



The *PRAXIS*® Study Companion

**Principles of Learning
and Teaching:
Grades 7-12
(5624)**



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Principles of Learning and Teaching: Grades 7-12 (5624)

Test at a Glance

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|----------------------------|---|---|--|----------------------------|
| Test Name | Principles of Learning and Teaching: Grades 7-12 | | | |
| Test Code | 5624 | | | |
| Time | 120 minutes | | | |
| Number of Questions | 70 selected-response questions, 4 constructed-response questions | | | |
| Format | Selected-response; constructed-response questions related to two case histories. | | | |
| Test Delivery | Computer Delivered | | | |
| | Content Categories | Approx. Number of Selected-response Questions | Approx. Number of Constructed-response Questions | Approx. Percentage of Test |
| | 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 Student as Learners Instructional Process Assessment Professional Development, Leadership, and Community | | 4 1-2 1-2 0-1 0-1 | 25% |

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 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. Answers for the discussion questions are **not** provided; however, 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. The questions are intended 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
 - Socio economic status
 - Prior knowledge and experience
 - Motivation
 - Self-confidence, self-esteem
 - Cognitive development
 - Maturity
 - Language
 - 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
 - knows how to develop lessons as part of thematic and/or interdisciplinary units
 - b. Understands the basic concepts of thematic instruction
 - c. Understands the components of thematic units
 - Selecting a theme
 - Designing integrated learning activities
 - Selecting resources
 - Designing assessments
 - d. Understands the basic concepts of interdisciplinary instruction
- e. 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
- f. Identifies a variety of instructional planning partners
 - Special education teachers
 - School Librarian
 - Teachers of the gifted and talented
 - IEP team members
 - Paraeducators
- g. 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
 - 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 student 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 students' 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. Profession 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: Grades 7-12 (5624)

Sample Questions

The sample questions that follow are examples of the kinds of questions that are 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: Select the best answer or answers for each question below.

1. Which of the following is something that should almost always be discussed with students when they are given a type of assignment that may be new to them?
 - (A) Whether the students will be tested on the material covered in the assignment.
 - (B) Whether the assignment will be graded according to the same criteria as other assignments with which the students are familiar.
 - (C) What the students can expect to learn from doing the assignment.
 - (D) What kind of prior experience the teacher has had with this type of assignment.

2. A teacher gives his students a list of terms to use in an essay and intends the list to serve as a kind of learning support called a scaffold. If the students use the list effectively, which of the following would be an appropriate next step for the teacher to take when assigning the students their next essay?
 - (A) Asking the students to come up with their own list of terms to use in the new assignment
 - (B) Giving the students a longer list of terms to use in the new assignment
 - (C) Giving the students a list of terms and asking them to write down a definition of each before beginning the new assignment
 - (D) Asking the students to use the same terms in the new assignment

3. A high school teacher is trying to help nonnative speakers of English understand an English text. During the class, the teacher asks the students to read aloud and focuses on correcting errors in pronunciation. Which of the following is a principle of second-language development that this approach fails to take into account?
 - (A) For most nonnative speakers of a language, the fastest way to learn the language is to imitate the way native speakers speak it.
 - (B) Reading skills have to be well established before a student of a language can learn a language.
 - (C) Nonnative speakers of a language can understand what they are reading before they can accurately pronounce all the sounds in the language.
 - (D) Students should not attempt to read aloud before they can read grade-level texts silently with understanding.

4. The concept of the placement of students in the least restrictive educational environment developed as a result of efforts to
 - (A) equalize educational opportunities for females and minorities
 - (B) normalize the lives of those children with disabilities who were being educated in isolation from their peers
 - (C) obtain increased federal funding for the noneducational support of children living in poverty
 - (D) reduce the overall costs of educating students with special needs

5. A tenth-grade student feels overwhelmed by an assignment to write a term paper on an assigned topic. The teacher's advice is to approach the task by breaking it into smaller subtasks with which the student has more experience. Which of the following activities is most consistent with this method?
 - (A) First writing on a topic that is familiar and then adding material about how this topic is related to the assignment
 - (B) Preparing a bibliography of books and articles about the topic
 - (C) Finding two sources of information on the topic and reading each to see what they have in common
 - (D) Drafting a paper and reading it aloud to a friend to determine which parts need to be revised to be made more intelligible

6. To determine how well the students in an eighth-grade class are reading as compared to other students in the nation, a teacher should examine the results of which of the following kinds of tests?
- (A) A criterion-referenced reading test
 - (B) A norm-referenced reading test
 - (C) An aptitude test
 - (D) An informal reading inventory

7. Which of the following is best for a teacher to do when establishing classroom rules?
- (A) Mention the rules once at the beginning of the school year
 - (B) State the rules in a forceful way to establish authority
 - (C) Explain why the established rules are necessary for enhancing student cooperation
 - (D) Create as many rules as possible to guarantee order and control in the classroom

8. A teacher shares with students the following scenario and asks the class to discuss the ethical decision-making implications of the situation.

