

The *Praxis*®
Study Companion

**German:
World Language
(5183)**



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 48).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

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1. Learn About Your Test

Learn about the specific test you will be taking

German: World Language (5183)

Test at a Glance			
Test Name	German: World Language		
Test Code	5183		
Time	Approximately 3 hours, including the Listening Practice section and the optional practice with the built-in character toolbar for the Writing section		
Number of Questions	75 selected-response questions and 6 constructed-response questions		
Format	<p>Listening Practice section (not scored). 6 practice selected-response questions of the type in the Listening with Cultural Knowledge section (10 minutes)</p> <p>Section 1. Listening with Cultural Knowledge; 36 selected-response questions (50 minutes)</p> <p>Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)</p> <p>Writing Practice (not scored). One practice constructed-response exercise using the built-in character toolbar (5 minutes)</p> <p>Section 3. Writing; 3 constructed-response tasks (50 minutes)</p> <p>Section 4. Speaking; 3 constructed-response tasks (15 minutes)</p> <p>Note: This test will include questions with an audio component in the Listening and Speaking sections.</p>		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	<p>I. Interpretive Listening, including embedded linguistic content</p> <p>II. Interpretive Reading, including embedded linguistic content</p> <p>III. Cultural Knowledge (Tested in Sections 1 and 2)</p> <p>IV. Interpersonal and Presentational Writing</p> <p>V. Presentational and Interpersonal Speaking</p>	<p>30 selected response</p> <p>30 selected response</p> <p>15 selected response</p> <p>3 constructed response (written)</p> <p>3 constructed response (spoken)</p>	<p>26%</p> <p>26%</p> <p>12%</p> <p>18%</p> <p>18%</p>

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching German in grades K–12. Because programs in teaching German are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced-Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

This test integrates listening, reading, writing, and speaking skills as well as linguistic and cultural knowledge through active participation in a variety of questions in the interpretive modes (in the Listening and Reading sections) and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks.

All questions and answer choices are in German and are based on various genres of authentic material, whether written or in audio format, from various German-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer controlled throughout the Listening and Speaking sections. Before beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise before the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in German.

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

Discussion Questions

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

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your

understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Content Topics

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

- I. **Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%)**
 - A. **Demonstrating language proficiency in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message (at the Advanced-Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)**

The beginning German teacher:

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of

unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message

8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding linguistics—linguistic features of the target language

The beginning German teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer the meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target language, such as the verbal system, pronouns, agreement (such as subject/verb, adjective/noun), word order, and interrogatives, both in terms of regularities and irregularities

6. Knows how to identify and use the pragmatic and sociolinguistic conventions and register (formal and informal forms of address)

C. Comparison of target language with English

The beginning German teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%)

A. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products

The beginning German teacher

1. Knows the three Ps:
 - a. perspectives (such as attitudes, ideas, and values)
 - b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage)
 - c. products (such as foods, architecture, literature, art, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

The Listening Practice section, Section 1 (Listening) and Section 4 (Speaking) all require playback of pre-recorded audio material. For Section 4, you must also provide spoken answers to questions when instructed to do so on the recording.

Listening Practice Section - Interpretive Listening with Cultural Knowledge

This section allows you to listen to an audio selection in German and to practice answering questions

based on that selection in the time allotted. This Listening Practice section is timed separately from the Listening section that follows, and the time you spend practicing will not be counted toward the time allotted to answering the questions in the Listening section. The questions in this section will NOT be scored and will NOT affect your results in any way.

Section 1 - Interpretive Listening with Cultural Knowledge

The selections in Section 1 are recorded.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in German. Each selection is followed by six questions.

Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire Listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Discussion questions: Interpretive Listening

- What register is used in this spoken segment? Is the form of address formal or informal? Do the word choices imply an audience that is familiar with popular culture, youth slang, academic background, or perhaps bureaucracy?
- What regional variations can be detected in this spoken segment? Do they correspond to a major dialectal form such as Bavarian, Saxon, Swiss, or Low German?
- How are the details in the segment connected to the main idea? Does the speaker give an example in order to support an argument? Is an authority on the subject cited or allowed to provide a point of view?

Section 2 - Interpretive Reading with Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in German. Each selection is followed by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with some visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question.

You may take notes as you read, but **only** on the scratch paper that will be provided. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case.

Discussion questions: Interpretive Reading

- What is the genre of the text: is it a promotional material designed to motivate the reader to buy or do something? A piece of literature that sets up a fictional world? An academic analysis? A news report? How is the genre reflected in the implied audience and in the structure of the text?

Linguistic Knowledge

Questions that test your knowledge of the linguistic structures of German are included along with the content questions for each selection in the Listening and Reading sections. Keep in mind that linguistic knowledge questions are posed in German, as are all other questions. You will not find the answer to these questions directly in the selections, but will need to rely on your knowledge of the German language to respond.

The following list may be helpful in your preparation for the linguistic knowledge component of the test, but please keep in mind that this is to serve as a guide and is not intended to be an exhaustive description of German grammar and language use:

- Understanding the rules of the German sound system (i.e., recognizing phonemes and allophones)
- Recognizing key cohesive devices (conjunctions and adverbs) used in connected discourse

- Understanding high-frequency idiomatic expressions and inferring meaning of words and sentences
- Understanding the rules that govern the formation of words and sentences in the target language

In particular, you should be acquainted with the following concepts and their application in German:

- Strong and weak verbs in the various tenses
- Verbs in infinitival clauses
- Modal auxiliaries
- Word order in main and subordinate clauses
- The use of the subjunctive or the indicative mood
- The use of verbs in the passive voice and alternatives to the passive voice
- Noun-adjective agreement
- The marking of gender, case, and number by means of articles; also the declination of weak nouns
- Negation
- Placement and use of direct and indirect pronouns
- The correct use of prepositions, including two-way prepositions
- The correct use of articles for time expressions, date, season, etc.
- Formation of comparatives and superlatives
- The correct use of flavoring/emphasis words
- Certain German grammar constructs that differ from English, e.g.,
 - *Ich interessiere mich für Musik.* ("I am interested in music.")
 - *Ich habe mir den Arm gebrochen.* ("I broke my arm.")

Discussion questions: Linguistic Knowledge

- What are the important connective structures that link clauses and sentences together? In particular, can I determine the antecedents to pronouns and relative pronouns?
- How could I explain the basic subject-verb-object structure of a given sentence to a student? What would help students identify that structure?

Section 3 - Cultural Knowledge

The culture questions are in German and are part of Section 1 (Listening) and Section 2 (Reading).

Questions in the Cultural Knowledge reporting category require you to be able to recognize important products (such as architecture, literature, art, foods, and music), practices (patterns of behavior and social interaction such as greetings, turn taking, and rites of passage), and perspectives (such as attitudes, ideas, and values) of German-speaking cultures. Questions in this reporting category will be contextualized by reference to a recording, a passage, or an image. Memorization will not be required; rather, the questions will call for an understanding of cultural inferences, trends, and general concepts related to selections or images.

Questions in the Cultural Knowledge reporting category are of two types.

Most will be one of a group of six questions based on each Listening or Reading selection. They will use some aspect of the selection as jumping-off points to test your knowledge of cultural implications of the selection. For the most part, you will not find the answer to these questions directly in the selections, but the question will be related to the selection it follows.

There will also be standalone Cultural Knowledge questions based on an image that has importance in German-speaking cultures. This might be a picture of an important monument or event, or a well-known painting related to some aspect of German culture.

In general, these questions will touch on lifestyles and societies, sociolinguistic elements of German, literature and the arts, history, and geography; like the selections themselves, they will include materials on many areas of the German-speaking world.

The following is a suggested list of topics that may appear in the Cultural Knowledge segment of the test. This list is in no way comprehensive, but it provides an idea of the type of topics related to the German-speaking culture that may appear in the test.

Lifestyles and Societies

In these questions, your knowledge of the way of life and customs in Germany and in other German-speaking countries and regions will be tested.

