



The *PRAXIS*[®] Study Companion

Principles of Learning and Teaching: Early Childhood (5621)



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Principles of Learning and Teaching: Early Childhood (5621)

Test at a Glance

The *Praxis*® Principles of Learning and Teaching: Early Childhood test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a principles of learning and teaching: early childhood specialist.

Test Name	Principles of Learning and Teaching: Early Childhood			
Test Code	5621			
Time	2 hours			
Number of Questions	70 selected-response and 4 constructed-response questions			
Format	Selected response; constructed-response questions related to two case histories. You can review the possible question types in Understanding Question Types.			
Test Delivery	Computer Delivered			
	Content Categories	Approximate Number of Selected-Response Questions	Approximate Number of Constructed-Response Questions	Approximate Percentage of Examination
	I. Students as Learners	21		22.5%
	II. Instructional Process	21		22.5%
	III. Assessment	14		15%
	IV. Professional Development, Leadership, and Community	14		15%
	V. Analysis of Instructional Scenarios A. Students as Learners B. Instructional Process C. Assessment D. Professional Development, Leadership, and Community		4	

About The Test

The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels.

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

Content Topics

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

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

Discussion Questions

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

I. Students as Learners

A. Student Development and the Learning Process

1. Understands the theoretical foundations of how students learn
 - a. knows how knowledge is constructed
 - b. knows a variety of means by which skills are acquired
 - c. understands a variety of cognitive processes and how they are developed
2. Knows the major contributions of foundational theorists to education
 - a. relates the work of theorists to educational contexts
 - Bandura
 - Bruner
 - Dewey
 - Piaget
 - Vygotsky
 - Kohlberg
 - Bloom
3. Understands the concepts and terms related to a variety of learning theories
 - a. metacognition
 - b. schema
 - c. transfer
 - d. self-efficacy
 - e. self-regulation
 - f. zone of proximal development
 - g. classical and operant conditioning

4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral)
 - a. describes the characteristics of a typical child in each stage and each domain
 - b. recognizes typical and atypical variance within each stage and each domain
 5. Understands how learning theory and human development impact the instructional process
 - a. defines the relationship between learning theory and human development
 - b. provides examples of how learning theory is impacted by human development
 - c. uses knowledge of learning theory to solve educational problems
 - d. uses knowledge of human development to solve educational problems
- B. Students as Diverse Learners**
1. Understands that a number of variables affect how individual students learn and perform
 - a. identifies a number of variables that affect how students learn and perform
 - gender
 - culture
 - socioeconomic status
 - prior knowledge and experience
 - motivation
 - self-confidence, self-esteem
 - b. provides examples of how variables might affect how students learn and perform
 2. Recognizes areas of exceptionality and their potential impact on student learning
 - a. identifies areas of exceptionality
 - cognitive
 - auditory
 - visual
 - motor/physical
 - speech/language
 - behavioral
 - b. explains a variety of ways exceptionalities may impact student learning
 3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice
 - a. identifies the provisions of legislation relevant to students with exceptionalities
 - Americans with Disabilities Act (ADA)
 - Individuals with Disabilities Education Act (IDEA)
 - Section 504, Rehabilitation Act (504)
 - b. explains how the provisions of legislation relating to students with exceptionalities affect classroom practice

4. Recognizes the traits, behaviors, and needs of intellectually gifted students
5. Recognizes that the process of English language acquisition affects the educational experience of English learners (ELs)
6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process
 - a. recognizes students with exceptionalities require particular accommodations
 - b. knows how to modify instruction, assessment, and communication methods to meet a recognized need

C. Student Motivation and Learning Environment

1. Knows the major contributions of foundational behavioral theorists to education
 - a. relates the work of behavioral theorists to educational contexts
 - Thorndike
 - Watson
 - Maslow
 - Skinner
 - Erikson
2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management
 - a. defines terms related to foundational motivation theory
 - self-determination
 - attribution

- extrinsic/intrinsic motivation
 - cognitive dissonance
 - classic and operant conditioning
 - positive and negative reinforcement
- b. relates motivation theory to instruction, learning, and classroom management
3. Knows principles and strategies for classroom management
 - a. knows how to develop classroom routines and procedures
 - b. knows how to maintain accurate records
 - c. knows how to establish standards of conduct
 - d. knows how to arrange classroom space
 - e. recognizes ways of promoting a positive learning environment
 4. Knows a variety of strategies for helping students develop self-motivation
 - a. assigning valuable tasks
 - b. providing frequent positive feedback
 - c. including students in instructional decisions
 - d. de-emphasizing grades

Discussion Questions: Students as Learners

- Knowing each theorist's major ideas and being able to compare and contrast one theory with another comprises basic professional knowledge for teachers. In addition, knowing how these ideas actually can be applied to teaching practice is important professional knowledge for teachers.
- What are the major differences between Jerome Bruner's and Jean Piaget's theories of cognitive development in young children?
- How might a teacher apply some of Lev Vygotsky's ideas about scaffolding and direct instruction in the classroom?
- What does Abraham Maslow's hierarchy of needs suggest about motivation for learning in the classroom?
- Go beyond memorization of definitions; try to apply the terms to the theories behind them and think of applications in the classroom.
- What are some specific classroom-based examples of extrinsic and intrinsic motivators for students?
- Make sure you can recognize the differences between lower-order and higher-order thinking in classroom activities, using Bloom's taxonomy as a guide.
- What is an example of a schema and what good is it?
- What is scaffolding and why is it important for both teachers and students?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of human development and the learning process:

- Identify and describe strengths and/or weaknesses in the instruction described in the case, in terms of its appropriateness for students at a particular age
- Propose a strategy for instruction that would be appropriate for students at the age described in the case
- What is an example of the way cultural expectations from a particular geographical region or ethnic group might affect how students learn or express what they know?
- What does the research reveal about gender differences and how they might affect learning?
- Know the major types of challenges in each category (e.g., dyslexia under "Learning Disabilities"), know the major symptoms and range of severity, and know the major classroom and instructional issues related to each area.
- Know the basic rights or responsibilities that the legislation established.

