

The Praxis® Study Companion

# World and U.S. History: Content Knowledge

5941



# Welcome to the *Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 45).

### **What should I expect when taking the test on computer?**

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

### **Where and when are the *Praxis* tests offered?**

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

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

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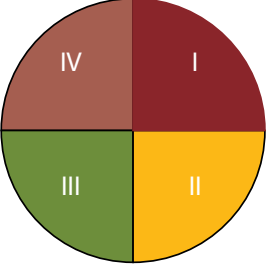
*The Praxis® Study Companion guides you through the steps to success*

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## World and U.S. History: Content Knowledge (5941)

Test at a Glance			
<b>Test Name</b>	World and U.S. History: Content Knowledge		
<b>Test Code</b>	5941		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	120		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. World History to 1450 C.E.	30	25%
	II. World History: 1450 C.E. to the Present	30	25%
	III. United States History to 1877	30	25%
	IV. United States History: 1877 to the Present	30	25%
	V. Historical Thinking Skills*	30*	25%*
* Includes historical thinking skills questions in Categories I–IV			

### About This Test

The World and U.S. History: Content Knowledge test is for prospective teachers of world and United States history in secondary schools. The test is aligned to the National Council for the Social Studies (NCSS) National Standards for Social Studies Teachers.

The 120 selected-response questions assess knowledge of historical facts and processes across the content areas of world and United States history. Approximately 50 percent of the questions deal with world history, and approximately 50 percent of the questions deal with United States history.

Some questions will also assess understanding of historical thinking skills, such as knowing how to formulate historical questions, knowing how to evaluate primary and secondary sources, knowing how to construct and support historical arguments, knowing how to make connections across time and geography, knowing how to assess historical causation, and knowing how to place historical events and processes in a global context. Some questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and/or photographs.

The 120 questions are equally weighted. Questions are selected-response with four answer choices and written according to ETS guidelines.

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

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 34.

**Note:** The test and the outline that follows use the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history texts.

PERCENTAGES REFER TO PERCENT OF WHOLE TEST

### I. World History to 1450 C.E. (25%)

#### A. World geography and how global climatic and environmental factors shape human history (1–3%)

1. Identify the location of major historical events
2. Demonstrate knowledge of how global climatic and environmental factors shaped human history

#### B. The characteristics and structures of hunting-and-gathering societies and the shift that occurred with the Neolithic Revolution, circa 8000 B.C.E. (1–5%)

1. Understand the major differences between hunting-and-gathering societies and agricultural societies
2. Identify the Neolithic Revolution and its consequences

#### C. The formation, organization, and significance of early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E., and in Mesoamerica and South America in the period 2000 B.C.E.–1500 C.E. (1–8%)

1. Demonstrate understanding of the formation, organization, and significance of early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River Valley).
2. Demonstrate understanding of the formation, organization, and significance of early civilizations in the Americas in the period 2000 B.C.E.–1500 C.E.
3. Compare and contrast the early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E. and early civilizations in Mesoamerica and South America (e.g., Aztec, Maya, Inca).

#### D. The formation, organization, significance of, and interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E. (1–8%)

1. Demonstrate understanding of the formation, organization and significance of the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.
2. Demonstrate understanding of the interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.
3. Compare and contrast the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.

#### E. The origin, tenets, development, significance, and spread of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam (1–8%)

1. Demonstrate understanding of the main beliefs of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam
2. Demonstrate understanding of where, how, and when Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam originated and developed
3. Demonstrate understanding of how and why major religions spread

#### F. The reasons for the collapses of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E. (1–5%)

1. Identify the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.
2. Compare and contrast the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.

**G. The formation of new empires and political systems in the period 600–1450 C.E. (1–5%)**

1. Identify major factors in the formation of new empires and political systems in the period 600–1450 C.E.
2. Compare and contrast new empires and political systems in the period 600–1450 C.E.

**H. How the spread of Islam affected political, social, and economic systems in the period 600–1450 C.E. (1–5%)**

1. Identify how the spread of Islam affected various political, social, and economic systems in the period 600–1450 C.E.
2. Compare and contrast the effects of the spread of Islam in various parts of the world in the period 600–1450 C.E.

**I. The major economic, political, and cultural developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts (1–8%)**

1. Identify the major economic developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts
2. Identify the major political developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts
3. Identify the major cultural developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts

**J. The emergence, function, and effects of interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E. (1–5%)**

1. Identify the new and existing interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E.
2. Understand the function and effects of the various interregional networks in the period 1000–1450 C.E.

**II. World History 1450 C.E. to the Present (25%)**

**A. European exploration and colonization in terms of global political competition, trade, technology, and interaction in the period 1450–1750 C.E. (1–5%)**

1. Understand political competition, trade, technology, and global interaction as factors in European exploration and colonization in the period 1450–1750 C.E.
2. Compare and contrast strategies of European exploration and colonization in the period 1450–1750 C.E.

**B. The development of major political entities in various parts of the world in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China) (1–5%)**

1. Understand how, where, and when major political entities developed in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China)
2. Understand how major political entities interacted in the period 1450–1750 C.E.

**C. The main characteristics and global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E. (1–5%)**

1. Identify the main characteristics of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.
2. Identify the global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.

**D. The characteristics and significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution (1–5%)**

1. Identify the main characteristics of the Renaissance, Reformation, Enlightenment, and Scientific Revolution
2. Understand the global significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution

- E. The causes, major events, and effects of the Industrial Revolution 1750–1914 (1–5%)**
1. Identify the causes and major events of the Industrial Revolution, 1750–1914
  2. Understand the global effects of the Industrial Revolution (e.g., effects on the environment, global trade, and labor)
- F. The causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914 (e.g., United States, Latin America, China) (1–5%)**
1. Identify the causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914
  2. Compare and contrast political revolutions, unifications, and independence movements worldwide in the period 1750–1914
- G. The causes, major events, and indigenous reactions to Western nationalism, imperialism, and colonization in the period 1840–1945 (1–5%)**
1. Identify causes and major events of nationalism, imperialism, and colonization in the period 1840–1945
  2. Identify indigenous reactions to imperialism and colonization in the period 1840–1945
- H. The nature, development, and policies of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China) (1–5%)**
1. Understand the nature, development, and actions of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China)
  2. Compare and contrast totalitarian states in the twentieth century
- I. The main causes, major events, and effects of the First and Second World Wars (1–9%)**
1. Identify the major events of the First and Second World Wars
  2. Understand the main causes and effects of the First and Second World Wars
  3. Compare and contrast the First and Second World Wars
- J. The role of international organizations and the evolution of regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union) (1–3%)**
1. Identify the origins and major features of international organizations and regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union)
- K. The main causes, major events, and effects of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa) (1–5%)**
1. Identify the major events of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa)
  2. Understand the main causes and effects of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa)
- L. The political, economic, and cultural changes events in the Middle East in the twentieth century (1–5%)**
1. Identify the political, economic, and cultural changes and major events in the Middle East in the twentieth century (e.g., fall of the Ottoman Empire, Arab-Israeli conflict, rise of OPEC)
  2. Identify the global effects of political, economic, and cultural changes in the Middle East in the twentieth century
- M. The main causes, major events, and global effects of the Cold War (e.g., North Korea, Cuba, Congo) in the period 1945–1989 (1–5%)**
1. Identify the major events of the Cold War in the period 1945–1989
  2. Understand the main causes and global effects of the Cold War
- N. The changing economic, social, and political roles of women in various parts of the world since the nineteenth century (1–3%)**
1. Identify women’s changing economic, social, and political roles since the nineteenth century



**O. The causes and global effects of the collapse of communism in Europe and the breakup of the Soviet Union (1–5%)**

1. Identify the causes of the collapse of communism in Europe and the breakup of the Soviet Union
2. Understand the global effects of the collapse of communism in Europe and the breakup of the Soviet Union

**P. The emergence of new types of political and human rights movements in various parts of the world in the period from 1945 to the present (1–3%)**

1. Identify new political and human rights movements that emerged from 1945 to the present (e.g., environmentalism, anti-apartheid)

**Q. The global economic and technological changes in the late twentieth and early twenty-first centuries (e.g., new patterns of migration, transnational corporations, global popular culture) (1–3%)**

