

The *Praxis*®
Study Companion

**Spanish:
World Language
(5195)**



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.

Table of Contents

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

| | |
|--|-----------|
| 1. Learn About Your Test | 5 |
| <i>Learn about the specific test you will be taking</i> | |
| 2. Understanding Question Types | 12 |
| <i>Become comfortable with the types of questions you'll find on the Praxis tests</i> | |
| 3. Practice with Sample Test Questions | 14 |
| <i>Answer practice questions and find explanations for correct answers</i> | |
| 4. Determine Your Strategy for Success | 39 |
| <i>Set clear goals and deadlines so your test preparation is focused and efficient</i> | |
| 5. Develop Your Study Plan | 42 |
| <i>Develop a personalized study plan and schedule</i> | |
| 6. Review Smart Tips for Success | 46 |
| <i>Follow test-taking tips developed by experts</i> | |
| 7. Check on Testing Accommodations | 48 |
| <i>See if you qualify for accommodations to take the Praxis test</i> | |
| 8. Do Your Best on Test Day | 49 |
| <i>Get ready for test day so you will be calm and confident</i> | |
| 9. Understand Your Scores | 51 |
| <i>Understand how tests are scored and how to interpret your test scores</i> | |
| Appendix: Other Questions You May Have | 53 |

1. Learn About Your Test

Learn about the specific test you will be taking

Spanish: World Language (5195)

| Test at a Glance | | | |
|----------------------------|---|--|--|
| Test Name | Spanish: World Language | | |
| Test Code | 5195 | | |
| Time | Approximately 3 hours, including the Listening with Cultural Knowledge Practice and the optional Writing 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 with Cultural Knowledge Practice (not scored); 6 selected-response questions (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 optional practice constructed-response exercise using the built-in character toolbar (5 minutes)</p> <p>Section 3. Writing, with 3 constructed-response tasks (50 minutes)</p> <p>Section 4. Speaking, with 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 written responses (constructed response)</p> <p>3 spoken responses (constructed response)</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 Spanish in grades K through 12. Because programs in teaching Spanish 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 Spanish and are based on various genres of authentic material, whether written or in audio format, from various Spanish-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. Prior to 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 prior to the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in Spanish.

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 (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)**

The beginning Spanish 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 tense
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 Spanish 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 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 verb structures and verb tenses, 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. Comparing the target language with English

The beginning Spanish 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 in the target language with those of English

Discussion questions: Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons

- What strategies should be used when interpreting implicit meaning in a listening or reading stimulus in a given context?
- What criteria determine the use of appropriate register in interpersonal speaking and writing communication?
- How can one familiarize oneself with regional linguistic variations often encountered in authentic documents?
- What strategies could be implemented to master the use of vocabulary, idiomatic expressions, and grammatical structures (i.e., verb tenses, pronouns, adjectives, adverbs, etc.) of the target language?

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 Spanish 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 culture

Discussion questions: Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts

- What are some important cultural aspects (i.e., social, cultural, artistic, etc.) that help inform one’s understanding of the target culture?

Cultural Knowledge Topics

Lifestyles and Societies

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

- Contemporary lifestyles
- Food and beverages representative of the Hispanic cultures
- Social behaviors and customs (e.g., *quinceañeras*, salutations, etc.)
- Commonly celebrated religious and public holidays
- Family relationships
- Education

Sociolinguistic Elements of Spanish

These questions test your knowledge and understanding of appropriate language and expressions. They may require you to make inferences regarding social situations or the audience addressed by a selection, based on linguistic cues in that selection.

- Customary usage of certain words or expressions to indicate register, such as the use of *usted* as opposed to *tú*
- Idiomatic expressions and common sayings

Literature and the Arts

For these questions, you should acquaint yourself with the most commonly known works, authors, and artistic trends in all Spanish-speaking countries:

- Major trends, periods, and movements in Spanish, Latin American, and United States. Hispanic literature. Examples: the Spanish Golden Age, the *Generación del 27*, *el Modernismo*, *el boom latinoamericano*, Chicano literature.
- Significant figures, works, and trends in the plastic arts (painting and sculpture). Examples: Velázquez, Goya, Picasso, Frida Kahlo, Botero.
- Architecture in Spain and Latin America. Examples: Arab, Gothic and Baroque architecture, pre-Columbian architecture, colonial architecture.
- Music and Dance. Examples: the works of Manuel de Falla, flamenco, typical instruments such as the guitar, dances such as the tango and the cumbia.

History

In these questions, your knowledge of basic historical facts and background of Spain and Spanish-speaking countries and regions will be tested.

- Pre-Columbian civilizations
- Jewish, Muslim, and Christian civilizations in Spain
- Exploration of the New World
- Most important events and principal historic figures of Spain and other Spanish-speaking countries
- Contemporary world politics and economics as they relate to Spain and other Spanish-speaking countries and regions (e.g., trade agreements)

Geography

Sometimes a culture question may involve locating Spanish-speaking countries or regions or identifying major geographical features such as major cities, rivers, or mountains in

- Europe
- North America
- Central America and the Caribbean
- South America
- Spanish-speaking areas within the United States

Once again, test takers are reminded that these are simply lists of possible topics, events, and areas that may appear in the Cultural Knowledge part of the test.

Linguistic Knowledge

One of the group of six questions based on each Listening or Reading selection may test your linguistic knowledge. Questions related to linguistic knowledge include grammar, syntax, use of register, or pronunciation using a citation from the selection. You will not find the answer to these questions directly in the selections, but will need to rely on your knowledge of the Spanish 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 Spanish grammar and language use.

- Understanding the rules of Spanish-language phonology and phonetics
- Recognizing basic regional differences in the Spanish language
- Understanding aspects of Spanish grammar such as syntax, major verb tenses and moods
- Understanding high-frequency idiomatic expressions

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

- Use of nouns, adjectives, adverbs, and articles (e.g., gender and number agreement with nouns, possessive and demonstrative adjectives, definite and indefinite articles, including use with dates, seasons, and time)
- Use of the positive, comparative, and superlative forms of adjectives and adverbs
- Use of indefinite and negative expressions

- Use of prepositions
- Use of pronouns (e.g., demonstrative, possessive, direct and indirect object, reflexive)
- Use of the auxiliary verb *haber* + the past participle
- Use of regular and irregular verbs in all tenses and moods

Test Sections

The Listening Practice section, Section 1 (Listening), and Section 4 (Speaking) are recorded. For Section 4, you must answer the questions when instructed to do so on the recording. Descriptions of the test sections are provided below.

Listening Practice Section - Interpretive Mode: Listening with Cultural Knowledge

This section allows you to listen to an audio selection in Spanish 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 Mode: 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 Spanish. 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.

