



The *PRAXIS*® Study Companion

Social Studies: Content and Interpretation (5086)



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Table of Contents

Social Studies: Content and Interpretation (5086)	3
Test at a Glance	3
About The Test	4
Content Topics	5
Discussion Questions.....	5
Middle School: Social Studies (5086)	16
Sample Test Questions.....	16
Answers	25
Understanding Question Types	34
Understanding Selected-Response and Numeric-Entry Questions	34
Understanding Constructed-Response Questions	35
General Assistance For The Test	37
Praxis® Interactive Practice Test	37
Doing Your Best	37
Helpful Links	37

Social Studies: Content and Interpretation (5086)

Test at a Glance

The Praxis® Middle School: Social Studies test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a middle school social studies specialist.

Test Name	Social Studies: Content and Interpretation		
Test Code	5086		
Time	2 hours		
Number of Questions	90 selected-response questions (Part A); 3 constructed-response questions (short-answer essays) (Part B)		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	18	15%
	II. World History	18	15%
	III. Government/Civics/Political Science	18	15%
	IV. Economics	13	11%
	V. Geography	13	11%
	VI. Behavioral Sciences	10	8%
	VII. Short Content Essays	3	25%

About The Test

The Social Studies: Content and Interpretation test assesses the knowledge and skills necessary for a beginning secondary school social studies teacher. The test is based on the understanding and application of social studies knowledge, concepts, methodologies, and skills across the fields of United States History, World History, Government/Civics/Political Science, Geography, Economics, and Behavioral Sciences. The content of the test is based largely on the National Standards for Social Studies Teachers created by the National Council for the Social Studies (NCSS). Some of the selected-response and all of the short-essay questions are interdisciplinary, reflecting the complex relationship among the social studies fields. Some questions are based on interpreting stimulus material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs.

The three equally weighted short-answer/essay questions will focus on important historical events and issues as well as on fundamental social studies concepts. These questions, which should take about 10 minutes each to complete and will together comprise 25 percent of the examinee's score, will emphasize the exercise of critical thinking skills, requiring the reading and interpreting of social studies materials (such as maps, charts, quotations); drawing inferences from such materials; and placing these materials in their historical, geographical, political, and economic contexts. The 90 equally weighted selected-response questions will constitute 75 percent of the examinee's score.

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

Content Topics

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

Discussion Questions

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

I. United States History

A. Chronological Developments in United States History

1. Understands basic North American geography, peoples, and cultures prior to European colonization
2. Understands how and why European colonies in North America were founded and developed
3. Understands how European, African, and Native American peoples interacted in North America during the colonial period
4. Understands the origins of the American Revolution and its impact on the founding of the United States
5. Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States
6. Understands the causes and consequences of territorial expansion of the United States
7. Understands the causes and consequences of 19th-century sectionalism, the Civil War, and Reconstruction
8. Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth centuries
9. Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal

10. Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad
11. Understands the origins, development, and consequences of the Cold War both abroad and domestically
12. Understands the impact of social, economic, and technological changes in the latter half of the 20th century (e.g., counterculture, globalization, information age)
13. Understands the political realignment from the New Deal and the Great Society through the rise of conservatism

B. Major Themes in United States History

1. Understands the ongoing impact of race, gender, and ethnicity throughout American history
2. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy
3. Understands the emergence of the United States as a world power and the evolving role of the United States in the world
4. Understands the influence of religion on American society throughout American history
5. Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor)
6. Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States
7. Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history

Discussion Questions: United States History

- Make your own timeline of United States history, starting with space for each century: 1400's, 1500's, 1600's, etc. (recognizing, of course, that Native Americans lived on the continent for thousands of years before that). Put the events listed in the study topics on your timeline in the correct century, then trace and describe in your own words important trends in cultural, intellectual, social, economic, political, and diplomatic history.
- Other trends to identify and describe in your timeline:
 - Migration—patterns and effects
 - Technology—important developments and their effects
 - Urbanization—patterns and effects
 - Religions—dominant religions, conflicts with each other and with government, influence on society and politics
 - The emergence of the United States as a world leader in the areas of military power, industry, finance, and politics

- Describe the history of North America before the settlement of European peoples, including the migration and settlement of Native American groups and their cultures.
- Describe interactions among European settlers and Native American groups during the colonial period and developments in Native American and United States relations throughout history.
- What economic factors attracted Europeans to North America?
- Describe the Spanish, French, and English colonies in North America
- What principles are included in the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and how did these documents affect the development of the United States?
- Describe major debates, compromises, and questions raised by the United States Constitution such as The Great Compromise, the Three-Fifths Compromise, and the federalist and anti-federalist arguments.
- What were the positions of the Founding Fathers regarding slavery?
- What were the political and economic causes and outcomes of the War of 1812?
- What was the influence of Jacksonian Democracy on the society, political climate, and economy of the United States?
- Describe manifest destiny and the expansion of the United States.
- What was the impact of westward expansion on the United States economy?
- What were the long-term trends or developments that contributed to the growth of sectionalism?
- Describe the successes and failures of attempts to solve regional political differences.
- Describe the roles of government leaders, compromises, and events regarding the growth of sectionalism in the United States.
- Describe the main figures, arguments, practices, and impacts of abolitionism in the antebellum United States.
- What were the causes, events, and impacts of the Civil War?
- What were the successes and failures of Reconstruction and the effects it had on society, states, the federal government, and individuals?
- Describe the push- and pull-factors that contributed to late nineteenth century immigration to the United States.
- Describe the reform efforts by Susan B. Anthony, W. E. B. Dubois, and Robert LaFollete and their impacts on United States society.
- Compare and contrast populism and progressivism
- What were the major successes, failures, and legacies of the New Deal?

