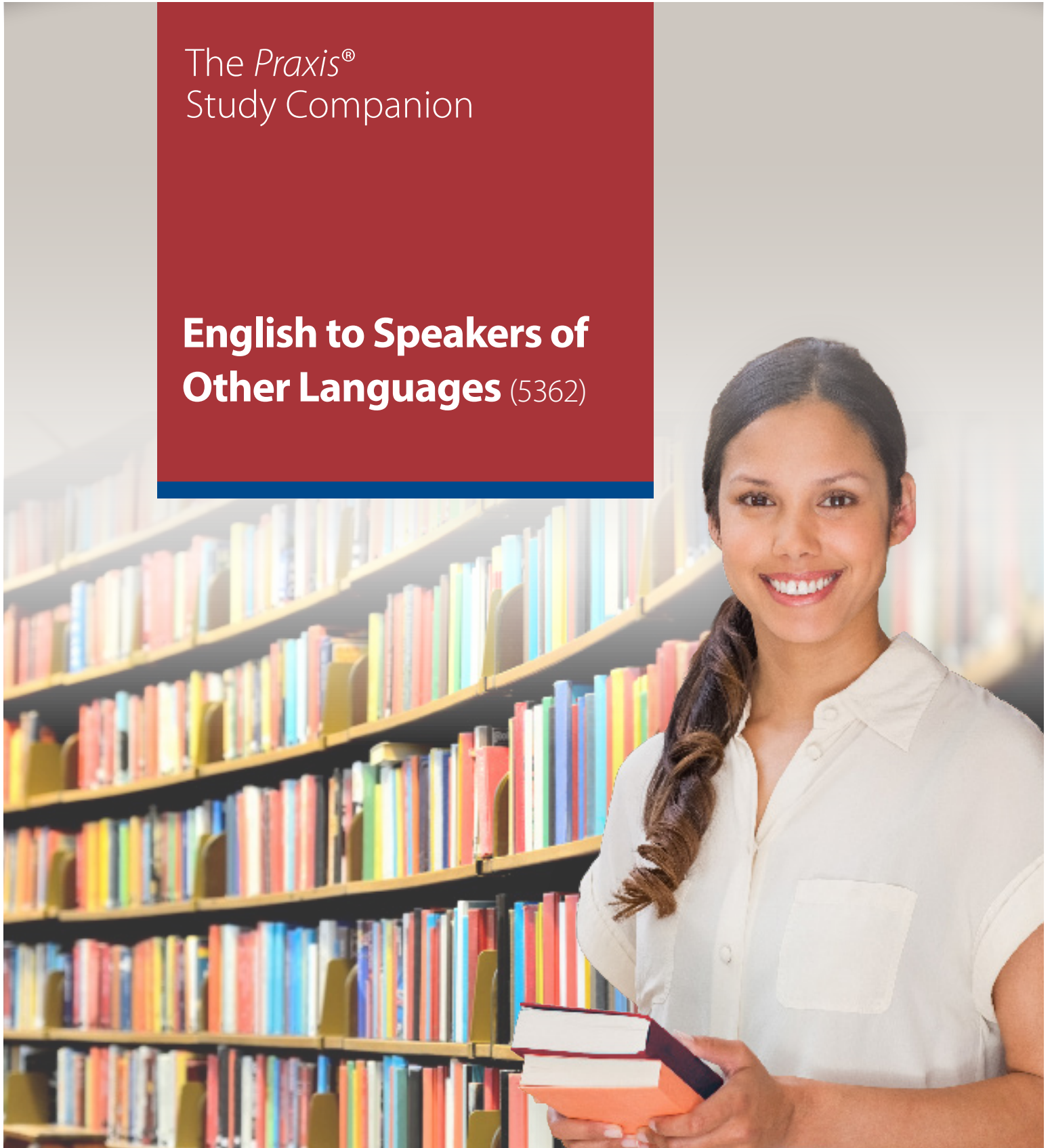The *Praxis®*
Study Companion

English to Speakers of Other Languages (5362)

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 38).

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

Learn about the specific test you will be taking

English to Speakers of Other Languages (5362)

Test at a Glance	
Test Name	English to Speakers of Other Languages
Test Code	5362
Time	120 minutes
Number of Questions	120 selected-response questions
Format	Selected-response questions; This test may include questions with an audio component.
Test Delivery	Computer delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Foundations of Linguistics	22	18%
II. Foundations of Language Learning	26	22%
III. Planning and Implementing Instruction	28	23%
IV. Assessment and Evaluation	18	15%
V. Culture	13	11%
VI. Professionalism and Advocacy	13	11%

About This Test

The English to Speakers of Other Languages (ESOL) test is designed to measure basic linguistic and pedagogical knowledge for those interested in working in the context of teaching ESOL in elementary or secondary schools. Candidates usually come from a variety of backgrounds. Some are preservice teachers who are recent graduates of an ESOL degree program, some may be experienced ESOL teachers moving from a different state, while others are current teachers who have changed from their content area of education to ESOL.

The Praxis ESOL test is categorized into six content categories of expertise, as shown in the pie chart above. Candidates are expected to demonstrate the knowledge and skills required of a beginner-level K-12 ESOL teacher. The six content categories were identified, via rigorous content analyses, by nationally recognized thought leaders in the field of TESOL and applied linguistics. Having basic knowledge in each category was deemed critical for the beginning-level ESOL teacher.

ETS works in collaboration with teacher educators, higher-education content specialists, and accomplished teachers to keep the test updated and representative of current and relevant standards.

ETS has aligned the questions on this test with the *Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education*, developed by TESOL International Association and the Council for the Accreditation of Educator Preparation (CAEP).

Test takers have two hours to complete 120 multiple-choice questions, which have listening questions embedded throughout the test. For the listening questions, test takers have an opportunity to listen to a recorded prompt multiple times, taking into account time considerations. Some of the questions ask candidates to choose more than one answer, which helps to capture the breadth of a candidate's knowledge.

This test may contain some questions that will not count toward the test taker's total score.