Section 2 - Interpretive Mode: 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 Spanish. 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.

Cultural Knowledge

- The culture questions are in Spanish and are part of Section 1 (Listening) and Section 2 (Reading).
- Questions focus on connections among the perspectives of the target culture and its practices and products.

Section 3 - Interpersonal and Presentational Writing

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

Type your answers in Spanish in the space provided. For Spanish-specific characters (e.g., ñ, é, í, ¿, 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 Spanish 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 1.8_66 installed on your computer. If you do not have Java Runtime Environment version 1.8_66, 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 1.8_66. 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 1.8_66, 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 Spanish 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

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**.

Presentational Writing: Opinion/Position Essay

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**.

Presentational Writing: Integrated Skills

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**.

Section 4 - Presentational and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. 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 Spanish 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 **only** on the scratch paper that will be provided. These notes will not be used in evaluating your responses.

Presentational Speaking: Integrated Skills

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.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

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.

Interpersonal Speaking: Simulated Conversation

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.

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 Spanish and the cultures of Spanish-speaking countries.

You will listen to several selections in Spanish. 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.

Script:

Las preguntas 1-6 están basadas en la siguiente informe

Narrator: Escuche este informe sobre el nopal.
Reporter: Desde la época de los aztecas el nopal, este espinoso cactus en forma de raqueta, es uno de los protagonistas de la cultura mexicana, su gastronomía e incluso su medicina. Ahora se perfila como generador de energía eléctrica. Desde mayo un proyecto piloto en Milpa

Alta, al sur de la Ciudad de México, transforma en energía los residuos provenientes de la cáscara y las espinas.

Man 1: Es la parte del desecho que se está utilizando ya para que con las bacterias empiece a hacer la transformación de lo que va a ser el biogás, de lo que va a ser el mejorador de suelos, y la reutilización del agua residual.

Reporter: Milpa Alta es uno de los mayores productores de nopal con 200.000 toneladas al año y diariamente produce hasta 10 toneladas de desechos. En el biodigestor, financiado por el gobierno capitalino, los residuos se trituran y mezclan con un inóculo de varias bacterias y tras una digestión anaerobia a 55°C, sale el lodo y el biogás. En noviembre esperan producir poco más de una tonelada de lodo y 170 m³ de biogás, suficiente para encender 9.600 focos ahorradores.

Man 2: La visión a futuro... bueno, nosotros como Secretaría es buscar que este tipo de proyectos se repliquen en otros mercados o en otros sitios de disposición de recursos.

Reporter: El nopal, cuyo interior es una pulpa babosa, es la base en México para preparar sopas, ensaladas, asados, mermeladas y hasta golosinas. También se hacen medicinas contra la hipertensión y problemas intestinales, geles cutáneos y jugos dietéticos.

NARRATOR: Now you will have 60 seconds to preview the questions you will need to answer.

(60 seconds)

NARRATOR: Now listen again.

[ENTIRE REPORT IS REPEATED]

NARRATOR: Now answer questions 1–6.
(2 minutes)

1. Según el informe, para qué se está usando el nopal en el proyecto mencionado?
 - (A) Para purificar el aire
 - (B) Para generar electricidad
 - (C) Para producir comida para animales
 - (D) Para transformar los bosques del país

2. Según el informe, ¿qué parte del nopal se usa para el proyecto?
 - (A) Las raíces
 - (B) La pulpa
 - (C) La cascara
 - (D) Las semillas

3. Según uno de los participantes, ¿qué se espera del proyecto en el futuro?
 - (A) Que sea subvencionado por la Ciudad de México
 - (B) Que se siga su ejemplo en otros lugares
 - (C) Que sea rentable dentro de unos años
 - (D) Que se venda el producto a nivel internacional

4. ¿Qué otra utilidad del nopal se menciona en el informe?
 - (A) Su uso en la construcción
 - (B) Su rol en la ganadería
 - (C) Su valor para la perfumería
 - (D) Su importancia en la cocina

5. Según el informe y sus conocimientos culturales, ¿qué se puede afirmar del nopal??
 - (A) Es un producto muy apreciado en el mundo de la moda.
 - (B) Es una planta clave en la cultura mexicana.
 - (C) Es una fuente excelente de colorantes naturales.
 - (D) Es una hortaliza con un precio prohibitivo en México.

6. En la frase “de lo que va a ser el mejorador de suelos”, la forma verbal “va a ser” se puede sustituir sin cambiar su significado por
 - (A) fuera
 - (B) sería
 - (C) fue
 - (D) será

Section 2: Reading with Cultural Knowledge

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

You will read several selections in Spanish. 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 Marked column shows all of the questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

Las preguntas 7-12 están basadas en el siguiente artículo sobre el misterio de las pinturas negras.

Perú: el misterio de las pinturas negras descubiertas en Machu Picchu

Por lo pronto ofrecen más preguntas que respuestas. El hallazgo de unas pinturas rupestres inéditas en las proximidades de la ciudadela de Machu Picchu significa un nuevo desafío para los arqueólogos del Ministerio de Cultura de Perú.

Las pinturas fueron descubiertas hace un par de meses por el equipo multidisciplinario de investigaciones que trabaja en el lugar en búsqueda de nuevos elementos que permitan entender más sobre la ciudadela inca erigida a 2.400 metros sobre el nivel del mar.

“La novedad es que la pintura está cerca del monumento y el hecho de que está hecha en color negro”, dijo a BBC Mundo Fernando Astete, director del parque arqueológico nacional de Machu Picchu.

El experto explicó que en el pasado ya se habían encontrado en el parque petroglifos y pinturas rupestres en unos 20 sitios distintos, pero que esta es la primera vez que descubren unas imágenes tan cerca de la ciudadela.

“Fueron halladas en el camino principal de acceso hacia allí, en un lugar conocido como Pachamama, en el camino del inca que va de Intipunco a Machu Picchu, a unos 10 minutos del monumento”, agregó.

Indicó que hasta ahora, las pinturas que habían encontrado en el parque de Machu Picchu eran de color ocre, más amarillento o más naranja, “que es bastante profuso en la iconografía inca”.

Sin embargo, esta es la primera vez que encuentran imágenes hechas en color negro.

“En la pintura se ve una silueta humana, un camélido y algunos otros elementos que aún están por definir. Están todos pintados en color negro. Más o menos de unos 15 centímetros”, dijo.

Aunque este descubrimiento ha generado multitud de especulaciones sobre si se trata de imágenes preincaicas o si puede modificar lo que se cree sobre Machu Picchu, Astete se mostró cauteloso y prefirió no adelantar ningún tipo de opinión.