- Describe the United States involvement in foreign wars during the 20th century, including the Cold War era and events of the late 20th and early 21st centuries (e.g., The First and Second World Wars, The Korean War, The Vietnam War, the wars in Iraq and Afghanistan).
- What were the roles of technology, education, domestic policy, and the economy on United States society throughout the 20th and early 21st centuries?

II. World History

A. Chronological Developments in World History

1. Knows the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.
2. Knows the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 C.E. to 1400 C.E.
3. Knows the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment
4. Knows the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
5. Knows the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.
6. Knows the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
7. Knows the major developments of the post- Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)

B. Major Themes in World History

1. Understands how technological innovations and adaptations have shaped world societies
2. Understands the roles of major world religions in shaping societies and effecting major historical turning points
3. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
4. Understands the major political ideologies that have influences on the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism)
5. Understands the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization)
6. Understands the major differences and similarities in family structure and gender roles across societies
7. Understands the roles of conflict and cooperation in shaping and transforming societies
8. Understands the major demographic trends in world history and their effects

Discussion Questions: World History

- Work with a globe or world map as you study and review world history. It would be especially useful to use a historical atlas so that you can see a place or region in its historical context. In addition, recent world history textbooks have many excellent maps. Find regions and places you are studying on the globe and make sure you understand the locations, movements, and relationships among the many societies you are reviewing.
- Think carefully about the periods into which this history is divided. You will probably find alternative schemes—that is, different names and year spans—in the materials you use for review. Why do historians divide history into periods? Do they agree on the names and dates of some periods more than others? What do the periods say about historical interpretation? How do periods relate to long-term trends?
- Explain the significance of the following dates in world history: 220 C.E. and 476 C.E., 622 C.E., 1096 1099 C.E., 1200–1300, 1453, 1492, 1750–1780, 1789, 1870's, 1914–1918, 1939–1945, 1947, 1957, 1989.
- Describe the concepts of citizenship and democracy in ancient Greece and their similarities and differences in contemporary democracies.
- Describe the rise and fall of the Roman Empire, its successes and failures and its contributions to the development of Western society.
- Describe the developments in the social, cultural, economic, and political histories of societies in the Indian subcontinent (e.g., Hinduism and Buddhism, the caste system, interactions with other societies).
- What fundamental ideas and institutions arose from the cultures of India, China, Egypt, Greece, Rome, and Mesopotamia?
- Describe the role of Islam in Middle East and African history and its influence in Europe and Asia.
- Describe the interactions between the Islamic world and Medieval Europe during the Crusades.
- Describe Mesoamerican cultures and their interactions with early European explorers.
- Describe European societal changes from the medieval period to the Renaissance and the Age of Enlightenment (e.g., the Reformation, the Scientific Revolution).
- How did Enlightenment ideas affect the American, French, and Haitian Revolutions?
- Describe the onset of the first Industrial Revolution, the conditions that led to its emergence, and its effects on global society.
- What were the causes, major events, and effects of major political revolutions and independence movements (The American Revolution, the French Revolution, revolutions in Latin America)?
- Describe the emergence of totalitarian governments after the First World War.

- What were the effects of Western nationalism and imperialism?
- What were the similarities and differences among the Russian, Mexican, and Chinese revolutions?
- Describe the emergence of a global culture in the late twentieth century and its major elements and consequences.

III. Government/Civics/Political Science

A. Political Theory

1. Knows the major political theorists and their contributions to systems of government.
2. Understands the development of contemporary legal systems and is familiar with contemporary legal issues.

B. Comparative Government and Civics

1. Understands the key concepts and ideas on which the United States government is based (e.g., popular sovereignty, separation of powers, rule of law).
2. Understands how the electoral system operates in the United States.
3. Understands the mechanisms individuals use to influence their government (e.g., elections, demonstrations, lobbying) and the basic rights and responsibilities of citizenship.
4. Understands the origins, roles and interactions of the three branches of the federal government.

5. Understands the origins, evolution, and continuous impact of the United States Constitution.
6. Understands the development and politics of civil rights and civil liberties in the United States.
7. Understands the roles of political parties, interest groups, and the media in elections and in determining policy.
8. Understands the impact of federalism on United States politics

C. Comparative Government and International Relations

1. Understands the characteristics of different political systems (e.g., parliamentary democracy, theocracy, communism).
2. Understands how national governments, nongovernmental organizations, and international organizations interact within the current international system.
3. Knows the relationships between political systems and economic conditions.

Discussion Questions:

Government/Civics/ Political Science

- Describe the constitutional interpretations in landmark Supreme Court cases (e.g., Marbury v. Madison, McCulloch v. Maryland, Brown v. Board of Education of Topeka, Miranda v. Arizona).
- What are the effects of bicameralism on the exercise of legislative power?
- What are the major differences between the two chambers of Congress?
- Describe presidential powers.