Bob asks his mother for \$40 so that he can take a trip with the school hiking club. His mother tells him that if he contributes \$20 of his own money, she will contribute the other \$20. A week before the trip, Bob tells his mother that he will need \$30 from her because he was only able to save \$10. She gives him the \$30. Bob later tells his younger sister that he actually had \$20 but lied to their mother so that he could have pocket money for the trip. What should Bob's sister do?

A student at Kohlberg's stage 4 of moral development would most likely say that the sister should

- (A) make a deal with Bob that if he will keep a secret for his sister in the future, she will not tell their mother
- (B) tell their mother because the sister could also be punished if Bob gets caught
- (C) urge Bob to confess his action to their mother because he broke the rules by lying, and people should never tell lies
- (D) encourage Bob to confess his action to their mother because he must be responsible for his own behavior

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 descriptors best characterizes creativity?
- (A) The student's ideas are generated in spurts, few of which tend to be relevant to solving a specific problem.
 - (B) The student's solutions are generally based on established perspectives or frameworks.
 - (C) The student's solutions prove viable, although they give the initial appearance of novelty.
 - (D) The student's abilities typically apply uniformly across all learning domains, not just one.

Questions 11 and 12 refer to the following scenario.

A science teacher is teaching a unit that includes a group of activities based on making small mechanical devices. Students are individually assigned to create a device using parts provided in class. When the students have finished making the devices to the teacher's satisfaction, the teacher writes the following assignment on the board and verbally goes over the instructions to ensure that the students understand them.

In-class written activity:

- Draft directions describing how to assemble the device you created in class.
- After drafting your directions, rewrite them so that they are neat and easy to read.
- Be sure the directions you write would be clear to another student who has no previous experience with your device.
- Your directions can be any format—for example, short sequential statements, a list of steps, descriptive paragraphs, etc.

11. When students finish the activity, the teacher says, "Trade the draft directions with your lab partner. OK, now you and your lab partner should try out each other's directions by using the box of parts in front of you. You should see if the directions are clear, and you should give each other tips on how to improve the directions." At this point in the lesson, which of the following best describes the types of assessments the teacher is using?
- (A) Summative and informal
(B) Peer and informal
(C) Portfolio and formal
(D) Formative and formal
12. The teacher instructs the students to use the feedback from their lab partners to improve and finalize their directions, put the directions in a formatted, word-processed document, and hand in the document at the next class. To most appropriately modify the assignment for beginning-level English learners (ELs), the teacher should
- (A) allow the ELs to submit a series of pictures as a basis for explaining their directions
(B) have the ELs use bilingual dictionaries when writing their directions
(C) ask the ELs to explain their directions orally rather than submit them in writing
(D) reduce the number of directions that the ELs are required to submit

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. A middle-school teacher asks students to make observations and draw conclusions during a science lesson. Which of the following types of reasoning is the teacher asking the students to use?
- (A) Exemplar reasoning
 - (B) Deductive reasoning
 - (C) Backwards reasoning
 - (D) Inductive reasoning

16. On a snowy day the heat is not functioning properly in a portable classroom. According to Maslow's hierarchy, which of the following types of needs is causing the students to have difficulty focusing in class?
- (A) Physiological
 - (B) Social
 - (C) Esteem
 - (D) Self-actualization
17. Which of the following educational approaches to learning best relates to the work of John Dewey?
- (A) Learning is essentially passive.
 - (B) Learning is precisely measured by tests.
 - (C) Learning is sharply defined by specific content.
 - (D) Learning is directly related to meaningful experiences.