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of students as diverse learners:

Identify and describe a strength and/or weakness in

- a lesson plan for meeting needs of individual students with identified special needs, as described in the case
- the interaction described in the case between the teacher and students in terms of culturally responsive teaching

Propose a strategy for

- helping the students with attention deficit problems described in the case stay on task (e.g., in listening to a lecture, following a demonstration, doing written work)
- improving performance of students in the case who do not perform well on homework, original compositions, or other assignments
- helping students in the case for whom English is not the first language build literacy skills and/or improve in academic areas
- meeting the needs of a wide range of students (especially students with learning difficulties and students who are accelerated)
- building positive relationships with a student the case shows is very turned off to school
- adapting instruction and/or assessment for an individual student with identified needs described in the case

- helping the students described in the case see issues from different points of view
- Go beyond memorization of definitions; try to apply the terms to the theories behind them and think of applications in the teaching situation.
- Why is each of the principles above a good practice for teachers to cultivate and maintain in terms of its effect on student learning? How can each help you to be a more effective teacher? What are the characteristics of effective implementation of each of these practices? How can you structure your instructional planning to include these?
- What are the choices a teacher has in each of the last three bulleted items above? What are the most important considerations when making decisions about each one?
- Pacing and structuring of a lesson is a particularly challenging aspect of instruction. What factors can change the pace and structure of a lesson as it unfolds?
- How can you prepare in advance for adjusting the pace and the structure of a lesson for each of these factors?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of student motivation and the learning environment:

Propose a strategy for

- revising a lesson that is described in the case for improving student engagement and motivation
- improving motivation through means other than negative strategies described in the case
- addressing behavioral problems that are described in the case

Identify and describe a strength and/or weakness in

- a lesson plan or instructional strategy described in the case with the intention of building a positive classroom environment

II. Instructional Process

A. Planning Instruction

1. Understands the role of district, state, and national standards and frameworks in instructional planning
 - a. understands the theoretical basis of standards-based education
 - b. knows resources for accessing district, state, and national standards and frameworks
 - c. understands how standards and frameworks apply to instructional planning
2. Knows how to apply the basic concepts of predominant educational theories
 - a. understands the basic concepts of cognitivism
 - schema
 - information processing
 - mapping
 - b. understands the basic concepts of social learning theory
 - modeling
 - reciprocal determinism
 - vicarious learning
 - c. understands the basic concepts of constructivism
 - learning as experience
 - problem-based learning
 - zone of proximal development
 - scaffolding
 - inquiry/discovery learning
 - d. understands the basic concepts of behaviorism
 - conditioning
 - intrinsic and extrinsic rewards
 - reinforcement
 - punishment
 - e. knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts

3. Understands how scope and sequence affect instructional planning
 - a. defines and provides examples of scope
 - b. defines and provides examples of sequence
 - c. understands the relationship between scope and sequence and standards of learning
 - d. understands the role of scope and sequence in curriculum planning
4. Knows how to select content to achieve lesson and unit objectives
5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
 - a. distinguishes among the different learning domains
 - b. knows how to apply Bloom's Taxonomy to the development of instructional objectives
 - c. knows how to describe observable behavior
 - d. knows how to describe measurable outcomes
6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation
 - a. identifies when remediation is appropriate
 - b. identifies when enrichment is appropriate
 - c. identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities
7. Understands the role of resources and materials in supporting student learning
 - a. identifies and explains the uses of a variety of resources and materials that support student learning
 - computers, the Internet, and other electronic resources
 - library collection (books, magazines, pamphlets, reference works)
 - videos, DVDs
 - artifacts, models, manipulatives
 - guest speakers and community members
 - b. knows how to develop lessons as part of thematic and/or interdisciplinary units
 - c. understands the basic concepts of thematic instruction
 - d. understands the components of thematic units
 - selecting a theme
 - designing integrated learning activities
 - selecting resources
 - designing assessments
 - e. understands the basic concepts of interdisciplinary instruction
 - f. understands the components of interdisciplinary units
 - collaborating
 - generating applicable topics
 - developing an integrative framework

- planning instruction for each discipline
- designing integrative assessment
- recognizes their role in collaborating with instructional partners in instructional planning
- g. identifies a variety of instructional planning partners
 - special education teachers
 - school librarians
 - teachers of the gifted and talented
 - IEP team members
 - paraeducators
- h. describes the roles each partner plays in collaborative activities

B. Instructional Strategies

1. Understands the cognitive processes associated with learning
 - a. critical thinking
 - b. creative thinking
 - c. questioning
 - d. inductive and deductive reasoning
 - e. problem solving
 - f. planning
 - g. memory
 - h. recall
2. Understands the distinguishing features of different instructional models
 - a. describes a variety of instructional models
 - direct
 - indirect

