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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the Praxis tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 32).
What should I expect when taking the test on computer?

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

Where and when are the Praxis tests offered?

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

Testing schedules may differ, so see the Praxis Web site for more detailed test registration information at www.ets.org/praxis/register.
# Table of Contents

*The Praxis® Study Companion guides you through the 10 steps to success*

1. **Learn About Your Test** ........................................................................................................... 5
   *Learn about the specific test you will be taking*

2. **Familiarize Yourself with Test Questions** ................................................................. 11
   *Become comfortable with the types of questions you’ll find on the Praxis tests*

3. **Practice with Sample Test Questions** ........................................................................... 15
   *Answer practice questions and find explanations for correct answers*

4. **Determine Your Strategy for Success** .................................................................................. 23
   *Set clear goals and deadlines so your test preparation is focused and efficient*

5. **Develop Your Study Plan** .................................................................................................. 26
   *Develop a personalized study plan and schedule*

6. **Review Smart Tips for Success** ......................................................................................... 30
   *Follow test-taking tips developed by experts*

7. **Check on Testing Accommodations** ................................................................................ 32
   *See if you qualify for accommodations that may make it easier to take the Praxis test*

8. **Do Your Best on Test Day** ................................................................................................ 33
   *Get ready for test day so you will be calm and confident*

9. **Understand Your Scores** .................................................................................................... 35
   *Understand how tests are scored and how to interpret your test scores*

**Appendix: Other Questions You May Have** ....................................................................... 37
1. Learn About Your Test

Learn about the specific test you will be taking

Early Childhood: Content Knowledge (5022)

Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Early Childhood: Content Knowledge</th>
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<th>Approximate Percentage of Examination</th>
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</tr>
<tr>
<td>II. Mathematics</td>
<td>30</td>
<td>25%</td>
</tr>
<tr>
<td>III. Social Studies</td>
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<td>13%</td>
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<td>IV. Science</td>
<td>17</td>
<td>13%</td>
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<tr>
<td>V. Health and Physical Education</td>
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<td>9%</td>
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<tr>
<td>VI. Creative and Performing Arts</td>
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About This Test

The Praxis Early Childhood: Content Knowledge test is designed to assess the content knowledge prospective early childhood teachers must have in order to support children's learning in the content areas. The test consists of 120 selected-response questions, each of which pertains to one of six content areas: language and literacy, mathematics, social studies, science, health and physical education, and creative and performing arts. Questions will assess whether the test taker knows the major concepts, skills, and tools of inquiry in the content areas; can apply knowledge of the content areas in the context of children's learning; knows the structure of the content areas; and knows how the content areas are interrelated.

The test does not emphasize knowledge of pedagogy, though some questions are framed in the context of children's learning. The test may contain some questions that will not count toward your score.

The use of a calculator is not permitted.
Step 1: Learn About Your Test

Topics Covered

Representative descriptions of topics covered in each category are provided below. Examinees may be asked to demonstrate their knowledge of those topics in four major ways:

- Demonstrate understanding of the central concepts, skills, and tools of inquiry in the content area
- Apply that knowledge in the context of children's learning
- Demonstrate understanding of the structure of the content areas
- Demonstrate understanding of the ways in which the content areas are interrelated

I. Language and Literacy (31%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in language and literacy; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of language and literacy; and demonstrate understanding of ways in which language and literacy are integrated across the content areas

A. Language Development

1. Knowledge of oral language development and its role in literacy development
   a. phonetics, including phonological awareness, phonemic awareness, and phonics
   b. the development of knowledge of pragmatic uses of language, syntax, and prose structure
   c. the processes of oral language development, including production and comprehension of language and the relationship between oral language development, reading and writing skills, and children's thinking and learning
   d. the ways in which English-language learners, bilingual children, and children with English-language dialectal differences develop and use language
   e. the major indicators of common speech and language delays and disorders, such as articulation problems

B. Reading and Literature

1. The process of learning to read, reading strategies and skills, and the features of children's literature
   a. the alphabetic principle, including how children begin to develop and build on the alphabetic principle, and the differences in this principle for children learning English and children learning other languages, and for bilingual children
   b. the steps and processes of learning to read (e.g., print awareness, concepts of print and book reading, making predictions, word-recognition skills, fluency)
   c. major skills and strategies of reading comprehension (e.g., identifying main ideas, predicting, paraphrasing, questioning, making connections in a text)
   d. strategies for reading new and difficult words (e.g., phonics, context, language structure, pictures)
   e. children's literature, including the features of children's literature that facilitate early reading development, principles for selecting literature, and knowledge of various genres and types of literature
   f. strategies for responding to themes, patterns, and forms of literature
   g. the major indicators of common reading difficulties (e.g., delays in learning to read, dyslexia, comprehension difficulties)

C. Spelling

1. The process of learning to spell
   a. spelling development, from invented to conventional spelling
   b. relationships between sounds of speech and the spelling of words and between sight words and reading and writing development
D. Writing
1. The process of learning to write, writing forms and modes, and conventions of written English
   a. writing stages (e.g., scribbling, letterlike shapes, script, print)
   b. writing forms and modes (e.g., various purposes, audiences)
   c. steps in the writing process (brainstorming, writing, editing, revising, rewriting)
   d. conventions of written English (e.g., sentence construction, punctuation, grammar)
   e. the role of writing in the development of reading skills
   f. the motivation to write and the factors influencing motivation

II. Mathematics (25%)
Demonstrate understanding of central concepts, skills, and tools of inquiry in mathematics; apply that knowledge in the context of children’s learning; demonstrate understanding of the structure of the content area of mathematics; and demonstrate understanding of ways in which mathematics is integrated across the content areas.