1. Identify global technological and economic changes in the late twentieth and early twenty-first centuries

**R. Major genocides of the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda) (1–5%)**

1. Identify genocides in the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda)
2. Understand the causes and effects of genocides in the twentieth century

**III. United States History to 1877 (25%)**

**A. North American geography, peoples, and cultures prior to European colonization (1–5%)**

1. Demonstrate knowledge of North America's location in the world and its major rivers, lakes, and land features
2. Demonstrate knowledge of the political, economic, social, and cultural life of Native American peoples prior to European contact

**B. The interactions between humans and the environment throughout North American history (1–5%)**

1. Demonstrate knowledge of the ways in which groups and individuals have interacted with the environment throughout North American history
2. Compare and contrast land use and resource allocation by different groups throughout North American history

**C. The reasons European colonies in North America were founded and how they developed (1–5%)**

1. Demonstrate understanding of the reasons European powers (e.g., Spain, France, the Netherlands) founded colonies in North America
2. Demonstrate understanding of how European colonies in North America developed

**D. How European imperial and political conflicts and indigenous interests shaped the development of the North American colonies (1–3%)**

1. Demonstrate understanding of the patterns of interaction between European powers and Native American peoples (e.g., fur trade, Metacom's War)
2. Demonstrate understanding of how European imperial and political conflicts (e.g., the English Revolution, the Seven Years' War) shaped the development of the North American colonies

**E. The political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period (1–3%)**

1. Demonstrate understanding of the political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period

**F. Regional differences in social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America (1–5%)**

1. Demonstrate understanding of social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America
2. Compare and contrast regional differences in social structures and economic developments in colonial America

**G. The economic, social, and cultural effects of slavery in the British American colonies and in the United States (1–5%)**

1. Demonstrate understanding of the economic, social, and cultural effects of slavery in the British American colonies and in the United States
2. Demonstrate knowledge of the experiences of free and enslaved people of African origin in the North American colonies and the United States

**H. The major causes and events of the American Revolution (1–4%)**

1. Demonstrate understanding of the major causes, events, and results of the American Revolution

**I. The successes and failures of the Articles of Confederation and the context that led to the writing and adoption of the United States Constitution and Bill of Rights (1–10%)**

1. Demonstrate understanding of the successes and failures of the Articles of Confederation
2. Demonstrate understanding of the events leading to the adoption of the United States Constitution and Bill of Rights
3. Demonstrate knowledge of the contents of the United States Constitution and Bill of Rights
4. Compare and contrast the Articles of Confederation and the United States Constitution

**J. Major political developments in the United States from the 1790s until the Civil War (1–5%)**

1. Demonstrate understanding of the political development of the United States from the 1790s until the Civil War (e.g., inception and growth of political parties, decisions of the Marshall Court, Jacksonian democracy)
2. Demonstrate understanding of foreign policy issues in the United States from the 1790s until the Civil War (e.g., the War of 1812, Monroe Doctrine, Mexican-American War)

**K. The causes and effects of the territorial expansion of the United States in the nineteenth century (1–3%)**

1. Demonstrate understanding of the causes and effects of the territorial expansion of the United States in the nineteenth century (e.g., the Louisiana Purchase, Manifest Destiny)

**L. The market economy's emergence, development, and effects in the United States in the first half of the nineteenth century (1–5%)**

1. Demonstrate understanding of the market economy's emergence, development, and effects in the United States in the first half of the nineteenth century
2. Demonstrate knowledge of the innovations that contributed to the development of commerce and manufacturing in the United States in the first half of the nineteenth century (e.g., cotton gin, steamboat)

**M. The causes and effects of reform movements and religious movements in the antebellum United States (e.g., women's rights, abolition of slavery, temperance) (1–3%)**

1. Demonstrate understanding of the causes and effects of religious and reform movements in the antebellum United States (e.g., the Second Great Awakening, abolition of slavery, women's rights)

**N. The growth of nineteenth-century sectionalism, the origins of the Civil War, and the history of the Civil War and Reconstruction (1–8%)**

1. Demonstrate understanding of the growth of nineteenth-century sectionalism
2. Demonstrate understanding of the major causes, events, and results of the Civil War
3. Demonstrate understanding of the political, social, and economic history of Reconstruction

**IV. United States History 1877 to the Present (25%)**

**A. How and why industrialization, urbanization, and immigration shaped the development of the United States in the nineteenth and early twentieth centuries (1–5%)**

1. Demonstrate understanding of how and why industrialization and urbanization shaped the development of the United States in the nineteenth and early twentieth centuries (e.g., the transcontinental railroads, growth of big business, the labor movement)
2. Demonstrate understanding of how and why immigration shaped the development of the United States, particularly in the nineteenth and early twentieth centuries

**B. Contrasting urban development and rural development in the United States in the late nineteenth and early twentieth centuries (1–3%)**

1. Identify distinctive features of urban development and rural development in the United States in the late nineteenth and early twentieth centuries

**C. The global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (1–3%)**

1. Demonstrate understanding of the global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (e.g., the Open Door policy, the Spanish-American War)

**D. Regional developments in the United States (e.g., Jim Crow laws, American Indian policies) in the late nineteenth and early twentieth centuries (1–3%)**

1. Demonstrate understanding of regional developments in the United States in the late nineteenth and early twentieth centuries (e.g., Jim Crow laws, American Indian policies)

**E. The changes in the politics, government, economy, and society of the United States resulting from Gilded Age and Progressive Era reforms (1–5%)**

1. Demonstrate understanding of the political, social, and cultural history of the Gilded Age (e.g., political machines, social Darwinism, Populism)
2. Demonstrate understanding of changes in the politics, government, economy, and society of the United States resulting from Progressive Era reforms (e.g., trust-busting, settlement houses, Prohibition)

**F. The origins, major events, and development of the woman suffrage movement in the United States (1–3%)**

1. Demonstrate knowledge of the development and major events of the woman suffrage movement in the United States

**G. The causes, major events, and effects—both at home and abroad—of United States participation in the First World War (1–3%)**

1. Demonstrate understanding of the causes, major events, and effects of United States participation in the First World War both abroad and within the United States

**H. The political, social, economic, and cultural changes that occurred in the United States in the 1920s (1–3%)**

1. Demonstrate understanding of the political, social, economic, and cultural changes that occurred in the United States in the 1920s

**I. The causes and effects of the Great Depression (1–3%)**

1. Demonstrate understanding of the causes and effects of the Great Depression

- J. The goals and programs of the New Deal and their effects on government, politics, the economy, and society (1–3%)**
1. Demonstrate understanding of the goals and programs of the New Deal
  2. Demonstrate understanding of the effects of New Deal programs on government, politics, the economy, and society
- K. The causes, major events, and effects—both at home and abroad—of United States participation in the Second World War (1–3%)**
1. Demonstrate understanding of the causes, major events, and effects of United States participation in the Second World War both abroad and within the United States
- L. The causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration) (1–3%)**
1. Demonstrate understanding of the causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration)
- M. The origins, development, and effects of the Cold War both abroad and domestically (1–3%)**
1. Demonstrate understanding of the origins, development, and effects of the Cold War both abroad (e.g., containment, the Vietnam War) and within the United States (e.g., anticommunism, the military-industrial complex)
- N. The causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the twentieth century (1–3%)**
1. Demonstrate understanding of the causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the twentieth century
- O. The social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution) (1–3%)**
1. Demonstrate understanding of social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution)
- P. Major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution) (1–3%)**
1. Identify major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution)
  2. Compare and contrast major social policy initiatives and political movements in the United States since the Second World War
- Q. The global political, economic, social, and technological changes in the late twentieth and early twenty-first centuries and their effects on the United States (1–3%)**
1. Demonstrate understanding of how global political, economic, social, and technological changes in the late twentieth and early twenty-first centuries have affected domestic developments in the United States
- R. The changing role of the United States in the post-Cold War world (1–3%)**
1. Demonstrate knowledge of the changing role of the United States in the post-Cold War world

