠⠠
Bold Terminator	⠠⠠⠠⠠
Underlined Symbol	⠠⠠⠠⠠
Underlined Word	⠠⠠⠠⠠
Underlined Passage	⠠⠠⠠⠠
Underlined Terminator	⠠⠠⠠⠠

Other Symbols (Including Math Symbols), continued

Description	Symbol		Example	
	Print	UEB	Print	UEB
Triangle	Δ	⠠⠠⠠⠠	ΔABC	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Square	\square	⠠⠠⠠⠠	$\square ABCD$	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Angle	\angle	⠠⠠⠠	$\angle XYZ$	⠠⠠⠠⠠⠠⠠⠠⠠
Parallel	\parallel	⠠⠠	$GH \parallel LM$	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Perpendicular	\perp	⠠⠠⠠	$GH \perp LM$	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Congruent	\cong	⠠⠠⠠⠠	$\angle X \cong \angle Y$	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Part 2: Nemeth Code

Description	Symbol		Example	
	Print	Nemeth Code	Print	Nemeth Code
Dollars	\$	⠠⠠⠠⠠	\$3	⠠⠠⠠⠠⠠
Cents	¢	⠠⠠⠠⠠	4¢	⠠⠠⠠⠠⠠⠠
Feet	'	⠠⠠	3'	⠠⠠⠠⠠
Inches	"	⠠⠠⠠⠠	4"	⠠⠠⠠⠠⠠⠠
Percent	%	⠠⠠⠠⠠	5%	⠠⠠⠠⠠⠠⠠
Degree sign	°	⠠⠠⠠⠠	45° (See also <i>Superscript</i> below)	⠠⠠⠠⠠⠠⠠⠠⠠⠠
Less than	<	⠠⠠⠠⠠	4 < 8	⠠⠠⠠⠠⠠⠠⠠⠠
Greater than	>	⠠⠠⠠⠠	8 > 4	⠠⠠⠠⠠⠠⠠⠠⠠
Division (Linear)	÷	⠠⠠⠠⠠	8 ÷ 4	⠠⠠⠠⠠⠠⠠⠠⠠
Termination Indicator		⠠⠠		
Square root	√	⠠⠠	√4 (See also <i>Termination Indicator</i> above)	⠠⠠⠠⠠⠠
Pi	π	⠠⠠⠠⠠	2πr	⠠⠠⠠⠠⠠⠠⠠
Superscript		⠠⠠	3 ⁴	⠠⠠⠠⠠⠠⠠
Subscript		⠠⠠	x _a	⠠⠠⠠⠠⠠
Punctuation Indicator		⠠⠠	1. 8 > 4	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
Comma	,	⠠⠠	4,000	⠠⠠⠠⠠⠠⠠⠠⠠

Part 2: Nemeth Code (continued)

Description	Symbol		Example	
	Print	Nemeth Code	Print	Nemeth Code
Colon	:	⠆⠇	3:40	⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆
Ratio	:	⠆⠆⠆⠆	3 : 4	⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆
Decimal Point	.	⠆⠇	3.4	⠆⠆⠆⠆ ⠆⠆⠆⠆
Triangle	Δ	⠆⠆⠆⠆	ΔABC	⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆
Square	□	⠆⠆⠆⠆	□ABCD	⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆
Angle	∠	⠆⠆⠆⠆	∠ABC	⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆
Parallel		⠆⠆⠆⠆	AB CD	⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆
Perpendicular	⊥	⠆⠆⠆⠆	AB ⊥ CD	⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆
Congruent	≅	⠆⠆⠆⠆ ⠆⠆⠆⠆	∠A ≅ ∠B	⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆
Simple fraction indicator (opening and closing)		⠆⠆ ⠆⠆		
Horizontal Simple Fraction Line	—	⠆⠇	$\frac{1}{2}$ (See also <i>Simple fraction indicator</i> above)	⠆⠆⠆⠆ ⠆⠆⠆⠆
Diagonal Simple Fraction Line	/	⠆⠆⠆⠆	$\frac{1}{2}$ (See also <i>Simple fraction indicator</i> above)	⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆
Sign of Omission		⠆⠆		