“No podemos aún determinar si son más antiguas. En arqueología trabajamos por asociación. Machu Picchu es un recinto inca, las tumbas que han sido encontradas allí son incas, entonces consideramos que las pinturas también pueden ser incas, pero hay que concluir las investigaciones para determinar su antigüedad”, apunta.

El misterio de las pinturas negras de Machu Picchu tendrá que esperar aún un tiempo antes de ofrecer sus respuestas.

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7. Según el artículo, ¿qué se puede afirmar de las pinturas descubiertas?
 - (A) Que su descubrimiento ocurrió por casualidad
 - (B) Que se descubrieron junto con unas joyas
 - (C) Que suponen un desafío para los arqueólogos
 - (D) Que son las primeras pinturas descubiertas en el lugar

8. Según el artículo, ¿qué es extraordinario sobre las pinturas halladas?
 - (A) Su coloración
 - (B) Su iconografía
 - (C) Su textura
 - (D) Su tamaño

9. ¿Qué están intentado determinar los expertos?
 - (A) La autenticidad de las pinturas
 - (B) La propiedad de las pinturas
 - (C) El valor monetario de las pinturas
 - (D) El periodo al que pertenecen las pinturas

10. Según el artículo, ¿cuál de las siguientes descripciones explica mejor la manera de trabajar de los arqueólogos involucrados en esta investigación?
- (A) Cooperan con equipos de arqueólogos internacionales.
 - (B) Clasifican los objetos para transportarlos a museos.
 - (C) Analizan sistemáticamente los objetos en el laboratorio.
 - (D) Examinan el lugar con cuidado para llegar a conclusiones.
11. Según el artículo y sus conocimientos culturales, Machu Picchu es
- (A) un parque natural metropolitano
 - (B) un importante bosque sagrado
 - (C) una antigua ciudad inca
 - (D) una mina de oro abandonada
12. ¿Cuál es el significado del verbo “adelantar” en la oración “Astete se mostró cauteloso y prefirió no adelantar ningún tipo de opinión”?
- (A) Progresar
 - (B) Sobrepasar
 - (C) Expresar
 - (D) Alargar

La siguiente pregunta está basada en esta imagen.



13. Esta obra de arte es representativa de un estilo artístico muy ligado a México. ¿Qué nombre tiene dicha tendencia artística?
- (A) Impresionismo
 - (B) Muralismo
 - (C) Cubismo
 - (D) Surrealismo

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

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 of the 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**.

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

Asunto: Nuevo profesor de español
De: Gabriela Marinero
Fecha: 15 de septiembre
Para: Profesores de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero,
Directora
Departamento de Lenguas Modernas

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**.

En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres?

- Explique y defienda su postura con ejemplos específicos.

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**.

El siguiente artículo trata del desarrollo sustentable y sostenible.

Desarrollo sustentable y sostenible en relación con el calentamiento global

El calentamiento global es un fenómeno que se produce por la emisión de gases de efecto invernadero, los cuales aumentan la temperatura del planeta, ocasionando cambios climáticos como sequías, huracanes y fuertes tormentas a nivel global. Por este motivo, es un tema de gran preocupación hoy en día. Así, organismos, instituciones y organizaciones internacionales se apresuran a tomar decisiones y medidas preventivas que permitan frenar el efecto negativo del calentamiento global. Estas decisiones y medidas tienen consecuencias inmediatas y futuras para el bienestar del planeta y sus habitantes. Por eso, es bastante común escuchar los términos “desarrollo sustentable” y “desarrollo sostenible” en relación con este tema.

Desarrollo sustentable

Según Naciones Unidas, el desarrollo sustentable incluye procesos para preservar, cuidar y proteger los recursos naturales del planeta para beneficio de las generaciones actuales y futuras, sin considerar las necesidades culturales, políticas y sociales específicas del ser humano.

Desarrollo sostenible

En contraste, Naciones Unidas considera que el desarrollo sostenible contiene procesos saludables para satisfacer las necesidades sociales y económicas de la sociedad. Además, atiende a factores culturales y medioambientales de la generación actual, pero a la vez trata de no poner en riesgo a las próximas generaciones.

Las diferencias entre los dos conceptos no son muy evidentes y muchas veces se consideran palabras sinónimas. No obstante, la particularidad de ambos tipos de desarrollo se ubica en la intervención humana. Por eso, ambos términos se aplican a la responsabilidad social necesaria para vivir en equilibrio con el medio ambiente.

Iniciativas y acciones para cuidar el medio ambiente

En los últimos años se ha popularizado el término “economía circular”. Durante mucho tiempo, los

seres humanos han reciclado poco. Cuando un producto dejaba de ser útil, se desechaba y se sustituía por otro. La economía circular se enfoca en el reciclaje y la reutilización de objetos usados y cualquier producto que pueda ser reutilizado de una u otra forma. Además, las reparaciones y arreglos vuelven a ser importantes.

De esta forma, aprovechando todo al máximo, se generan menos residuos. Por ello, el reciclaje de botellas de plástico o vidrio, cartón y otros elementos como aceites y excedentes agrícolas pueden ser muy beneficiosos para el medio ambiente y también para una creciente industria circular basada en la reutilización de recursos.

Más allá de las diferencias entre desarrollo sostenible y sustentable, lo importante es el cuidado del medio ambiente. Hemos de tener en cuenta que cada individuo puede hacer mucho desde su humilde situación, por ejemplo, reciclar, gastar menos agua durante la ducha, usar transporte público o vehículos poco contaminantes.

WRITING TASK

Basándose en la información del artículo que ha leído y utilizando sus propias palabras, escriba un ensayo en el que explique por qué es importante abordar el cambio climático con procesos que sean sustentables y sostenibles.

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

Section 4: Speaking

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.

El siguiente artículo trata del desarrollo sustentable y sostenible.**Desarrollo sustentable y sostenible en relación con el calentamiento global**

El calentamiento global es un fenómeno que se produce por la emisión de gases de efecto invernadero, los cuales aumentan la temperatura del planeta, ocasionando cambios climáticos como sequías, huracanes y fuertes tormentas a nivel global. Por este motivo, es un tema de gran preocupación hoy en día. Así, organismos, instituciones y organizaciones internacionales se apresuran a tomar decisiones y medidas

preventivas que permitan frenar el efecto negativo del calentamiento global. Estas decisiones y medidas tienen consecuencias inmediatas y futuras para el bienestar del planeta y sus habitantes. Por eso, es bastante común escuchar los términos “desarrollo sustentable” y “desarrollo sostenible” en relación con este tema.