- independent
 - experiential
 - interactive
3. Knows a variety of instructional strategies associated with each instructional model
 - a. identifies instructional strategies associated with direct instruction
 - explicit teaching
 - drill and practice
 - lecture
 - demonstrations
 - guides for reading, listening, viewing
 - b. identifies instructional strategies associated with indirect instruction
 - problem solving
 - inquiry
 - case studies
 - concept mapping
 - reading for meaning
 - cloze procedures
 - c. identifies instructional strategies associated with independent instruction
 - learning contracts
 - research projects
 - learning centers
 - computer mediated instruction
 - distance learning
 - d. identifies instructional strategies associated with experiential and virtual instruction
 - field trips
 - experiments

- simulations
 - role play
 - games
 - observations
- e. identifies instructional strategies associated with interactive instruction
- brainstorming
 - cooperative learning groups
 - interviews
 - discussions
 - peer practice
 - debates
4. Knows a variety of strategies for encouraging complex cognitive processes
- a. identifies complex cognitive processes
- concept learning
 - problem solving
 - metacognition
 - critical thinking
 - transfer
- b. knows instructional activities specific to the development of complex cognitive processes
- distinguishing fact from opinion
 - comparing and contrasting
 - detecting bias
 - predicting
 - categorizing
 - analyzing
 - sequencing
 - summarizing
- inferring
 - decision making
 - evaluating
 - synthesizing
 - generalizing
5. Knows a variety of strategies for supporting student learning
- a. identifies and explains uses of strategies for supporting student learning
- modeling
 - developing self-regulation skills
 - scaffolding
 - differentiating instruction
 - guided practice
 - coaching
6. Knows basic strategies for promoting students' development of self-regulatory skills
- a. knows how to support students in
- setting goals
 - managing time
 - organizing information
 - monitoring progress
 - reflecting on outcomes
 - establishing a productive work environment
- b. understands the design of different group configurations for learning
- c. describes different group configurations
- whole-class
 - small-group
 - independent learning

- one-on-one
 - pair/share
7. Understands the use and implications of different grouping techniques and strategies
 - a. explains the uses, strengths, and limitations of a variety of grouping techniques
 - cooperative learning
 - collaborative learning
 - heterogeneous grouping
 - homogeneous grouping
 - multi-age grouping
 - grouping by gender
 8. Knows how to select an appropriate strategy for achieving an instructional objective
 9. Understands the concept of monitoring and adjusting instruction in response to student feedback
 - a. explains the instructional purposes of monitoring and adjusting instruction
 - b. knows strategies for monitoring and adjusting instruction
 10. Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies
 11. Knows the characteristics of different types of memory and their implications for instructional planning and student learning
 - a. distinguishes among the different types of memory
 - short term
 - long term
 - b. considers the characteristics and effects of memory on student learning when planning instruction
 12. Recognizes the role of teachable moments in instruction
 - a. defines and provides examples of a teachable moment
 - b. understands the uses of the teachable moment
- C. Questioning Techniques**
1. Knows the components of effective questioning
 - a. allowing think/wait time
 - b. helping students articulate their ideas
 - c. respecting students' answers
 - d. handling incorrect answers
 - e. encouraging participation
 - f. establishing a non-critical classroom environment
 - g. promoting active listening
 - h. varying the types of questions
 2. Understands the uses of questioning
 - a. explains and provides examples of different purposes of questioning
 - developing interest and motivating students
 - evaluating students' preparation
 - reviewing previous lessons
 - helping students set realistic expectations
 - engaging students in discussion

- determining prior knowledge
 - preparing students for what is to be learned
 - guiding thinking
 - developing critical and creative thinking skills
 - checking for comprehension or level of understanding
 - summarizing information
 - stimulating students to pursue knowledge on their own
3. Knows strategies for supporting students in articulating their ideas
- a. explains and provides examples of strategies for supporting students in articulating their ideas
 - verbal and non-verbal prompting
 - restatement
 - reflective listening statements
 - wait time
4. Knows methods for encouraging higher levels of thinking
- a. explains and provides examples of methods for encouraging students' higher levels of thinking, thereby guiding students to
 - reflect
 - challenge assumptions
 - find relationships
 - determine relevancy and validity of information
 - design alternate solutions
- draw conclusions
 - transfer knowledge
5. Knows strategies for promoting a safe and open forum for discussion
- a. knows basic techniques for establishing and maintaining standards of conduct for discussions
 - engaging all learners
 - creating a collaborative environment
 - respecting diverse opinions
 - supporting risk taking
- D. Communication Techniques**
1. Understands various verbal and nonverbal communication modes
- a. explains and provides examples of
 - body language
 - gesture
 - tone, stress, and inflection
 - eye contact
 - facial expression
 - personal space
2. Is aware of how culture and gender can affect communication
3. Knows how to use various communication tools to enrich the learning environment
- a. audio and visual aids
 - b. text and digital resources
 - c. internet and other computer-based tools

4. Understands effective listening strategies
 - a. explains and provides examples of active listening strategies
 - attending to the speaker
 - restating key points
 - asking questions
 - interpreting information
 - providing supportive feedback
 - being respectful

Discussion Questions: Instructional Process

- Teachers are responsible for connecting scope and sequence frameworks and curriculum goals into classroom lessons and groups of lessons. How does a teacher translate curriculum goals and discipline specific scope and sequence frameworks into unit and lesson plans with objectives, activities, and assessments appropriate for the students being taught? Give an example of a curriculum goal and then write a lesson objective, one activity, and an idea for an assessment of student learning that would accomplish that goal.
- How do behavioral objectives and learner objectives and outcomes fit into a teacher's planning for units and lessons?
- What criterion or criteria does a teacher use to decide when to use each of these techniques?