- Describe the regulatory functions of government agencies and independent regulatory commissions.
 - How do institutions affect the political process of the United States?
 - Describe the influence of race, gender, class, and age on public opinion, individual beliefs, and political participation.
 - What are the major differences between parliamentary and presidential systems?
 - How does a country's electoral system affect its political parties?
 - Describe some basic approaches to foreign policy (e.g., isolationism, multilateralism).
 - Describe the major problems that international organizations face.
7. Knows the factors of production (i.e., land, labor, capital, and entrepreneurship).
 8. Knows how to explain the behavior of profit-maximizing firms in various market structures (e.g., monopoly, perfect competition).
 9. Knows how to explain the variation in personal wealth within different economic systems.
 10. Knows how to identify the different measures of economic performance (e.g., gross domestic product, unemployment, inflation).
 11. Understands how the banking system works and its relationship to economic activity.
 12. Understands the factors that influence economic growth and the public policies aimed at promoting growth (e.g., education, trade policies).

IV. Economics

1. Understands the concepts of scarcity, choice, and opportunity costs.
2. Knows the differences between market, command, and mixed economies.
3. Understands the principle of supply and demand and market equilibrium.
4. Knows how government intervention affects the economy (e.g., taxation, regulation).
5. Know how consumers allocate their limited income to meet their needs and wants.
6. Understands the basic principles of personal finance.

Discussion Questions: Economics

- Why does scarcity force people to consider opportunity cost?
- What do production possibilities curves demonstrate?
- Why do people engage in exchange?
- What are the sources of gain from trade?
- What are the methods of economic organization and how do they differ?
- Explain the four sectors contained in a model of circular flow of income and products and how the circular-flow model describes the operation of the market economy
- What are the laws of supply and demand?
- How is the market price of a good determined?

- How do markets adjust to changes in supply and demand?
- What is the relationship between total revenue and the price elasticity of demand?
- How does the imposition of a tax affect a market?
- Define total product, average product, and marginal product
- What is the law of diminishing returns?
- What are explicit costs and implicit costs?
- Define the following costs: total cost, fixed costs, variable costs, average total cost, average fixed cost, average variable cost, and marginal cost.
- What are the characteristics of perfect competition, monopoly, monopolistic competition, and oligopoly?
- How do government policies attempt to regulate monopolies?
- Why do business firms demand labor, machines, and other resources?
- What are the determinants of labor demand?
- What determines the market price of a resource such as labor?
- Why do some people earn more than others?
- What is the effect of the minimum-wage law on wages and employment in the labor markets?
- What are the major components of gross domestic product (GDP) and how is GDP measured in the United States?
- What do price indices measure?
- What are the causes and costs of inflation?
- How is unemployment measured and how does the unemployment rate understate or overstate the amount of joblessness?
- Name the different types of unemployment
- How do you determine the equilibrium level of GDP of any economy?
- What are aggregate demand curves and the factors that cause shifts in aggregate demand?
- How do economies adjust to changes in aggregate supply and aggregate demand?
- What are the causes of recessions and booms?
- What are the three functions of money, the measures of money supply, and the different kinds of money demand?
- What are the major functions of the Federal Reserve System?
- What is the role of banks in the money creation process?
- What are the important tools of the Federal Reserve for controlling the supply of money?
- What is appropriate fiscal or monetary policies for dealing with the following?
 - Inflation
 - Recessions
 - Stagflation
- Why do nations trade and what nations can gain from international trade?

- Why do nations impose trade restrictions and what impacts do trade restrictions have on the economy?
- What are the pros and cons of protectionist policies?
- What determines the exchange rate of the United States dollar in the foreign-exchange market?
- What information is provided in the balance of payments account?
- What is the relationship between a country's net exports and the international value of the country's currency?
- What is the role of productivity in economic growth?
- What policies can a government pursue to raise the living standards of a country in the long run?

V. Geography

A. Geographic Literacy

1. Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective
2. Is familiar with the use of mental maps to organize spatial information
3. Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global
4. Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau)

5. Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data
6. Understands how physical processes, climate patterns, and natural hazards affect human societies

B. Physical Geography

1. Knows the characteristics and spatial distribution of Earth's ecosystems
2. Understands the interrelationships of humans and their environments
3. Understands renewable and nonrenewable natural resources

C. Human Geography

1. Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities
2. Understands patterns of migration (internal and international) and settlement (urban and rural)
3. Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies)
4. Knows contemporary patterns and impacts of development, industrialization, and globalization
5. Understands demographic patterns (e.g., composition, density, distribution) and demographic change
6. Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict

Discussion Questions: Geography

- What are the primary characteristics of each of the following regions: North Africa/ Southwest Asia, Sub-Saharan Africa, Latin America, the Caribbean, North America, Western Europe, Eastern Europe, East Asia, South Asia, Southeast Asia, and Oceania?
- What is the difference between weather and climate?
- How does each of the following factors influence climate: Latitude, ocean currents, winds, mountains, elevation, proximity to water?
- Where are natural occurrences (earthquakes, tsunamis, volcanic eruptions, etc.) most likely to take place and what are their causes?
- What is an ecosystem and why is understanding ecosystems important?
- Be able to read and interpret population pyramids
- What regions of the United States grew more rapidly than others in the 20th and 21st centuries, and why?
- What are the major trends in ethnic composition of the United States population in the twentieth and twenty-first centuries?
- How does having a wide range of climate zones in Latin America influence the history of the region?
- How has having a limited supply of water influenced the historical and economic development of the Middle East?