Content Topics

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

I.   Foundations of Linguistics

A.   Understands phonetics, stress and intonation patterns, and the effects of phonetic environment on pronunciation

  1.   Correctly identifies, stressed syllables, rising and falling intonation, minimal pairs, and intonation patterns

B.   Is familiar with IPA (the International Phonetic Alphabet)

  1.   Correctly identifies and transcribes phonetic symbols

C.   Understands the various types of morphemes and how they are used in word formation

  1.   Correctly identifies derivational morphemes, inflectional morphemes, and distinguishes between derivational and inflection morphemes

D.   Understands the usage of English syntax

  1.   Correctly identifies correct and incorrect syntax in statements, questions, negations

E.   Understands the parts of speech, including their structural, semantic, and functional characteristics

  1.   Identifies parts of speech

F.   Understands semantics and how combinations of words convey meaning

  1.   Identifies the following
      a.   collocations
      b.   synonyms
      c.   homophones
      d.   idioms

G.   Knows that languages differ from or are similar to each other in their phonology, morphology, syntax, semantics, and pragmatics

  1.   Identifies cognates

H.   Understands the concepts of pragmatics

  1.   Identifies the following
      a.   definitions of pragmatics
      b.   implications
      c.   pragmatic failure
      d.   intended meaning
      e.   code-switching

I.   Understands the concepts of sociolinguistics

  1.   Identifies the definition of sociolinguistics, dialects, sociolects, speech community norms, and social functions of language

J.   Knows the concept of World Englishes

  1.   Identifies a definition of World English
  2.   Knows examples of World Englishes

K.   Understands the conventions of written English (i.e., mechanics)

  1.   Identifies errors in the
      a.   spelling
      b.   punctuation
      c.   capitalization
      d.   formation of paragraph

L.   Understands the rhetorical patterns and range of genres used in written English

  1.   Identifies correct genre and rhetorical devices (e.g., alliteration, metaphor, simile, etc.)

M.   Understands communicative competence

  1.   Identifies sociolinguistic competence, grammatical competence, discourse competence, and strategic competence

N. Knows about the inconsistencies and irregularities of the English language

1. Identifies irregular verbs, irregular nouns (plurals), and irregular spelling

Discussion Questions: Foundations of Linguistics

- What is communicative competence?

- What are two ways that spoken English differs syntactically from written English?

- What are common phonetic transcriptions of the vowel and consonant sounds in Standard American English using the International Phonetic Alphabet (IPA)?

- What are three ways to spell the English phoneme /i/ ?

- What kinds of words most frequently occur in a reduced form in natural speech?

- What types of utterances have a rising intonation pattern?

- If an EL consistently pronounces [z] as [s], how can a teacher help the student learn to correct the error?

- Which suffix is best to teach when showing students how to change an adjective to an adverb?

- What is the root of the word "unbelievable"?

- What five words could a teacher use in a lesson on Greek or Latin roots in a secondary school ESOL class?

- How are declarative and interrogative sentences formed in English?

- What is an example of a tag question?

- How does the word "treat" function differently in the following sentences? *Let me treat you to dinner* versus *Ice cream is a special treat.*

- Why is an indefinite article used in the following sentence?

  I would like an apple.

- In English, which verb tense is used for actions that started in the past and continue up to the present?

- What is an idiom? Give some examples.

- What kind of lesson could help ELs learn common phrasal verbs?

- What are three ways that intermediate-level ELs could expand their repertoire of adjectives?

- What is one sound in English that is typically problematic for speakers of each of the following languages? (Arabic, Spanish, and Mandarin).

- How does word order in English compare with word order in a language other than English that you know?

- What is the function of English in a multilingual society? Give a specific example of its use in one such society.

II. Foundations of Language Learning

A. Understands the distinction between social and academic language functions

1. Identifies the following

   a. registers
   b. BICS and CALP as concepts
   c. rate of acquisition of BICS and CALP

B. Understands the similarities and differences between first and second language acquisition, and how learners' first language can affect their second-language production and reception

1. Identifies the following

   a. code-switching
   b. positive/negative transfer
   c. simultaneous/sequential bilingualism
   d. external and environmental factors

C. Understands the processes of second-language acquisition, including research-based models

1. Identifies various types of research and theories on how receptive skills precede productive skills, on the characteristics of interlanguage, and on the definition of interlanguage

D. Knows the different types of affective factors and their implications for the second-language learning process

1. Identifies influence of anxiety of SLA and various types of motivation

E.   Understands the relationship between English phonemes and graphemes and the rules of phonics

1.   Identifies appropriate decoding skills and invented spelling

F.   Understands the literacy development of ELs

1.   Identifies stages of reading development, stages of writing development, transfer from L1 literacy to L2 literacy, purposes of reading, and difference between simple decoding and comprehension

G.   Understands how first-language literacy influences the development of English literacy

1.   Identifies the features of first language literacy, positive and negative transfer, rhetoric patterns, orthographic systems, and structural patterns

H.   Understands that, in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, emotional)

1.   Can identify the impact of poverty and characteristics of at-risk students

Discussion Questions: Foundations of Language Learning

- What are the differences between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP)?

- What is an activity that could help ELs become aware of appropriate register use in common social interactions?

- How could a teacher explain to a colleague why a student from Jamaica was not placed in the ESOL program at their school?

- How is a classroom practice designed to foster communicative competence different from one used in another approach to language learning?

- What is one example of an utterance that shows evidence of language transfer?

- What psycholinguistic concept is associated with the following student utterance?

    I writed a letter yesterday.

- What is a likely explanation for a student's pronunciation of the word "people" as "beople"?

- What is code-switching?

- What are the principal features of the constructivist model of second-language acquisition?

- How does Vygotsky's zone of proximal development relate to L2 learning?

- What are the notable features of the following utterances in terms of interlanguage, morpheme acquisition order, and formulaic utterance?

    John no come.

- What is one key finding of the L2 research on the order of morpheme acquisition in English?

- What is one classroom practice that could foster intrinsic motivation for reading?

- Why is portfolio assessment likely to have positive effects on student motivation?

- How does strategy training enhance motivation for learning?

- What is an ideal classroom environment for ELs? Give at least three features and explain why they are important.

- What is phonemic awareness?

- What is one lesson that could help beginning-level ELs learn a word-decoding skill?

- What are the stages of literacy development?

- Why is oral language skill crucial for literacy development in English?

- What are sight words?

- How does the amount of schooling in an ESOL student's native language affect second- language acquisition?

- What advice could an ESOL teacher give to the parents of primary-grade-level ELs to improve their literacy development?