- Why is it so important for a teacher to plan carefully for transitions? What are the risks if transitions are not thought through and executed with care?
- What should a teacher consider when planning to incorporate various resources into a lesson design?
- What are the advantages of these different resources?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of instructional planning:

- Identify and describe a strength and/or weakness in specific activities that are described in the case

Propose a strategy for

- teaching critical thinking skills in a specific lesson described in the case
- achieving effectiveness with group work in a particular situation described in the case
- helping students stay on task in the situation described in the case
- helping students learn material presented through various media introduced in the case
- assigning students to group work appropriate to the case
- bringing closure to a lesson that stops abruptly as presented in the case
- improving student interaction during class discussion as described in the case

- addressing a “missed opportunity” during instruction that is described in the case
- What are some specific instructional goals in a particular content area that would be associated with each of these cognitive processes?
- How are these cognitive processes connected with the developmental level of students?
- How are these processes different from each other?
- What are some ways that teachers can stimulate each of these cognitive processes in a lesson?

What are the primary advantages of each of these strategies? In general terms, describe the kinds of situations or the kinds of goals and objectives for which each of these strategies is appropriate. When would you NOT use a particular instructional strategy?

- Why is each of the instructional activities specific to the development of complex cognitive processes a principle of effective instruction?
- What tools and techniques can a teacher plan to use to accomplish each one?
- What strategies can a teacher employ to monitor student understanding as a lesson unfolds?
- What evidence should the teacher observe in order to know whether to reteach a topic, move more quickly, or go back to material previously covered?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of instructional planning:

- Identify and describe a strength and/or weakness in
 - a unit plan that is described in the case- specific strategies used in instruction (e.g., using lecture, using class discussion) in the case
 - a sequence of lessons described in the case designed to achieve a goal or set of objectives
 - one or more written assignments given to students in the case

Propose a strategy for

- meeting what may appear to be conflicting goals or objectives described in the case
- incorporating activities that will have students described in the case draw on their own experiences to understand the instruction
- stimulating prior knowledge in the situation described in the case
- What are some examples of appropriate situations for grouping students heterogeneously? What are some for grouping students homogeneously? Besides grouping by performance level, what are other characteristics that a teacher should sometimes consider when grouping students?
- What is wait-time? What does research suggest about wait-time?

- How might a teacher promote critical thinking among students in a discussion?
- How can a teacher encourage student-to-student dialogue in a class discussion?
- What kinds of classroom management procedures and rules would tend to make class discussion more productive?
- How does the developmental level of students affect the way a teacher might handle classroom discussion?
- In what kinds of discussions or situations should a teacher name a specific student before asking a question? When is it best not to name a specific student?
- What are some ways that a teacher's raising his or her voice might be interpreted differently by students with different cultural backgrounds?
- What are specific examples of gestures and other body language that have different meanings in different cultures? (For example, looking someone directly in the eye, disagreeing openly during a discussion, pointing)
- What is an example of a question in a particular content area that probes for understanding?
- What is an example of a question that would help a student articulate his or her ideas?
- What is an example of a comment a teacher might make that would promote risk-taking? Problem-solving?

- How would a teacher encourage divergent thinking on a particular topic?
- How would a teacher encourage students to question each other and the teacher?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of communication:

- Identify and describe a strength and/or weakness in the teacher's oral or written communication with students in the case (e.g., feedback on assignments, interaction during class)

Propose a strategy for

- improving the self-image of a student described in the case or the student's sense of responsibility for his or her own learning
- involving all students in a class discussion described in the case in a positive way, showing respect for others
- helping a student described in the case to develop social skills in a specified situation

III. Assessment

A. Assessment and Evaluation Strategies

1. Understands the role of formal and informal assessment in informing the instructional process
 - a. defines and provides uses and examples of formal and informal assessment modes
 - b. explains a variety of ways the results of formal and informal assessment are used to make educational decisions
2. Understands the distinctions among the different types of assessment
 - a. defines and provides uses and examples of formative, summative, and diagnostic assessment
3. Knows how to create and select an appropriate assessment format to meet instructional objectives
 - a. knows how to create assessments in a variety of formats
 - b. is able to select an assessment format to meet a specific instructional objective
4. Knows how to select from a variety of assessment tools to evaluate student performance
 - a. knows a variety of assessment tools, their uses, strengths, and limitations
 - rubrics
 - analytical checklists
 - scoring guides
 - anecdotal notes
 - continuums

- b. is able to select an assessment tool appropriate for quantifying the results of a specific assessment
5. Understands the rationale behind and the uses of students' self and peer assessment
 - a. defines and provides uses and examples of student self-assessment modes
 - b. defines and provides uses and examples of peer assessment modes
 - c. explains the strengths and limitations of self and peer assessment modes
6. Knows how to use a variety of assessment formats
 - a. describes and provides uses, strengths, and limitations of a variety of assessment formats
 - essay
 - selected response
 - portfolio
 - conference
 - observation
 - performance
 - b. is able to select an assessment format appropriate to a specific educational context

B. Assessment Tools

1. Understands the types and purposes of standardized tests
 - a. explains the uses of the different types of standardized tests
 - achievement
 - aptitude
 - ability

- b. recognizes the data provided by the different types of standardized tests
 2. Understands the distinction between norm-referenced and criterion-referenced scoring
 - a. explains the uses of norm-referenced and criterion-referenced tests
 - b. explains data provided by a norm-referenced and a criterion-referenced test
 3. Understands terminology related to testing and scoring
 - a. defines and explains terms related to testing and scoring
 - validity
 - reliability
 - raw score
 - scaled score
 - percentile
 - standard deviation
 - mean, mode, and median
 - grade-equivalent scores
 - age-equivalent scores
 4. Understands the distinction between holistic and analytical scoring
 - a. describes holistic scoring and analytical scoring
 - b. identifies an educational context for each
5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel
 - a. understands what scores and testing data indicate about a student’s ability, aptitude, or performance
 - b. is able to explain results of assessments using language appropriate for the audience