- How do major human alterations of the landscape, such as the Panama and Suez Canals, affect economic, political, and cultural history?
- Name some changes that have occurred in the twentieth century in the use, distribution, and importance of natural resources.

VI. Behavioral Science (Sociology, Anthropology, and Psychology)**A. Understands how human behavior is influenced by society and society's groups and institutions****B. Understands how culture and cultural change, human adaptation, and diversity influence human behavior****Understands how individual behavior is affected by learning, personal identity, and development****Discussion Questions: Behavioral Science**

- Describe the major theoretical perspectives (e.g. functionalism, conflict, social interactionism)
- Describe the concepts of culture (e.g., norms, values, language)
- Describe the impact on cultural diversity (e.g., ethnocentrism, global culture, subcultures, countercultures)
- Describe different types of socialization (e.g. anticipatory, resocialization)
- What are the causes and impacts of inequality, prejudice, and discrimination?

- What are the major theories of self and socialization (e.g., Mead, Cooley)?
- Describe theoretical perspective on stratification (e.g., functionalist, conflict)
- Describe major institutions (family, religion, educational systems, economic systems, political systems) and their functions
- What is the effect of media and technology on all institutions and culture?
- What are the major subcultures in the United States?
- What are the cultural norms among subcultures?
- What role do stereotypes play in discussing subcultures?
- Describe psychology as an empirical science
- What are the major components of an experiment?
- Describe the various approaches to psychology: Behavioral, Cognitive, Humanistic, Biological, Psychoanalytic, Evolutionary
- Describe heritable and environmental factors in human development
- Describe different theories of intelligence
- What are the principles and theories about physical, sensory, perceptual, cognitive, linguistic, emotional, social, and moral development?
- Compare and contrast the theories describing the structures of personality (e.g., Freud, Eysenck, Maslow, Rogers, Adler, Horney)
- Describe the basic process of memory (encoding, storage, retrieval)
- What are the principles of classical conditioning?
- What are the principles of operant conditioning?

Middle School: Social Studies (5086)

Sample Test Questions

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

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

1. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who
 - (A) were living in the areas still in rebellion
 - (B) were serving in the Union armies
 - (C) were living in the border states
 - (D) had escaped to Northern states

2. The legal basis for the escalation of United States involvement in the Vietnam War was the
 - (A) declaration of war by Congress
 - (B) passage of the Gulf of Tonkin Resolution by Congress
 - (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
 - (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)

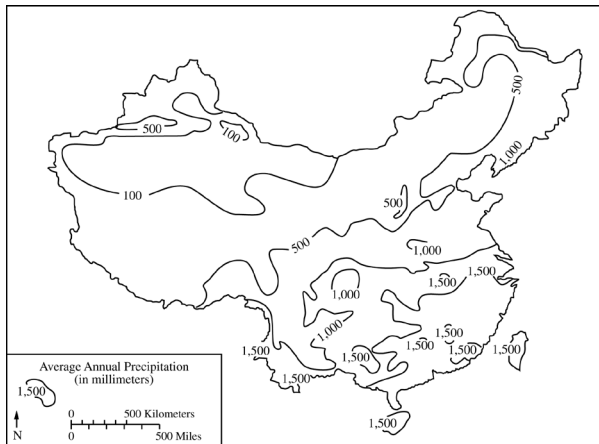
3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
 - (A) Music
 - (B) Theology
 - (C) Mathematics
 - (D) Law

4. The term "Cold War" refers to the
 - (A) race between the United States and the Soviet Union to claim ownership of Antarctica
 - (B) contest between the United States and the European Union for economic domination in the West
 - (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
 - (D) competition between the Soviet Union and China for the resources of the Pacific Rim

5. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?
 - (A) Government authority is created as the result of a social contract.
 - (B) Government must enforce religious law to prevent moral decay.
 - (C) Government must enforce the majority's will regardless of the wishes of the minority.
 - (D) Government must bend to the will of the educated minority.

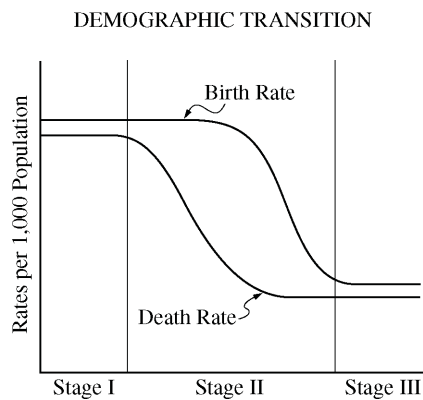
6. Which of the following is an example of a concurrent power?
 - (A) The printing and coining of money
 - (B) The power to declare war
 - (C) The process of naturalization
 - (D) The levying of taxes