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Según Naciones Unidas, el desarrollo sustentable incluye procesos para preservar, cuidar y proteger los recursos naturales del planeta para beneficio de las generaciones actuales y futuras, sin considerar las necesidades culturales, políticas y sociales específicas del ser humano.

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Las diferencias entre los dos conceptos no son muy evidentes y muchas veces se consideran palabras sinónimas. No obstante, la particularidad de ambos tipos de desarrollo se ubica en la intervención humana. Por eso, ambos términos se aplican a la responsabilidad social necesaria para vivir en equilibrio con el medio ambiente.

Iniciativas y acciones para cuidar el medio ambiente

En los últimos años se ha popularizado el término “economía circular”. Durante mucho tiempo, los seres humanos han reciclado poco. Cuando un producto dejaba de ser útil, se desechaba y se sustituía por otro. La economía circular se enfoca en el reciclaje y la reutilización de objetos usados y cualquier producto que pueda ser reutilizado de una u otra forma. Además, las reparaciones y arreglos vuelven a ser importantes.

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circular basada en la reutilización de recursos. Más allá de las diferencias entre desarrollo sostenible y sustentable, lo importante es el cuidado del medio ambiente. Hemos de tener en cuenta que cada individuo puede hacer mucho desde su humilde situación, por ejemplo, reciclar, gastar menos agua durante la ducha, usar transporte público o vehículos poco contaminantes.

SPEAKING TASK

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

Basándose en el artículo que ha leído, defienda la idea de que los resultados de las acciones locales contra el cambio climático pueden ayudar a la humanidad.

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.

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico.

- **¿Qué opina usted sobre este tema? Explique y defienda su postura con ejemplos específicos.**

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.

Imagínese Ud. que recibe una llamada telefónica de una amiga de España. La amiga tiene una noticia que contarle.

[Amiga:] Le saluda y le dice por qué le está llamando.

Usted: Reaccione a la noticia y responda a la pregunta.

[Amiga:] Continúa la conversación y le hace una pregunta.

Usted: Haga varias recomendaciones.

[Amiga:] Continúa la conversación y le hace otra pregunta.

Usted: Ofrezca detalles.

[Amiga:] Continúa la conversación y le hace otra pregunta.

Usted: Responda dando detalles.

[Amiga:] Continúa la conversación y le hace otra pregunta.

Usted: Responda a la pregunta.

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

Script for the Simulated Conversation

Imagínese Ud. que recibe una llamada telefónica de una amiga de España. La amiga tiene una noticia que contarle.

Amigo: Hola, ¿a que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?

(25 seconds to respond)

Amigo: ¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?

(25 seconds to respond)

Amigo: Uuuuuy... ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?

(25 seconds to respond)

Amigo: Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?

(25 seconds to respond)

Amigo: Bueno, y por último, ¿qué te gustaría que te llevara de regalo de España?

(25 seconds to respond)

Answers to Sample Questions

Section 1

1. The correct answer is (B) because the reporter states that besides all the other uses they have in Mexico for this cactus, it is now being used to generate electricity. Choices (A), (C), and (D) are not correct answers because none of the uses mentioned in them are discussed in the report.
2. The correct answer is (C) because the man being interviewed states that waste from the peel and thorns of the cactus are used in this project. Choices (A), (B), and (D) are not correct answers because none of those parts of the cactus (the roots, the flesh, and the seeds) are mentioned in the report.
3. The correct answer is (B) because the man states that their vision for the future of the project is to implement ventures like this in other markets. Choice (A) is not the correct answer because Mexico City is the location of the factory where the nopal is being transformed into energy and its government is already financing the project. Choice (C) is not the correct answer because being profitable is not one of the objectives of the project. The project's main objective is producing energy from a sustainable source. Choice (D) is not the correct answer because exporting the product overseas is not discussed in the report.
4. The correct answer is (D) because the reporter mentioned the fact that the nopal is a widely used product in Mexican cooking. Soups, salads, roasts, and so forth are mentioned as examples to illustrate that in the report. Choices (A), (B), and (C) are not correct answers because they are not mentioned in the report.
5. The correct answer is (B) because the reporter states the fact that the nopal has been one of the most valued components of Mexican culture since Aztec times. Choice (A) is not the correct answer because fashion is not mentioned in the report. Choice (C) is not the correct answer because among the many uses mentioned in the report, being a natural coloring agent is not one of them. Choice (D) is not the correct answer because it can be inferred from the report that the nopal is a pretty affordable vegetable since it is widely used in Mexico.
6. The correct answer is (D) because the verb "ser" is also in the future tense. Choices (A), (B), and (C) are not correct answers because they are in the present subjunctive, the conditional, and the simple past tense, respectively. None of those choices are equivalent to the verb form in the stem.

Section 2

7. The correct answer is (C). The article clearly states that the discovery of the rock art presented a challenge to the archaeologists. Choice (A) is incorrect because the article says that the rock art was discovered through a systematic search conducted by a multidisciplinary team. There is no mention in the article of whether there were other objects associated with the rock art and no mention of jewels, so choice (B) is incorrect. Choice (D) is incorrect because the article clearly states that there were previous discoveries of other rock paintings in that location.
8. The correct answer is (A). The article explains that there had been other rock paintings discovered in the area, but these paintings are unique because of their black color. Choice (B) is incorrect because although the images in the paintings are described, the author says nothing about whether the images have features belonging to an iconography. Choice (C) is incorrect because no mention is made in the article about the texture of the rock paintings. The article does not mention the size of the rock paintings, so choice (D) is incorrect.
9. The correct answer is (D). The article explains that the scientific community is still trying to determine whether the art was created during the Inca period or during a previous period. Choice (A) is incorrect because the article does not mention that the experts are researching if the rock art is authentic or not. No mention is made about who owns the rock paintings, so choice (B) is not correct. Choice (C) is incorrect because no mention is made in the article about the monetary value of the rock paintings.
10. The correct answer is (D). The article states that archeologists have to do thorough investigations before they can reach any conclusions. Choice (A) is not correct because there is no mention in the article about cooperating with any international team of archaeologists. Choices (B) and (C) are not correct either because they are not mentioned in the article.
11. The correct answer is (C). Machu Picchu is regarded as a world marvel. Its history is well-known and its foundation as a refuge for the fleeing Incas is also a widely known account. Choices (A), (B), and (D) are incorrect because the article contains no mention of Machu Picchu being a metropolitan park, forest, or an abandoned mine. Moreover, Machu Picchu is not known as either of those places.