Discussion Questions: Assessment

- What are the characteristics, uses, advantages, and limitations of each of the formal and informal types of assessments above?
- When might you use “holistic scoring”?
- Under what circumstances would “anecdotal notes” give a teacher important assessment information?
- How might a teacher effectively use student self-evaluations?
- What are some examples of informal assessments of prior knowledge that a teacher can easily use when a new topic is introduced?
- What kind of assessment information can a teacher gather from student journals?
- What is a structured observation in a classroom setting?

When responding to case studies, you will be asked to perform the following types of tasks related to the area of assessment:

Propose a strategy for:

- assessing progress for students described in the case who are working toward specified goals or objectives
- assessing class progress toward achievement of specified goals or objectives
- gathering information to use to help understand classroom performance that is different from what was expected at the beginning of the year
- assessing language fluency of a student for whom English is not the first language

Propose a hypothesis or explanation for:

- a student's strengths and/or weaknesses as a learner based on the evidence presented
- what might be important to explore in working with a student described in the case who is having difficulties academically, socially, or emotionally

IV. Professional Development, Leadership, and Community

1. Is aware of a variety of professional development practices and resources
 - a. professional literature
 - b. professional associations
 - c. workshops
 - d. conferences
 - e. learning communities
 - f. graduate courses
 - g. independent research
 - h. internships
 - i. mentors
 - j. study groups
2. Understands the implications of research, views, ideas, and debates on teaching practices
 - a. knows resources for accessing research, views, ideas, and debates on teaching practices
 - b. interprets data, results, and conclusions from research on teaching practices
 - c. is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations
3. Recognizes the role of reflective practice for professional growth
 - a. defines the purposes of reflective practice
 - b. knows a variety of activities that support reflective practice
 - reflective Journal
 - self and peer assessment
 - incident analysis

- portfolio
 - peer observation
 - critical friend
4. Is aware of school support personnel who assist students, teachers, and families
 - a. guidance counselors
 - b. IEP team members
 - c. special education teachers
 - d. speech, physical, and occupational therapists
 - e. school librarians
 - f. teachers of the gifted and talented
 - g. paraeducators
 5. Understands the role of teachers and schools as educational leaders in the greater community
 - a. role of teachers in shaping and advocating for the profession
 - b. perceptions of teachers
 - c. partnerships with parents and family members
 - d. partnerships with the community
 6. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process
 - a. knows the elements of successful collaboration
 - developing an action plan
 - identifying the stakeholders
 - identifying the purpose of the collaboration
 - supporting effective communication
 - seeking support
 7. Understands the implications of major legislation and court decisions relating to students and teachers
 - a. equal access
 - b. privacy and confidentiality
 - c. First Amendment issues
 - d. intellectual freedom
 - e. mandated reporting of child neglect/ abuse
 - f. due process
 - g. liability
 - h. licensing and tenure
 - i. copyright

Discussion questions: Professional Development, Leadership, and Community

- Be able to read and understand articles and books about current views, ideas, and debates regarding best teaching practices.
- What types of help or learning can each of these resources offer a new teacher?
- What are the titles of two professional journals of particular interest to you in your chosen field of teaching that you might subscribe to?
- What is/are the professional association(s) that offer professional meetings and publications and opportunities for collaborative conversation with other teachers?

- What might be a professional development plan for the first two years of a teacher's career that would support his or her learning and growth?

When responding to case studies, you will be asked to perform the following kinds of tasks related to the area of the larger community

Identify and describe a strength and/or weakness in

- the communication with parents used by a teacher described in the case
- the approach used by a teacher described in the case to involve parents

Propose a strategy for

- using parent volunteers during a lesson that is described in a case
- involving all parents or other caregivers in helping students in areas specified in the case
- helping the family of a student described in the case work with the student's learning or other needs

Principles of Learning and Teaching: Early Childhood (5621) Sample Test Questions

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

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

1. Classroom management research findings suggest that one of the most effective ways to maximize the amount of time elementary school children spend on academic activities is for the teacher to do which of the following?
 - (A) Plan for, teach, and enforce routines for transition times and classroom housekeeping tasks
 - (B) Assign homework three times a week in the major subjects
 - (C) Assign individual reading on new topics before discussing the topic in class
 - (D) Introduce new material in a lecture followed immediately by a questioning session on the material

2. Which of the following would be the best indication to a teacher that students are beginning to think critically about science?
 - (A) They talk about earthquakes, space probes, and science-related information in the news
 - (B) They begin to read more books and articles about science on their own
 - (C) They successfully plan and carry out simple experiments to test questions raised in classroom discussion
 - (D) They ask the teacher to read stories to them about scientific topics

3. Which of the following assessments allows a teacher to document students' growth over time by selecting a progression of work to demonstrate knowledge of a topic?
 - (A) Portfolio assessment
 - (B) Diagnostic assessment
 - (C) Formative assessment
 - (D) Normative assessment

4. For developing the language abilities of kindergartners, which of the following would be the most appropriate way to follow up the writing of a group essay?
 - (A) Prepare a list of the most difficult words for the children to learn to spell
 - (B) Show the children how to revise the sentences to make them longer and more complex structurally
 - (C) Have the children print the essay for themselves, then practice writing it, using cursive letters
 - (D) Read the essay aloud, in unison with the children, then leave it displayed where they can examine it