III. Planning and Implementing Instruction

A. **Knows the implication of dialect variation for the instruction of English learners**

1. Understands colloquial language and different language pronunciation of North American dialects, and confusion about meanings

B. **Understands various methods and approaches in teaching ELs and knows how to select the most appropriate methods for the context**

1. Understands in which contexts to use scaffolded texts

C. **Knows a variety of instructional delivery models specific for ELs**

1. Understands the following different delivery models
    a. TPR
    b. push-in
    c. pull-out
    d. inclusion

D. **Knows how to identify appropriate and measureable objectives that align to language and content standards**

1. Understands lesson plans

E. **Knows how to design appropriate classroom activities that connect to learning objectives for ELs**

1. Understands activities and lesson development

F. **Knows how to design appropriate assessments that connect to learning objectives for ELs**

1. Understands learning objectives and appropriate assessments

G. **Is familiar with ways to collaborate with other educators in designing classroom activities appropriate to the proficiency levels of English learners**

1. Understands effective ways to collaborate with a variety of colleagues on activities focusing across different proficiency levels of ELs

H. **Knows how to effectively integrate the four domains of language (i.e., speaking, listening, reading, and writing) into instruction**

1. Understands the most effective use of language domains

I. **Knows how to promote ELs' acquisition of receptive and productive skills**

1. Understands acquisition of receptive skills and acquisition of productive skills

J. **Knows how and when to apply a variety of strategies for teaching language skills contextually or targeting them discretely**

1. Understands lists of scaffolding techniques

K. **Knows how to promote autonomous learning through cognitive and metacognitive strategies with ELs**

1. Understands graphic organizers or best contextual technique to promote a skill

L. **Understands techniques that activate students' prior knowledge and that build new knowledge to support acquisition of content and language**

1. Understands scenario, learning theory, and strategy that demonstrate constructivism and activate prior knowledge
2. Understands the need to facilitate learning in the content areas for ELs

M. **Knows how to organize instruction that provides students with meaningful opportunities to use language**

1. Knows teaching strategies: grouping and previewing

N. **Understands effective practices for teaching literacy to English learners**

1. Understands balanced literacy and best literacy practices for emerging learners

O. **Understands how to select, modify, and/or create culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources to support ELs' needs**

1. Understands scenarios that portray appropriate activities

P. **Is familiar with how technologies can be used to support language development, instruction, and learning**

1. Understands scenarios that portray appropriate activities

Q. **Understands how to create a secure, supportive, and culturally respectful learning environment for ELs**

1. Understands scenarios that portray appropriate activities

R. **Knows how and when to use constructive feedback to facilitate English-language learning**

1. Understands possible responses to student output

S. **Knows how to create a language-, text-, and print-rich environment at a linguistic and age-appropriate level that promotes academic growth**

   1. Understands print-rich environment classrooms

T. **Understands how to differentiate instruction for ELs based on individual student needs and language proficiency levels**

   1. Understands scenarios of different student supports

U. **Knows how to recognize and be instructionally responsive to Students with Interrupted Formal Education (SIFEs)**

   1. Can create learning sequences that effectively address SIFEs' needs

V. **Understands that instruction will need to be adapted for ELs receiving special education or gifted services**

   1. Understands scenarios or lists of instructional adaptive strategies that are appropriate for ELs that have learning disabilities and/or those ELs who are gifted

W. **Understands the importance of language modeling, comprehensible input and output, and scaffolding for English language learning**

   1. Understands CALP versus BICS

Discussion Questions: Planning and Implementing Instruction

- What are strategies that ESOL and general education teachers can use to adapt instruction for ELs at different proficiency levels?

- What can teachers do to select the most appropriate materials for their students?

- What is the relationship between Chamot and O'Malley's CALLA (Cognitive Academic Language Learning Approach) and Cummins' CALP?

- How do the significant aspects of Krashen's Natural Approach apply to second-language acquisition?

- Which theorist is associated with the zone of proximal development, and how can the concept be used to guide learning?

- What is a silent period in an ESOL student's language development, and what are some activities that accommodate a student in that stage?

- What is sheltered instruction?

- What are the characteristics of a sheltered ESL class?

- What are the benefits of dual-immersion programs?

- What is one lesson that could teach ELs polite ways to refuse an invitation, to ask for information about an unclear assignment, or to offer a critical comment?

- What is English for Specific Purposes (ESP), and what types of ESOL students are most likely to benefit from such a design?

- What are the core components of the SIOP model?

- What is Total Physical Response?

- How does Krashen's input hypothesis support the Total Physical Response technique with beginning ELs?

- What instructional approaches reflect the behaviorist theory of second-language acquisition?

- What different supplementary materials are appropriate for each proficiency level of ESL?

- How does the Direct Method of language instruction differ from the Audiolingual Method?

- What is one lesson that could teach beginning-level ELs about the different sounds that the letter combination "th" can have?

- What is a lesson for beginning-level ELs that could foster interaction in English with English-speaking peers?

- What is one lesson that could teach an aspect of CALP to intermediate-level middle school ELs?

- What are the advantages and disadvantages of ESL pull-out and push-in programs?

- What are some appropriate language-learning resources that could be included in a classroom to create a print-rich environment?

- What are the basic principles of content-based instruction?

- What is the role of English-language skill development in content-area classes?

- What are some ways to adapt grade-level content-area teaching materials for different proficiency levels?

- What modifications can ESOL and general educators use to make a fourth-grade lesson on colonial life in the United States more accessible to beginning-level ELs?

- What are appropriate materials for making a unit on the American Revolution more accessible to ELs?

- What are various pre- and postactivities that could be incorporated into effective content-area instruction for ELs?

- How can content and language standards be incorporated into a lesson?

- What is an ongoing classroom activity that could help intermediate-level ELs learn to improve their reading fluency?

- What is an activity or series of activities that could help intermediate-level ELs understand a guest speaker's talk on the rain forest?

- What specific activities help ELs activate their prior knowledge?

- What is one practice that a high school ESOL teacher could introduce to improve the written composition abilities of advanced-level ELs?

- What types of activities help ESOL students monitor and improve their proficiency in English pronunciation?

- What is an activity that could help ELs identify word stress patterns in English?

- What types of activities best assist ESOL students in their development of English syntax?

- What types of activities are most effective in teaching receptive skills and productive skills?

- What are the elements of the following kinds of essays? Compare/contrast and classification definition.

- What are the common genres of writing in English?

- What are the components of a successful literacy program?

- How can morphological knowledge be used to build students' vocabulary level?

- What are strategies that teachers could use to help students focus on specific language needs, such as improving their pronunciation or grammatical accuracy?

- What are some strategies for strengthening students' oral comprehension?

- What kinds of activities help students use their knowledge of words to understand unfamiliar vocabulary?

- How might a lesson on prefixes and suffixes help improve a student's ability to derive meaning from newly encountered words?

- What are some ways in which a teacher could lead students to analyze differences or similarities in vocabulary, sentence structure, spelling, and pronunciation between English and their native languages?

- What is one lesson that could teach students how to monitor their own understanding as they read?

- What kinds of activities help students comprehend nonfiction texts?

- What kinds of skills are most beneficial for a teacher to focus on with a group of ESOL students who are almost ready to transition into mainstream English classes?

- What is an activity that incorporates task-based learning?

- How is a jigsaw activity implemented?

- How do different techniques maximize student interaction?

- What are the differences in techniques for teaching a second language to students who are literate and students who are illiterate in their native language?

- What types of instructional techniques are most effective with newcomers?

- What are some specific guidelines for student interaction and appropriate behavior in the classroom?