Answers to Sample Questions

12. The correct answer is (C). *Adelantar* is a verb that means “to accelerate” or “to make haste.” But it is also used in place of “to express,” which is the meaning that is used in the sentence. Choice (A) is incorrect because the verb *adelantar*, in this context, does not mean “to progress.” Choice (B) is incorrect because the verb *adelantar* does not mean, in this context, “to exceed or outperform someone.” Choice (D) is incorrect because the verb *adelantar* does not mean “to extend.”

13. The correct answer is (B) because the photo depicts a mural painted on a wall. The Mexican mural movement started in the 1930s and is a significant art expression in the country. (A) is not the correct answer because characteristics of Impressionistic paintings include, among others, emphasis on light and the inclusion of movement. (C) is not the correct answer; cubism is characterized by the reduction and fragmentation of natural forms into abstract, often geometric, structures. (D) is not the correct answer since surrealism style uses visual imagery from the subconscious mind to create art without the intention of logical comprehensibility.

**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; 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; 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: Writing - Score of 3

Scoring of Constructed-Responses

Holistic scoring of test taker response is done by content experts who have been through a rigorous training and qualifying process. Each response is independently scored by two raters using a task-specific rubric.

Writing Task #1: Interpersonal Writing: Response to an E-mail, Memo, or Letter

Sample Response That Received a Score of 3

Asunto: Nuevo profesor de Español

De: Miguel Comillas

Fecha: 20 de septiembre

Para: Gabriela Marinero

Estimada señora Marinero,

Gracias para preguntar por mi opinión sobre el nuevo profesor de Español para nuestra escuela. En mi opinión, la cualidad más importante para dar clases de Español en nuestra escuela es saber mucho de la lengua y la cultura. Un maestro bien preparado con estos conocimientos puede enseñar en cualquier nivel o grado de la escuela y también ayudar a mejorar el nivel general de español en la escuela. También creo que debería ser una persona con muchas ganas y mucha energía para animar a todos los niños en la escuela a aprender Español.

Si necesita más información, por favor mande un mensaje.

Un saludo,

Miguel Comillas

Maestro de segundo grado de español

Commentary on Response That Received a Score of 3

The e-mail contains the elements and the content of a good e-mail response. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The e-mail is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary,

very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence with respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

Estimado Gabriela Marinero:

Creo que al comité debe empezar a buscar tan pronto como es posible. Para el nuevo maestro, es importante buscar un persona que quiere trabajar en equipo porque clases de Espanol hay muchas actividades en grupo para estudiante y maestros. También debe ser bilingue para ayudar con estudiantes de bilingue.

Gracias por preguntar por mis ideas. Y si tiene preguntas, me puede enviar otro mensaje.

Sinceramente,

Luis Cabrera

Maestro de Español

Commentary on Response That Received a Score of 2

The e-mail contains the elements and the content of a fair e-mail response. It addresses and completes the task in the prompt with supporting details that relate to the topic. The e-mail is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Hola Gabriela,

Yo creo que Espanol es importante en escuela. Muchos quieren estudiar. Cualidades importantes es saber muy espanol. Puede escribir y hablar bueno para entender. Maestro nuevo es para estudiantes jovenes, por eso gusto los ninos tambien. Si quieres mas, me manda un mensaje.

Muchos saludo

Carmen Salamanca

Commentary on Response That Received a Score of 1

The e-mail contains the elements and the content of a weak e-mail response. It addresses and completes the task in the prompt with some supporting details that moderately relate to the topic. The e-mail is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

Hola

Gracia para rpeguntas muy bien y importante. Comite busca miembro en escuela de espanol por dar clases. Estudiante quieren aprende buen espanol para todos momentos. Voy peguntar características.

Gracias,

Commentary on Response That Received a Score of 0

The e-mail contains the elements and the content of an unacceptable e-mail response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The e-mail is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Writing Task #2: Presentational Writing: Opinion/Position Essay

Sample Response That Received a Score of 3

Creo que sería muy buena idea reservar puestos de responsabilidad para las mujeres en todos los países y para todos los niveles.

En primer lugar, tradicionalmente los puestos responsables son solo para los hombres. Las mujeres están en puestos siempre ocupados por mujeres. Dependiendo del país el único "puesto" que ocupan las mujeres es el de madre en las familias con las

responsabilidades de la casa y los hijos. Pero incluido en los países donde las mujeres trabajan y tienen trabajos mas o menos importantes, en la mayoría de los casos no pueden ocupar posiciones de mayor responsabilidad. Si lo hacen, es en números muy pequeños.

Eso debería cambiar porque no representa el total de la población. En general, las mujeres son la mitad de los habitantes en el mundo, pero eso no se refleja en los trabajar importantes con más responsabilidad. Eso quiere decir que sus ideas, opiniones, necesidades, etc. no están representadas en los países o organizaciones. Y eso tiene que cambiar para que el mundo sea más justo para todos.

Commentary on Response That Received a Score of 3

The opinion essay contains the elements and the content of a good opinion essay response. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The opinion essay is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence with respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

En estos momentos, mujeres tienen trabajos de responsabilidad en muchos países. No es necesario tener porcentaje de trabajos especiales porque todo cambia en el pasado. Cuando yo era niño, mi mamá no tuvo trabajo en una oficina porque ella cuidó mi familia, limpiaba y cocinaba mucho en la casa. Pero ahora mis hermanas y mis amigas todas trabajan en periodicos, en la universidad o en una empresa como gerentes. Ellas estudian en la universidad para medicina, abogado, profesora, etc. Todas tienen responsabilidad y hacen decisiones importantes en su trabajo. También emplean hombres y mujeres para trabajar en sus oficinas, universidades, etc. Y trabajan con muchas mujeres. Las mujeres ahora no solo trabajan en la casa, pero también en empleos poderosos como hombres. Hay mucho cambio.

Commentary on Response That Received a Score of 2

The opinion essay contains the elements and the content of a fair opinion essay response. It addresses and completes the task in the prompt with supporting details that relate to the topic. The opinion essay is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Si, yo creo mujeres necesitas mas trabajo importantes en el mundo. Muchos hombres trabajan en companias y gobiernos pero no muchas mujeres. Es importante que mujeres educacion para trabajar en estos. Los gerentes tambien deben emplean estos mujeres para trabajar en sus companias por tener muchos mujers. Los leges tinen cambiar para haser posible. Cuando mas mujeres hay en los trabajos, mas mujeres emplean empleos majores. Trabajos majores tienen mas responsabilidad en todos lugares para ayudar con mujers y hombres tiennen muchos trabajos. Opinion tambienn hay que cambiar para tener estos cambios en trabajos. Muchos personas piensan mujeres no trabajan como hombres porque tiene familias y ganan menos dinero para eso. Muchos cambios es necesario.