Answers to Sample Questions

1. The correct answer is choice (D). Choice (A) is incorrect because it uses incorrect symbols for the opening and closing simple fraction indicators. Choice (B) is incorrect because it uses a diagonal simple fraction line instead of a horizontal simple fraction line. Choice (C) is incorrect because it uses incorrect symbols for the opening and closing simple fraction indicators and it uses a diagonal simple fraction line instead of a horizontal simple fraction line.
2. The correct answer is choice (A). Choice (B) is incorrect because it uses incorrect symbols for the degree signs. Choice (C) is incorrect because it does not include a baseline indicator between the degree sign and the plus sign. Choice (D) is incorrect because it uses incorrect symbols for the degree signs, and it does not include a baseline indicator between the degree sign and the plus sign.
3. The correct answer is choice (C). Choice (A) is incorrect because it uses a slash mark instead of a numeric fraction line. Choice (B) is incorrect because it uses the multiplication cross symbol instead of the multiplication dot symbol. Choice (D) is incorrect because it uses a slash mark instead of a numeric fraction line, and it uses the multiplication cross symbol instead of the multiplication dot symbol.
4. The correct answer is choice (D). Choice (A) is incorrect because it uses the “less than” sign instead of the “greater than” sign. Choice (B) is incorrect because it uses incorrect symbols for the commas. Choice (C) is incorrect because it uses the “less than” sign instead of the “greater than” sign, and it uses incorrect symbols for the commas.
5. The correct answer is choice (D). Choice (A) is incorrect because it does not use the strong wordsign for the word “shall” and uses the wrong prefix (dots [4-5-6] instead of dot [5]) in the initial-letter contraction for the word “Lord.” Choice (B) is incorrect because it uses the wrong prefix (dots [4-5-6] instead of dot [5]) in the initial-letter contraction for the word “Lord” and fails to use the shortform for the word “good.” Choice (C) is incorrect because it does not use the strong wordsign for the word “shall,” and it does not use the shortform for the word “good.”
6. The correct answer is choice (A). Choice (B) is incorrect for two reasons. It does not use the “gg” groupsign in the word “eggplant,” and the letter “q” in “quite” has been misbrailled as dots [1-2-4-5-6] instead of dots [1-2-3-4-5]. Choice (C) is also incorrect for two reasons. First, the letter “q” in “quite” has been misbrailled as dots [1-2-4-5-6] instead of dots [1-2-3-4-5]. Second, the final-letter groupsign it uses for “ful” in the word “flavorful” begins with dots [4-6], but it should begin with dots [5-6]. Choice (D) is also incorrect for two reasons. First, it does not use the “gg” groupsign in the word “eggplant.” Second, the final-letter groupsign it uses for “ful” in the word “flavorful” begins with dots [4-6], but it should begin with dots [5-6].
7. The correct answer is choice (B). Choice (A) is incorrect because it uses the wrong prefix (dot [5] instead of dots [4-5]) in the initial-letter contraction for the word “those.” Choice (C) is incorrect because it places the symbols for the closing angle bracket in the wrong order. Choice (D) is incorrect because it uses the wrong prefix (dot [5] instead of dots [4-5]) in the initial-letter contraction for the word “those,” and it places the symbols for the closing angle bracket in the wrong order.

8. The correct answer is choice (D). Choice (A) is incorrect because it uses the letters “brle” instead of the correct shortform “brl” for the word “braille,” and because it does not use the “dis” groupsign in the word “display.” Choice (B) is incorrect because it uses the letters “brle” instead of the correct shortform “brl” for the word “braille,” and because it uses dot [6] for the apostrophe instead of dot [3], which is the correct brailing of the apostrophe. Choice (C) is incorrect because it does not use the “dis” groupsign in the word “display,” and because it uses dot [6] for the apostrophe instead of dot [3].
9. The correct answer is choice (C). Choice (A) is incorrect because the prefix of the initial-letter contraction of the word “Lord” (dot [5]) is incorrectly placed before the capital indicator (dot [6]). Choice (B) is incorrect because the initial-letter contraction for “World” uses the wrong prefix (dot [5] instead of dots [4-5-6]). Choice (D) is incorrect because the prefix of the initial-letter contraction of the word “Lord” (dot [5]) is incorrectly placed before the capital indicator (dot [6]), and the initial-letter contraction for “World” uses the wrong prefix (dot [5] instead of dots [4-5-6]).
10. There is one error in the transcription: the word “dislikes” has been transcribed using the alphabetic wordsign for “like,” and alphabetic wordsigns have to stand alone. Therefore the correct answer is choice (D). Choice (A) is incorrect because there is an error in the transcription. Choice (B) is incorrect because the use of the strong groupsign “er” to bridge syllables in the transcription of the word “rereading” is correct, and the lower groupsign “ea”, which occurs in the transcription of the word “rereading,” is also used correctly. Choice (C) is incorrect because the lower groupsign “dis”, which is used in the transcription of the word “dislikes,” can be used at the beginning of a word.
11. The word in bold in the transcription is the word “not.” Choice (A) is correct because it uses a bold word indicator at the beginning of the bold word “not” and does not use a bold terminator after the word; the space after the word functions as a terminator and so a bold terminator symbol should not be used. Choice (B) is incorrect because a bold symbol indicator should not be used to indicate a bold word. Choice (C) is incorrect because a bold word should not end with a bold terminator. Choice (D) is incorrect because an underlined word indicator was not used to indicate the bold word.
12. The correct answer is choice (A). The phrase “the study of the house” is in the first sentence. It is enclosed by quotation marks. Choice (B) is incorrect because it states incorrectly that the phrase is enclosed by parentheses. Choice (C) is incorrect because it states incorrectly that the phrase is enclosed in angle brackets. Choice (D) is incorrect because it states incorrectly that the phrase is enclosed in square brackets.
13. The correct answer is choice (D). The sixth sentence in this passage defines the term “ecosystem” as “all living things that share an environment,” which is paraphrased in answer choice (D). Choice (A) is incorrect because it offers a definition of a different (unstated) term. Choice (B) is incorrect because it repeats the origin of the word “ecology” from the passage, rather than the definition of “ecosystem.” Choice (C) does not provide the definition that was given in the passage for “ecosystem.”