Answers

1. Option (C) is correct. The consensus among educational researchers is that students will learn only when motivated. To be motivated to learn, students must find academic activities meaningful and worthwhile and work toward learning goals (to gain knowledge and master skills), not merely toward performance goals (to appear capable in the eyes of others). By discussing learning goals with the students, the teacher helps them have motivation to learn.
2. Option (A) is correct. A scaffold is a temporary learning aid designed to help the student to grow in independence as a learner; thus, once the skill the scaffold is intended to help teach has been mastered, the scaffold should be withdrawn. Asking the students to come up with their own list of terms to use in the new assignment in effect withdraws the scaffold and encourages independence.
3. Option (C) is correct. Formal accuracy in pronunciation should not be required initially or be expected in the beginning stages of language development. Learning should focus initially on comprehension rather than on correct and incorrect usage.
4. Option (B) is correct. The concept of “least restrictive” stems from P.L. 94-142 and subsequent legislation regarding the education of students with disabilities and implies that special students are not to be classified by disability and given permanent special placement on the basis of these classifications. Rather, they are to be moved to special settings only if necessary and only for as long as necessary.
5. Option (C) is correct. A large task is more easily accomplished by breaking the task into smaller parts. It is more manageable for the student to first find two sources, read them, and gather information from them rather than beginning to write the paper from the start or gathering many sources at once.
6. Option (B) is correct. A norm-referenced reading test compares the performance of each student to the performance of a local or national norm group.
7. Option (C) is correct. Students are more cooperative with rules that make sense to them than they are with seemingly arbitrary regulations.
8. Option (C) is correct. Stage 4 is defined by having generally rigid moral ideals and a desire to be honorable.
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. Creative thinking involves looking at things from a new perspective so that problems can be approached in a novel way.
11. Option (B) is correct. The students are instructed to assess each other’s drafts and the teacher does not record the results.
12. Option (A) is correct. English learners (ELs) at the beginning level of English-language proficiency do not have a grasp of English vocabulary or language structures sufficient enough to complete a grade-level writing assignment. By allowing the ELs to submit a series of pictures, the teacher is appropriately modifying the assignment to meet their needs while not compromising the goal of the assignment.

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 (D) is correct. Inductive reasoning asks students to make observations and inferences in order to draw a conclusion.
16. Option (A) is correct. The physiological need for warmth is not being met, so the students are not able to focus on learning. The deficiency, or basic needs are said to motivate people when they are unmet. Also, the need to fulfil such needs will become stronger the longer the duration they are denied. One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.
17. Option (D) is correct. Dewey proposed the connection of education to meaningful experiences. Through actively engaging in these experiences, students gain new knowledge of their world.

Sample Test Questions

Case History

Directions: The case history is followed by two constructed-response questions.

Scenario

Mr. Payton teaches world history to a class of 30 heterogeneously grouped students ages 14 to 16. He is working with his supervisor, planning for his self-evaluation to be completed in the spring. At the beginning of the third week of school, he begins gathering material that might be helpful for the self-evaluation. He has selected one class and three students from this class to focus on.

Mr. Payton's first impression of the three students

Jimmy has attended school in the district for 10 years. He repeated fifth and seventh grades. Two years older than most of the other students in class and having failed twice, Jimmy is neither dejected nor hostile. He is an outgoing boy who, on the first day of class, offered to help me with "the young kids" in the class. He said, "Don't worry about me remembering a lot of dates and stuff. I know it's going to be hard, and I'll probably flunk again anyway, so don't spend your time thinking about me."

Burns is a highly motivated student who comes from a family of world travelers. He has been to Europe and Asia. These experiences have influenced his career choice, international law. He appears quiet and serious. He has done extremely well on written assignments and appears to prefer to work alone or with one or two equally bright, motivated students. He has a childhood friend, one of the slowest students in the class.

Pauline is a withdrawn student whose grades for the previous two years have been mostly C's and D's. Although Pauline displays no behavior problems when left alone, she appears not to be popular with the other students. She often stares out the window when she should be working. When I speak to Pauline about completing assignments, she becomes hostile. She has completed few of the assignments so far with any success. When I spoke to her counselor, Pauline yelled at me, "Now I'm in trouble with my counselor too, all because you couldn't keep your mouth shut!"

Mr. Payton's initial self-analysis, written for his supervisor

I attend workshops whenever I can and consider myself a creative teacher. I often divide the students into groups for cooperative projects, but they fall apart and are far from "cooperative." The better-performing students, like Burns, complain about the groups, claiming that small-group work is boring and that they learn more working alone or with students like themselves. I try to stimulate all the students' interest through class discussions. In these discussions, the high-achieving students seem more interested in impressing me than in listening and responding to what other students have to say. The low-achieving students seem content to be silent. Although I try most of the strategies I learn in workshops, I usually find myself returning to a modified lecture and the textbook as my instructional mainstays.

Background information on lesson to be observed by supervisor

Goals:

- To introduce students to important facts and theories about Catherine the Great
- To link students' textbook reading to other sources of information
- To give students practice in combining information from written and oral material
- To give students experience in note taking, I assigned a chapter on Catherine the Great in the textbook as homework on Tuesday

Students are to take notes on their reading. I gave Jimmy a book on Catherine the Great with a narrative treatment rather than the factual approach taken by the textbook. I told him the only important date is the date Catherine began her reign. The book has more pictures and somewhat larger print than the textbook. I made no adaptation for Burns, since he's doing fine. I offered to create a study guide for Pauline, but she angrily said not to bother. I hope that Wednesday's lecture will make up for any difficulties she might experience in reading the textbook.