Commentary on Response That Received a Score of 1

The opinion essay contains the elements and the content of a weak opinion essay response. It addresses and completes the task in the prompt with some supporting details that moderately relate to the topic. The opinion essay is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

Yo opinaar que ttrabajo es muy dificil por mujers para muchos veces. Hombres trabajaba siempre, mujeres trabajarias tambien siempre pero el trabajos muy mal. Trabajo es responsabilidad importante porque tienen gannan mucho dinero o no pagan los bills. Haser dinero es muy trabajar, pero poco vacaciones en su vida. Yo pensar que hijos importanes por mujeres y los hombres tambien. muchos higos no pueden, tienen tiempo trabajar en la casa y en trabajos. Por trabajando en no es muy mejor.

Commentary on Response That Received a Score of 0

The opinion essay contains the elements and the content of an unacceptable opinion essay response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The opinion essay is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Writing Task #3: Presentational Writing: Integrated Skills Essay

Sample Response That Received a Score of 3

Es muy important abordar el cambio climático en los años siguientes para que nosotros podemos sobrevivir con un medioambiente seguro. Mucha gente no quieren saber o ignoran la realidad del medioambiente pero es necesario popularizar procesos sustentables y sostenibles. Yo quiero que las generaciones del futuro sean saludables y que tienen oportunidades para divertirse. Pero los cambios climáticos como los huracanes y fuertes tormentas y los fuegos en California en los Estados Unidos son muy peligrosos y tienen un efecto muy negativo en las vidas de la gente que viven en regiones más suceptibles a cambios climáticos.

Los efectos negativos del calentamiento global incluyen efectos con la comida, los recursos para el salud y con los animales. Los animales sufren mucho de sequías, huracanes, tormentas y fuegos. Necesitamos los animales para completar el círculo ambiental que es necesario para tener un balance. Hay un efecto de seguridad

también porque muchas personas que no están acostumbradas o preparadas a los desastres pierden sus cosas, sus casas y a veces hay una gran pérdida de vidas humanas.

Ya es hora de tener en cuenta el impacto que nuestras acciones tienen en el cambio climático. Creo que parte de la causa del cambio climático es que todos nosotros no queremos escuchar que es nuestra culpa. El uso de los "productos singulares" es muy conveniente pero es muy malo para el clima y el medio ambiente. Será un esfuerzo muy grande y con todos juntos para abordar el cambio climático con procesos sustentables y sostenibles.

Commentary on Response That Received a Score of 3

The integrated-skills essay contains the elements and the content of a good essay response. It fully addresses and completes the task in the prompt with supporting and appropriate details. It demonstrates an understanding of the content of the passage and directly relates to the topic. The essay is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

El cambio climático es un problema global. Por eso, necesitamos enfocar en soluciones globales.

Es importante vivir en una manera mas sostenible porque hay un limite en los recursos de la tierra. Por ejemplo, los bosques están siendo destruidos. Hay bosques que tienen mucho más de cien años de edad y para que se reproduzcan es necesario que pasen varios generaciones. Tenemos que preservarlos para nuestro propio beneficio. La Amazona es un bosque muy importante porque muchas medicinas han sido inventadas por plantas y materiales encontradas en este bosque.

En este manera, protegemos la planeta para las generaciones actuales y futuras. Es importante que aseguremos los recursos para el futuro.

Estas acciones pueden evitar y desalentar los conflictos globales. Muchos conflictos globales vienen de conflictos sobre los recursos naturales del planeta. Si protegemos los recursos, el futuro será mejor.

Commentary on Response That Received a Score of 2

The integrated-skills essay contains the elements and the content of a fair integrated-skills essay response. It addresses and completes the task in the prompt with supporting details. It demonstrates a moderate understanding of the content of the passage and relates to the topic. The integrated-skills essay is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

La gente son la rovina del mundo. Estamos poniendo todo en riesgo de extinción porque la gente en poder no quieren ver los problemas que estamos causando. El calentamiento global no es una nueva conversación, estamos hablando de un cambio climático por muchos años ya. Cada desarrollo son proceso que tienen buena intenciones para salvar el clima. El problema con el desarrollo sustentable es que no es realista en el mundo que vivimos hoy. Aparece una intención de un soñador y no hay tiempo para sueños. El desarrollo sostenible piensa a salvar hoy sin pensar al futuro. Yo creo que sin la atención política y sociales no hay oportunidad de cambio. Sí no aprendimos la urgencia del mundo en llamas no existe un futuro ni hoy y ni mañana.

Commentary on Response That Received a Score of 1

The integrated-skills essay contains the elements and the content of a weak integrated-skills essay response. It addresses and completes the task in the prompt with vague supporting details. It demonstrates a low understanding of the content of the passage and moderately relates to the topic. The integrated-skills essay is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides

evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

La cambia climatic is real por de lo humanos. Tienemo hacen proces sutetable y sotenibes para cuidar el clima. Todos hacen reciclan e economy circular. Individios pueden mucho como reuso, gasta menos aguas, no usa plasticos o agua y más.

Commentary on Response That Received a Score of 0

The integrated-skills essay contains the elements and the content of an unacceptable integrated-skills essay response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details. It demonstrates a poor understanding of the content of the passage and minimally relates to the topic. The integrated-skills essay is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Speaking Task #1: Presentational Speaking: Integrated Skills

Sample Response That Received a Score of 3

Hemos visto en los últimos años el daño que puede hacer el calentamiento global. Tenem, escuchamos muchas historias y escuchamos muchas opiniones de cómo eso, eh, como el problema está más en las corporaciones y, y las compañías que están gastando muchísimo, muchísimo petróleo y cosas así, pero en realidad, yo creo que la solución está, la solución se encuentra en el individuo. Ok, cada individuo, nosotros tenemos una responsabilidad, es una responsabilidad a nuestra generación tanto como a la generación que nos va a seguir. Para ser buen papá, mamá, hijo, nieto, abuelo, lo que sea, tenemos que cuidar el medio ambiente para protegernos a nosotros mismos tanto, tanto a nosotros mismos como a nuestros familiares, a nuestros amigos, a todo el mundo. OK, y la verdad es que si todos nosotros tomamos pasos prácticos como no usar tanta agua, no usar tanta luz, este, compartir vehículos, tomar transporte público. Si todos estamos haciendo cosas chiquitas va a cambiar el mundo. Entonces yo creo que tenemos que

empezar por cambiar la cultura de nuestra casa, nuestro hogar, es enseñar a nuestros hijos cómo se debe hacer, es influenciar a nuestra pareja para estar consciente de las cosas, cómo estamos afectando el mundo de una manera, el planeta de una manera negativa. Y después de la casa, lo llevamos al trabajo, impactamos la cultura del trabajo. Y después, de allí va creciendo, podemos impactar la cultura de la ciudad, un estado, un país, un continente y después el mundo, pero cada persona tiene el deber de estar enfocado.