5. Which of the following is an example of a classroom activity that uses dramatic play to facilitate language development?
 - (A) Students use finger puppets while the teacher reads aloud from a picture storybook
 - (B) Students shop for and purchase grocery items in a mock store
 - (C) Students pass around and examine a variety of seashells during a science lesson
 - (D) Students work together to construct a life-size outline of a mammoth on the playground

6. Which of the following instructional approaches is likely to be most effective in helping children in a culturally diverse class of 3- and 4-year-olds achieve the goal of developing strong, positive self-concepts?
- (A) Inviting parents to bring to school foods traditionally associated with the holidays observed in the ethnic groups represented in the class
 - (B) Requiring that children accept each other equally, change playmates frequently, and show courtesy to all regardless of cultural and ethnic background
 - (C) Providing a wide range of multicultural materials, such as books and pictures about children from different countries, including those countries represented by the students' families
 - (D) Providing both learning activities and materials that affirm aspects of the different cultures of the children's families, such as learning to say "good morning" in the language used by children's families
7. Based on the stages of early oral language development, kindergarten students typically
- (A) depend on intonation and gestures to communicate
 - (B) generalize information and begin to remember names of objects
 - (C) communicate needs, respond to directional commands, and speak in three- to four-word sentences
 - (D) use irregular noun and verb forms and talk with adults in four- to eight-word sentences
8. According to Bloom's Taxonomy of Educational Objectives, which of the following best describes application as a level of understanding?
- (A) The ability to translate information into one's own words to show understanding
 - (B) The ability to use information or relate learning to new real-life situations
 - (C) The ability to break down information into parts to see how the parts relate to the whole
 - (D) The ability to recognize and recall information

9. Which of the following is most likely to be a feature of an accelerated program rather than a component of an enrichment activity?
- (A) Taking summer programs
 - (B) Receiving credit by exam
 - (C) Doing simulations and playing games
 - (D) Completing independent projects
10. Which of the following is the best example of divergent thinking?
- (A) The student's ideas are generated at unpredictable intervals
 - (B) The student's solutions are based on established perspectives or frameworks
 - (C) The student produces many different solutions to the same problem
 - (D) The student shows abilities in several learning domains
11. Which of the following is a type of test score used to show a student's relative position among a group of students in the same grade who are tested at the same time?
- (A) Percent correct
 - (B) Percentile rank
 - (C) Raw score
 - (D) Composite score
12. Which of the following mandates that no person in the United States shall, on the basis of sex, be excluded from participation in any educational program or activity receiving federal assistance?
- (A) *Mills v. Board of Education*, 1972
 - (B) Individuals with Disabilities Education Act (IDEA)
 - (C) Title IX of the Education Amendments of 1972
 - (D) Title VI of the Civil Rights Act of 1964

13. Which of the following professional strategies is most likely to result in improved student motivation and academic performance?
- (A) Each teacher employs the classroom management techniques with which he or she feels most comfortable
 - (B) Teachers collaborate to formulate, select, and monitor classroom management techniques and other classroom procedures based on successful experiences
 - (C) A subset of teachers determines the rules to be given to the other teachers who then impose the rules on their classes
 - (D) Teachers elect a colleague to represent them in working with the administration to determine a set of five best practices to be used at each teacher's discretion
14. Which of the following correctly states an aspect of effective reflective practice?
- (A) Peer coaching should be done sparingly because it can interfere with a coach's own reflective potential
 - (B) Reflective practice, to remain truly professional, should exclude student input that challenges teaching practices
 - (C) The reflection process should be free of links to conceptual frameworks that limit inquiry and problem solving
 - (D) Teacher coaches should create an environment of trust and build a context for reflection that is unique to every learning situation
15. Which of the following is the best practice for promoting a positive learning environment?
- (A) Subtracting class points for the day according to students' behavior at regular intervals
 - (B) Providing students with inquiry-based cooperative learning activities
 - (C) Conducting lessons in lecture format
 - (D) Creating class rules without student input

16. Which of the following best describes instruction using Vygotsky's zone of proximal development (ZPD)?
- (A) Giving second-grade students a work sheet of two-digit addition problems to complete independently
 - (B) Giving first-grade students a book to read independently at their instructional reading level
 - (C) Using a book at a group of first-grade students' independent reading level in a guided reading group
 - (D) Using manipulative cubes with second- grade students to help them learn regrouping in addition
17. Which of the following characteristics is considered a strength of a flexible ability group?
- (A) Reducing student stigmatization by teaching the same curriculum
 - (B) Providing opportunities for more able students to assist less able peers in learning
 - (C) Providing student-specific instruction in areas where students struggle
 - (D) Maintaining high level of expectations for all students

Answers

1. Option (A) is correct. Too much time is often spent supervising students in relation to personal needs and everyday housekeeping tasks, and interruptions for this purpose are a major source of discontinuity in academic activities. Teachers can minimize these problems by preparing students to handle routine activities on their own.
2. Option (C) is correct. Of the choices given, (C) is the only one that suggests that the students may be engaging in critical thinking about science, since they presumably must do so in order to complete such experiments.
3. Option (A) is correct. A portfolio assessment includes examples of a variety of a student's work collected over a period of time and documents growth towards a specific learning goal.
4. Option (D) is correct. The most appropriate follow-up is one that motivates children toward continued expression. Displaying the essay serves as a form of publication and allows the children to reread the essay on their own terms. Reading in unison provides a nonthreatening way for the children to practice the language skills they have learned.
5. Option (B) is correct. Pretending to shop for and purchase grocery items is dramatic play that encourages the development of language skills through speaking, list writing, and reading environmental print.
6. Option (D) is correct. This instructional approach is likely to be most effective because young children construct their cultural identities primarily in relation to families
7. Option (D) is correct; it reflects typical behavior of a kindergarten student.