- From a classroom management perspective, why is it important that students respect differences among their peers?

- How does the establishment of classroom routines help ELs learn both language and proper school behaviors?

- What is the value of collaborative learning?

- What are some strategies that teachers could use to help students become independent learners?

- How do appropriate methods of correction vary when a teacher is dealing with beginner ESOL students compared with advanced ESOL students?

IV.   Assessment and Evaluation

A.   **Is familiar with the role of assessment in the identification, placement, and exit from language-support programs**

1.   Uses the United States Department of Education (DOE) compliance guidelines for identification, placement, and exit criteria of ELs

B.   **Understands a variety of formal and informal methods to assess receptive and productive language skills**

1.   Informal methods—running records, SOLOM, checklists, anecdotal notes, rubrics, reading inventories, subject area interest and attitude inventories, portfolios, worksheets, homework assignments, etc.

2.   Formal methods—statewide standardized assessments, EOCs, teacher-generated formal assessments (portfolio, unit test, reading inventory, projects)

C.   **Knows how to develop and administer formative and summative classroom assessments to determine ELs' language skills, inform instruction, and document student growth**

1.   Through field placement experiences, teachers working with ELs would need to document daily and/or weekly student performance on selected skills and be able to take that information to inform subsequent lessons and reteach as needed; this includes teacher-made or commercially produced summative unit tests and/or daily worksheets, textbook assignments, etc.

2.   Identifies tests that can be used for formative and summative assessments

3.   Takes information from instruction/objectives to inform additional planning

D.   **Knows there are a variety of accommodations for state-mandated content-area testing for ELs**

1.   Knows that teachers can read exam questions aloud to a student, (re)write and/or translate exams/assignments for students, provides extended time, allow use of word-for-word language dictionaries, use of translation for test directions (in student's native language), use DOE compliance guidelines, and make sure that these questions are not state specific

E.   **Knows ways to adapt classroom assessments for ELs**

1.   Appropriately adapts assessments by giving ELs alternatives in responding, such as illustrating, oral response, fewer test questions, different formatting, and scaffolding the content-area testing

F.   **Knows that some ELs may be eligible for special education and/or gifted and talented services and is familiar with how to provide feedback and input about assessment data**

1.   Documentation can be laws such as OCR; for example, providing a scenario with pieces of data and posing the question "What data is missing/not evident?"

2.   Considers rewriting for clarification: knows that some ELs may be eligible for additional services (e.g., special education and gifted and talented) and is familiar with how to provide feedback and input about assessment data of said services

G. **Is familiar with assessment-related issues such as validity, reliability, and language and cultural bias**

1. Can identify cultural bias in test questions, recognizes how validity and reliability can be compromised and have most likely been field tested with proficient English speakers, thereby skewing test results

H. **Knows the difference between norm-referenced and criterion-referenced assessments and how they are used with ELs**

1. Recognizes that norm-referenced tests compare ELs with proficient English speakers (and that population of test takers may not reflect ELs' level of English proficiency) and how that has consequences for ELs in terms of teacher perceptions of ELs' level of intelligence and grading, placement remedial, regular or advanced class as well as possibly failing classes

2. Recognizes that criterion-referenced tests provide teachers with specific information about whether an EL has mastered particular skills tested and whether teachers can group students accordingly and reteach specific skills

I. **Knows how to interpret assessment data and use it to assist in planning and differentiating instruction for ELs**

1. If given a student profile with data, can identify skills not mastered and determine what group with similar challenges the student can be placed into, and reteach

J. **Is familiar with strategies for communicating assessment data to English learners and their guardians**

1. Can use graphics to convey test data, provide specific examples from the ELs' work samples, modify "teacher jargon" when speaking with parents of ELs, uses interpreters to help convey test data; if sending information home, uses DOE compliance guidelines

Discussion Questions: Assessment and Evaluation

- What are the primary uses of individual and group literacy assessments?

- What are the advantages and disadvantages of each?

- What are national requirements for exit from a language-support program?

- When and how is a home-language survey used?

- What kinds of assessments best focus on ESOL students' comprehension skills in all four domains of language acquisition?

- What types of formative and summative assessments are effective for measuring ELs' knowledge and/or skills?

- What is one test task that could be used to assess productive language skills?

- How can a portfolio assessment be an effective tool to evaluate ELs' progress?

- What criteria should be taken into account when selecting the appropriate assessment instrument for EL skills?

- What is the difference between a needs assessment and a diagnostic assessment?

- What different means of evaluation can teachers use to measure their students' progress toward meeting state and national standards?

- How do state and national requirements affect the reporting of ESOL students' scores on standardized tests?

- What are some formal and informal techniques that could be used to assess how well students are progressing in content-area learning?

- What is one assessment on the Industrial Revolution that is appropriate for an intermediate-level EL?

- Why is it important for teachers to model techniques for self-assessment?

- What is the value of peer assessment?

- How can language-proficiency skills affect the outcome of an assessment of cognitive achievement?

- What accommodations can be given to ESOL students to accurately measure their linguistic and academic proficiencies?

- How do special education needs factor into decisions about ESOL student placement?

- What kind of evidence can indicate that an EL might be a candidate for a gifted program?

- What are examples of concrete evidence that indicate that an EL has cognitive difficulties in addition to language-learning difficulties?

- How might vastly different scores achieved by the same ESOL student on the same test material be explained?

- How can cultural bias affect the scores of ESOL students on standardized tests?

- What are the characteristics of a criterion-referenced assessment?

- For what purposes are norm-referenced assessments used?

- How can assessment results be used to modify classroom instruction to meet students' needs?

- What are some factors that determine a student's candidacy for an ESOL program?

- What criteria should be used to determine whether an ESOL student is ready to be exited from an ESOL program?

- What important factors contribute to the decision to advance an ESOL student to the next level of instruction or retain the student for further instruction at the current level?

- How can assessment results be communicated to parents who are not proficient in English?

V. Culture

A. Understands the interrelationship between language and culture

1. Nativists, nature versus nurture, decision to use native language or not in the classroom, oral traditions, how language affects behavior, identifying cultural mistakes and scenarios, eye contact, culture of gender/ethnicity/socioeconomic background, grouping students who communicate differently based on their cultural backgrounds, variationist perspective on sociolinguistics, miscommunications/misconceptions based on culture, participation (or lack of participation) based on cultural backgrounds, and topics that could be offensive in the classroom

B. Understands the ways cultural variables affect second-language acquisition and teaching

1. ELs' usage of nonstandard English(es) in the school setting and its implications on their academic performance, inductive versus deductive, and rhetorical/logical patterns of thought

C. Understands the ways students' identities will vary widely across and within cultures

1. Partnering students together based on identities (gender, ethnicity, regional, etc.)

D. Understands the implications of cultural stereotyping, cultural bias, and cultural bullying in the school setting

1. Dangers of ethnocentric mentalities

E. Knows that cultural experiences influence student language development, disposition, and learning

1. Neighborhoods/communities that students are coming from, exposure to community, and culture shock

F. Understands that the teacher's personal and cultural experiences influence teaching style

1. Understands that the teacher's personal and cultural experiences influence teaching style

G. Understands the difference between acculturation and assimilation

1. Understands the varied origins of ELs in schools in the United States

Discussion Questions: Culture

- What are some examples of cultural norms that affect communication?