- Contemporary lifestyles
- Food
- Social behaviors and customs
- Navigating everyday infrastructure and bureaucracy
- Commonly celebrated religious and public holidays
- Family relationships
- Vacations
- Education
- Regional variations

Sociolinguistic Elements of German

These questions test your knowledge and understanding of appropriate language and expressions. Based on the language in a selection, it may require you to make inferences regarding social situations or the audience.

- Customary usage of certain words or expressions to indicate register, such as the use of *Sie* as opposed to *du*
- Use of colloquial language
- Idiomatic expressions; common sayings

Literature and the Arts

For these questions, you should acquaint yourself with the most commonly known works, authors, and trends of literature from Germany and other German-speaking countries.

- Major trends, periods, and movements in German literature. Examples: Sturm und Drang, Romantik, Expressionismus, Trümmerliteratur, Die Moderne
- Significant figures, works, and trends in the plastic arts (painting and sculpture). Examples: Klimt, Dürer, Kirchner
- Architecture in German-speaking cultures. Examples: Gothic and Baroque architecture, Jugendstil, Bauhaus

- Significant figures, works, and trends in the performing arts (music, theater, dance, film). Examples: Mozart, Beethoven, dramas by Goethe, Kleist, or Brecht

History

In these questions, your knowledge of the historical facts and background of Germany and German-speaking countries and regions will be tested. This includes:

- Major periods of the history of Germany, Austria, Switzerland, and Liechtenstein
- Contributions of German culture to North America
- Most important events and principal historic figures of Germany and other German-speaking countries
- Contemporary world politics and economics as they affect German-speaking countries
- Relations with other EU countries
- Immigration issues
- German economy, business, and industry

Geography

Sometimes a culture question may involve locating Germany and other German-speaking regions and countries or identifying major geographical features such as major cities, rivers, or mountains in Europe.

Once again, test takers are reminded that these are simply areas, topics, events, and figures that represent the major categories that are covered.

Discussion questions: Cultural Knowledge

- Does the text describe, locate, or evaluate a phenomenon by means of historical or cultural comparisons or contrasts?

Section 4 - Interpersonal and Presentational Writing

There are three tasks in this section. Be sure to complete each task. Please pace yourself as you work.

The section allows you to practice typing in your written constructed-response answers in German. You will see a field for entering your response. For German-specific characters (e.g., ä, ö, ü, ß, etc.) use the built-in character toolbar ([click here](#) to view a demo of the toolbar). You should give as complete a response as possible. Your written German should be acceptable to a wide range of native speakers.

Note: To run the built-in character toolbar tutorial from the preceding link, you need Java Runtime Environment version 8u281 installed on your computer. If you do not have Java Runtime Environment version 8u281, you can download it for free or you can visit the Java website to install it. To avoid issues with the download, be sure to uninstall all Java versions in your system and reboot your computer before downloading version 8u281. When you click on the tutorial link below, a security prompt asks you to allow the program to run. This is normal. The toolbar tutorial runs the same version of Java that is on the actual test to ensure that the tutorials accurately reflect the testing experience. When the prompt appears, click Allow (or Keep).

Additionally, if your security settings are set very high, a second security prompt asks you to run the application. Again, this is normal. When this prompt appears, click Run.

If you are unsure if your computer has Java Runtime Environment version 8u281, navigate to Start/Control Panel/Java. From the Java Control Panel popup window, select the Java tab, then the View button. The Java Runtime Environments Setting window displays the currently installed versions of Java.

You may use the scratch paper that will be provided to take notes on each task. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary

- Accuracy of grammar and mechanics (including spelling and diacritical marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions, where appropriate)
- Appropriateness for a given task and/or reader (register)
- The extent to which each task is completed

Interpersonal Writing: Response to an E-mail, Memo, or Letter

You will be given an e-mail, memo, or letter to which you will write an appropriate response in German. First, read the e-mail, memo, or letter. Then, write your response in the space provided.

Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 60 words**.

Presentational Writing: Opinion/Position Essay

You will be asked to write an essay in German on a specific topic. First, read the topic. Then, write your response in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. The length of your response should be **at least 120 words**.

Presentational Writing: Integrated Skills

You will read a passage in German. This passage will appear in both the Writing and the Speaking sections.

After reading the passage, you will complete a writing task based on the passage. Your response must be written in German. Write your response in the space provided.

Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

Section 5 - Presentational and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak German.

These tasks are designed to elicit responses that demonstrate how well you speak German. There are three different questions, and specific directions will be given for each one. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

For each speaking task in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a clock on your screen will indicate how much time you have left. Begin speaking only when the voice on the recording directs you to respond; you will not be given credit for anything recorded during the preparation time. As you speak, your response will be recorded. Your score for these tasks will be based only on what is on the recording. It is important that you speak loudly enough and clearly enough into the microphone.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to interacting with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions, where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which each task is completed

If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. If you make a mistake and correct it soon afterward, it will not be considered a mistake. You may take notes, but **only** on the scratch paper that will be provided. These notes will not be used in evaluating your responses.

Presentational Speaking: Integrated Skills

You will be asked to speak on a topic related to the passage you have already read.

First, you will have 15 seconds to read these directions, and then you will hear the topic and the requirements for your response. You will have 3 minutes to review the passage and prepare your response. Then you will have 2 minutes to record your response in German.

A clock will indicate how much time is remaining to plan your answer and to record your response.

A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible. When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous sections.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

You will be asked to give an oral presentation on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation.

You will have 2 minutes to prepare your response. Then you will have 2 minutes to record your response in German.

A tone will indicate when you should begin speaking.

A clock at the top of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous task.

Interpersonal Speaking: Simulated Conversation

You will participate in a simulated conversation within a context in German. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives you an idea of what you will be expected to say.

You will have five turns to participate in the conversation.

A tone will indicate when you should begin speaking. Each time it is your turn, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the top of the screen will indicate how much time is remaining to answer the question.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Discussion Question

The following exercise and annotated sample are intended to give you practice using the kind of critical thinking that is expected in this section of the test. Although the format of the annotation of the exercise is not like that of the multiple-choice questions you will see in your test, the types and levels of understanding and evaluation needed to complete it are comparable.

Read the passage and try to annotate key words, phrases, and sentences. Then read the annotated version on the following page and compare your analysis.

In China wurde seit dem 8. Jahrhundert Porzellan hergestellt. In Europa wurde das weiße chinesische Porzellan durch Reisen Marco Polos bekannt. Doch seine Herstellung blieb ein Geheimnis. Im 17. Jahrhundert lebte in Deutschland ein junger Apotheker-Lehrling namens Johann Friedrich Böttger (1682–1719). Der Mode der Zeit entsprechend experimentierte er mit Alchemie und hatte den Traum, Gold zu erzeugen. Der preußische König versuchte, den kostbaren jungen Apotheker einfangen und an den Hof nach Brandenburg bringen zu lassen. Er sollte hier Gold herstellen! Böttger aber floh nach Sachsen, in der Hoffnung, an der Universität Wittenberg untertauchen zu können. Doch auch dort hatte er wenig Glück. Der sächsische Kurfürst, ebenfalls permanent in Geldnöten, erfuhr, wer in seinem Land angekommen war. Er ließ den jungen Apotheker verhaften. Böttger wurde nach Dresden in Sachsen gebracht und musste dort 12 Jahre lang in Gefangenschaft chemische Experimente durchführen. Endlich, im Jahre 1708, gelang ihm ein Durchbruch. Freilich, dies war immer noch nicht das heiß ersehnte Geheimnis, wie man Gold künstlich machen konnte, doch waren Böttger und seine Helfer auf etwas anderes gestoßen: Sie hatten das Geheimnis zur Porzellanherstellung entdeckt. Mochte August der Starke, der sächsische Kurfürst und König, zunächst enttäuscht gewesen sein, so fand er sich rasch mit der neuen Lage ab, und es erwies sich, dass die Porzellanherstellung beinahe genauso viel wert war wie echtes Gold. 1710 wurde in Meissen in Sachsen die erste europäische Porzellanfabrik gegründet. Die Firma lieferte ihre kostbaren Waren an deutsche und europäische Fürstenhäuser, sodass die Einnahmen bald die leeren Kassen Sachsens füllten. Porzellan aus Meissen ist heute ein Begriff in der ganzen Welt. Der Erfinder des Porzellans, Johann Friedrich Böttger, indes musste sich weiter gedulden. Erst im Jahre 1714 erhielt er seine Freiheit wieder.