7. According to Erik Erikson, the primary dilemma faced in adolescence is
 - (A) industry versus inferiority
 - (B) identity versus identity confusion
 - (C) generativity versus stagnation
 - (D) integrity versus despair



8. The map above shows which of the following to be true about precipitation in China?
- (A) The north receives more precipitation than the south.
 - (B) The driest region is the northeast.
 - (C) The southeast receives the most precipitation.
 - (D) The west receives more precipitation than the east.
9. If the tax rate for a single person with \$25,000 in taxable income is 24 percent, and the tax rate for a single person with \$20,000 in taxable income is 20 percent, the tax rate over this income range is
- (A) regressive
 - (B) progressive
 - (C) proportional
 - (D) revenue neutral

10. An isobar map shows lines connecting all points of equal
- (A) atmospheric pressure
 - (B) elevation
 - (C) surface temperature
 - (D) precipitation
11. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?
- (A) A United States car dealer importing Japanese cars
 - (B) A Japanese tourist vacationing in the United States
 - (C) A worker in the United States food industry
 - (D) A Japanese baker buying United States wheat



12. The graph above indicates that rapid population growth is most likely to occur in
- (A) stage I only
 - (B) stage II only
 - (C) stages I and III only
 - (D) stages II and III only

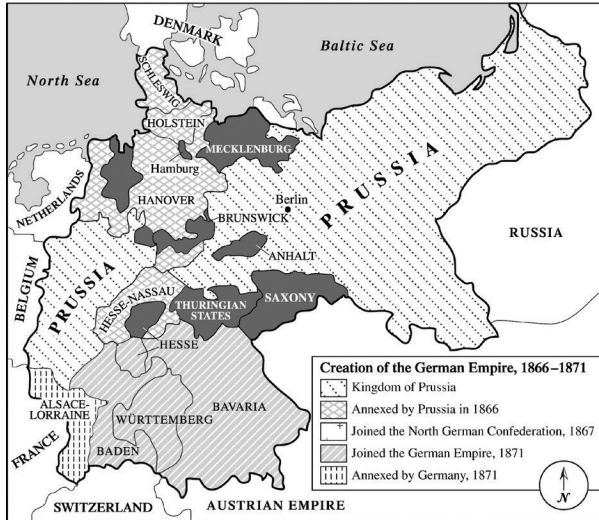
13. An increase in the real interest rate in the United States relative to its trading partners will most likely result in which of the following?
- (A) An increase in United States imports
 - (B) An increase in United States exports
 - (C) A decrease in the demand for the United States dollar
 - (D) A decrease in the United States trade deficit
14. Operant conditioning would be most useful for
- (A) determining the attachment level of a toddler
 - (B) increasing on-task behavior in the classroom
 - (C) measuring a dependent variable
 - (D) preventing anterograde amnesia
15. Poverty as defined by the United States government is best understood as
- (A) the index value of government services such as Medicaid and public housing
 - (B) the concept of relative deprivation and based on changes in the distribution of income
 - (C) an absolute level set in the 1960s and since adjusted to reflect inflation at the consumer level
 - (D) a concept based on lifestyle and measured on a sliding scale based on the needs of an individual
16. In one hour, Amanda can type five pages of a report or she can make 10 sandwiches. The opportunity cost of typing one page of a report is
- (A) 2 sandwiches
 - (B) 5 sandwiches
 - (C) 10 sandwiches
 - (D) 50 sandwiches

17. Some observers argue that a limitation of the official unemployment rate is that it understates the true unemployment level because it fails to include which of the following?
- (A) New entrants to the labor market
 - (B) People who are laid off and are looking for new jobs
 - (C) Discouraged people who have given up looking for jobs
 - (D) Full-time students looking for part-time jobs
18. The use of inexpensive labor in Asian countries by footwear companies based in the United States and Europe is an example of which of the following?
- (A) Primary economic activity
 - (B) Global division of labor
 - (C) Intervening opportunity
 - (D) Global-local continuum
19. Reindeer herding as an economic activity of the Sami in Norway is an example of which of the following types of diffusion?
- (A) Stimulus
 - (B) Hierarchical
 - (C) Relocation
 - (D) Contagious
20. The federal government can influence the policies of state governments through use of
- (A) grants-in-aid
 - (B) the line-item veto
 - (C) executive privilege
 - (D) separation of powers

21. According to Article III, Section 1, of the United States Constitution, judges “shall hold their offices during good behavior...” A consequence of this clause is that
- (A) Congress cannot remove federal judges from office
 - (B) federal judges have political independence to fulfill their duties
 - (C) the president has no influence over the composition of the Supreme Court
 - (D) federal judges lack opportunity for advancement or promotion
22. People who believe their political views are important, that government will respect these views, and that their views can influence political affairs are said to have a strong sense of
- (A) political partisanship
 - (B) political alienation
 - (C) political allegiance
 - (D) political efficacy
23. Which of the following has reduced the power of political parties?
- (A) An increase in the number of direct primary elections
 - (B) A surge in soft-money campaign contributions
 - (C) Stricter voter registration requirements
 - (D) A decline in the number of political action committees

“I counted seven ministers all preaching at once
. . . . Some of the people were singing, others praying, some crying for mercy in the most piteous accents.”