## V. Historical Thinking Skills (25%)

*Questions cross-classified with content categories I-IV.*

- A. Know how to formulate historical questions. (1–7%) Cross-classification with content area.**
1. Identify historical questions (e.g., questions that can be researched, that call for analysis and interpretation, and that can be supported with evidence)
  2. Distinguish different levels of historical understanding (e.g., factual recall, chronology, evaluation)
- B. Know how to locate, identify, and differentiate between primary and secondary sources. (1–7%) Cross-classification with content area.**
1. Identify the main characteristics of primary sources and secondary sources
  2. Differentiate between primary and secondary sources
- C. Know how to evaluate a variety of sources for analyzing people’s values, motivations, perspectives, and behaviors in various historical contexts. (1–10%) Cross-classification with content area.**
1. Evaluate historical sources in terms of main idea, speaker, occasion, audience, purpose, point of view, bias, and argument
  2. Draw inferences and conclusions and make generalizations using historical sources
  3. Analyze and contextualize people’s values, motivations, perspectives, and behaviors using historical sources
- D. Know how to write a thesis and develop historical arguments by using primary and secondary sources. (1–10%) Cross-classification with content area.**
1. Identify a valid historical thesis statement
  2. Evaluate how evidence supports or undermines historical arguments
  3. Apply primary and secondary sources to relevant historical arguments and theses
- E. Know how to make connections between historical developments across time and geography, including comparing and contrasting, determining cause and effect, analyzing change over time, and putting events in global context. (1–13%) Cross-classification with content area.**
1. Compare and contrast historical developments across time and geography
  2. Identify and evaluate causes and effects
  3. Identify patterns of continuity and change over time
  4. Place historical events and processes in local, national, and global context

## 2. Familiarize Yourself with Test Questions

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

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

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

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

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

- **Clicking more than one oval** to select answers from a list of choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on 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 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.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

## Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

**Which of the following is a flavor made from beans?**

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

### How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

### Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

**Entries in outlines are generally arranged according to which of the following relationships of ideas?**

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

**QUICK TIP:** Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

### Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

### How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

### How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

**QUICK TIP:** Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

## Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular 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.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."



### 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) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP:** You may find that it helps to 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.

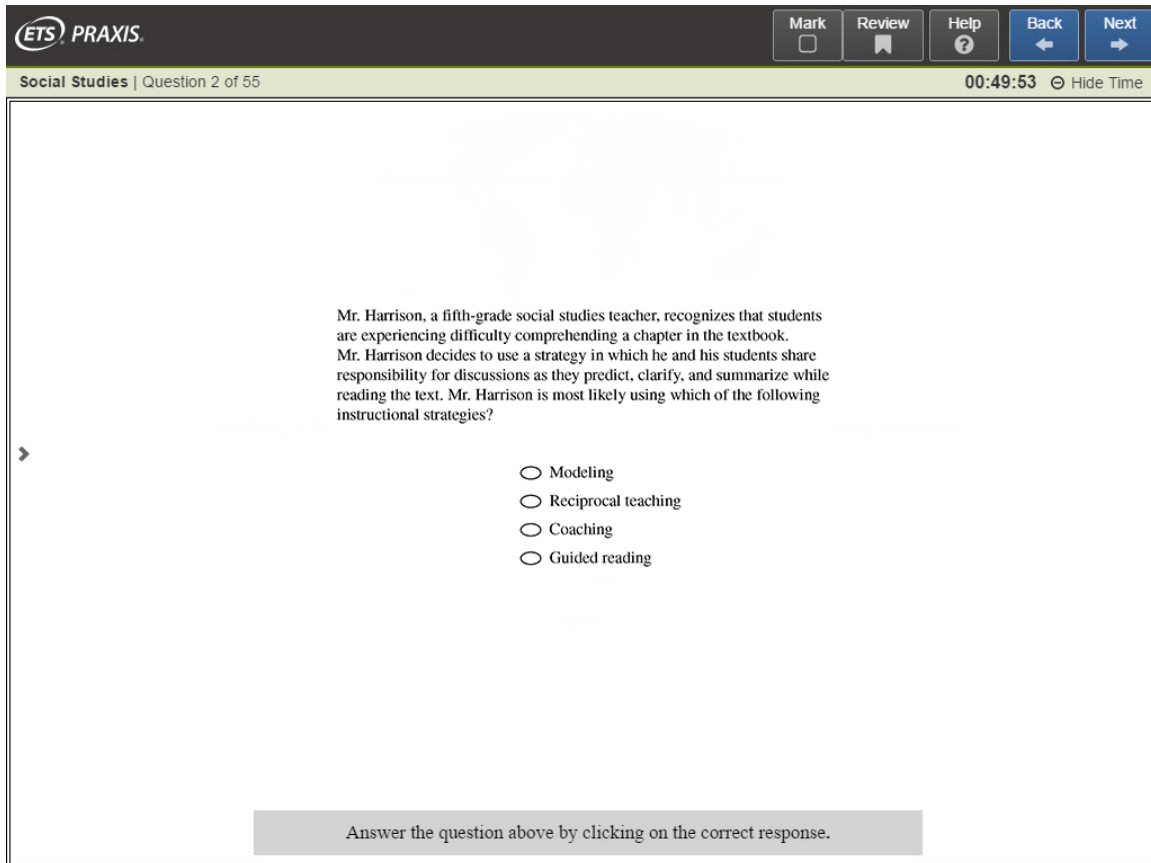
For tests that have constructed-response questions, more detailed information can be found on page 16.

## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Sample Test Questions

This test is available via computer delivery. To illustrate what a computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.



The screenshot shows a test interface with a dark header bar containing the ETS PRAXIS logo and navigation buttons: Mark, Review, Help, Back, and Next. Below the header, a light green bar displays "Social Studies | Question 2 of 55" and a timer showing "00:49:53" with a "Hide Time" option. The main content area contains a question about instructional strategies used by Mr. Harrison. The question text is: "Mr. Harrison, a fifth-grade social studies teacher, recognizes that students are experiencing difficulty comprehending a chapter in the textbook. Mr. Harrison decides to use a strategy in which he and his students share responsibility for discussions as they predict, clarify, and summarize while reading the text. Mr. Harrison is most likely using which of the following instructional strategies?" The answer choices are: Modeling, Reciprocal teaching, Coaching, and Guided reading. A grey instruction box at the bottom of the question area says: "Answer the question above by clicking on the correct response."

ETS PRAXIS

Mark Review Help Back Next

Social Studies | Question 2 of 55 00:49:53 Hide Time

Mr. Harrison, a fifth-grade social studies teacher, recognizes that students are experiencing difficulty comprehending a chapter in the textbook. Mr. Harrison decides to use a strategy in which he and his students share responsibility for discussions as they predict, clarify, and summarize while reading the text. Mr. Harrison is most likely using which of the following instructional strategies?

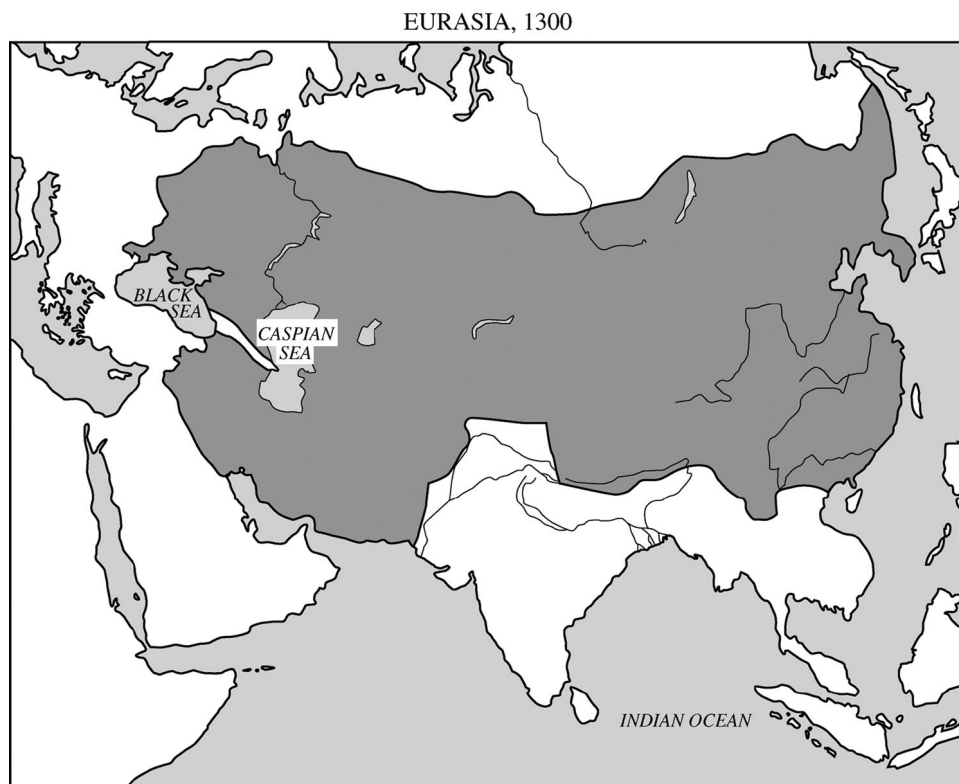
- Modeling
- Reciprocal teaching
- Coaching
- Guided reading

Answer the question above by clicking on the correct response.