Now, compare your annotations with the ones below.

This sentence implies that making porcelain was not easy, and nobody in Germany knew how to produce it. **Geheimnis** is the key word.

The reader must be certain who **Er** is. The personal pronoun refers back to the **sächsische Kurfürst**. This correct identification foreshadows the rest of the story.

The author speculates that **August der Starke** was not sure in the beginning how porcelain could get his country out of its financial dilemma.

In China wurde seit dem 8. Jahrhundert Porzellan hergestellt. In Europa wurde das weiße chinesische Porzellan durch Reisen Marco Polos bekannt. Doch seine Herstellung blieb ein Geheimnis. Im 17. Jahrhundert lebte in Deutschland ein junger Apotheker-Lehrling namens Johann Friedrich Böttger (1682–1719). Der Mode der Zeit entsprechend experimentierte er mit Alchemie und hatte den Traum, Gold zu erzeugen. Der preußische König versuchte, den kostbaren jungen Apotheker einfangen und an den Hof nach Brandenburg bringen zu lassen. Er sollte hier Gold herstellen! Böttger aber floh nach Sachsen, in der Hoffnung, an der Universität Wittenberg untertauchen zu können. Doch auch dort hatte er wenig Glück. Der sächsische Kurfürst, ebenfalls permanent in Geldnöten, erfuhr, wer in seinem Land angekommen war. Er ließ den jungen Apotheker verhaften. Böttger wurde nach Dresden in Sachsen gebracht und musste dort 12 Jahre lang in Gefangenschaft chemische Experimente durchführen. Endlich, im Jahre 1708, gelang ihm ein Durchbruch. Freilich, dies war immer noch nicht das heiß ersehnte Geheimnis, wie man Gold künstlich machen konnte, doch waren Böttger und seine Helfer auf etwas anderes gestoßen: Sie hatten das Geheimnis zur Porzellanherstellung entdeckt. Mochte August der Starke, der sächsische Kurfürst und König, zunächst enttäuscht gewesen sein, so fand er sich rasch mit der neuen Lage ab, und es erwies sich, dass die Porzellanherstellung beinahe genauso viel wert war wie echtes Gold. 1710 wurde in Meissen in Sachsen die erste europäische Porzellanfabrik gegründet. Die Firma lieferte ihre kostbaren Waren an deutsche und europäische Fürstenhäuser, sodass die Einnahmen bald die leeren Kassen Sachsens füllten. Porzellan aus Meissen ist heute ein Begriff in der ganzen Welt. Der Erfinder des Porzellans, Johann Friedrich Böttger, indes musste sich weitergedulden. Erst im Jahre 1714 erhielt er seine Freiheit wieder.

The paragraph opens with a mention of the main topic **Porzellanherstellung**. The use of the past tense sets the stage and tells us that the story took place many years ago.

The introduction of the **Apotheker-Lehrling J. F. Böttger** and his dream “to produce gold” transports the reader into part of Germany’s history of the seventeenth and eighteenth centuries; e.g., the financial problems of Brandenburg and Saxony. **Geldnöte** is the key word.

Durchbruch is crucial. It tells the reader that **Friedrich Böttger** found something very important and precious.

Switching back into the indicative past tense, the author tells us that the king now realizes what **Friedrich Böttger** had developed. Key phrases: **es erwies sich and genauso viel wert war wie echtes Gold**.

2. Understanding Question Types

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

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by 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.
- 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

Constructed-response questions 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.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

All selections in Section 1 are based on authentic recordings of native speakers. Therefore, the transcriptions reflect real spoken language and may contain hesitations, repetitions, and minor errors.

Section 1: Listening with Cultural Knowledge

Directions: This section is designed to measure how well you understand spoken German and the cultures of German-speaking countries.

You will listen to several selections in German. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire Listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. **You will not be able to return to previous questions.**

You may now begin.

Fragen 1 - 6 beziehen sich auf den folgenden Hörtext.

TRANSCRIPT

(N) Sie hören jetzt ein Interview mit dem Konsumforscher Prof. Dr. Alexander Hennig.

Moderatorin: *[music] Der Samstagvormittag ist ja für viele Großkampftag in Sachen Einkaufen, und ich denke mal Ihnen ist das bestimmt auch schon oft passiert. Sie wollten eigentlich nur ganz schnell mal'n paar Lebensmittel kaufen und kommen dann doch mit 'nem vollen Einkaufskorb wieder aus dem Supermarkt raus. Oder Sie gehen ins Kaufhaus, weil Sie unbedingt 'ne neue Jeans brauchen und am Ende haben Sie dann drei Hosen, vier Pullis und vielleicht auch noch 'ne neue Tasche in der Tüte. Sie können überhaupt gar nichts dafür. Das hat alles Ihr Unterbewusstsein getan, das in die tückischen Einkaufsfallen getappt ist.*

Prof. Alexander Hennig ist Wirtschaftswissenschaftler und Konsumforscher und der beschäftigt sich seit Jahren mit diesem Thema. Herr Hennig, wie werden wir denn dazu verführt mehr zu kaufen oder eben die teuren Sachen. Auf welche Tricks fallen wir da immer wieder rein?

Dr. Hennig: *Also, eine wichtige Aufgabe für die Handelsunternehmen ist es z.B. uns abzubremsen. Wenn wir langsamer sind, dann können wir mehr Artikel aufnehmen und dann haben wir viel mehr Spaß am Einkaufen. Deswegen gibt es in den Supermärkten und auch in den Bekleidungsgeschäften sogenannte Bremszonen, z.B. der Obst- und Gemüsebereich am Anfang. Da werden wir mit vielen Sinnen angesprochen. Da riecht es vielleicht, da sehen wir die Farben oder vielleicht auch wenn mal etwas im Weg steht, wenn die Situation verengt wird. Das kann im Bekleidungsgeschäft ganz genauso*

sein, da werden wir ganz bewusst abgebremst, um Informationen aufnehmen zu können. Mit Farben kann sehr schön gespielt werden. Wir assoziieren von Farben auf bestimmte Eigenschaften, wenn wir das Produkt sehen und das ist schön farbig, dann schließen wir daraus, dass z.B. die die Orange besonders saftig ist.

Moderatorin: Mhm.

Dr. Hennig: *Und es wird mit der Bequemlichkeit der Kunden gespielt. Wir sind etwas faul, und deshalb wir wollen wir uns z.B. nicht so gerne bücken, d.h. Produkte, mit attraktivem Preis-Leistungsverhältnis stehen häufig unten.*

Moderatorin: Ach was!

Dr. Hennig: *Oder wenn wir Nudeln einkaufen, und die passende Bolognesesauce direkt neben den Nudeln steht, dann spielt der Handelsunternehmer mit unserer Bequemlichkeit, wir greifen zu der Bolognese, obwohl es ein paar Meter entfernt im Saucenregal deutlich günstigere Alternativen gibt.*

Moderatorin: *Und wir fallen immer wieder darauf rein.*

Dr. Hennig: *Auch die Musik soll uns ablenken und verlangsamen. Die meiste Kaufhausmusik und Supermarktmusik wird mit 72 Tönen pro Minute ausgestattet; das entspricht ungefähr dem Ruhepuls des Menschen, und das macht uns unterbewusst langsamer.*

[2 second pause]

(N) Now you will have 60 seconds to preview the questions you will need to answer.

Warum kaufen viele Kunden mehr ein, als sie vorhatten?

Warum gibt es in Geschäften sogenannte „Bremszonen“?

Wie wird die Faulheit der Kunden laut des Interviews ausgenützt?

Welche Art von Musik führt laut des Beitrags wohl zum höchsten Umsatz?

Auf Ihre Kulturkenntnisse bezogen, warum sagt die

Moderatorin, dass der Samstagvormittag in Deutschland „für viele Großkampftag in Sachen Einkaufen“ ist?