Commentary on Response That Received a Score of 3

The integrated-skills speaking response contains the elements and the content of a good presentation. It fully addresses and completes the task in the prompt with supporting and appropriate details. It demonstrates understanding of the content of the passage and directly relates to the topic. The presentation is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

Hola, me llamo Alesandra. Muchas gracias por la invitación de hablar aquí hoy. Pues estoy aquí para decir que sí, que yo creo que los resultados de las acciones locales contra el cambio climático sí pueden ayudar a la humanidad. Hay cosas que, muchas cosas que pueden también y están bien para . . . que seas sanos y que hacemos las cosas para la salud. Por ejemplo, una cosa que podemos hacer contra el cambio climático es caminar más y tomar la bicicleta cuando podemos, y eso sí ayuda contra el cambio climático porque cuando caminamos al trabajo o para ir a la tienda que no usamos coches y cosas que contaminan el medio ambiente, pero también caminar más está bien para la salud y muchas personas no hacen ejercicio y eso no está bien para la salud. Y otras cosas también, si cocinamos más en casa y, y usamos verduras que a lo mejor podemos crecer en nuestros jardines y no comprar cosas que vienen de, del otro parte del mundo. Por ejemplo, muchas veces cuando compramos algo en la tienda una fruta viene de Chile, pero yo vivo en Estados Unidos, y entonces algo así puede ser también una cosa buena porque . . .

Commentary on Response That Received a Score of 2

The integrated-skills response contains the elements and the content of a fair presentation. It addresses and completes the task in the prompt with supporting details. It demonstrates a moderate understanding of the content of the passage and relates to the topic. The presentation is an organized, somewhat coherent response that demonstrates a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Gracias por tenerme en este programa de televisión. Hoy voy a hablar sobre la importancia de cada persona en el rol de ayudar a la planeta, especialmente en de prevenir el came, el calentamiento global. Primero, es importante que cada persona tener la idea de su rol en este ayudar la planeta. Primero, es importante que cada persona tienes la habilidad de reciclar en su propia casa y también reusar cosas de su vida normal. Esto es porque si cada persona hacer su propia, hace su propio parte en la misión de desarrollo sustentible y desarrollo sostenible, que si cada persona tiene este rol no es, ah, ... tenemos más desarrollo para el mundo. También es, no es razonable anticipar que el gobierno va a tener todos los recursos para hacer nomás que necesita para ayudar a la planeta. Esto es porque cada persona usa objetos diferentes y usa la energía y cada persona tienes una parte del usado de todas esas cosas. Entonces tiene una responsabilidad de hacer acciones locales para ayudar a la planeta y si todos hacen estas cosas, ah... el mundo va a ser mucho mejor porque va a ser más mejor para el futuro.

Commentary on Response That Received a Score of 1

The integrated-skills response contains the elements and the content of a weak presentation. It addresses and completes the task in the prompt with vague supporting details. It demonstrates a low understanding of the content of the passage and moderately relates to the topic. The presentation is a disorganized, mostly incoherent response that demonstrates a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an

inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

En la programa hablar a ... los cambio climático en nuestro comunidades. Si proteger recursos ayudo... sus comunidades por ... ahora y la personas de futuro. Is importante porque los personas que vivan en futuro tener calenmiento global. Ahora ... la planeta tienen recusus sostenible para de agua y bosque. Los personas vivan en el bosque no ... pueden porque estar cortando y no ... viven o tener comidas. Yo hacer trasporte en público y reciclamos...

Commentary on Response That Received a Score of 0

The integrated-skills response contains the elements and the content of an unacceptable presentation. It partially addresses and partially completes the task in the prompt with irrelevant supporting details. It demonstrates a poor understanding of the content of the passage and minimally relates to the topic. The presentation is a disorganized, incoherent response that demonstrates a lack control of numerous structures, insufficient vocabulary, poor pronunciation, poor fluency, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Speaking Task #2: Presentational Speaking: Express an Opinion or Make an Oral Presentation

Sample Response That Received a Score of 3

Opino que es muy importante y necesario llevar una vida activa y destinar un tiempo al ejercicio físico. En el pasado las personas no tenían tantas enfermedades como tenemos ahora porque parte de su vida envolvía la actividad física. Ahora eso es falso porque muchas personas trabajan sentados en oficinas delante de las computadoras todo el día. No hay ejercicio. Por lo tanto, hay muchos problemas de salud y enfermedades del corazón.

El ejercicio físico es necesario para evitar los problemas relacionados con la edad y con la vida sin ejercicio. Es

importante mantenerse activo para que el cuerpo y todos los órganos funcionen de la mejor manera. Si hacemos ejercicio, no solo vamos a mantener un peso adecuado pero también vamos a tener un corazón fuerte, que ayuda con el trabajo físico. Además, el cerebro también está saludable cuando el cuerpo se mantiene activo.

Commentary on Response That Received a Score of 3

The presentational speaking response contains the elements of a good presentation. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The presentation is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

Hoy muchas personas viven, viven, trabajan y no mueven mucho. Ejercicio físico no es necesario en la vida moderna porque todas las actividades se pueden hacer muy cómodamente. En el trabajo, la mayor parte del tiempo, las personas están sentadas en la oficina y trabajan con su computadora. Después de trabajar, las personas están sentadas, sentadas en su carro para ir a la casa, a un supermercado, a un centro comercial y más. En casa, las personas pasan mucho tiempo viendo televisión y sentadas en el sofá para descansar.

Yo pienso es necesario pasar tiempo todos los días para moverse y hacer ejercicio porque no hay suficiente deporte en nuestras vidas. En el pasado muchas personas tenían ejercicio en su rutina de trabajo, en su casa y en su vida para ir a diferentes lugares, pero ahora no. Con los carros, las personas viajan, no caminan. Es importante caminar, nadar, hacer deportes todos los días para tener un físico y mental saludable.

Commentary on Response That Received a Score of 2

The presentational speaking response contains the elements of a fair presentation. It addresses and completes the task in the prompt with supporting details that relate to the topic. The presentation is organized,

somewhat coherent response that demonstrates a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Creo que es necesario tener una vida activa y hacer deportes en tus vidas porque es muy beneficioso. Los deportes son buenos para el cuerpo y la cabeza. También los deportes son buenos para divertirte. Yo juego fútbol americano con amigos todas las semanas y divertimos mucho. Encontramos en el parque, jugamos una o dos horas y después tomamos cerveza. Empezamos a jugar años atrás cuando estábamos en la universidad. Ahora todos trabajamos mucho pero juguemos también. El deporte me gusta mucho y soy deportista. También me gusta porque es muy difícil y estresante. Cuando hago deporte, me canso pero también me relajo.