- Why is it important for language learners to also learn the cultural norms associated with a language?

- How do cultures vary in terms of norms concerning eye contact?

- How does the student-teacher relationship vary between cultures, and what kinds of misunderstandings might the differences create?

- What are the primary differences between individualist cultures and collectivist cultures?

- What is one example of nonverbal behavior that differs from one culture to another related to demonstrations of respect?

- What are some approaches to learning that may vary from one culture to another?

- How might different experiences with prior schooling affect an EL's academic success in a new country?

- What is one example of a cultural expectation that explains why teachers may approach teaching differently in two different cultures?

- What is one way that a student's behavior varies from one culture to another?

- What are some ways in which a teacher could incorporate aspects of diverse cultures into a lesson?

- How could a teacher help build positive relationships between students from different cultural backgrounds?

- What are some potential effects of stereotyping on students?

- What are some ways that a teacher could introduce a discussion about the negative effects of stereotyping?

- Why is it important for ESOL teachers to serve as role models for other teachers regarding their interaction with ELs?

- How does the role of family vary between cultures, and how might that affect language acquisition?

- How can a teacher effectively work with a newly arrived EL who does not view formal education as a priority?

- What is one strategy a teacher could use to work with ELs whose views on gender roles in their culture heavily affect their educational experiences?

- What is ethnocentrism?

- What are several strategies that could appeal to learners from diverse cultural backgrounds?

- How have changes to immigration patterns in the United States affected ESOL education?

- What constitutes an effective program model for ESOL students based on evaluation criteria from the United States Department of Education?

- What is the legal basis for initial identification for an ESL program, advancement through the program, exit criteria, and Adequate Yearly Progress (AYP)?

- What are some school and community resources that could be of assistance to ELs and their families?

- What information about cultural differences might be useful to a general education teacher who is teaching ESOL students?

- What is one situation in which an ESOL teacher could facilitate effective communication between ELs, their families, and school staff?

- What types of curricula are most likely to benefit ELs with specific career goals?

VI.   Professionalism and Advocacy

A.   **Knows the possible differences between disabilities and typical language proficiency development**

1.   Able to identify a scenario in which a student might have a possibly disability, as opposed to demonstrating typical development in language proficiency

B.   Knows how to value and incorporate diverse cultures of students into instruction

1.   Able to apply knowledge of culturally relevant pedagogy to scenarios in which the student population base is diverse

C.   Understands the legal provisions and ethical implications of laws and federal court decisions related to the education of ELs

1.   Has knowledge of various relevant laws (e.g., Every Student Succeeds Act (ESSA), *Plyler* v. *Doe*, *Castañeda* v. *Pickard*)

D.   Understands the need to serve as a professional resource and advocate for ELs and families

1.   Understands possible roles of EL teacher

E.   Understands the need to communicate with school personnel about the characteristics and emotional, social, and physical needs of ELs

1.   Can identify a scenario in which EL teachers appropriately respond to emotional, social, and physical needs of their students

F.   Knows how to identify appropriate strategies for planning and collaborating with ELs, their families, and school and community members

1.   Can identify scenarios in which appropriate strategies can be matched or ranked (e.g., by their order in importance) in relation to a particular stakeholder (e.g., relative of student, community member, etc.)

G.   Understands ways to collaborate with other school personnel regarding the academic needs of ELs

1.   Can identify optimum scenarios in which successful collaboration occurs between school personnel (e.g., teachers and guidance counselor) with regard to the academic needs of the ELs

H.   Is familiar with ways that ELs and their families may benefit from a variety of outside resources (e.g., services, networks, organizations)

1.   Can identify a variety of resources outside of the school context that can help ELs and their families thrive in their community

I.   Knows a variety of strategies for consulting with guardians and communicating with them about each student's progress and needs

1.   Understands a variety of ways to consult and communicate with students' progress and needs

J.   Knows the importance of engaging in professional development by continually researching relevant and reliable resources and organizations in the field of teaching ESOL

1.   Can identify various acronyms/initialisms by their names and functions (e.g., NABE, TESOL, NIEA, TOEFL, ESL, EFL, SIOP)

Discussion Questions: Professionalism and Advocacy

• How can ESL teachers stay up-to-date on relevant developments in their field?

• What kind of information can various organization offer ESOL teachers (e.g., TESOL, CAL, ACTFL, and NABE)?

• What are some relevant and reliable resources that report on current research pertaining to the education of ELs, and where can they be found?

• What is TESOL, and what types of requirements are included in the TESOL standards for ESOL students?

• Why is it important for ESOL teachers to pursue opportunities for growth in their field?

• What is one way that ESOL teachers in a district could collaborate on professional development activities?

• What are some strategies for including various members of the school community in meeting with ELs and their families?

• What are some examples of supplementary materials that could provide parents of ELs with important information about their children?

• How can an ESL teacher effectively integrate community resources into instruction?

• How might a teacher help an EL who becomes frustrated when learning English?

• What are some ways that paraprofessionals contribute to the ESL classroom?

• What are the integral factors for ESL and content-area teachers to consider when collaborating on planning instruction for ELs?

- What are some different ways that an ESL teacher could advocate for ELs within the school community?

- How can an ESL teacher effectively provide information about available community resources to ELs and their families?

- What are some reasons that ELs and their families might have a need for resources provided by the community?

- Why is it important to provide feedback to parents/caregivers regarding their children's linguistic and academic progress?

- What are several factors that could influence instructional planning based on feedback from ELs' parents/caregivers?

- What are some ways in which teachers could communicate with parents of ELs?

- What are some factors that might hinder the parent of an EL from being more involved in a child's education?

- What might a teacher do to ensure that a student from a country at war feels supported in the classroom?

- What is one type of extra support that could assist ELs who have experienced previous traumatic events in their lives, such as family separation or life as a refugee?

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

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

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

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

Review a few sample essay topics:

- *Brown* v. *Board of Education of Topeka*

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

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

  B. What was the rationale given by the justices for their 1954 ruling?

- In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.

  o Describe **TWO** strategies he could use to address the concerns of the students who have complained.

  o 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."

  o 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

Computer Delivery

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

During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.