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 [Preparing to Take the Praxis Test webinar](#) 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 6, 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?
- Please see "5. Take Advantage of Preparation Resources" on page 52 for additional recommended resources.

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 http://www.ets.org/praxis/register/braille_proficiency.
- 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) Understand how questions will be scored.

Scoring information can be found in “10. Understand Your Scores” on page 65.

6) 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 58 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 58, 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 6 to select topics.
- **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.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with incorrect answers or transcriptions.
- **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. Take Advantage of Preparation Resources

The resources listed below may help you prepare for the *Praxis* Braille Proficiency test. These preparation resources have been identified by content experts in the field. Most of these resources can be found on the Web site of the Braille Authority of North America (BANA) at www.brailleauthority.org, especially <http://www.brailleauthority.org/ueb.html>. Except where otherwise noted, the materials can be downloaded at no cost.

UEB Rulebook, Second Edition, 2013

The Rulebook can be downloaded from the Web site of the International Council on English Braille (ICEB), <http://www.iceb.org/ueb.html>, or from the BANA Web site previously noted.

This link will take you to three different versions of the Rulebook. A simple .pdf version is suitable for printing; the "linked pdf" is ideal for downloading to a computer or a tablet, as the live links in the document can help you navigate electronically. There is also a "braille ready" (.brf) version in six volumes.

Guidelines for Technical Material

This resource provides additional guidelines and examples for using UEB in math, science, and computer notation. It can also be found at <http://www.iceb.org/ueb.html> and is available in .pdf and .brf versions.

The Hitchhiker's Guide to UEB Mathematics

This resource was designed by two teachers of students with visual impairments in New Zealand and can be downloaded in .pdf format from the Web site of the Braille Authority of New Zealand Aotearoa Trust (BANZAT) at <http://www.banzat.org.nz/documents/HHGMaths.pdf>.

Unified English Braille for Math for Sighted Learners

Two teachers in British Columbia, Canada, designed this resource; it can be downloaded in .pdf format from https://www.prcvi.org/files/braille/UEB_Braille_for_Math_2014.pdf.

Printable one-page resource lists

- Duxbury has a one-page chart that lists the contractions and symbols in alphabetical order; it can be downloaded in .pdf format from http://duxburysystems.com/images/ueb_black.pdf.
- Aroga Technologies presents the UEB contractions and symbols by category; this chart can be downloaded in .pdf format from <http://www.aroga.com/unified-english-braille-chart-tabloid-11-x-17-pdf-format/>.

Burns Braille Guide: A Quick Reference to Unified English Braille, Second Edition

This reference guide includes common braille-to-print and print-to-braille conversions, as well as punctuation, UEB contractions, and general rules and terminology. It is available for purchase in print or various electronic formats from AFB Press: www.afb.org/store.

UEB Online

This self-paced, free online course teaches Unified English Braille from the very beginning. Starting with the alphabet, its 31 lessons presented in two modules take the learner through the UEB code. The course was developed by the Renwick Centre in New South Wales, Australia, and is available on this Web site: <http://uebonline.org>.

Nemeth Code for Mathematics & Science Notation, 1972 Revision (plus additional revisions)

An electronic copy of the official rule book for Nemeth Code is available in .pdf and .brf versions from the BANA Web site, <http://www.brailleauthority.org/mathscience/math-science.html>.