The sample questions that follow illustrate the types of selected-response questions 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 incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. The Phoenicians are best known for their achievements in which of the following areas?
  - (A) Weapons technology
  - (B) Trade and exploration
  - (C) Literature
  - (D) Agriculture



2. The shaded land area of the map above shows the
  - (A) region affected by bubonic plague
  - (B) conquests by the Russian monarchy
  - (C) greatest extent of the Mongol Empire
  - (D) farthest spread of Buddhism

3. "Man being . . . by nature free, equal, and independent, no one can be . . . subjected to the political power of another, without his consent."
- The statement above was most likely made by
- (A) John Locke
  - (B) Edmund Burke
  - (C) Bishop Jacques Bossuet
  - (D) Adam Smith
4. Which of the following was a major result of Japan's Meiji restoration?
- (A) Japan revived some aspects of feudal society.
  - (B) Japan granted Korea political and cultural autonomy.
  - (C) Japan sought alliances with Russia and China.
  - (D) Japan created a modern industrial economy.
5. In the period 1890 to 1914, the majority of immigrants to the United States came from which of the following?
- (A) Germany, Great Britain, and Ireland
  - (B) Italy, Austria-Hungary, and Russia
  - (C) Ireland, Japan, and India
  - (D) China, Brazil, and Scandinavia
6. Which of the following was the major result of the work of India's Muslim League in the 1940s?
- (A) Unification of Indians across religious and ethnic lines to achieve independence from Great Britain
  - (B) A growing division between the Westernized upper middle class and the majority of Indians
  - (C) Partition of the independent subcontinent into Muslim Pakistan and a secular but predominantly Hindu India
  - (D) The initiation of Indian nationalists' negotiations with Britain's wartime enemies of Germany and Japan
7. Which of the following caused the largest number of deaths among Native Americans in the colonial period?
- (A) Diseases such as smallpox
  - (B) Enslavement by European settlers
  - (C) Famines caused by game depletion
  - (D) Problems caused by relocation
8. The Tea Act passed by Parliament in 1773 angered American colonists primarily because it
- (A) gave the British East India Company a monopoly on the tea trade
  - (B) dramatically increased the price of tea
  - (C) hurt tea planters in the North American colonies by lowering prices
  - (D) decreased the supply of tea available in the North American colonies
9. Which of the following best summarizes the attitude of most delegates to the United States Constitutional Convention in 1787 toward the development of political parties?
- (A) Parties would be beneficial to the growth of democracy.
  - (B) Parties would eventually return the country to dependence on Great Britain because they were suggestive of rule by monarchy.
  - (C) Parties would divide the country into hostile camps and would be disruptive to the conduct of political affairs.
  - (D) Parties would ensure that the delegates would control the government of the new nation.
10. Which of the following was the predominant trend in United States manufacturing in the mid-1800s?
- (A) Manufacturing jobs were increasingly held by married women.
  - (B) Manufacturing increasingly shifted from small shops and households to factories.
  - (C) Manufacturing was increasingly done by slaves.
  - (D) Manufacturing increasingly relied on electric-powered machinery.

11. The admission of California into the Union as a free state in 1850 was hotly debated primarily because
- (A) many slaveholders wanted to move there
  - (B) it disrupted the balance of power in the Senate
  - (C) Californians wanted slaves to work in the vineyards
  - (D) settlers in southwestern territories had already applied for admission as slave states
12. Which of the following United States programs provided money, supplies, and machinery to assist participating European countries in rebuilding after the Second World War?
- (A) Truman Doctrine
  - (B) Atlantic Charter
  - (C) Point Four Program
  - (D) Marshall Plan
13. The transition to agriculture in Mesoamerica differed from the transition to agriculture in Southwest Asia in that the transition in Mesoamerica
- (A) occurred much earlier than the transition in Southwest Asia
  - (B) was driven by political decisions made by Mesoamerican rulers, whereas the transition in Southwest Asia was driven by economic and demographic factors
  - (C) was not accompanied by the domestication of draft or pasture animals, whereas the transition in Southwest Asia was accompanied by the domestication of such animals
  - (D) did not involve the domestication of cereal grains, whereas the transition in Southwest Asia was based on the domestication of cereal grains
14. Which of the following was the underlying cause of the 1994 Rwandan genocide?
- (A) The small size and limited powers of the United Nations peacekeeping force in Rwanda
  - (B) The ethnic, economic, and political rivalries between members of Rwanda's Hutu majority and Tutsi minority
  - (C) The territorial ambitions of Rwanda's neighboring states, which led them to intervene repeatedly in Rwandan affairs with the goal of destabilizing the country
  - (D) The religious divide between mostly Muslim northern Rwanda and mostly Christian southern Rwanda
15. During the Cold War the term "Non-Aligned Movement" referred to a group of countries that
- (A) had rapidly developing economies based on technology and international finance, such as Singapore, South Korea, and Taiwan
  - (B) avoided formal political or economic affiliation with either the Soviet or the Western bloc, such as India, Indonesia, and Egypt
  - (C) were former colonies with White elites who continued to govern after decolonization, such as Rhodesia and South Africa
  - (D) harbored foreign militant organizations and were ostracized by the Western bloc, such as Libya and Iran

"The political situation in Africa today is heartening and at the same time disturbing. It is heartening to see so many new flags hoisted in place of the old; it is disturbing to see so many countries of varying sizes and at different levels of development, weak and, in some instances, almost helpless. . . . The greatest contribution that Africa can make to the peace of the world is to . . . [create] a political union which will by its success, stand as an example to a divided world. . . . We have to prove that greatness is not to be measured in stockpiles of atom bombs."

Kwame Nkrumah, first president of Ghana, 1961

16. The ideas expressed by Kwame Nkrumah in the passage above are most representative of the ideology of
- (A) Pan-Africanism
  - (B) the international socialist movement
  - (C) the anti-apartheid movement
  - (D) the liberation theology movement
- "Let the working man and the employer make free arrangements, and in particular let them agree freely as to the wages; nevertheless, there exists a dictate of natural justice more imperious and ancient than any bargain between man and man, namely that the wages ought not be insufficient to support a frugal and well-behaved wage-earner. . . . [Employers] are reminded that, according to natural reason and Christian philosophy, working . . . is creditable, not shameful, to man, since it enables him to earn an honorable living."
- Pope Leo XIII, *Rerum Novarum*,  
official pronouncement, 1891
17. Based on the excerpt above, it can be concluded that Pope Leo XIII's main purpose in *Rerum Novarum* was to
- (A) argue that employers had an ethical and religious duty to treat their employees fairly
  - (B) propose strict government regulations of labor markets
  - (C) support the formation and growth of trade unions
  - (D) warn against the danger of a possible communist revolution, if workers' conditions did not improve
18. During the mid-eighth century C.E., which of the following pairs of empires competed for control of central Asia?
- (A) The Sasanian Empire and Han China
  - (B) The Abbasid Caliphate and Tang China
  - (C) The Mongol Empire and Gupta India
  - (D) The Mughal Empire and Safavid Persia
19. President Lyndon Johnson's Great Society legislation was premised on a view of the role of the federal government in domestic policy that was most similar to that of
- (A) Herbert Hoover
  - (B) Franklin D. Roosevelt
  - (C) Richard Nixon
  - (D) Ronald Reagan
20. Which of the following best summarizes the key policy goals of the New Feminism movement of the 1970s?
- (A) Defending traditional gender roles at home and in the workplace, and opposing the Equal Rights Amendment of 1972
  - (B) Obtaining for women the rights to vote, own property, and engage in legal and business transactions
  - (C) Passing a legal prohibition of the sale of alcohol and limiting immigration
  - (D) Demanding equal pay for equal work and removing restrictions on women's reproductive rights
21. The construction of an extensive road network funded by the federal government under the Interstate Highway Act of 1956 changed the built form of metropolitan areas in the United States by encouraging the
- (A) greater use of public transit for travel to work
  - (B) concentration of manufacturing in central cities
  - (C) shrinking of metropolitan areas in terms of the land area they occupied
  - (D) expansion of housing and jobs in suburbs
22. The decision of the Supreme Court of the United States in *Brown v. Board of Education of Topeka* (1954) overturned the judicial precedent that had allowed
- (A) the teaching of evolution in public schools
  - (B) gender segregation in private schools and social clubs
  - (C) separate but equal public facilities for Black people and White people
  - (D) federal funding of local public schools and state universities