Which of the following traits is the teacher's focus?

○ Ideas
○ Voice
○ Conventions
○ Organization

Answer the question above by clicking on the correct response.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. The answers and their explanations are provided later in this chapter.

Terminology: In this test, the following terminology may appear as described.

- English to Speakers of Other Languages may be referred to as ESOL.
- English as a Second Language may be referred to as ESL.
- English as a Foreign Language may be referred to as EFL
- An English-language learner may be referred to as an EL
- Teachers of English to Speakers of Other Languages may be referred to as TESOL.
- The National Association for Bilingual Education may be referred to as NABE.
- The Center for Applied Linguistics may be referred to as CAL.
- Basic interpersonal communication skills may be referred to as BICS.
- Cognitive academic language proficiency may be referred to as CALP.
- The Cognitive Academic Language Learning Approach may be referred to as CALLA.
- The Sheltered Instruction Observation Protocol Model may be referred to as the SIOP Model.
- A first language may be referred to as the L1.
- A second language may be referred to as the L2.
- Total Physical Response may be referred to as TPR.
- A parent or legal guardian may be referred to as a parent.
- Second Language Acquisition may be referred to as SLA.

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

1. An EL approaches the ESOL teacher and says, "Give me a piece of paper." The EL's utterance is best characterized as an error in

    (A) article usage

    (B) word order

    (C) register

    (D) conjugation

2. Which of the following terms refers to how the level of a language learner's negative feelings and motivation correlates to his or her ability to acquire new language skills?

    (A) Deductive reasoning

    (B) Extrinsic reinforce

    (C) Affective filter

    (D) Self-regulated learning

3. Mr. Lewis, a new ESL teacher, is evaluating several assessments that were used by the previous ESL teacher. Because of the diverse cultural backgrounds of his students, Mr. Lewis wants to ensure that the assessments he chooses to incorporate into the curriculum do not exhibit any cultural bias. Which of the following is the most appropriate question for Mr. Lewis to use as a guideline when screening the assessments for cultural bias?

    (A) Was the ESL teacher who designed the assessments fluent in more than one language?

    (B) Will the students need a high level of sociopragmatic competence to complete the assessments?

    (C) Are the scores that students received on the assessments in the past reliable?

    (D) Do the assessments separate content-area learning from language learning?

4. A high school ESOL teacher gives students the following work sheet.

Ursula planted the flowers.

| | 1 | 2 | 3 |

Instructions: In the sentence above, which word would you emphasize when speaking to answer the questions below? Circle 1, 2, or 3.

Who planted the flowers?	1	2	3
What was planted?	1	2	3
What did Ursula do with the flowers?	1	2	3

The primary purpose of the work sheet is to provide instruction on

(A) morphology

(B) stress

(C) intonation

(D) syllabication

5. Which of the following court cases resulted in a ruling that district-implemented programs for ELs must be evaluated for effectiveness?

(A) Lau v. Nichols

(B) Brown v. Board of Education

(C) Plyler v. Doe

(D) Castañeda v. Pickard

6. An ESL teacher plans to evaluate the students' midyear progress by referencing various examples of their work taken from the current semester. Which of the following will most accurately assist the teacher in assessing the students' English-language development?

(A) Standardized test scores that demonstrate ESL students' academic performance in specific content areas

(B) Report card grades and comments from all content area classroom teachers

(C) Individualized portfolios that include all essays, presentation rubrics, and tests

(D) A norm-referenced midterm exam that was recently administered to ESL students

7. Subtractive bilingualism is most likely to occur in second-language learners who

(A) have difficulty understanding content-area vocabulary

(B) have little opportunity to continue using their first language

(C) work to maintain the customs of their home cultures

(D) had limited formal schooling in their home countries

8. Which of the following makes the greatest use of active participation, including gestures and body movement?

(A) Grammar Translation

(B) Total Physical Response

(C) Suggestopedia

(D) The Direct Method

9. The following is based on an excerpt from an EL's essay about a summer job.

Mr. Hunter also a good president. Since Mr. Hunter had big confidence, he led the company fluently.

The errors in the second sentence primarily involve

(A) word choice

(B) word structure

(C) word order

(D) word spelling

10. Listen to an ESOL student read the following sentence aloud.

(Recorded excerpt)

He finally went to bed.

(Student pronounces "bed" as [bɛt])

The error in pronunciation in the word "bed" indicates a problem with

(A) final intonation patterns

(B) places of articulation

(C) voiced and voiceless sounds

(D) word stress patterns

11. Mr. Abbott notices that a few of his ESL students have not been doing classwork or homework assignments because they lack motivation to learn about certain topics. Mr. Abbott can best increase his students' intrinsic motivation to learn by

    (A) offering them verbal praise after they complete an assignment properly

    (B) rewarding them with a small prize after they successfully complete a certain number of assignments

    (C) determining their interests and incorporating those interests into classroom lessons

    (D) calling their parents to inform them of the missing assignments

12. Which of the following behaviors is most consistent with culture shock?

    (A) An EL prefers learning activities that feature pictures, graphic organizers, and film clips to present content-area topics.

    (B) An EL appears nervous and frustrated in his or her new surroundings and expresses a desire to return to the home country.

    (C) An EL prefers learning activities that feature bodily movement and manipulatives that reinforce academic content.

    (D) An EL appears to emphasize the context of a conversation, including gestures, facial expressions, and tone of voice, when communicating.

13. Which of the following best summarizes the critical period hypothesis?

    (A) Assimilation to a new culture usually occurs during a small window of time.

    (B) The ease with which one acquires native-like proficiency correlates to a biological timetable that is connected to age.

    (C) Optimal language acquisition occurs when learners are exposed to the L2 for at least 50 percent of their day.

    (D) L2 grammar is taught most effectively when learners participate in a series of translation activities for the first six months of study.

14. An ESL teacher is conducting a lesson on the woolly mammoth. Sandra, an intermediate-level EL, is having trouble taking notes on the characteristics of the animal during the lesson. Based on Sandra's needs, the ESL teacher should provide her with a

    (A) graphic organizer with a word bank about the woolly mammoth

    (B) collection of photographs of the woolly mammoth

    (C) multiple-choice work sheet about the woolly mammoth

    (D) textbook passage on the woolly mammoth from a lower grade level

15. Mr. Jenkins, an ESL teacher, recently took his students on a field trip to a museum. The following day, Mr. Jenkins asks the class to recount their trip to the museum as he transcribes their dictated speech. Next, Mr. Jenkins distributes copies of the transcriptions and has students work in groups to find and correct errors. Finally, he has the students expand the corrected transcriptions into a narrative essay as a homework assignment. Which of the following best describes the instructional approach being utilized by Mr. Jenkins?