The book is also available for purchase in print or in braille from the American Printing House for the Blind (APH):

https://shop.aph.org/webapp/wcs/stores/servlet/Product_Nemeth%20Code%20for%20Mathematics%20and%20Science%20Notation,%201972%20Revision_20435582P_10001_11051.

Learning the Nemeth Braille Code: A Manual for Teachers and Students, 1987

This resource manual written by Ruth Craig is available for purchase from APH (www.aph.org) and is also available as a free download in .brf format on the BANA Web site:

<http://www.brailleauthority.org/mathscience/learningnemeth1987.brf>.

Consult the BANA Web site for updates to Nemeth Code that occurred after this book was published.

The BANA Web site also provides resources specifically aimed at professionals who are making the transition from *English Braille American Edition* (EBAE) to Unified English Braille. These resources can be found at <http://www.brailleauthority.org/ueb.html>, and include

Overview of Changes from Current Literary Braille to UEB

This document, while not intended as a comprehensive list of all changes between the two braille codes, covers the most significant ones. It is available in HTML, .pdf, and .brf versions.

The ABCs of UEB

Written by Constance Risjord, this document describes major differences between EBAE and UEB and includes examples and practice exercises. Available in HTML, .pdf, and .brf versions.

Update to UEB

A manual to accompany the CNIB Transcriber's UEB Course. Available in .pdf, .doc, .brf, and .dxb formats via the BANA page or directly via the following locations (depending on required format):

PDF: <http://www.inca.ca/en/living/braille/Transcriber%20Update/Transcriber%20update.pdf>

Word: <http://www.inca.ca/en/living/braille/Transcriber%20Update/Transcriber%20update.docx>

BRF: <http://www.inca.ca/en/living/braille/Transcriber%20Update/Transcriber%20update%20-%20braille%20edition.brf>

5. Take Advantage of Preparation Resources

DXB: <http://www.inca.ca/en/living/braille/Transcriber%20Update/Transcriber%20update%20-%20braille%20edition.dxb>

Course information is available at <http://www.cnib.ca/en/living/braille/Pages/Braille-Courses.aspx>.

Unified English Braille Australian Training Manual 2014

This manual is a series of lessons and practice exercises, and is available in .pdf and .brf formats at <http://printdisability.org/guidelines/unified-english-braille-australian-training-manual-2013/>. There is also a New Zealand variation available at <http://banzat.org.nz/BrailleCodes.htm>.

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 part of 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 6 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 (Test Code): Core Academic Skills for Educators: Reading (5712)
 Test Date: 9/15/15

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

6. Develop Your Study Plan

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
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based. Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection. Apply ideas in a reading selection to other situations	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/6/15

My Study Plan

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for 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?

Within each booklet 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. However, once you have completed Booklet 1 and have begun Booklet 2, you may not go back to Booklet 1. 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 in the test book?

Yes. You can use the margins of the test booklets for scratch work, to make notes to yourself, or write anything at all. However, all of your multiple-choice responses must be recorded on your answer sheet, and all of your braille transcriptions must be produced on the supplied braille paper. Answers that are written in either of the test booklets will NOT be scored.

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.** Then reread the question to be sure the answer you have given really answers the question.
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.

8. 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.

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

The following accommodations are available on the Braille Proficiency test 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 (multiple-choice questions only)
- Test reader (not applicable to simulated braille material)
- Sign language interpreter for spoken directions only
- Printed copy of spoken directions
- Oral interpreter
- Braille/audio test
- Braille/reader script test
- Large print test book
- Large print answer sheet

For more information on these accommodations, visit <http://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.

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring your admission ticket or letter of authorization
- bring an acceptable and valid photo identification with you
- bring the required (and optionally, the recommended) equipment listed on page 7 in the About This Test section
- 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
- scrap paper or calculators
- any electronic, photographic, recording, or listening devices (watches without calculator functions are permitted)

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 PDF document at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

Note: All cell phones, smartphones (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.

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?
- Have you checked that your braillewriter is functioning properly and does not produce ghost/shadow dots?

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

The Praxis 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 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 educators.

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?

Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date. See the test dates and deadlines calendar at www.ets.org/praxis/register/braille_proficiency/.

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 (2015, 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 (2014, Washington, DC).**

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 © 2017 by Educational Testing Service. All rights reserved. ETS, the ETS logo, GRE, and PRAXIS are registered trademarks of Educational Testing Service (ETS).
MEASURING THE POWER OF LEARNING is a trademark of ETS. All other trademarks are property of their respective owners. 34332



Measuring the Power of Learning.™

www.ets.org