Wie wird das Partizip „passende“ in der Äußerung „und die passende Bolognesesauce direkt neben den Nudeln“ verwendet?

(N) Now listen again.

1. Warum kaufen viele Kunden mehr ein, als sie vorhatten?
 - (A) Wegen der Tricks der Geschäfte
 - (B) Wegen des langen Wochenendes
 - (C) Wegen der großen Einkaufswagen
 - (D) Wegen des preiswerten Angebotes
2. Warum gibt es in Geschäften sogenannte „Bremszonen“?
 - (A) Damit die Kunden im Geschäft keine Unfälle haben
 - (B) Damit die Kunden im Geschäft genug Platz haben
 - (C) Damit die Kunden sich im Geschäft die Artikel genauer ansehen
 - (D) Damit die Kunden sich im Geschäft besser entspannen können
3. Wie wird die Faulheit der Kunden laut des Interviews ausgenützt?
 - (A) Die Großpackungen stehen gleich beim Eingang.
 - (B) Günstige Artikel werden an ihrer Farbe erkannt.
 - (C) Die Nudeln werden gleich in der Sauce verkauft.
 - (D) Teure Produkte stehen immer in bequemer Höhe.
4. Welche Art von Musik führt laut des Beitrags wohl zum höchsten Umsatz?
 - (A) Musik mit pulsierendem Rhythmus
 - (B) Musik mit mäßigem Tempo
 - (C) Populäre Schlagermusik
 - (D) Instrumentale Volksmusik
5. Auf Ihre Kulturkenntnisse bezogen, warum sagt die Moderatorin, dass der Samstagvormittag in Deutschland „für viele Großkampftag in Sachen Einkaufen“ ist?
 - (A) Dann gibt es viel weniger Verkehr auf der Straße.
 - (B) Die Kinder müssen am Samstag zur Schule gehen.
 - (C) Die Öffnungszeiten sind traditionell eingeschränkt.
 - (D) Dann kann man günstigere Parkplätze finden.
6. Wie wird das Partizip „passende“ in der Äußerung „und die passende Bolognesesauce direkt neben den Nudeln“ verwendet?
 - (A) Als Nomen
 - (B) Als Adjektiv
 - (C) Als Infinitiv
 - (D) Als Adverb

Section 2: Reading with Cultural Knowledge

Directions: This section is designed to measure how well you understand written German and the cultures of German-speaking countries.

You will read several selections in German. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with 3 visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire Reading section lasts 50 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Mark column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

Fragen 7 - 12 beziehen sich auf den folgenden Artikel über Sauerkraut.

Sauerkraut gilt seit langem als das Nationalgericht der deutschen Küche schlechthin. So reimte der deutsche Dichter Ludwig Uhland im 19.

Jahrhundert: „Auch unser edles Sauerkraut, wir sollen's nicht vergessen; ein Deutscher hat's zuerst gebaut, drum ist's ein deutsches Essen.“ Von Grund auf „deutsch“ ist das Sauerkraut dabei eigentlich nicht. Auch in anderen Teilen Ost- und Westeuropas isst man das eingelegte Kraut traditionell mit Begeisterung. Und vermutlich kam das Sauerkraut im Mittelalter ursprünglich von China her nach Europa.

Anfangs lag die Sauerkrautherstellung in Deutschland in den Händen der Mönche, denen Sauerkraut vorrangig als Fastenspeise diente. Später fand die Verarbeitung von Sauerkraut auch in privaten Haushalten Einzug, wo es eine wichtige Rolle als Wintergemüse spielte. Dazu wird frischer Weißkohl klein geschnitten und mit Salz fest in einen Steintopf eingestampft. Dann wird der Steintopf mit einem Brett und einem Stein beschwert und kühl gelagert. Es ist wichtig, dass keine Luft zwischen den frischen Kohl gelangt, denn sonst würde statt der gewünschten Gärung ein Fäulnisprozess eintreten. Nach vier- bis sechswöchiger Gärung ist das Sauerkraut dann fertig.

Seine Beliebtheit hat das Sauerkraut seinen vielfältigen Vorteilen zu verdanken. Es ist reich an Milchsäure sowie verschiedenen Vitaminen und Mineralstoffen und unterstützt positiv die Immunabwehr und Verdauung. Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar. Auch in der Schifffahrt war das Sauerkraut seit dem 18. Jahrhundert ein wichtiger Bestandteil der Ration, seit man erkannt hatte, dass man durch Sauerkrautkonsum der gefürchteten Vitamin-Mangelkrankung der Seeleute, dem Skorbut, vorbeugen konnte.

Auch wenn heutzutage der Sauerkrautverbrauch in Deutschland insgesamt abgenommen hat, findet das Sauerkraut andererseits viele neue Anhänger, die auf die verschönernde Wirkung des eingemachten Krautes schwören. So soll der Konsum von rohem Sauerkraut oder Sauerkrautsaft jugendliches Aussehen und strahlende Haut versprechen. Hoffen wir jedenfalls, dass das gute alte Sauerkraut auch weiterhin auf deutschen Tellern zu finden sein wird.

7. Woher kommt das Sauerkraut vermutlich ursprünglich?
- (A) Aus Deutschland
 - (B) Aus Osteuropa
 - (C) Aus Südeuropa
 - (D) Aus China
8. Was ist bei der Herstellung von Sauerkraut besonders wichtig?
- (A) Man muss das Kraut sorgfältig zusammenpressen.
 - (B) Man muss das Kraut regelmäßig umrühren.
 - (C) Man muss das Kraut vorher in Essig einlegen.
 - (D) Man muss das Kraut vor der Lagerung einkochen.
9. Wieso war das Sauerkraut in der Vergangenheit unter den Gemüsegerichten wohl so beliebt?
- (A) Wegen seiner relativen Seltenheit
 - (B) Wegen seiner guten Haltbarkeit
 - (C) Wegen seines Kalorienreichtums
 - (D) Wegen seiner schnellen Herstellung
10. Was sagt der Text über den heutigen Sauerkrautverbrauch in Deutschland?
- (A) Sauerkraut wird hauptsächlich von älteren Leuten gegessen.
 - (B) Sauerkraut wird heutzutage in Gesichtscremen verwendet.
 - (C) Die gesunden Eigenschaften von Sauerkraut werden angezweifelt.
 - (D) Sauerkraut wird merkbar weniger gegessen als früher.
11. Auf Ihre Kulturkenntnisse bezogen, zu welchem Gericht ist Sauerkraut gewöhnlich eine Beilage?
- (A) Zu Rinderbraten
 - (B) Zu gegrilltem Hähnchen
 - (C) Zu Wiener Schnitzel
 - (D) Zu Bratwurst
12. Im dritten Absatz lesen Sie den Satz: „Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar.“ In welchem Fall steht das Nomen im Präpositionalgefüge „in kälteren Regionen“?
- (A) Nominativ
 - (B) Genitiv
 - (C) Dativ
 - (D) Akkusativ

Frage 13 bezieht sich auf das folgende Bild.



13. Was für ein Geschäft würde man unter diesem Ladenzeichen finden?
- (A) Einen Juwelier
 - (B) Eine Bäckerei
 - (C) Einen Metzger
 - (D) Eine Brauerei

Section 3 is designed to measure how well you can express yourself in written German.

Section 3: Writing

Directions: The Writing section includes three tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 50 minutes to complete all of the tasks. A clock at the top of the screen will indicate how much time is remaining.

You can move from one question to the next by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Mark column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

Interpersonal Writing: Response to an E-mail, Memo, or Letter (Suggested time—15 minutes)

Directions: Read the following e-mail and write an appropriate response in the space provided.

Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 60 words**.

Stellen Sie sich vor, Sie haben seit längerer Zeit die Organisation „Medizin für alle“ mit jährlichen Spenden unterstützt. Dieses Jahr war Ihnen dies allerdings nicht möglich, und Sie haben der Organisation keinen Scheck geschickt. Heute haben Sie die folgende E-Mail erhalten. Beantworten Sie die E-Mail und erklären Sie Ihre Situation.