    (A) Language experience approach

    (B) Multisensory approach

    (C) Natural approach

    (D) Phonics approach

16. The following conversation takes place between an EL and an ESOL teacher.

    Student: He read frequently the newspaper.

    Teacher: Oh, he frequently reads the newspaper? So, what sections of the newspaper does he prefer?

    The response that the teacher gives to the EL can most accurately be described as

    (A) metalinguistic feedback

   (B) positive feedback

    (C) an elicitation

    (D) a recast

17. Which THREE of the following strategies can an ESOL teacher use to most effectively create a culturally responsive classroom?

    (A) Reflecting on the influence that their personal bias has on student expectations

    (B) Devising ways to reward student participation to encourage speaking

    (C) Integrating a wide range of curricular content

    (D) Becoming familiar with students' prior knowledge

18. Which of the following is the best example of an error in sociolinguistic competence?

    (A) An EL wants to borrow a pen from the teacher's desk and says, "I need this" while taking it.

    (B) An EL doesn't know the word for "highway" and describes it as "the big road where there are a lot of cars."

    (C) A native English speaker asks an EL where the EL was born, and the EL responds "I am come from Europe."

    (D) An EL wants to say "Watch out for the curb" but produces the sentence "Watch out for the curve."

19. A middle school English teacher has selected a reading passage on the history, rules, and importance of baseball in the United States for an upcoming reading comprehension test. The English teacher is worried that the ELs in the class may have difficulty reading and understanding the passage and consults the ESL teacher for feedback. To best address the English teacher's concern, the ESL teacher should advise the English teacher to closely examine the passage for which of the following?

    (A) Statistics that may be too complex for the ELs with a limited math background

    (B) Cultural content that may bias the test against the ELs

    (C) Changes in verb tense that may cause confusion for the ELs

    (D) Abundant usage of figurative language that the ELs may not recognize

20. A first grade teacher recently welcomed a new EL named Hassan into the classroom. Hassan's records show that he had limited exposure to English classes in his home country and is currently functioning at the beginning level of English-language proficiency. Which of the following instructional strategies would most appropriately assist Hassan in increasing his communication skills?

    (A) Providing Hassan with a study guide that includes all topics discussed in class

    (B) Supplying Hassan with an English dictionary and a thesaurus to use during activities

    (C) Having Hassan use pictures and gestures when interacting with others

    (D) Setting the expectation that Hassan must respond in English when called on in class

21. In contrast to collectivist cultures, individualist cultures are more likely to

    (A) emphasize the importance of learning a second language

    (B) maintain their traditional customs as globalization becomes more pervasive

    (C) prioritize the needs of social institutions in their society

    (D) regard personal ambition and initiative favorably

22. Listen to an ESOL student talk about her experience upon arriving in the United States.

    (Recorded excerpt)

    When I arrive in the United States, the first three months for me here were the most difficult experience in my life . . .

    The verb "arrive" in the first line is incorrect with respect to

    (A) tense

    (B) gender

    (C) person

    (D) number

23. Which of the following situations most likely indicates that an EL may require testing for special education services?

    (A) The EL often shifts from one language to another when speaking.

    (B) The EL exhibits an English-language pattern that is highly unusual compared to that of others who speak the same L1.

    (C) The EL's ability to communicate simple ideas in English is impeded by a heavy accent.

    (D) The EL is hesitant to speak and does not participate in most classroom discussions.

24. A social studies teacher plans to administer a chapter test that includes multiple-choice and short-answer questions. Which of the following testing accommodations would be most appropriate for the intermediate-level ELs in the class?

    (A) Permitting the ELs to use the test study guide during the test

    (B) Allowing the ELs to take the test in their native languages

    (C) Allotting the ELs more time to complete the test

    (D) Reducing the number of questions on the ELs' version of the test

25. People across the United States use a variety of terms to refer to sugary, flavored carbonated beverages, including "soda," "pop," and "soft drink." Which of the following best identifies this occurrence?

    (A) Code-switching

    (B) Dialect variation

    (C) Language register

    (D) Jargon

26. Ms. Yamamoto teaches an introductory writing class composed of learners from a variety of cultural and linguistic backgrounds. Her primary objective is to encourage her students to brainstorm ideas on a given topic and develop their English writing skills as a result of brainstorming. Which of the following is the most effective strategy Ms. Yamamoto can use to benefit the ELs in the class during the brainstorming process?

    (A) Encouraging ELs to use their first languages and cultural knowledge in brainstorming discussions

    (B) Providing ELs with a detailed outline where they can summarize the beginning, middle, and end of future essays during brainstorming discussions

    (C) Asking ELs to consult an English dictionary for all necessary words during brainstorming discussions

    (D) Advising the ELs to look for relevant outside references prior to their brainstorming discussions

27. Which of the following activities most effectively helps beginning-level ELs develop decoding skills?

    (A) Presenting predictable spelling patterns in word families to the ELs

    (B) Asking the ELs to describe the events of a story after the teacher has read it aloud

    (C) Directing the ELs to select their own reading materials from the school's library

    (D) Having the ELs work in small groups to categorize nouns and verbs on chart paper

Questions 28–29 refer to the following visual

Mr. Lambert, an elementary ESOL teacher, provides his students with the following work sheet and a handful of plastic tokens
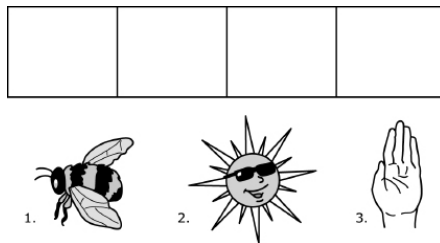
First, Mr. Lambert says the word that names the first picture on the work sheet, "bee." Then, he instructs students to quietly repeat the word to themselves and segment the word into its distinct sounds. Once the students have identified the distinct sounds in the word, they move one token for each sound into a box above the picture. Finally, Mr. Lambert asks the class to share which sounds they recognize in the word "bee," and he moves on to the next picture on the work sheet.

28. Which of the following best describes the primary focus of the activity?

    (A) It introduces the concept of onomatopoeia.

    (B) It connects phonemes and graphemes.

    (C) It develops phonemic awareness.

    (D) It improves translation skills.

29. The activity is most appropriate for students in which of the following stages of second language acquisition?

    (A) Early production

    (B) Speech emergence

    (C) Intermediate fluency

    (D) Advanced fluency

Answers to Sample Questions

1. Option (C) is correct. In this example, the EL has addressed the teacher in a manner that is too informal for their relationship, making it an error in the appropriate use of register (formal vs. informal).

2. Option (C) is correct. Krashen refers to the affective filter hypothesis as a critical factor that can affect language learning positively or negatively.