Supervisor's notes on Wednesday's lesson

Mr. Payton gives a lecture on Catherine the Great. First he says, "It is important that you take careful notes because I will be including information that is not contained in the chapter you read as homework last night. The test I will give on Friday will include both the lecture and the textbook information." He audio-records the lecture to supplement Pauline's notes but does not tell Pauline about the recording until the period is over because he wants her to do the best note-taking she can manage. During the lecture, he speaks slowly, watching the class as they take notes. In addition, he walks about the classroom and glances at the students' notes.

Mr. Payton's follow-up and reflection

Tomorrow, the students will use the class period to study for the test. I will offer Pauline earphones to listen to the recorded lecture. On Friday, we will have a short-answer and essay test covering the week's work. Class notes seem incomplete and inaccurate, and I'm not satisfied with this test as an assessment of student performance. Is that a fair measure of all they do?

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

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.

Sample Response that Received a Score of 2

Mr. Payton has to be creative to find strategies that will address the concerns of the students who have complained and still support the strengths of cooperative learning. One way he can do that is to assign these students a variety of roles in which they can share their insights and knowledge with others in a way that will provide them recognition and will help other students. He can also build specific requirements that provide for individual work into the cooperative work, either before the groups meet or as the groups are working. This individual work provides the more able or motivated students with an opportunity to demonstrate their insights and knowledge and be given appropriate credit for them. The individual work can also serve as a basis for the group work.

Sample Response that Received a Score of 1

I understand why these students are concerned. But Mr. Payton shouldn't just give up on cooperative learning groups. I had a situation like this, when four really bright and eager kids just didn't want to work with students who were less able or less motivated. One thing he could do would be to assign his groups very carefully, so that one of the complaining kids is in each group. He could then use a system where he begins the cooperative work by regrouping, numbering the kids in each group 1, 2, 3, 4. First, all the "1's" work together, all the "2's" work together, and so forth. All the kids who complained would have the same number. After they have had the opportunity to work together on an advanced level, the groups would reform. The "1's" could go back to their own groups and share with them what the "1" group came up with. In this way, they have the intellectual stimulation of working together first, and then the status of sharing with other kids.

Sample Response that Received a Score of 0

Probably the best thing he can do is to let the complaining kids work individually. They are only going to resent the less able kids and will probably end up insulting them. The kids who are complaining will learn more if they work individually and can push themselves to their limits. The other kids can work at a level more appropriate to their ability.

Question 19

In the introduction to the lesson to be observed, Mr. Payton briefly mentions the modification he has or has not made for some students. Review his comments about modifications for Jimmy and Burns.

- For each of these two students, describe ONE different way Mr. Payton might have provided a modification to offer a better learning situation for each.
- Explain how each modification could offer a better learning situation. Base your explanation on principles of varied instruction for different kinds of learners.

Sample Response that Received a Score of 2

For Burns who is a bright, independent learner, providing him the opportunity to take extra responsibility for mastering challenging material and figuring out how to help his classmates understand it might help him to be more open and positive in his classroom behavior. For example, he might use more complex materials to access information, or might create a program using technology to share his knowledge and insights with others. For Jimmy, Mr. Payton might have a conference with him to find out how he was expected to learn social studies in the past and why he is so accepting of failing social studies. This conference may lead to a strategy such as the use of information presented visually or orally, or the use of graphic organizers to access information, or an alternate means of demonstrating his understanding if written assessments are part of the problem.

Sample Response that Received a Score of 1

Jimmy is a very interesting student to consider. He has a history of failure, and seems to accept the fact that he may fail again. However, he seems quite outgoing so he might be willing to try if approached right. I think the first thing Mr. Payton could do would be to sit down and talk with him. He needs to try to figure out why Jimmy failed in the past. He might ask him if he has any ideas about how he learns best—and things teachers have had him do that don't help him. If Jimmy says he hates to read, Mr. Payton needs to find a way for him to access the information other than reading! Another thing Mr. Payton might do is adjust what he expects Jimmy to learn. Jimmy says he has problems with "a lot of dates and stuff." But he may be interested in other aspects of history—why people did the things they did, for example. By tailoring the study of history to aspects that might be more appropriate for Jimmy, Mr. Payton might have a better chance of helping Jimmy succeed.

Sample Response that Received a Score of 0

I think the modification he should make for both students is to be much clearer about what the expectations of the course are. Sometimes students are tuned out or bored because they just don't know what is expected of them. Maybe Mr. Payton needs to post his expectations prominently in the room so that both of these students can see what is expected. The expectations also need to indicate what is required for passing, so that Jimmy and Burns will know what the limits are.

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 seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

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

However, interactive question types may also ask you to respond by doing the following.

- 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. Essay questions and short-answer questions are types of questions that call for a constructed response.

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. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *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 who 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 the following 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 should not be 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 intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

***Praxis*® Interactive Practice Test**

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

Develop Your Study Plan

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

Helpful Links

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

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

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

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

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

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

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

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