24. The quotation above describes group participation in an event that was most characteristic of which of the following?
- (A) A meeting of the Pennsylvania Quakers during the time of the Revolution
 - (B) A frontier camp meeting of the Second Great Awakening during the early 19th century
 - (C) A presentation to a Chautauqua Assembly during the late 19th century
 - (D) A convention of the Women's Christian Temperance Union during the late 19th century
25. During President Dwight Eisenhower's administration in the 1950s, the federal government promoted significant changes in transportation in the United States by
- (A) establishing generous subsidies for urban mass transit
 - (B) sponsoring research to develop less polluting automobiles
 - (C) funding the construction of the interstate highway system
 - (D) funding the establishment of a national railroad passenger system
26. The construction of a transportation network that included roads, canals, and steamboats that took shape in the United States in the early decades of the 19th century had which of the following effects in the years before the Civil War?
- (A) It decreased the need for immigrant labor.
 - (B) It stimulated the development of a market revolution.
 - (C) It weakened the plantation system in the Southern states.
 - (D) It transformed the United States into an international military power.
27. Which of the following statements reflects the Confucian worldview that figured prominently in classical Chinese culture?
- (A) Having faith in God will be rewarded in the afterlife.
 - (B) Life's ultimate goal is to escape the suffering inherent in the endless cycle of death and reincarnation.
 - (C) A life of quiet contemplation and isolation from worldly temptations will result in self-perfection.
 - (D) Observing rules of proper behavior toward others will ensure social and political harmony.



28. The map above best illustrates which of the following aspects about the unification of Germany between 1866 and 1871?
- (A) It was achieved through a combination of diplomatic and military means.
 - (B) It was led by the government of German-speaking Austria.
 - (C) The states that became part of unified Germany in 1871 had previously been allies of Austria.
 - (D) Prussians could vote for Parliament in the unified German state, but Germans from other states could not vote for Parliament.
29. Which of the following groups was converted to Christianity in the tenth century C.E. by missionaries from the Byzantine Empire?
- (A) Franks
 - (B) Visigoths
 - (C) Russians
 - (D) Anglo-Saxons

Answers

1. Option (A) is correct. The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, President Abraham Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.
2. Option (B) is correct. There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the president to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”
3. Option (C) is correct. At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the 12th century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.
4. Option (C) is correct. The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.
5. Option (A) is correct. Hobbes and Locke both agreed that government authority was established through a social contract, although their views of the nature of that authority differed.
6. Option (D) is correct. A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes. The powers described in (A), (B), and (C) are reserved to the federal government alone.
7. Option (B) is correct. Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of ego identity.

8. Option (C) is correct. The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).
9. Option (B) is correct. A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning \$25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.
10. Option (A) is correct. An isobar is a line drawn on a map to connect all points of equal atmospheric pressure.
11. Option (A) is correct. Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so (B) and (D) are incorrect. (C) is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. food industry.
12. Option (B) is correct. In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.
13. Option (D) is correct. If the real interest rate (that is, the interest rate adjusted for inflation) increases in the United States, foreign investors will transfer money to the United States in order to get a better return on investment. As a result, the dollar will increase in value relative to other currencies. The increase in the value of the dollar will in turn make imports to the United States cheaper, and consumers and businesses in the United States will therefore buy more imported goods.
14. Option (B) is correct. Operant conditioning involves the use of reinforcement to increase or decrease the frequency or intensity of a behavior. So, for example, a reward provided for on-task behavior might increase the frequency of this behavior. Operant conditioning is involved in creating behavior, not evaluating it, so (A) and (C) are incorrect. Also, because anterograde amnesia is caused by an organic process, such as disease or injury, operant conditioning cannot prevent it.
15. Option (C) is correct. The United States government in the 1960s set the poverty line as an absolute—the threshold below which families or individuals are considered to be lacking the resources to meet the basic needs for healthy living: having insufficient income to provide the food, shelter, and clothing needed to preserve health. The measure hasn't changed much since then, with the exception of periodic adjustment for inflation, using the consumer price index.
16. Option (A) is correct. The opportunity cost of typing one page of the report is calculated as the reduction in the number of sandwiches divided by the gain in number of pages typed. Therefore, the opportunity cost of typing one page is $10/5$, which equals two sandwiches.