Von: Medizin@fuer-alle.de
Gesendet: 18. September, 10:40
Betreff: Ihre Spende für dieses Jahr

Lieber Spender, liebe Spenderin,

wir schreiben Ihnen diese Mail, um Ihnen mitzuteilen, dass wir Sie bei unserem letzten Spendenauftrag sehr vermisst haben. Sie haben uns bisher jedes Jahr großzügig unterstützt und dafür danken wir Ihnen herzlich. Wir hoffen sehr, dass Sie der Organisation Medizin für alle in ihrer so notwendigen Arbeit auch weiterhin helfen wollen. Jede noch so kleine Spende kann einen großen Unterschied im Leben anderer Menschen machen! Um Ihnen Zeit zu sparen, haben Sie jetzt übrigens auch die Möglichkeit ganz einfach online bei www.medizin-fuer-alle.de zu spenden.

Sollten Sie irgendwelche Fragen haben, oder wenn Sie einfach mit uns sprechen wollen, so können Sie uns jederzeit telefonisch unter der Rufnummer +49 (0)30 2222-774 erreichen.

Wir danken Ihnen schon im Voraus für Ihre Unterstützung.

Mit freundlichen Grüßen

Walter Fritsche
Vorsitzender
Medizin für alle e.V.
Am Köllnischen Park 1
10179 Berlin
Germany

Presentational Writing: Opinion/Position Essay (Suggested time—15 minutes)

Directions: Read the following question and use the space provided to write an essay on the topic given.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

„Die nächste Rechnung geht aufs Dach! Solaranlagen sind die Zukunft!“

In Deutschland setzen viele Leute immer mehr auf Solarenergie, wobei es auch einige kritische Stimmen gibt. Wie stehen Sie zu dem Thema? Würden Sie eine Solaranlage auf Ihrem Dach installieren?

- Äußern Sie Ihre Meinung und begründen Sie sie.
- Nennen Sie mindestens ein Beispiel, das Ihre Meinung unterstützt.

Presentational Writing: Integrated Skills

(Suggested time—20 minutes)

Reading: 5 minutes

Writing: 15 minutes)

Directions: Based on the information in the passage, complete the following task.

Write your response in the space provided.

Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

Tierliebe

Letzte Woche meinte meine Frau plötzlich, wir sollten uns einen Hund anschaffen. Weil sie sonst eine eher vernünftige Person ist, wollte ich genauer darüber nachdenken, warum sie von dieser aberwitzigen Idee besessen wird.

Ich setze erst mal voraus, dass sie all die praktischen Einwände gegen ein Haustier schon mitbedacht hat, die doch auf der Hand liegen: die Wohnung zu klein, unsere Zeit zu begrenzt, die Kosten nicht unbeträchtlich, der Urlaub schwer zu planen. All das hat sie nicht von der Idee eines Haustiers abgehalten. Sie ist damit nicht allein: nach den letzten Studien sind die Deutschen insgesamt leidenschaftliche Tierhalter. Im Jahr 2014 wuchs die Zahl der Haushalte, in denen es

mindestens ein Tier gibt, um nochmals 1,3%. Etwa 30 Millionen Deutsche haben demnach ein Haustier.

Ich kann, wie angedeutet, diese Faszination nicht nachvollziehen. Für mich ist sie eher eine Fehleinschätzung. Der Drang, sich mit Tieren zu umgeben, ist vor allem ein Überbleibsel aus einer vorindustriellen Zeit, einer Zeit, in der die Mehrzahl von uns als Bauern tagtäglich mit Tieren zu tun hatten, als wir Seite an Seite mit Pferden, Kühen, und Hunden das Nötige erwirtschafteten, und als Katzen unsere Umgebung von fressgierigen und krankheitstragenden Mäusen und Ratten frei hielten. Da hatte es noch eine Gemeinschaft zwischen Menschen und Tieren gegeben, die eine reale Basis besaß.

Wenn wir jetzt, im Computerzeitalter, den Wunsch spüren, in unserem Wohnraum eine Katze oder einen Hund zu beherbergen, so muss es um etwas anderes gehen. Es gibt keine praktischen Gründe mehr, es bleiben nur noch psychologische, und darunter durchaus fragwürdige. Tierhalter verweisen zum Beispiel gerne auf die Zuneigung und die Bestätigung, die sie von ihrem „Waldi“ oder ihrer „Mieze“ bekommen. Das sagt leider sehr viel über uns moderne Menschen aus: allzuoft geht die zwischenmenschliche Wärme verloren, wir lassen es an äußeren Zeichen der Zuneigung zu unseren Mitmenschen fehlen. Doch soll man deswegen eine Katze oder einen Hund mit in das Elend einsperren? Haustiere, die aus diesem Grund gehalten werden, sind für uns bloß ein Objekt, eine humantherapeutische Maßnahme.

Diese Instrumentalisierung der Tiere ist zweifach schädlich. Einerseits reduziert sie den Wert der Tiere auf ihre Funktion für uns. Das Tier wird nur deswegen und solange gehalten, dass es uns „gefällt“, oder uns mit unseren Problemen hilft. Tut es das nicht, so kann es ausgesetzt, weggegeben, oder abgeschoben werden. Die Tierheime sind voll solcher Fälle. Andererseits ist die Tierhalterei auch uns persönlich schädlich, indem sie quasi als „Pflaster“ auf der Wunde unserer Gesellschaft funktioniert. Fühlst du dich benachteiligt, ausgeschlossen, ausgebeutet? Kauf dir einen Hund. Wirst du bei der Arbeit unterbezahlt? Besprich es mit deinem Goldfisch. Die Haustier-Therapie lenkt uns ab, tröstet uns und verschleiert am Ende gerade die Zusammenhänge, die geändert werden müssen.

WRITING TASK

Erklären Sie anhand des Textes, welchen Standpunkt der Autor in Bezug auf das Thema Haustiere vertritt.

Section 4 is designed to measure how well you can express yourself in spoken German.

Section 4: Speaking
Speaking Section Directions

The Speaking section includes three tasks that measure different aspects of your speaking ability. This section lasts approximately 15 minutes.

For each task you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each task according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).

Presentational Speaking: Integrated Skills
(Approximate time—5 minutes)

Directions: You will be asked to speak on a topic related to the passage you have already read.

First, you will have 15 seconds to read these directions, and then you will hear the topic and the requirements for your response. You will have 3 minutes to review the passage and prepare your response. Then you will have 2 minutes to record your response.

A tone will indicate when you should begin speaking.

Tierliebe

Letzte Woche meinte meine Frau plötzlich, wir sollten uns einen Hund anschaffen. Weil sie sonst eine eher vernünftige Person ist, wollte ich genauer darüber nachdenken, warum sie von dieser aberwitzigen Idee besessen wird.

Ich setze erst mal voraus, dass sie all die praktischen Einwände gegen ein Haustier schon mitbedacht hat, die doch auf der Hand liegen: die Wohnung zu klein, unsere Zeit zu begrenzt, die Kosten nicht unbeträchtlich, der Urlaub schwer zu planen. All das hat sie nicht von der Idee eines Haustiers abgehalten. Sie ist damit nicht allein: nach den letzten Studien sind die Deutschen insgesamt leidenschaftliche Tierhalter. Im Jahr

2014 wuchs die Zahl der Haushalte, in denen es mindestens ein Tier gibt, um nochmals 1,3%. Etwa 30 Millionen Deutsche haben demnach ein Haustier.

Ich kann, wie angedeutet, diese Faszination nicht nachvollziehen. Für mich ist sie eher eine Fehleinschätzung. Der Drang, sich mit Tieren zu umgeben, ist vor allem ein Überbleibsel aus einer vorindustriellen Zeit, einer Zeit, in der die Mehrzahl von uns als Bauern tagtäglich mit Tieren zu tun hatten, als wir Seite an Seite mit Pferden, Kühen, und Hunden das Nötige erwirtschafteten, und als Katzen unsere Umgebung von fressgierigen und krankheitstragenden Mäusen und Ratten frei hielten. Da hatte es noch eine Gemeinschaft zwischen Menschen und Tieren gegeben, die eine reale Basis besaß.