Commentary on Response That Received a Score of 1

The presentational speaking response contains the elements of a weak presentation. It addresses and completes the task in the prompt with vague supporting details that moderately relate to the topic. The presentation is a disorganized, mostly incoherent response that demonstrates a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

Llevo una vida activa que es buena. Todas las personas saben bien sobre deportes físicos. La escuela es el primer lugar donde aprendo deportes como fútbol, básquetbol, béisbol, nadar, y más. Ahora practico mucho con mucha frecuencia porque todos los días me gusta estar en el campo y en la playa para conocer personas. Los deportes son buenos. Todas las personas pueden hacer deporte. Quiero ser bueno en los deportes.

Commentary on Response That Received a Score of 0

The presentational speaking response contains the elements of an unacceptable presentation. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The presentation is a disorganized, incoherent response that demonstrates a lack of control of numerous structures, insufficient vocabulary, poor pronunciation, poor level of fluency, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Speaking Task #3: Interpersonal Speaking: Simulated Conversation

Sample Response That Received a Score of 3

1. ¡Hola! Me alegro que puedes venir. En el aeropuerto, lo mejor es tomar el tren porque funciona todo el día. Además, es bastante rápido y te lleva hasta el centro de la ciudad. Cuando llegas a la ciudad, desde la estación puedes tomar un taxi para llegar a mi casa.
2. En Nueva York hay muchísimos sitios para ver y visitar. Lo primero, te recomiendo un tour en autobús por toda la ciudad para ver a todos los sitios famosos. En unas horas verás muchas cosas. Entonces, puedes volver a donde más te guste otros días.
3. Pues el tiempo no va a ser muy bueno, pero tampoco creo va a hacer demasiado frío. Necesitas sacos y alguna chaqueta. Por la lluvia no te preocupes porque yo tengo paraguas si lo necesitas o también se puede comprar uno barato.
4. Sí, va a ser muy divertido si estás aquí en Halloween. En mi casa siempre hay fiesta y vienen todos mis amigos con vestidos de diferentes personajes para celebrar. Tienes que pensar en un personaje para la fiesta. La vamos a pasar muy bien.
5. Pues si puedes, me gusta que me traigas algo que me gustó mucho cuando visité España: los dulces de Navidad. Turrón y mazapanes, ¿se llaman así, verdad? Me encantaron.

Commentary on Response That Received a Score of 3

The speaking responses in the simulated conversation contain the elements and the content of a good conversation. The responses fully address and complete

the task in all or almost all of the exchanges. The responses demonstrate an understanding of the content in the exchanges and directly relate to the topic. The exchanges demonstrate a well-organized and coherent set of responses, a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the responses provide evidence of a high degree of language competence in response to the task. The responses earned a score of 3.

Sample Response That Received a Score of 2

1. ¡Qué sorpresa que vienes! Puede tomar tren o autobús desde el aeropuerto. Los dos son frecuentes y llega al centro. El autobús para muy cerca de mi casa, así que podrás caminar un poco.
2. Podemos ir al parque de Central Park que es muy bonita y muy grande. Mi amigos gusta, gustan mucho el parque. También puede ir a un show de Broadway un día. Hay shows muy buenos.
3. Aquí hay más frío que en España así que recomiendo que tienes abrigo, varios sweaters y botas para lluvia. Es frío en octubre.
4. En mi edificio, niños vienen con disfraces para pedir chocolate y caramelo. Nosotros podemos disfrazar y salir a una fiesta después. Es muy divertido.
5. Me gusta mucho el jamon de España, pero no se si es permiso para viajar a los Estados Unidos. Hasta pronto.

Commentary on Response That Received a Score of 2

The speaking responses in the simulated conversation contain the elements and the content of a fair conversation. The responses address and complete the task in all or almost all of the exchanges. The responses demonstrate a moderate understanding of the content in the exchanges and relate to the topic. The exchanges demonstrate an organized and somewhat coherent set of responses, a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the responses provide evidence of a mid-high degree of language competence in respect to the task. The responses earned a score of 2.

Sample Response That Received a Score of 1

1. Tengo vacaciones también y estoy emocionando para, para que tu vienes. Tomar un taxi es expensivo pero mejor y rapido.
2. Puedo, puede visita lugares interesante and diferente. Muchos momento importante en ciudad por ver.
3. Lluvia, llove todo tiempo. Debe tener uno paragua y botas.
4. Quiero, niños quiere caramelo. Mi disfrazo y tu tambien para divertir.
5. Yo me gustar comida de España por mi por favor.

Commentary on Response That Received a Score of 1

The speaking responses in the simulated conversation contain the elements and the content of a weak conversation. The responses address and complete the task in most of the exchanges. The responses demonstrate a low understanding of the content in the exchanges and moderately relate to the topic. The exchanges demonstrate a disorganized, mostly incoherent set of responses, a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the responses provide evidence of a mid-low degree of language competence in respect to the task. The responses earned a score of 1.

Sample Response That Received a Score of 0

1. Pues viajo Estados Unidos es buen.
2. Mi casa tengo grande y bonito.
3. Yo gusto mi ciudad
4. Halloween mi holiday favorito, favorita. muchos candies me gusto.
5. Estuvo en España mucho años atras.

Commentary on Response That Received a Score of 0

The speaking responses in the simulated conversation contain the elements and the content of an unacceptable conversation. The responses partially address and partially complete the task in most of the exchanges. The responses demonstrate a poor understanding of the content in the exchanges and minimally relate to the topic. The exchanges demonstrate a disorganized, incoherent set of responses, a lack of control of numerous structures, insufficient vocabulary, poor pronunciation, poor level of fluency, and minimal attention to register. Overall the responses provide evidence of a low degree of language competence in respect to the task. The responses earned a score of 0.

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/dates_centers/.
- 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 14.
- **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 (5713)

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 | 7/15/21 |
| 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 |

My Study Plan

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): _____

Test Date: _____

| Content covered | Description of content | How well do I know the content? (scale 1–5) | What resources do I have/need for this content? | Where can I find the resources I need? | Dates I will study this content | Date completed |
|-----------------|------------------------|---|---|--|---------------------------------|----------------|
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| 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 |
|-----------------|------------------------|---|--|--|--------------------------------|----------------|
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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 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 this *Praxis* test or other *Praxis* tests in 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 Assessments 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/dates_centers/ 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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