23. The Reagan Revolution of the 1980s had which of the following effects on political party alignments in national elections?
- (A) Latino voters who formerly had tended to vote for Democrats in national elections turned decisively to the Republican Party.
  - (B) White voters in the South who had voted for Republicans since the Reconstruction era turned to the Democratic Party.
  - (C) Working-class White voters who had formerly tended to follow the endorsements of labor union leaders and vote for Democrats began to turn to the Republican Party.
  - (D) African American voters who had left the Republican Party in large numbers during the Jim Crow era returned to the party of Lincoln.
24. The end of the Cold War allowed to the United States to
- (A) end its long-standing special relationship with Great Britain
  - (B) reduce its nuclear arsenal and limit the numbers of its troops stationed in Western Europe
  - (C) reduce its military and foreign policy involvement in the Middle East
  - (D) renew its involvement in major military operations in Southeast Asia

## Answers to Sample Questions

- The correct answer is (B). The Phoenicians concentrated on trade and exploration and pioneered shipbuilding and navigational techniques. They traded and spread their knowledge throughout the ancient Mediterranean world.
- The correct answer is (C). Mongol power reached its height by the end of the thirteenth century. The Mongols controlled an area from eastern Europe to the Chinese coast. Mongol power fragmented soon after 1260.
- The correct answer is (A). John Locke believed that the state existed to preserve the natural rights of its citizens—the rights of life, liberty, and property. Should the state fail in this protection, Locke believed, citizens had the right to withdraw their support for the state.
- The correct answer is (D). In 1853, United States Commodore Matthew Perry forced Japan to open its economy to international trade. After futile resistance to Western intrusions and unequal trade treaties, a group of samurai overthrew the shogun (hereditary military governor) and restored the emperor in 1867. In order to strengthen Japan, the Meiji reformers adopted Western technology and created a government-stimulated, competitive industrial economy.
- The correct answer is (B). In the 1880s, European agriculture began a steady decline, especially severe for peasant-based agriculture. Political oppression and religious persecution also continued in eastern Europe. As a result, Italians, Russians (particularly Russian Jews), Ukrainians, Poles, and Hungarians left Europe in great numbers, seeking better conditions in the United States. The First World War (1914 to 1918) and restrictions on immigration imposed by the United States after the war greatly reduced the numbers after 1924.
- The correct answer is (C). The Muslim League organized to create an independent Muslim state. The League persuaded the British government that an independent India with a Hindu majority would persecute Muslims. In 1947, the British split the Indian subcontinent into two independent states: Pakistan, which was largely Muslim, and India, which had a Hindu majority.
- The correct answer is (A). Native Americans lacked immunity to many common diseases carried by European explorers and settlers. Smallpox and other diseases devastated Native American populations in what is now the United States and elsewhere in the Americas. The factors mentioned in the other answer choices did not cause nearly so many deaths.
- The correct answer is (A). Prior to the Tea Act of 1773, the British East India Company had the sole right to ship tea from British possessions in India to London, where some of the tea was sold to colonial merchants who shipped it to the American colonies. The Act took away this profitable trade from colonial merchants by giving the Company a legal monopoly on importing tea to the colonies. In addition, the Act subsidized the price of tea, lowering it to the point where smuggling tea from other sources (another lucrative trade that many colonial merchants engaged in) was no longer worthwhile. Together, these measures threatened to ruin many colonial merchants.
- The correct answer is (C). The framers of the Constitution generally saw political parties (or “factions,” as they were commonly called at the time) as a great danger to the republican government that they were proposing. They feared that strong, organized political divisions could paralyze the republic or even split it apart. Several features of the Constitution were originally intended to minimize the impact of political parties.
- The correct answer is (B). In the mid-1800s, more and more items were produced in factories, powered by water or steam, rather than in small workshops or homes. The shift to the factory system of mass production had vast effects on the economy, politics, and social structure of the United States.
- The correct answer is (B). Prior to California’s admission, there were 15 free states and 15 slave states. Over the previous decades, the Southern political establishment had followed the strategy of protecting slavery from federal government interference by trying to preserve a balance of free slave states, so that representation in the Senate would be evenly split. California’s admission as a free state upset the balance, and there was no immediate likelihood of another territory being admitted as a slave state to restore the balance.



12. The correct answer is (D). Europe had suffered extensive destruction during the Second World War. In 1947, Secretary of State George C. Marshall proposed the European Recovery Program, better known as the Marshall Plan. It provided for large amounts of financial and material aid to repair physical and economic damage of the war. Many Western European countries took advantage of this aid, and the Plan was a crucial factor in Europe's postwar recovery.

13. The correct answer is (C). Pre-Columbian Mesoamerican societies had a few domesticated animals, including dogs, turkeys, and Muscovy ducks, but they did not have large domesticated mammals that could be used as draft or pasture animals. In ancient Southwest Asia, on the other hand, several important large animal species—notably cattle, sheep, and goats—were domesticated concurrently with (or shortly after) the adoption of agriculture.

14. The correct answer is (B). The Rwandan genocide occurred in the context of an ongoing civil war between the Hutu-dominated Rwandan government and a Tutsi-dominated rebel group, the Rwandan Patriotic Front. Although a peace deal had been negotiated in 1993, tensions between the Hutu and Tutsi groups remained high, and Hutu-controlled media in particular openly incited violence against Tutsi and Hutu who supported or consorted with Tutsi. Following the April 1994 assassination of President Juvénal Habyarimana, hastily organized Hutu militias formed and, with the active assistance of government forces and the media, carried out the genocide, in which close to a million Tutsi were killed in less than four months.

15. The correct answer is (B). Created at the 1961 Bandung Conference, the Non-Aligned Movement consisted mostly of recently independent former European colonies in Asia and Africa. These countries were seeking to develop their economies and modernize their societies but were concerned that cooperating too closely with the Communist bloc would amount to accepting a new form of political and economic dependence—as illustrated by the case of Yugoslavia, a communist country in Eastern Europe, which became a founding member of the Non-Aligned Movement as a way of asserting its independence from the Soviet Union. The Non-Aligned Movement was designed to foster economic development through cooperation among its member nations and to act as a balancing force in international relations.

16. The correct answer is (A). In the passage, Nkrumah envisions the unification of newly independent African countries in a bloc that would “stand as an example to a divided world” (a reference to the bipolar world of the Cold War era) and not participate in the nuclear arms race. These principles—solidarity and cooperation among African countries combined with an independent foreign policy that avoided entanglements either with the Western bloc or the Soviet bloc—formed the core ideology of the ideology of Pan-Africanism, of which Nkrumah was a leading proponent. Although Nkrumah also was a self-avowed Marxist socialist, the passage does not directly reference socialist ideology or international socialism.

17. The correct answer is (A). In the excerpt, Pope Leo XIII appeals to individual employers on moral and religious grounds (“according to natural reason and Christian philosophy”) to urge them to provide fair living wages to their employees. Leo XIII was the first pope to directly address the social and economic problems created by the process of industrialization in Europe, the emergence of an industrial proletariat, and the emergence of the working class movement of the nineteenth century. While other parts of *Rerum Novarum* expressed support for workers' trade unions, argued that governments have a responsibility to promote social justice, including through business regulations, and warned against the dangers of communism, the excerpted text does not provide direct support for answer choices (B), (C), or (D).