8. Option (B) is correct. In Bloom's Taxonomy of Educational Objectives (1956), application is referred to as the ability to use information or relate learning to new real-life situations.
9. Option (B) is correct. Receiving credit by exam allows students to compress or skip material they may not need to cover.
10. Option (C) is correct. The ability to produce many different solutions is a dimension of divergent thinking.
11. Option (B) is correct. A student's percentile rank indicates the percent of students in a particular group that received lower scores on a test than the student did. It shows the student's relative position, or rank, among a group of students in the same grade who were tested at the same time. Thus, for example, if a student earned a percentile rank of 72 on a science test, it can be interpreted that he or she scored higher than 72 percent of the students in the group. Percentile ranks range from one to 99.
12. Option (C) is correct. This question presents a synopsis of the Title IX legislation.
13. Option (B) is correct. An organized, focused, collaborative effort to share ideas, determine actions, and monitor results is most likely to meet with success.
14. Option (D) is correct. Trust and practical flexibility are essential to teaching contexts that enhance reflective practice.
15. Option (B) is correct. Inquiry-based learning is a best practice that engages students in the learning process. Students are able to have choice and control in an inquiry-based setting.

16. Option (D) is correct. Vygotsky's zone of proximal development begins with what students can do independently, in this case single-digit addition, and provides guidance to help students learn a new skill, two-digit addition with regrouping. The teacher is providing support until the student is able to complete the task independently.

17. Option (C) is correct. Flexible ability grouping allows teachers to provide instruction at the level of the students in the group. Students can move in or out of groups as their ability level changes.

Sample Constructed-Response Questions

Case History

Directions: The case history is followed by two short-answer questions.

Scenario

Six-year-old Sara lives with her mother, who has a relaxed schedule. Ms. Mercer, Sara's teacher, notes that Sara is often tired and inattentive after arriving late. Sara says she frequently stays up past midnight if others are up. Ms. Mercer, a second-year teacher, has asked her mentor to observe Sara and suggest ways to help Sara achieve Ms. Mercer's purposes.

Observation: Ms. Mercer's Class, April 30

Pre-observation interview notes:

Ms. Mercer says, "The purposes of first grade are to teach children 'school survival skills' and reading, writing, and arithmetic." She adds, "Sara needs help with 'survival skills,' including following directions, concentrating on a task to its completion, and being attentive to the lessons I present."

Mentor Classroom Observation—Focus on Sara Porter:

As Ms. Mercer's class begins, the children play with puzzles and other activities requiring construction or manipulation. Two children "write" on a flannel board, using letters kept in alphabetical stacks in a box.

They return the letters so they fit exactly over their counterparts. Ms. Mercer praises them for neatness. She instructs them to return to their previously assigned groups as Sara enters the room. The students are seated at six tables, four students at each table.

Ms. Mercer explains, "Tables one and two will work on reading first, while tables three and four will solve math problems, and tables five and six will draw page illustrations for your collaborative Big Book. After 25 minutes, the groups will stop the first activity and begin working on a second task without changing seats. Twenty-five minutes later, they will change again to work on the activity each group has not yet done. The math groups and those doing illustrations will hand in their work when time is called. I will work with the two groups who are reading aloud." She plans to monitor progress of students in the reading group.

Sara is at table one. Ms. Mercer begins with this table and table two, working on reading. Several children read aloud. Ms. Mercer praises them. When Ms. Mercer calls on Sara, she begins reading in the wrong place. Joyce, seated next to Sara, points to where they are.

During the math activity, Sara, yawning frequently, is the last to open her workbook and write her name. When she completes the page, she waits. She seems puzzled, although Ms. Mercer has already given directions. Sara gets up, sharpens a pencil, and returns to the wrong seat. "That's MY seat," accuses an angry boy. Sara apologizes and returns to her seat. Later, she waits to have her workbook checked. She has not torn out pages as Ms. Mercer instructed. Sara is told to "do it right." Sara has not creased the paper as Ms. Mercer demonstrated, so the pages do not tear out easily. Sara sucks her thumb and holds her ear for a minute. Suddenly, she yanks the paper and the pages come out with jagged edges. She receives three dots for her work. Ms. Mercer says, "Sara, this is good. I wish you could earn four dots" (the maximum). Sara slaps herself on the forehead.

During the illustration activity, Sara helps several others who have trouble thinking of ideas. Sara's illustration is among the best handed in. After the group work, Ms. Mercer places a large pad on an easel and says, "Now we're going to write about our trip to the art museum yesterday. Raise your hand and tell me something you saw or did in the museum." No one responds. She says, "Tell me the first thing we did at the museum." Sara raises her hand, offering a first sentence. After each response, Ms. Mercer asks, "What happened next?" or "What did we see next?" She prints each child's contribution.

Our Trip to the Art Museum

We rode the elevator to the second floor. We looked at different shapes on the ceiling. We saw a statue with a white triangle. We went to another room where we saw some pictures. We rode back down to the first floor. On our way out, we saw a painting of a grandfather and a boy.

During the writing of the group story, Sara fidgets in her seat, stares out the window, and makes a face at her neighbor.