Wenn wir jetzt, im Computerzeitalter, den Wunsch spüren, in unserem Wohnraum eine Katze oder einen Hund zu beherbergen, so muss es um etwas anderes gehen. Es gibt keine praktischen Gründe mehr, es bleiben nur noch psychologische, und darunter durchaus fragwürdige. Tierhalter verweisen zum Beispiel gerne auf die Zuneigung und die Bestätigung, die sie von ihrem „Waldi“ oder ihrer „Mieze“ bekommen. Das sagt leider sehr viel über uns moderne Menschen aus: allzuoft geht die zwischenmenschliche Wärme verloren, wir lassen es an äußeren Zeichen der Zuneigung zu unseren Mitmenschen fehlen. Doch soll man deswegen eine Katze oder einen Hund mit in das Elend einsperren? Haustiere, die aus diesem Grund gehalten werden, sind für uns bloß ein Objekt, eine humantherapeutische Maßnahme.

Diese Instrumentalisierung der Tiere ist zweifach schädlich. Einerseits reduziert sie den Wert der Tiere auf ihre Funktion für uns. Das Tier wird nur deswegen und solange gehalten, dass es uns „gefällt“, oder uns mit unseren Problemen hilft. Tut es das nicht, so kann es ausgesetzt, weggegeben, oder abgeschoben werden. Die Tierheime sind voll solcher Fälle. Andererseits ist die Tierhalterei auch uns persönlich schädlich, indem sie quasi als „Pflaster“ auf der Wunde unserer Gesellschaft funktioniert. Fühlst du dich benachteiligt, ausgeschlossen, ausgebeutet? Kauf dir einen Hund. Wirst du bei der Arbeit unterbezahlt? Besprich es mit deinem Goldfisch. Die Haustier-Therapie lenkt uns ab, tröstet uns und verschleiert am Ende gerade die Zusammenhänge, die geändert werden müssen.

SPEAKING TASK

Now read the scenario. (On the exam, you will also hear the scenario.)

Stellen Sie sich vor, ein Freund von Ihnen lebt allein und möchte sich deswegen eine Katze anschaffen. Geben Sie ihm aufgrund der Meinung in diesem Text einen Rat.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

(Approximate time—5 minutes)

Directions: You will be asked to give an oral presentation on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation.

You will have 2 minutes to prepare your response. Then you will have 2 minutes to record your response.

A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

Der Besitz eines Handys ist heute die Norm. Manche Leute sind der Meinung, dass kleine Kinder noch kein Handy brauchen. Ab welchem Alter macht es Sinn, ein Handy zu besitzen?

- **Äußern Sie Ihre Meinung und begründen Sie sie.**
- **Nennen Sie konkrete Beispiele, die Ihre Meinung unterstützen.**

Interpersonal Speaking: Simulated Conversation

(Approximate time—5 minutes)

Directions: You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and as

appropriately as possible.

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro, um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

Frau Maier: Begrüßt Sie und stellt eine Frage.

Sie: Grüßen Sie und machen Sie einen Vorschlag.

Frau Maier: Stellt Ihnen eine weitere Frage.

Sie: Verneinen Sie und begründen Sie Ihre Wahl.

Frau Maier: Antwortet Ihnen und macht einen Vorschlag.

Sie: Machen Sie einen anderen Vorschlag.

Frau Maier: Gibt Ihnen einen Rat.

Sie: Stimmen Sie zu.

Frau Maier: Verabschiedet sich.

Sie: Danken Sie und verabschieden Sie sich.

(Note: In the computer-delivered test, the responses will be numbered 3–7.)

Script for the simulated conversation

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro, um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

Frau Maier: Guten Morgen. Sie möchten also eine Reise buchen. Wissen Sie schon, wo es hingehen soll?

(25 seconds to respond)

Frau Maier: Waren Sie dort schon mal?

(25 seconds to respond)

Frau Maier: Hier sind einige Broschüren darüber. Blättern Sie einfach darin ein bisschen herum . . . und wenn Sie eine bessere Vorstellung haben, was Sie machen wollen, kommen Sie wieder und wir können weiterplanen—vielleicht nächsten Freitag?

(25 seconds to respond)

Frau Maier: Das klingt gut! Vielleicht haben Sie ja dann schon eine genauere Vorstellung, wo es hingehen soll und wann Sie reisen könnten. Es wäre hilfreich, wenn Sie sich ein paar Notizen machen würden.

(25 seconds to respond)

Frau Maier: Also bis zum nächsten Mal und viel Spaß bei der Lektüre.

(25 seconds to respond)

Answers to Sample Questions

Section 1

1. The correct answer is (A). The entire audio is devoted to explaining that supermarkets are carefully arranged to encourage customers to buy more products. This is a generic fact about how supermarkets are laid out, so (B) is not correct with its claim that customers are buying more because of an upcoming long weekend; the weekend is also not mentioned in the audio. Similarly, it is not stated that the size of the shopping cart (*Einkaufswagen*) has anything to do with customers' purchasing decisions (C). (D) is wrong because the audio actually states the opposite: customers are encouraged to buy products that are more, rather than less, expensive.
2. The correct answer is (C). The expert in the audio explains that the first section of the supermarket is carefully arranged to slow customers down so that they have more time to take in a series of attractive sights and smells of products and examine the products more closely. (A) is incorrect because the "braking zones" do not have anything to do with safety. (B) is incorrect because the expert explains that stores often design certain areas to have less room, which forces customers to slow down and look at products. (D) is incorrect because the expert explains that stores are designed first and foremost to sell products, not to provide their customers with relaxation in and of itself.
3. The correct answer is (D). The expert explains that supermarkets intentionally place cheaper products down lower on the shelves; since people tend to avoid bending down, the supermarkets are able to sell more expensive options that are at a more convenient height. (A) is incorrect because bulk, or economy-size, packages are not mentioned in the audio. (B) is incorrect because, while color is mentioned as an attractive feature of some products, the expert does not say that certain colors are identified with cheaper products. (C) is incorrect because the audio does not mention a combined sauce-plus-pasta product. It states that relatively expensive sauce is often positioned next to pasta in order to encourage customers to spend more money.
4. The correct answer is (B). The expert in the audio explains that supermarket music is carefully selected to feature music with a tempo that slows customers down by matching human beings' resting heart rate, about 72 beats per minute. (A) is incorrect because the music is not described as having a pulsating or exciting rhythm. (C) and (D) are both incorrect because the expert does not discuss the specific genre or the instrumentation of the store music.

5. The correct answer is (C). Many stores in German-speaking parts of Europe are closed on Sunday, so there is a natural desire on the part of many consumers to purchase everything they will need for the next several days on Saturday. (A) is incorrect because it is contradicted by the fact that many people are trying to do their shopping; if anything, there is more traffic near shops. (B) is incorrect because children do not have to go to school on Saturday in Germany. (D) is incorrect for several reasons; for one, parking near stores is not necessarily cheaper on high-volume Saturdays, and for another, many Germans would walk or use public transportation in order to do their shopping.

6. The correct answer is (B). The expert in the audio explains that supermarket music is carefully selected to feature music with a tempo that slows customers down by matching human beings' resting heart rate, about 72 beats per minute. (A) is incorrect because the music is not described as having a pulsating or exciting rhythm. (C) and (D) are both incorrect because the expert does not discuss the specific genre or the instrumentation of the store music.

Section 2

7. The correct answer is (D). Since there is a quote from a poem suggesting that sauerkraut was first made in Germany, and eastern and western Europe are also mentioned, this question requires the reader to read carefully; however, the text goes on to say that sauerkraut probably originally came to Europe from China.
8. The correct answer is (A). The most important aspect in the process of making sauerkraut is to take the small pieces of raw cabbage and firmly stamp them into a stone pot with salt. There should be no air between the layers. The text does not refer to stirring the pot (B) or to adding vinegar (C), since only salt is added; only raw white cabbage should be used, not cooked cabbage (D).
9. The correct answer is (B) because sauerkraut keeps well. The text says that sauerkraut used to play an important role as a vegetable in the winter, so (A) is not correct. The text does not say that sauerkraut is rich in calories (C), and it clearly states that it takes four to six weeks to make sauerkraut, so (D) is not correct.
10. The correct answer is (D). The text states at the end that less sauerkraut is eaten today. The text does not say that sauerkraut is eaten primarily by older people (A) or that the cosmetic industry makes use of sauerkraut in lotions (B). (C) is wrong, because many new followers of sauerkraut believe that eating sauerkraut has beautifying effects on the body.