18. The correct answer is (B). By the middle of the eighth century C.E., the Chinese Tang dynasty rulers had established Chinese rule over most of the Tarim Basin (in present-day Xinjiang province), and Tang armies had begun to press further west into present-day Kyrgyzstan, Kazakhstan, and Uzbekistan. At the same time, the rulers of the newly established Abbasid caliphate in Baghdad, having defeated their rivals of the Umayyad dynasty, were eager to expand their territory into Central Asia. The armies of the two empires met in battle at the Talas River in 751 C.E., with the Muslim forces emerging victorious. The Battle of Talas River had a long-lasting effect on world history because it effectively set the limits on China's westward expansion and ensured the long-term predominance of Islam in central and west-central Asia.

19. The correct answer is (B). The Great Society was a social program implemented between 1964 and 1966 that included legislation enabling the federal government to play a much greater role in the struggle against poverty, in public education, in providing health care to the elderly and the poor, and in addressing racial and social inequalities in the United States. President Roosevelt's New Deal programs were based on a similar expansive view of the roles and responsibilities of the federal government in addressing domestic social and economic problems. The policies of President Hoover, President Nixon, and President Reagan were premised on a much narrower view of government's role in domestic policy.

20. The correct answer is (D). Both reproductive rights and economic equality with men in the workplace were among the foundational principles of the National Organization for Women (NOW), the preeminent organization associated with New Feminism. Answer choice (B) represents concerns of women's rights advocates of the nineteenth and early twentieth century, not the 1970s. The causes outlined in answer choice (C) were embraced by members of some nineteenth-century reform movements but were not important in New Feminism. Answer choice (A) summarizes the views of groups opposing New Feminism, such as Phyllis Schlafly's Eagle Forum.

21. The correct answer is (D). The road infrastructure created as a result of the Interstate Highway Act hastened the process of population movement from the cities to the suburbs. The new road network reduced commuting times by automobile from the cities to the suburbs and made living in the suburbs while continuing to work in the cities a practical and attractive option for many people. Many businesses soon followed suit, resulting in the flight of jobs away from the increasingly impoverished central cities. As a result of the act, the use of public transit declined, and roads were often built over existing intraurban rail tracks in cities such as Los Angeles.

22. The correct answer is (C). The *Brown v. Board of Education of Topeka* decision overturned the ruling that the Supreme Court had issued in the *Plessy v. Ferguson* case of 1896, upholding the constitutionality of racially segregated "separate but equal" public facilities. In the *Brown v. Board of Education of Topeka* decision, the Supreme Court justices ruled, unanimously, that state laws mandating racially segregated public schools deprived minority students of equal educational

opportunities and therefore violated the equal protection clause of the Fourteenth Amendment to the United States Constitution. The *Brown* decision did not apply to gender or racial segregation in private schools or social clubs.

23. The correct answer is (C). Limiting the political influence of traditionally pro-Democratic labor unions and appealing to White working-class voters were central components of the Republican Party strategy in the presidential campaigns of 1980 and 1984. As a presidential candidate and then as president, Ronald Reagan sought to attract White working-class voters by crafting a message that emphasized economic opportunity and limited government while also addressing—sometimes directly, sometimes obliquely—White working-class economic and social anxieties (including racial anxieties). Latino and African American voters mostly continued to support the Democratic Party throughout President Reagan's two terms in office, and southern White voters mostly continued to support the Republican Party, as they had done since the 1960s.

24. The correct answer is (B). As a result of a series of nuclear disarmament treaties with the Soviet Union/Russia signed at or after the end of the Cold War, the United States was able to reduce its nuclear arsenal from approximately 25,000 warheads in the 1980s to approximately 10,000 warheads in 2000, and further to approximately 5,000 warheads by 2010. United States troops deployed in Western Europe (mostly in West Germany) were also reduced from a height of approximately 350,000 in the 1980s to less than 200,000 in the 1990s and less than 100,000 after 2000. Despite the end of the Cold War, the relationship between Great Britain and the United States has remained strong; the strategic importance of the Middle East to United States foreign policy has grown, rather than shrunk; and the United States has not become involved in any major military operations in Southeast Asia.

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

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

### 2) Assess how well you know the content.

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

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

### 5) Practice explaining the key concepts.

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

### 6) Understand how questions will be scored.

Scoring information can be found on page 48.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 32 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 32, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 18.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

## 5. Develop Your Study Plan

*Develop a personalized study plan and schedule*

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

**Use this worksheet to:**

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

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

**Test Date:** 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15







## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The World and U.S. History: Content Knowledge test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics that follow are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

### Discussion Areas

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

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

## Study Topics

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

### I. World History to 1450 C.E. (25%)

#### A. World geography and how global climatic and environmental factors shape human history (1–3%)

1. Identify the location of major historical events
2. Demonstrate knowledge of how global climatic and environmental factors shaped human history

#### B. The characteristics and structures of hunting-and-gathering societies and the shift that occurred with the Neolithic Revolution, circa 8000 B.C.E. (1–5%)

1. Understand the major differences between hunting-and-gathering societies and agricultural societies
2. Identify the Neolithic Revolution and its consequences

#### C. The formation, organization, and significance of early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E., and in Mesoamerica and South America in the period 2000 B.C.E.–1500 C.E. (1–8%)

1. Demonstrate understanding of the formation, organization, and significance of early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River Valley).
2. Demonstrate understanding of the formation, organization, and significance of early civilizations in the Americas in the period 2000 B.C.E.–1500 C.E.
3. Compare and contrast the early river valley civilizations in Afro-Eurasia in the period 8000–1000 B.C.E. and early civilizations in Mesoamerica and South America (e.g., Aztec, Maya, Inca).

#### D. The formation, organization, significance of, and interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E. (1–8%)

1. Demonstrate understanding of the formation, organization and significance of the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.
2. Demonstrate understanding of the interactions among the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.
3. Compare and contrast the civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E.–500 C.E.

#### E. The origin, tenets, development, significance, and spread of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam (1–8%)

1. Demonstrate understanding of the main beliefs of Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam
2. Demonstrate understanding of where, how, and when Hinduism, Confucianism, Buddhism, Judaism, Christianity, and Islam originated and developed
3. Demonstrate understanding of how and why major religions spread

#### F. The reasons for the collapses of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E. (1–5%)

1. Identify the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.
2. Compare and contrast the reasons for the collapse of empires (e.g., Han China, Western Roman Empire, Gupta) in the period 200–600 C.E.

#### G. The formation of new empires and political systems in the period 600–1450 C.E. (1–5%)

1. Identify major factors in the formation of new empires and political systems in the period 600–1450 C.E.
2. Compare and contrast new empires and political systems in the period 600–1450 C.E.

#### H. How the spread of Islam affected political, social, and economic systems in the period 600–1450 C.E. (1–5%)

1. Identify how the spread of Islam affected various political, social, and economic systems in the period 600–1450 C.E.

2. Compare and contrast the effects of the spread of Islam in various parts of the world in the period 600–1450 C.E.

**I. The major economic, political, and cultural developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts (1–8%)**

1. Identify the major economic developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts
2. Identify the major political developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts
3. Identify the major cultural developments in Afro-Eurasia in the period 1000–1450 C.E. and their global impacts

**J. The emergence, function, and effects of interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E. (1–5%)**

1. Identify the new and existing interregional networks (e.g., the Silk Roads, Mediterranean Sea trade, trans-Saharan trade) in the period 1000–1450 C.E.
2. Understand the function and effects of the various interregional networks in the period 1000–1450 C.E.

**II. World History 1450 C.E. to the Present (25%)**

**A. European exploration and colonization in terms of global political competition, trade, technology, and interaction in the period 1450–1750 C.E. (1–5%)**

1. Understand political competition, trade, technology, and global interaction as factors in European exploration and colonization in the period 1450–1750 C.E.
2. Compare and contrast strategies of European exploration and colonization in the period 1450–1750 C.E.

**B. The development of major political entities in various parts of the world in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China) (1–5%)**

1. Understand how, where, and when major political entities developed in the period 1450–1750 C.E. (e.g., Spain, Russia, Manchu China)

2. Understand how major political entities interacted in the period 1450–1750 C.E.

**C. The main characteristics and global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E. (1–5%)**

1. Identify the main characteristics of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.
2. Identify the global economic, social, and cultural effects of the Atlantic, trans-Saharan, and East African slave trade circa 1400–1880 C.E.