17. Option (B) is correct. Innovations in communication and transportation systems have made it possible for corporations to move labor-intensive manufacturing activities to peripheral countries where labor is cheap, tax rates are low, and there are few regulations. Primary economic activity (A) refers to extractive industries such as mining. Intervening opportunity (C) is not correct, because the concept relates to the attractiveness of a near site for an activity that diminishes the prospects of a site farther away. Although the global-local continuum is the idea that the world is comprised of interconnected series of relationships across space, (D) is not correct, because the concept primarily refers to the direct effect that events at the global level have at the local level.
18. Option (A) is correct. Stimulus diffusion is a type of diffusion in which the concept is taken and applied to an established way of life. Thus, the activity of herding that developed first with cattle was transferred to the Sami who applied herding to their native reindeer, animals of the North. Cattle would not survive the environment of the Sami, but the concept of herding was definitely useful.
19. Option (A) is correct. A grant-in-aid is money coming from central government for a specific project. This kind of funding is used when the government and Congress have decided that the recipient should be publicly funded but operate with reasonable independence from the federal government. This is a clear way to exercise influence over the policies of state governments. The line-item veto pertains to the power of an executive (the president in case of the federal government) to nullify or cancel specific provisions of a bill, usually budget appropriations made by Congress. Executive privilege is the power claimed by the president and other members of the executive branch to resist certain subpoenas and other interventions by the legislative and judicial branches of government. It makes no reference to federal government influence over state governments. Separation of powers is a model for the governance in democratic states, whereby authority is divided into branches or estates, each with separate and independent powers and areas of responsibility.
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21. Option (B) is correct. The principle of separation of powers, most clearly spelled out in Article III, Section 1, is intended to render the judiciary free of executive or legislative influence. This life tenure arguably ensures judicial objectivity and impartiality. The other answer choices do not work, as judges can be removed by impeachment and conviction by congressional vote; note the use of the term “good behavior.” Presidents do have influence over Supreme Court appointments, and federal judges have ample opportunities for advancement through the court system.
22. Option (D) is correct. Political efficacy is defined as a person’s faith in his or her influence on the political process. It is indicative of trust in government and is commonly measured by surveys and used as an indicator for the broader health of civil society. As such, efficacy is not about allegiance to a political party or ideology, or about the lack of such allegiance.
23. Option (A) is correct. The direct primary enabled individual voters to get around the system of entrenched party machine politics of the early 20th century. The direct primary system allowed individual politicians to build power free from the encumbrances that the parties provided. Party organization and party leaders increasingly became less important and marginalized along with party principles and ideologies, as the identity of the candidate became the most visible factor. Voter registrations still tend to draw out ideological affiliation and self-identification as a Democrat or a Republican. Parties, however, have increasingly become less relevant as the ideological space they inhabit shrinks. All this comes at a time when issue-driven political action committees (PACs) and funding sources have continued to proliferate.
24. Option (B) is correct. Emotionalism and a high degree of mass participation were characteristic of the revivals of the Second Great Awakening. In comparison, a meeting of Quakers in the 18th century or a presentation to the Chautauqua Assembly or the Women’s Christian Temperance Union were likely to have been more restrained.
25. Option (C) is correct. The construction of the interstate highway system was a major federal initiative of the 1950s, funded by an act of Congress in 1956. The federal government did not spend substantial amounts of money on research related to automobile pollution control, urban mass transit, or a national railroad system during this period.
26. Option (B) is correct. By 1850, the United States had put in place a transportation network based on roads, canals, and steamboats. This network enabled factories and farms to get their goods to market much more efficiently and cheaply. Economic expansion increased the demand for immigrant labor; the plantation economy was also strengthened. The nation did not, however, become an international military power during this period.

27. Option (D) is correct. Confucianism teaches that the duty of mutually appropriate behavior in various interpersonal relationships is central to all human interaction. Relationships within the family, such as parent-child and husband-wife, as well as more general social and political relationships, such as elder- junior and ruler-ruled, all entail an expectation of proper behavior by either side.
28. Option (A) is correct. The map shows that some German states joined the North German Confederation and joined the German Empire on their own accord, while other German states were annexed by Prussia as a result of military victories (in the Prussian-Austrian War of 1866, and in the Franco- Prussian War of 1870–1871). The southern states that joined the Empire in 1871 (Bavaria, Baden, Württemberg, and Hesse-Darmstadt) had previously been allies of Austria (in the Prussian-Austrian War of 1866), but that is not reflected in the map.
29. Option (C) is correct. The Russian Grand Prince of Kiev, Vladimir I, converted to Christianity in 988 C.E. and ordered the conversion of his subjects in the Byzantine (Greek Orthodox) rite. The Franks were converted by papal emissaries from Rome. The Visigoths began converting to Christianity as they came in contact with the Roman Empire. Anglo-Saxons were converted in part by Celtic Irish and Scottish missionaries and in part by Augustine of Canterbury, a missionary appointed by Pope Gregory the Great.

About the Constructed-Response Questions

The test contains three constructed-response questions that require you to demonstrate the ability to understand and analyze important historical events and issues as well as fundamental social studies concepts. All of the short-essay questions are interdisciplinary, reflecting the complex relationship among the social studies fields; each essay question will draw on economics, government, or geography, in addition to historical subject matter. All of the essay questions are based on interpreting stimulus material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs. These questions, which should take about 10 minutes each to complete and will together comprise 25 percent of your score, will require you to exercise critical thinking skills and to draw inferences from the stimulus material and place them in an appropriate context.

Sample Test Questions (Constructed Response)

This section presents sample questions and responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented.

Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses. Readers will assign scores based on the following scoring guide.

Scoring Guide

Score of 3

- Shows a thorough understanding of the stimulus (where appropriate)
- Provides an accurate and complete response
- Provides the analysis required by the question
- Applies appropriate subject matter knowledge
- May contain minor errors

Score of 2

- Shows an adequate understanding of the stimulus (where appropriate)
- Provides a mostly accurate and complete response
- Provides most of the analysis required by the question
- Applies mostly appropriate subject matter knowledge
- May contain significant errors

Score of 1

- Shows little understanding of the stimulus (where appropriate)
- Provides a basically inaccurate and incomplete response
- Provides little of the analysis required by the question
- Applies mostly inappropriate subject matter knowledge

Score of 0

- A totally or almost completely incorrect response; or simply rephrases the question

Sample Question 1

"I submit that an individual who breaks a law that conscience tells him is unjust, and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law."