11. The correct answer is (D) because *Bratwurst* (D) is typically served with sauerkraut. (A) *Rinderbraten* (roast beef) usually comes with *Rotkohl* (cooked sweet and sour red cabbage); *gegrilltes Hähnchen* (B) and *Wiener Schnitzel* (C) are usually served with french fries and a mixed salad.

12. The correct answer is (C) because the noun phrase that follows the preposition *in* is clearly plural (Regionen); moreover, it is paired with an unpreceded adjective whose form would agree only with a plural noun that is also in the dative case. Although the preposition *in* can also take the accusative case (D), the form of the adjective eliminates this possibility. (A) and (B) are incorrect because the preposition *in* cannot take these cases, and the form of the adjective is additionally inconsistent with them.

13. The correct answer is (B). The sign resembles a pretzel and is used for a bakery. Although there is a crown above it, it has nothing to do with a jewelry store (A). Even though pretzels can be sold by a butcher (C), or a brewery (D), it is not their main merchandise. They would traditionally display different signs.

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING –
Response to E-Mail, Memo, or Letter AND Opinion/Position Essay**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Some errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure), but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING –
Integrated Skills**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective • Clearly demonstrates a high degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Some errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure), but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined • Demonstrates a low degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective • Demonstrates a poor degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –
Integrated Skills**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective • Clearly demonstrates a high degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined • Demonstrates a low degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective • Demonstrates a poor degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references included)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –
Presentational Speaking (Express an Opinion or Make an Oral Presentation)**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; well developed treatment of the topic • All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> • Demonstrates a mid-high or high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well-defined 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well-defined 	<ul style="list-style-type: none"> • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> • Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references included)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –
Simulated Conversation**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task • Responds fully to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a mid-high or high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task • Responds to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate to the topic and include most elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors, such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized responses with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes some parts of the task • Responds to most parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate moderately to the topic and include some elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task • Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate minimally to the topic and include few elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references included)

Constructed-Response Sample Responses for Score of 3

Interpersonal Writing: Response to an E-mail, Memo or Letter

Candidate Sample:

Sehr geehrter Herr Fritsche,
vielen Dank für die E-Mail.

Es tut mir Leid, aber ich kann dieses Jahr keine Spende machen. Die Wahrheit ist, meine Eltern haben immer diese Spende in meinem Namen gemacht, denn meine Mutter mag die Organisation "Medizin für alle" sehr viel. Aber jetzt sagen meine Eltern, ich bin alt genug, dass ich selbst für meine Spenden zahlen kann. Ich habe aber keinen Job, und daher ich habe leider auch kein Geld für Spenden. Tut mit Leid.

Mit freundlichen Grüßen

Peter Jäger

Score of 3

Response to the E-mail

This e-mail displays interpersonal writing skills at a high level. It fully addresses and completes the task by responding to the totality of the sender's e-mail with a number of points that are both relevant and conveyed in an effective manner. Although a few minor shortcomings may be present, the e-mail is a well-organized, coherent response that demonstrates solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall, the response therefore earned a score of 3.

Presentational Writing: Opinion/Position Essay

Candidate sample:

Viele Leute denken, "Solaranlagen sind die Zukunft!" Viele Deutschen kaufen Solarpaneele und setzen sie aufs Dach. Sie wollen nicht so viel Geld für Strom bezahlen. Die Energie von Solaranlagen kommt von der Sonne, und das Sonnenlicht kostet kein Geld.

Es gibt aber auch Leute mit kritische Stimmen. Sie sagen, dass die Solaranlagen nur viel Energie

machen, wenn die Sonne scheint. Wenn die Sonne nicht scheint, machen sie keine Energie. Die Solarpaneele sind auch teuer zu kaufen. Zum Beispiel, die Studenten in meinem Studentenheim wollen Solaranlagen aufs Dach setzen, aber meine Uni hat gesagt, dass die Solarpaneele kosten zu viel. Wenn die Solarpaneele alt sind, muss sie Neue kaufen, und das ist teuer.

Ich bin der Meinung, dass Solarenergie gut ist. Das ist frei von der Natur! Letzten Sommer war ich für zwei Wochen in Deutschland und ich habe viele Solarpaneele gesehen. Zwischen dem Flughafen in München und Regensburg es gibt so viele Solaranlagen in dem Feld! Viele Häuser haben auch die Solaranlagen auf dem Dach. Viele Leute sagen, sie bekommen so viel Energie von die Solaranlagen, dass die Rechnung für Strom ist nicht so hoch.

Was auch wichtig ist: Es ist viel besser für die Umwelt! All die Energie von der Sonne ist nicht Energie von Kohle oder Öl. Solarenergie ist besser für die Zukunft der Erde.

Score of 3

Response to the Presentational Writing: Opinion/Position Essay

This opinion essay displays presentational writing skills at a high level. It fully addresses and completes the task by setting out the author's position in a clear fashion and then supporting that position with an argument based on relevant statements and examples that are conveyed in an effective manner. Although a few minor shortcomings may be present, the opinion essay is a well-organized, coherent response that demonstrates solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall, the response therefore earned a score of 3.

Presentational Writing: Integrated Skills

Candidate sample:

Der Autor hat eine sehr schlechte Einstellung von Haustiere. Er hält es für keine gute Idee, ein Haustier zu haben.

Seine Frau will ein Haustier bekommen oder kaufen. Der Autor findet diese Idee "aberwitzig" und sagt, seine Frau ist von dieser Idee besessen. Der Autor nennt viele Gründe, warum er kein Haustier haben will. Seine Wohnung ist zu klein, er hat kein Zeit und es kostet zu viel. Wenn du

Urlaub machst, der Urlaub ist schwer zu planen. Was machst du dann mit dem Hund? Das war früher anders. Da hatte der Hund einen Job, aber jetzt, der Hund ist nur Unterhaltung für uns.

Der Autor benutzt auch andere negative Argumente. Er sagt, diese Faszination mit Haustieren ist eine Fehleinschätzung. Das heißt, man bekommt ein Haustier aus schlechte Gründe. Der Autor sagt, Leute wollen ein Haustier, weil sie haben keinen guten Kontakt mit anderen Leuten. Er meint, das ist ein Elend und die Katze oder der Hund muss mit uns im Elend leben. Zum Beispiel, der Autor sagt, wenn jemand Probleme hat auf der Arbeit, dann will er einen Goldfisch kaufen. Das ist aber nicht fair für den Goldfisch. Denn wenn wir fertig sind mit unsere Problemen, wir geben das Haustier oft weg. Viele Tierheime sind deswegen voll mit Haustiere, die niemand mehr will, und das ist nicht schön für die Tiere.

Score of 3

Response to the Presentational Writing— Integrated Skills

This integrated skills essay displays reading comprehension and presentational writing skills at a high level. It fully addresses and completes the task by constructing an exposition of the material in the passage that is clear and well-supported by a number of relevant statements and examples that are conveyed in an effective manner; this exposition summarizes the content of the passage with a high degree of accuracy. Although a few minor shortcomings may be present, the essay is a well-organized, coherent response that demonstrates solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall, the response therefore earned a score of 3.

Presentational Speaking: Integrated Skills

Candidate sample:

Was Josef? Du willst eine Katze haben? Ich weiß nicht, ob das die beste Idee ist.

Ich weiß, du bist allein, aber denk' an deine Freiheit! Wenn du eine Katze hast, du kannst keine lange Reisen machen. Du musst eine Person finden, wer kann die Katze besuchen und Essen geben. Du weißt, du fährst so oft nach Prag oder Berlin oder Hamburg. Das ist schwer mit eine Katze.