**D. The characteristics and significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution (1–5%)**

1. Identify the main characteristics of the Renaissance, Reformation, Enlightenment, and Scientific Revolution
2. Understand the global significance of the Renaissance, Reformation, Enlightenment, and Scientific Revolution

**E. The causes, major events, and effects of the Industrial Revolution 1750–1914 (1–5%)**

1. Identify the causes and major events of the Industrial Revolution, 1750–1914
2. Understand the global effects of the Industrial Revolution (e.g., effects on the environment, global trade, and labor)

**F. The causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914 (e.g., United States, Latin America, China) (1–5%)**

1. Identify the causes, major events, and effects of political revolutions, unifications, and independence movements in the period 1750–1914
2. Compare and contrast political revolutions, unifications, and independence movements worldwide in the period 1750–1914

**G. The causes, major events, and indigenous reactions to Western nationalism, imperialism, and colonization in the period 1840–1945 (1–5%)**

1. Identify causes and major events of nationalism, imperialism, and colonization in the period 1840–1945
2. Identify indigenous reactions to imperialism and colonization in the period 1840–1945

**H. The nature, development, and policies of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China) (1–5%)**

1. Understand the nature, development, and actions of totalitarian states in the twentieth century (e.g., Nazi Germany, the Soviet Union, Communist China)
2. Compare and contrast totalitarian states in the twentieth century

**I. The main causes, major events, and effects of the First and Second World Wars (1–9%)**

1. Identify the major events of the First and Second World Wars
2. Understand the main causes and effects of the First and Second World Wars
3. Compare and contrast the First and Second World Wars

**J. The role of international organizations and the evolution of regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union) (1–3%)**

1. Identify the origins and major features of international organizations and regional economic blocs in the twentieth century (e.g., United Nations, North American Free Trade Agreement, European Union)

**K. The main causes, major events, and effects of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa) (1–5%)**

1. Identify the major events of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa)

2. Understand the main causes and effects of Asian and African decolonization and nationalist movements in the period 1890s–1990s (e.g., India, Algeria, South Africa)

**L. The political, economic, and cultural changes events in the Middle East in the twentieth century (1–5%)**

1. Identify the political, economic, and cultural changes and major events in the Middle East in the twentieth century (e.g., fall of the Ottoman Empire, Arab-Israeli conflict, rise of OPEC)
2. Identify the global effects of political, economic, and cultural changes in the Middle East in the twentieth century

**M. The main causes, major events, and global effects of the Cold War (e.g., North Korea, Cuba, Congo) in the period 1945–1989 (1–5%)**

1. Identify the major events of the Cold War in the period 1945–1989
2. Understand the main causes and global effects of the Cold War

**N. The changing economic, social, and political roles of women in various parts of the world since the nineteenth century (1–3%)**

1. Identify women's changing economic, social, and political roles since the nineteenth century

**O. The causes and global effects of the collapse of communism in Europe and the breakup of the Soviet Union (1–5%)**

1. Identify the causes of the collapse of communism in Europe and the breakup of the Soviet Union
2. Understand the global effects of the collapse of communism in Europe and the breakup of the Soviet Union

**P. The emergence of new types of political and human rights movements in various parts of the world in the period from 1945 to the present (1–3%)**

1. Identify new political and human rights movements that emerged from 1945 to the present (e.g., environmentalism, anti-apartheid)

**Q. The global economic and technological changes in the late twentieth and early twenty-first centuries (e.g., new patterns of migration, transnational corporations, global popular culture) (1–3%)**

1. Identify global technological and economic changes in the late twentieth and early twenty-first centuries

**R. Major genocides of the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda) (1–5%)**

1. Identify genocides in the twentieth century (e.g., the Holocaust, Soviet mass murders, Rwanda)
2. Understand the causes and effects of genocides in the twentieth century

**Discussion areas: World History to 1450 C.E. and 1450 C.E. to the Present**

- Work with a globe or world map as you study and review world history. It would be especially useful to use a historical atlas so that you can see a place or region in its historical context. In addition, recent world history textbooks have many excellent maps. Find regions and places you are studying on the globe and make sure you understand the locations, movements, and relationships among the many societies you are reviewing.
- Think carefully about the periods into which this history is divided. You will probably find alternative schemes—that is, different names and year spans—in the materials you use for review. Why do historians divide history into periods? Do they agree on the names and dates of some periods more than others? What do the periods say about historical interpretation? How do periods relate to long-term trends?
- Explain the significance of the following dates in world history: 220 C.E. and 476 C.E., 622 C.E., 1096–1099 C.E., 1200–1300, 1453, 1492, 1750–1780, 1789, 1870's, 1914–1918, 1939–1945, 1947, 1957, 1989.

**III. United States History to 1877 (25%)**

**A. North American geography, peoples, and cultures prior to European colonization (1–5%)**

1. Demonstrate knowledge of North America's location in the world and its major rivers, lakes, and land features
2. Demonstrate knowledge of the political, economic, social, and cultural life of Native American peoples prior to European contact

**B. The interactions between humans and the environment throughout North American history (1–5%)**

1. Demonstrate knowledge of the ways in which groups and individuals have interacted with the environment throughout North American history
2. Compare and contrast land use and resource allocation by different groups throughout North American history

**C. The reasons European colonies in North America were founded and how they developed (1–5%)**

1. Demonstrate understanding of the reasons European powers (e.g., Spain, France, the Netherlands) founded colonies in North America
2. Demonstrate understanding of how European colonies in North America developed

**D. How European imperial and political conflicts and indigenous interests shaped the development of the North American colonies (1–3%)**

1. Demonstrate understanding of the patterns of interaction between European powers and Native American peoples (e.g., fur trade, Metacom's War)
2. Demonstrate understanding of how European imperial and political conflicts (e.g., the English Revolution, the Seven Years' War) shaped the development of the North American colonies

**E. The political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period (1–3%)**

1. Demonstrate understanding of the political, social, economic, and cultural relationships between Europeans, Africans, and American Indians in North America during the colonial period

**F. Regional differences in social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America (1–5%)**

1. Demonstrate understanding of social structures (e.g., gender roles, family structure, migration patterns) and economic developments (e.g., labor systems, mercantilism) in colonial America
2. Compare and contrast regional differences in social structures and economic developments in colonial America

**G. The economic, social, and cultural effects of slavery in the British American colonies and in the United States (1–5%)**

1. Demonstrate understanding of the economic, social, and cultural effects of slavery in the British American colonies and in the United States
2. Demonstrate knowledge of the experiences of free and enslaved people of African origin in the North American colonies and the United States

**H. The major causes and events of the American Revolution (1–4%)**

1. Demonstrate understanding of the major causes, events, and results of the American Revolution

**I. The successes and failures of the Articles of Confederation and the context that led to the writing and adoption of the United States Constitution and Bill of Rights (1–10%)**

1. Demonstrate understanding of the successes and failures of the Articles of Confederation
2. Demonstrate understanding of the events leading to the adoption of the United States Constitution and Bill of Rights

3. Demonstrate knowledge of the contents of the United States Constitution and Bill of Rights
4. Compare and contrast the Articles of Confederation and the United States Constitution

**J. Major political developments in the United States from the 1790s until the Civil War (1–5%)**

1. Demonstrate understanding of the political development of the United States from the 1790s until the Civil War (e.g., inception and growth of political parties, decisions of the Marshall Court, Jacksonian democracy)
2. Demonstrate understanding of foreign policy issues in the United States from the 1790s until the Civil War (e.g., the War of 1812, Monroe Doctrine, Mexican-American War)

**K. The causes and effects of the territorial expansion of the United States in the nineteenth century (1–3%)**

1. Demonstrate understanding of the causes and effects of the territorial expansion of the United States in the nineteenth century (e.g., the Louisiana Purchase, Manifest Destiny)

**L. The market economy's emergence, development, and effects in the United States in the first half of the nineteenth century (1–5%)**

1. Demonstrate understanding of the market economy's emergence, development, and effects in the United States in the first half of the nineteenth century
2. Demonstrate knowledge of the innovations that contributed to the development of commerce and manufacturing in the United States in the first half of the nineteenth century (e.g., cotton gin, steamboat)

**M. The causes and effects of reform movements and religious movements in the antebellum United States (e.g., women's rights, abolition of slavery, temperance) (1–3%)**

1. Demonstrate understanding of the causes and effects of religious and reform movements in the antebellum United States (e.g., the Second Great Awakening, abolition of slavery, women's rights)