Post-observation Interview Notes

Ms. Mercer says, "Sara is a top performer in academic achievement and on standardized tests, consistently scoring among the top five students in the class. She's so bright. It's a shame she's late and distracted so much." The mentor replies, "There may be something else bothering Sara. Although easily distracted, there may be other explanations for her behavior. Let's talk more."

Constructed-Response Questions

This section presents two constructed-response questions and sample responses along with the standards used in scoring these responses. When you read these sample responses, keep in mind that they are less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers assign scores based on the following scoring guide.

General Scoring Guide

Score of 2

A response in this category:

- Demonstrates a thorough understanding of the aspects of the case that are relevant to the question
- Responds appropriately to all parts of the question
- Provides a strong explanation, when required, that is well supported by relevant evidence
- Demonstrates a strong knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

Score of 1

A response in this category:

- Demonstrates a basic understanding of the aspects of the case that are relevant to the question
- Responds appropriately to one portion of the question
- Provides a weak explanation, when required, that is supported by relevant evidence
- Demonstrates some knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

Score of 0

A response in this category:

- Demonstrates misunderstanding of the aspects of the case that are relevant to the question
- Fails to respond appropriately to the question
- Is not supported by relevant evidence
- Demonstrates little knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

No credit is given for a blank or off-topic response.

Directions: Questions 18 and 19 require you to write short answers. You are not expected to cite specific theories or texts in your answers; however, your responses to the questions will be evaluated with respect to professionally accepted principles and practices in teaching and learning. Be sure to answer all parts of the questions.

Question 18

Ms. Mercer is concerned that Sara is often tired and inattentive after arriving late to school.

- Identify **TWO** specific actions Ms. Mercer might take to connect school and Sara's home environment for the benefit of Sara's learning.
- For **EACH** action, explain how that action will benefit Sara's learning. Base your response on principles of fostering positive relationships with family to support student learning and well-being.

Sample Response that Received a Score of 2

First, Ms. Mercer can collect as much information as possible to use in conferences with Sara's mother to help establish a positive relationship and to help identify Sara's strengths and needs. Ms. Mercer should do some systematic observation and objective description of Sara's performance and the effects of her late arrival and inattentiveness in class.

Observation information should also include Sara's good qualities. She might also gather information, with the help of the school nurse, about healthful habits for children Sara's age, including amount of sleep needed. Second, Ms. Mercer then needs to seek a parent conference in order to discuss the areas in which Sara shows strengths as a student and to address her concerns about Sara's performance in class. By showing a sincere interest in Sara's positive growth and development as well as identifying the youngster's problems, Ms. Mercer can work to establish a positive working relationship with Sara's mother.

Sample Response that Received a Score of 1

Ms. Mercer needs to talk with Sara's mother in order to connect school and Sara's home environment for the benefit of Sara's learning. She should call her to make an appointment, and when Sara's mother comes to school for the meeting, they can begin to discuss Sara's behavior and the possible causes for it. In the same way, the school—Ms. Mercer and perhaps the nurse or school psychologist—know a lot about what Sara does at school and a lot of theory about child growth and development, and they can help Sara's mother understand what her problems are and how they can be approached. In this way, Sara will benefit because both home and school will know more and be better able to help her.

Sample Response that Received a Score of 0

It seems to me that, with everything first grade teachers are expected to do these days, Ms. Mercer has more than enough challenge with the purposes she has established. Yes, it might be nice if she could think of some "additional" purposes, but I think her students will be best served if she concentrates on the purposes she has established and works to give her students a solid foundation on which later grades can build.

Question 19

Review the pre-observation notes in which Ms. Mercer explains the purposes of first grade as she sees them.

- Explain **TWO** additional purposes the mentor might suggest to Ms. Mercer that might motivate Sara and other students to become more engaged in their schoolwork.
- For **EACH** purpose, explain how Ms. Mercer might modify her instruction to better meet the needs of Sara and other students. Base your response on principles of motivation and learning theory.

Sample Response that Received a Score of 2

The mentor can point out to Ms. Mercer that an important additional purpose for first grade is to address the physical, emotional, and intellectual needs of all children. She could have modified her instruction by learning more about Sara, and then addressing Sara's needs in a carefully planned way that supports Sara's growth and development. A second additional purpose for first grade is to build students' self esteem and confidence. The mentor could point out that Ms. Mercer shows her concern about Sara to the mentor, but to Sara she generally shows her frustration and impatience with what Sara does wrong. If Ms. Mercer began by praising Sara for her ability and acknowledging her genuine contributions, she would take an important step toward building Sara's self esteem and confidence.

Sample Response that Received a Score of 1

One additional purpose of first grade is to begin introducing some of the higher order thinking skills at a level appropriate for the age and grade level. Ms. Mercer is right that reading, writing, and arithmetic are important, but she could help the students grow much more effectively by helping them begin to use some synthesis, analysis, and evaluation skills in the tasks they are doing. For example, in her oral reading activity, she could ask some questions related to what the students are reading that would require them to use these higher-order thinking skills. She could ask how characters are alike, or ask them to name two things they really like about the story.

Sample Response that Received a Score of 0

It seems to me that, with everything first grade teachers are expected to do these days, Ms. Mercer has more than enough challenge with the purposes she has established. Yes, it might be nice if she could think of some "additional" purposes, but I think her students will be best served if she concentrates on the purposes she has established and works to give her students a solid foundation on which later grades can build.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

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

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

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

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

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

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

 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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

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

General Assistance For The Test

Praxis® Interactive Practice Test

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Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

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

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

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

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

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

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

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