3. Option (B) is correct. If students need a high level of sociopragmatic competence to understand the assessments, it means that there could be a heavy degree of culturally-specific material on the assessments, which could lead to cultural bias.

4. Option (B) is correct. The work sheet asks students to identify which part of the sentence they would emphasize when answering a series of questions. This illustrates how the way certain words in a sentence are emphasized can influence the meaning of the sentence. Thus, the work sheet is primarily providing instruction on stress.

5. Option (D) is correct. *Castañeda* v. *Pickard* ruled that district programs for ELs must be evaluated for effectiveness using a set of established criteria.

6. Option (C) is correct. A portfolio that spans the work completed over the semester and includes a wide representation of assessment that addresses all four modes of language learning would be the best tool to use when evaluating ESL students' English-language development.

7. Option (B) is correct. Subtractive bilingualism refers to the phenomenon in which first-language attrition occurs in learners as a result of acquiring a new language. This phenomenon typically occurs in learners of a second language who no longer have or have fewer opportunities to use their first language in a new environment.

8. Option (B) is correct. Total Physical Response (TPR) is a language-teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

9. Option (A) is correct. The second sentence contains instances of incorrect lexical collocations. That is, certain words in English cannot idiomatically and customarily be used to modify certain other words even though the overall meaning is decipherable (to speak a language fluently versus to speak a language greatly). Hence, errors in word choice were made.

10. Option (C) is correct. Stress and intonation do not determine final consonant forms, and [t] and [d] have the same place of articulation. However, [t] is a voiceless sound and [d] is a voiced sound.

11. Option (C) is correct. By incorporating the students' interests into future lessons, the teacher will help students gain a sense of personal value from doing schoolwork. As a result, they may begin to enjoy what they are learning and develop a sense of personal, intrinsic motivation to continue learning.

12. Option (B) is correct. Culture shock is a stage that some ELs may experience upon arrival in the United States. Typically, an EL going through culture shock may feel overwhelmed by his or her new environment and experience homesickness.

13. Option (B) is correct. The critical period hypothesis states that there is a period of time in childhood when language can be easily acquired. According to the hypothesis, language becomes increasingly more difficult to learn after the onset of puberty.

14. Option (A) is correct. The student is having trouble taking notes on the woolly mammoth during class discussions. Based on her needs and proficiency level, a graphic organizer with a word bank would most likely assist the student while taking notes on the topic.

15. Option (A) is correct. The language experience approach uses students' spoken language to develop materials for reading and writing instruction. This approach incorporates students' oral language proficiency levels and personal experiences.

16. Option (D) is correct. A recast focuses on the meaning. The teacher casts back the learner's utterance in the correct form but continues with a focus on meaning. Recast is defined as the reformulation of a learner's utterance minus the error(s).

17. Options (A), (C), and (D) are correct. For (A), this approach guides teachers to understand that student behavior is influenced by culture. For (C) and (D), both strategies guide teachers to understand that student behavior can be influenced by factors related to settings that resemble their own communities.

18. Option (A) is correct. The appropriate level of politeness and register contribute to a learner's sociolinguistic competence. In this example, the EL does not ask to use the pen before taking it. In addition, because the EL is taking the pen from a teacher (someone of a different power structure), a more polite choice of words would typically be used. Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language is used: the role of the participants, the information they share, and the function of the interaction. It is an individual's knowledge of ways of speaking and interacting through language, e.g. politeness, taboos, etc. These different competencies are used in any given act of communication.

19. Option (B) is correct. Bias in testing may stem from any one of three characteristics of the tests themselves, including the cultural content embedded in any given test. Baseball is considered a sport that is highly specific to American culture and the ELs may be unfamiliar with the vocabulary, rules, etc., associated with it. This could contribute to a lower test score, which is unrelated to their language proficiency.

20. Option (C) is correct. The instructional goal is to increase the student's communication skills. Using visuals and gestures will help the student communicate given his current level of language proficiency and his educational background.

21. Option (D) is correct. Individualist cultures typically emphasize the needs and wants of the individual over those of a group or social institution as a whole.

22. Option (A) is correct. In the transcription of the recorded excerpt, the verb "arrive" is in the present tense. The context is the student's experience, and the rest of the sentence is in the past ("the first three months were"). "Arrive" should be in the past tense ("arrived").

23. Option (B) is correct. A unique pattern of usage is a common indicator that a student may have different cognitive abilities from his peers, which might signal a need for further investigation.

24. Option (C) is correct. Allotting more time is a commonly used accommodation with ELs on high-stakes achievement tests and content-area exams. This accommodation will not compromise learning standards and will help the ELs display their knowledge.

25. Option (B) is correct. A dialect is a form of language that is specific to a particular region or social group. The terms presented in the question are indicative of dialect variation.

26. Option (A) is correct. ELs' first language and culture are rich sources of knowledge for the brainstorming process and will help facilitate the L1-L2 connection.

27. Option (A) is correct. Teaching predictable spelling patterns in word families will most effectively assist the ELs in developing their decoding skills, especially if they are at the beginning level of language proficiency and are unfamiliar with English spelling conventions/sound/symbol relationships. A word family is a group of words sharing a common phonetic element. Children learn that words often contain these recognizable chunks. The cracking of this code provides predictable patterns and is a help in decoding new words. With practice, children learn to use these chunks instead of sounding out one letter at a time.

28. Option (C) is correct. The teacher is asking the students to determine the individual sounds in the words that the teacher says aloud by moving tokens into Elkonin boxes. Because the activity focuses on the sounds that make up each word, it is primarily building phonemic awareness.

29. Option (A) is correct. In the early production stage of second language acquisition, students should build prereading skills that will assist them with future literacy development. A phonemic awareness activity that focuses on building knowledge of the sounds in different English words is most appropriate for students in this stage.

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 41.

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 34 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 34, 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 21.

- **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 "About This Test" and "Content Topics" 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

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

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

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.

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 <u>https://www.ets.org/praxis/institutions/scores/passing/</u> 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 **https://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 Brailler
- 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 **https://www.ets.org/s/praxis/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf**.

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

8. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

- ❒ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?

- ❒ Have you followed all of the test registration procedures?

- ❒ Do you know the topics that will be covered in each test you plan to take?

- ❒ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?

- ❒ Do you know how long the test will take and the number of questions it contains?

- ❒ Have you considered how you will pace your work?

- ❒ Are you familiar with the types of questions for your test?

- ❒ Are you familiar with the recommended test-taking strategies?

- ❒ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?

- ❒ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?

- ❒ If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

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

9. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.
To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at **www.ets.org/praxis/scores/understand**

- *Praxis* passing scores, found at **https://www.ets.org/praxis/institutions/scores/passing/**

- 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.).

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

www.ets.org