**N. The growth of nineteenth-century sectionalism, the origins of the Civil War, and the history of the Civil War and Reconstruction (1–8%)**

1. Demonstrate understanding of the growth of nineteenth-century sectionalism
2. Demonstrate understanding of the major causes, events, and results of the Civil War
3. Demonstrate understanding of the political, social, and economic history of Reconstruction

**IV. United States History 1877 to the Present (25%)**

**A. How and why industrialization, urbanization, and immigration shaped the development of the United States in the nineteenth and early twentieth centuries (1–5%)**

1. Demonstrate understanding of how and why industrialization and urbanization shaped the development of the United States in the nineteenth and early twentieth centuries (e.g., the transcontinental railroads, growth of big business, the labor movement)
2. Demonstrate understanding of how and why immigration shaped the development of the United States, particularly in the nineteenth and early twentieth centuries

**B. Contrasting urban development and rural development in the United States in the late nineteenth and early twentieth centuries (1–3%)**

1. Identify distinctive features of urban development and rural development in the United States in the late nineteenth and early twentieth centuries

**C. The global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (1–3%)**

1. Demonstrate understanding of the global patterns and effects of United States imperialism in the late nineteenth and early twentieth centuries (e.g., the Open Door policy, the Spanish-American War)

**D. Regional developments in the United States (e.g., Jim Crow laws, American Indian policies) in the late nineteenth and early twentieth centuries (1–3%)**

1. Demonstrate understanding of regional developments in the United States in the late nineteenth and early twentieth centuries (e.g., Jim Crow laws, American Indian policies)

**E. The changes in the politics, government, economy, and society of the United States resulting from Gilded Age and Progressive Era reforms (1–5%)**

1. Demonstrate understanding of the political, social, and cultural history of the Gilded Age (e.g., political machines, social Darwinism, Populism)
2. Demonstrate understanding of changes in the politics, government, economy, and society of the United States resulting from Progressive Era reforms (e.g., trust-busting, settlement houses, Prohibition)

**F. The origins, major events, and development of the woman suffrage movement in the United States (1–3%)**

1. Demonstrate knowledge of the development and major events of the woman suffrage movement in the United States

**G. The causes, major events, and effects—both at home and abroad—of United States participation in the First World War (1–3%)**

1. Demonstrate understanding of the causes, major events, and effects of United States participation in the First World War both abroad and within the United States

**H. The political, social, economic, and cultural changes that occurred in the United States in the 1920s (1–3%)**

1. Demonstrate understanding of the political, social, economic, and cultural changes that occurred in the United States in the 1920s

**I. The causes and effects of the Great Depression (1–3%)**

1. Demonstrate understanding of the causes and effects of the Great Depression



**J. The goals and programs of the New Deal and their effects on government, politics, the economy, and society (1–3%)**

1. Demonstrate understanding of the goals and programs of the New Deal
2. Demonstrate understanding of the effects of New Deal programs on government, politics, the economy, and society

**K. The causes, major events, and effects—both at home and abroad—of United States participation in the Second World War (1–3%)**

1. Demonstrate understanding of the causes, major events, and effects of United States participation in the Second World War both abroad and within the United States

**L. The causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration) (1–3%)**

1. Demonstrate understanding of the causes and effects of immigration and internal migration in the twentieth and twenty-first centuries (e.g., African American Great Migration, growth of the Sunbelt, expansion of Hispanic immigration)

**M. The origins, development, and effects of the Cold War both abroad and domestically (1–3%)**

1. Demonstrate understanding of the origins, development, and effects of the Cold War both abroad (e.g., containment, the Vietnam War) and within the United States (e.g., anticommunism, the military-industrial complex)

**N. The causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the twentieth century (1–3%)**

1. Demonstrate understanding of the causes, major events, and effects of the movements for civil rights by African Americans and other groups (e.g., women, Hispanics, American Indians) in the twentieth century

**O. The social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution) (1–3%)**

1. Demonstrate understanding of social changes in the United States from the 1940s to the 1970s (e.g., the baby boom, counterculture, the sexual revolution)

**P. Major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution) (1–3%)**

1. Identify major social policy initiatives and political movements in the United States since the Second World War (e.g., the Great Society, the Reagan Revolution)
2. Compare and contrast major social policy initiatives and political movements in the United States since the Second World War

**Q. The global political, economic, social, and technological changes in the late twentieth and early twenty-first centuries and their effects on the United States (1–3%)**

1. Demonstrate understanding of how global political, economic, social, and technological changes in the late twentieth and early twenty-first centuries have affected domestic developments in the United States

**R. The changing role of the United States in the post-Cold War world (1–3%)**

1. Demonstrate knowledge of the changing role of the United States in the post-Cold War world

**Discussion areas: U.S. History to 1877 and from 1877 to the Present**

- Make your own timeline of United States history, starting with space for each century: 1400s, 1500s, 1600s, etc. (recognizing, of course, that Native Americans lived on the continent for thousands of years before that). Put the events listed in the study topics on your timeline in the correct century, then trace and describe in your own words important trends in cultural, intellectual, social, economic, political, and diplomatic history.

- Other trends to identify and describe in your timeline:
  - A. Migration—patterns and effects
  - B. Technology—important developments and their effects
  - C. Urbanization—patterns and effects
  - D. Religions—dominant religions, conflicts with each other and with government, influence on society and politics
  - E. The emergence of the United States as a world leader in the areas of military power, industry, finance, and politics

## V. Historical Thinking Skills (25%)

Questions cross-classified with content categories I-IV.

- A. Know how to formulate historical questions. (1–7%) Cross-classification with content area.**
1. Identify historical questions (e.g., questions that can be researched, that call for analysis and interpretation, and that can be supported with evidence)
  2. Distinguish different levels of historical understanding (e.g., factual recall, chronology, evaluation)
- B. Know how to locate, identify, and differentiate between primary and secondary sources. (1–7%) Cross-classification with content area.**
1. Identify the main characteristics of primary sources and secondary sources
  2. Differentiate between primary and secondary sources
- C. Know how to evaluate a variety of sources for analyzing people’s values, motivations, perspectives, and behaviors in various historical contexts. (1–10%) Cross-classification with content area.**
1. Evaluate historical sources in terms of main idea, speaker, occasion, audience, purpose, point of view, bias, and argument
  2. Draw inferences and conclusions and make generalizations using historical sources
  3. Analyze and contextualize people’s values, motivations, perspectives, and behaviors using historical sources
- D. Know how to write a thesis and develop historical arguments by using primary and secondary sources. (1–10%) Cross-classification with content area.**
1. Identify a valid historical thesis statement
  2. Evaluate how evidence supports or undermines historical arguments
  3. Apply primary and secondary sources to relevant historical arguments and theses
- E. Know how to make connections between historical developments across time and geography, including comparing and contrasting, determining cause and effect, analyzing change over time, and putting events in global context. (1–13%) Cross-classification with content area.**
1. Compare and contrast historical developments across time and geography
  2. Identify and evaluate causes and effects
  3. Identify patterns of continuity and change over time
  4. Place historical events and processes in local, national, and global context

## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

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

#### **Should I guess?**

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

#### **Can I answer the questions in any order?**

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

#### **Are there trick questions on the test?**

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

#### **Are there answer patterns on the test?**

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

#### **Can I write on the scratch paper I am given?**

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

### **Smart Tips for Taking the Test**

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

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

## 8. Check on Testing Accommodations

*See if you qualify for accommodations to take the Praxis test*

### What if English is not my primary language?

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

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

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

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

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

### Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

## How do I know whether I passed the test?

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

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What your *Praxis* scores mean

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

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

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

## Put your scores in perspective

Your score report indicates:

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

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



### Content category scores and score interpretation

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

### Score scale changes

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

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *The Praxis Passing Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

# Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

## What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

## Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

## Do all states require these tests?

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

## What is licensure/certification?

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

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

## Why does my state require the *Praxis* tests?

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

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

### How were the tests developed?

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

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

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

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

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

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

### How long will it take to receive my scores?

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

### Can I access my scores on the web?

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

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

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

\*[ETS Standards for Quality and Fairness](#) (2014, Princeton, N.J.) are consistent with the [Standards for Educational and Psychological Testing](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!  
Let the *Praxis*® *Study Companion* guide you.

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

[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)

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

[www.ets.org/praxis/store](http://www.ets.org/praxis/store)

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