Martin Luther King, Jr., "Letter from Birmingham Jail" (1963)

- (A) Briefly describe the approach to civil rights advocated by Martin Luther King, Jr., in the quotation above.
- (A) (B) Explain how TWO historical events or developments presented significant challenges to Martin Luther King, Jr.'s approach to civil rights issues.

Sample Response that Received a Score of 3

The Reverend Martin Luther King, Jr., emerged in the late 1950s and early 1960s as the preeminent leader in the African American Civil Rights movement. He preached nonviolent protest as the means by which African American rights would be recognized. He was arrested and jailed multiple times, each time accepting his sentence as part of his mission. The above statement is derived from a body of letters written by King while he was incarcerated. His letters communicated his goals and philosophies to his followers on the outside.

The growth of King's ideals was stunted by increasing perceptions of the ineffectiveness of non-violence in the face of violent White police and vigilante oppression.

Malcolm X became the figurehead of the "by any means necessary" movement that did not shy away from more confrontational protest tactics. Stokely Carmichael had been a young leader of the Student Nonviolent Coordinating Committee but he too became frustrated with peaceful protest and shifted toward a philosophy of violent resistance.

King's own death in 1968 sparked race riots across the U.S. wherein built-up tensions in largely poor Black urban neighborhoods exploded into deadly violence and destruction.

Out of this urban fabric of racial tensions came the Black Panthers. The Panthers were largely a benevolent group in urban Black neighborhoods but the general feeling was that they were a militant group set on violent change.

Rationale

The response received a score of 3 because it accurately describes Martin Luther King, Jr.'s approach to civil rights issues as one based on nonviolent protest. It also explains various challenges to that approach, including the development of groups advocating violent tactics, supporting this explanation with specific details.

Sample Response that Received a Score of 2

Historical Context

Martin Luther King Jr., the leader of the Civil Rights movement, was arrested in Birmingham, AL for peacefully protesting. While in his jail cell, MLK wrote his famous letter addressing the clergy, the police and the people of Birmingham, AL. MLK's letter addressed the lack of support from the government. He spoke of the injustice forced upon African Americans. He recognized the fact that America wanted to help the Jews of Germany from Hitler's wrath, yet we could not help African Americans receive their equal rights. Martin Luther King's peaceful protests helped eventually gain equal rights for African Americans and other minorities.

Two Events

The first event that sparked a challenge for MLK was the Montgomery Bus Boycott in 1955. MLK was a young preacher when Ms. Rosa Parks refused to give up her seat on the bus. This event is considered the spark of the Civil Rights movement. MLK was able to gather the African American community of Montgomery and help them unite. He spoke of justice and peacefulness, and was able to lead a peaceful bus boycott for 387 days. The people of Montgomery joined together to support each other emotionally and physically through organized car pools. It was through the Montgomery Bus Boycott that MLK's leadership came alive.

Another challenge for MLK was the development of SNCC - Student Nonviolent Coordinating Committee. MLK was the founder and leader of the SCLC - Southern Christian Leadership Conference, which practiced non-violence and peaceful protesting. The members of SCLC were either members of the clergy or of a church, while the members of SNCC were young college students. The challenge was that SNCC wanted immediate results. They grew impatient with non-violence and often times found themselves reacting violently. MLK was challenged with the restructuring and unity of the two groups.

Rationale

The response received a score of 2 because it notes that Martin Luther King, Jr., emphasized peaceful protest. It explains only one challenge, the rise of the Student Nonviolent Coordinating Committee. The Montgomery bus boycott does not constitute a "challenge" as it was rather an example of the civil rights movement's approach.

Sample Response that Received a Score of 1

Influenced by the non-violence campaign Mahatma Ghandi pursued, Martin Luther King Jr. attempted to address the question of Civil Rights in a law-abiding and non-violent way. King Jr. believed that if put in jail without a just cause would prove to strengthen his own cause as Ghandi's imprisonment had done him. His idea was also that serving time in reaction to an unjust law will rally support to repeal such a law. While King's policy may seem more appropriate for lower level laws and actions - history has shown that when passions ignite in anti-war protests like those held in the U.S. during the Vietnam War - non-violent acts become an afterthought. In moments like these, protesters were pushed to do something" instead of voicing their opinions, and quietly serving their time in jail. As a result riots ensued with death the outcome.

Another more recent event, the attack in New York City on September 11, 2001 led to a nationwide bloodlust. Should the men who crashed the planes caused the death of so many people have been allowed to sit in a jail cell afterwards because they didn't agree with the laws or workings of the United States?

Rationale

The response received a score of 1 because it identifies Martin Luther King, Jr.'s approach as a nonviolent one. However, the response does not clearly identify any challenge to King's approach.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

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

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

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

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

 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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

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

General Assistance For The Test

Praxis® Interactive Practice Test

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

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

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

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

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

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

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