Es kostet auch viel für eine Katze. Es gibt das Essen, das Katzenklo, Spielzeugen. Ja, du musst auch mit die Katze spielen! Du hast kein Geld. Du hast BAFöG aber das ist genug für die Wohnung und dein Essen, nicht Katzenessen.

Und eine Katze braucht Platz. Du wohnst in diese Einzimmerwohnung. Wo werde die Katze schlafen? Mit dir ins Bett. O Gott nein!

Ich denke, vielleicht willst du jetzt ein Haustier haben, weil du bist allein. Geh aus! Du lernst und lernst für deine Kurse. Mach eine Pause und geh ins Klub. Du kannst eine Freundin finden. Vielleicht sie mag Katzen aber vielleicht nicht! Oder sie hat eine Allergie. Dann du musst die Katze weggeben.

Ja, das ist ein großes Problem in Deutschland. Katzen wohnen auf der Straße oder die Tierheime sind voll von die Katzen, die man hat wegegeben.

Score of 3

Response to the Presentational Speaking— Integrated Skills

This integrated skills speaking response displays reading comprehension and presentational speaking skills at a high level. It fully addresses and completes the task by conveying the material of the passage in a way that is accurate, clear, and well-supported by a number of relevant statements and examples that are conveyed in an effective manner. Although a few minor shortcomings may be present, the presentation is a well-organized, coherent response that demonstrates solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall, the response therefore earned a score of 3.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

good pronunciation, a high level of fluency, and an appropriate register. Overall, the response therefore earned a score of 3.

Candidate sample:

Ein Handy haben, das ist heute eine Norm. Im Einkaufszentrum, im Bus, im Flughafen: alle Leute haben ein Handy. Sie texten, sie telefonieren, sie kaufen viele Dinge auf Amazon.com! Aber die Frage ist: brauchen die kleine Kinder ein Handy? Was ist das beste Alter für ein Kind?

Meine Meinung ist, dass sehr kleine Kinder brauchen kein Handy. Die Eltern fahren die Kinder zur Schule und sie fahren die Kinder nach Hause. Warum brauchen diese Kinder ein Handy? Wenn es gibt Probleme in die Schule, die Sekretärin kann Mama und Papa anrufen. Kleine Kinder verlieren so viele Dinge! Ich habe einen Bruder, David. Er weiß nicht, wo seine Spielzeuge sind. Er verliert seine Lieblingsbücher auch! Handys kosten zu viel zu verlieren.

Ich finde, ein Kind, das 11 oder 12 ist, ist alt genug für ein Handy. In der 6. Klasse die Kinder beginnen mit Aktivitäten nach der Schule. Die Eltern wissen nicht immer, wo sind die Kinder. Die Eltern wollen die Kinder mit Fragen kontaktieren. Wann ist Fußball-Training fertig? Um wie viel Uhr endet Drama-Klub?

Kinder in der 6. oder 7. Klasse kann Dinge verlieren aber sie sind viel besser als die kleine Kinder. Das große Problem mit Handys und Kinder: sollen sie auf das Internet kommen? Es gibt viele Probleme mit soziale Medien. Wenn Kinder posten dumme Fotos auf SnapChat, sie können viele Probleme haben. Die Eltern und die Lehrer müssen mit die Kinder sprechen.

Score of 3

Response to the Presentational Speaking: Express an Opinion or Make an Oral Presentation

This opinion response displays presentational speaking skills at a high level. It fully addresses and completes the task in the prompt by setting out the speaker's position in a clear fashion and then supporting that position with an argument based on relevant statements and examples that are conveyed in an effective manner. Although a few minor shortcomings may be present, the presentation is a well-organized, coherent response that demonstrates solid control of a variety of structures, varied vocabulary, very

Interpersonal Speaking: Simulated Conversation

Candidate sample:

Frau Maier: Begrüßt Sie und stellt eine Frage.	Guten Morgen. Sie möchten also eine Reise buchen. Wissen Sie schon, wo es hingehen soll?
Sie: Grüßen Sie und machen Sie einen Vorschlag.	Guten Tag, Frau Meier. Wie geht's? Ja, ich habe viel Zeit in dem Sommer und ich möchte vier Wochen reisen. Ich will im Juni reisen oder Juli. Ich interessiere mich für Deutschland und Österreich. Und vielleicht Schweiz. Vielleicht es gibt Studenten-Preise?
Frau Maier: Stellt Ihnen eine weitere Frage.	Waren Sie dort schon mal?
Sie: Verneinen Sie und begründen Sie Ihre Wahl.	Nein! Ich war noch nie dort in meinem Leben. In der Schule ich habe Spanisch gelernt. Ich bin mit meiner Klasse nach Puerto Rico gefahren. Dann habe ich an der Uni Deutsch gemacht aber ich habe keine Chance gehabt, nach Deutschland oder Österreich zu fahren. So ich will gehen!
Frau Maier: Antwortet Ihnen und macht einen Vorschlag.	Hier sind einige Broschüren darüber. Blättern Sie einfach darin ein bisschen herum . . . und wenn Sie eine bessere Vorstellung haben, was Sie machen wollen, kommen Sie wieder und wir können weiterplanen— vielleicht nächsten Freitag?
Sie: Machen Sie einen anderen Vorschlag.	Ja, okay, ich kann alles lesen. Vielleicht werde ich ein anderes Land finden. Äh, aber Freitag ist schlecht. Ich muss nach der Uni zu meiner Mutter fahren. Sie braucht meine Hilfe. Aber Donnerstag ist sehr gut. Ich habe einen Job in der Bibliothek aber ich muss nicht arbeiten am Donnerstag.
Frau Maier: Gibt Ihnen einen Rat.	Das klingt gut! Vielleicht haben Sie ja dann schon eine genauere Vorstellung, wo es hingehen soll und wann Sie reisen könnten. Es wäre hilfreich, wenn Sie sich ein paar Notizen machen würden.
Sie: Stimmen Sie zu.	Ja, ich mache Notizen. Ich habe auch ein Spreadsheet auf meinem Laptop mit Ideen. Ich habe die Städte geschrieben mit Fakten. Aber ich kann viel mehr lernen über die Städte.
Frau Maier: Verabschiedet sich.	Also bis zum nächsten Mal und viel Spaß bei der Lektüre.
Sie: Danken Sie und verabschieden Sie sich.	Danke Frau Meier. Das ist eine große Hilfe. Haben Sie eine Visitenkarte? Ich kann Sie anrufen mit Fragen, wenn das ok ist? Auf Wiedersehen.

Score of 3

Response to the Simulated Conversation

This set of responses in the simulated conversation displays interpersonal speaking skills at a high level. Taken as a whole, these replies fully address and complete the task by responding to the totality of the interlocutor's utterances with a number of points that are both relevant and conveyed in an effective manner. Although a few minor shortcomings may be present, the conversation is a coherent response that demonstrates solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall, the response therefore earned a score of 3.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 51.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 44 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 44, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 18.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)

Test Date: 9/15/21

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	7/15/21	7/21/21
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	7/17/21	7/17/21
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	7/20/21	7/21/21
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	7/25/21	7/26/21
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	7/25/21	7/27/21
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	8/1/21	8/1/21
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	8/1/21	8/1/21

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
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	8/1/21	8/1/21
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	8/1/21	8/1/21
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/21	8/8/21
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/21	8/17/21
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	8/22/21	8/24/21
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	8/24/21	8/24/21
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	8/27/21	8/27/21
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/21	8/30/21
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/21	8/31/21
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/21	9/4/21
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/21	9/6/21

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

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

7. Check on Testing Accommodations

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

What if English is not my primary language?

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

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

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

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

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

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

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

8. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

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

9. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

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

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

Put your scores in perspective

Your score report indicates:

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

If you have taken the same test or other *Praxis* tests 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 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 the *Praxis* Subject Assessment tests for professional licensing.

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

*[*ETS Standards for Quality and Fairness*](#) (2014, Princeton, N.J.) 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, D.C.).

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:

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