Note: Mathematics questions on the test assess test takers’ understanding of fundamental mathematical skills and concepts central to the early childhood and early elementary curriculum, as described in the topic list below. Most questions are posed in the context of children’s learning; few questions present purely computational math problems.

A. Mathematical Thinking Skills
1. Fundamental mathematical thinking skills, how they are interrelated, and how they are used in completing various mathematical exercises
   a. problem-solving skills (e.g., using investigation and experimentation to find answers to everyday mathematical problems)
   b. reasoning skills (e.g., making conjectures, drawing logical conclusions, using models)
   c. communication skills (e.g., connecting everyday language to mathematical language and symbols; presenting, discussing, reading, writing, and listening related to mathematics)
   d. connection-making skills (e.g., applying mathematics to other subject areas, using mathematics in daily life)
   e. representation skills (e.g., creating and using representations to organize, record, and communicate mathematical ideas)

B. Numbers and Operations
1. Number sense and the meaning of operations
   a. numbers, ways of representing numbers, relationships between numbers, and number systems
   b. meaning of operations and how they relate to one another

C. Patterns and Relationships
1. The foundations of algebraic reasoning, including the study of patterns and relationships among quantities and the mathematical study of change
   a. patterns and relationships
   b. the concept of change in mathematics

D. Geometry and Spatial Sense
1. The relationships among shapes and their properties and how they provide opportunities to reflect upon and interpret the physical environment
   a. characteristics and properties of two- and three-dimensional geometric shapes and the development of mathematical arguments about geometric relationships
   b. the use of transformation and symmetry to analyze mathematical situations that children encounter in their daily lives

E. Measurement
1. Measurement and how it is used to interpret the real world
   a. the measurable attributes of objects and the units, systems, and processes of measurement
   b. the use of appropriate techniques, tools, and formulas to determine measurements
Step 1: Learn About Your Test

F. Data

1. The purpose of and methods for the collection and analysis of data
   a. the selection and use of simple statistical methods to analyze data
   b. the collection, organization, and display of relevant data to answer questions
   c. the development and evaluation of inferences and predictions that are based on data

III. Social Studies (13%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in social studies; apply that knowledge in the context of children’s learning; demonstrate understanding of the structure of the content area of social studies; and demonstrate understanding of ways in which social studies is integrated across the content areas

A. Identity and Individual Development

1. The process of exploring, identifying, and analyzing identity, individual development, and relationships to others
   a. self-awareness and how it develops
   b. interpersonal relationships (e.g., norms of social behavior)
   c. group social skills (e.g., conflict resolution)
   d. family and social influences (e.g., the ways in which social systems influence daily life and personal choices)
   e. institutions and how they influence individual identity, relationships, beliefs, and behaviors

B. Culture and Cultural Identity

1. The components of culture and why the study of culture is important
   a. ways in which families, groups, societies, and cultures address similar human wants, needs, and concerns
   b. ways in which cultural perspectives shape experiences and perceptions
   c. language, stories, folktales, music, and artistic creations as expressions of culture and influences on the behavior of people living in a particular culture
   d. ways in which people from different cultures think about and deal with their physical environment and social conditions
   e. unity and diversity within and across groups

C. People, Places, and Environments

1. Spatial thinking, geographic perspectives, and the relationships between human beings and their environment
   a. geographic concepts (e.g., region, measurement, directional terms, landmarks, distance, location)
   b. geographic literacy skills (e.g., the construction and use of maps, graphs, and charts)
   c. physical and human characteristics of different places and how they impact human behavior and experience (e.g., rain forest, desert, urban and rural communities)
   d. the interdependence of living things, the environment, and the economy

D. Time, Continuity, and Change

1. The ways in which human beings seek to understand their historical roots and to locate themselves in time
   a. chronological thinking skills using an analysis of historical data (e.g., time lines, maps, graphs, tables)

E. Civics and Government

1. Civic participation and how people create and change structures of power, authority, and governance
   a. key civics concepts (e.g., human dignity, justice, equality, tolerance, rule of law, citizenship)
   b. civic participation in the context of classroom, community, nation, and world (e.g., raising an issue, making an informed decision, considering other perspectives, balancing individual and group needs)
IV. Science (13%)

Demonstrate understanding of central concepts, skills, and tools of inquiry in science; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content area of science; and demonstrate understanding of ways in which science is integrated across the content areas.

A. Fundamental Concepts and Processes for Scientific Inquiry

1. The fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and science and technology

   a. unifying science concepts (e.g., systems, cycles, constancy and change)

   b. the scientific process (e.g., formulating questions, testing hypotheses, communicating information to help explain the world)

   c. basic science skills (e.g., observing, describing, and classifying; making inferences; communicating and representing findings; using simple tools; collecting and using data)

B. Physical Science

1. The basic phenomena of the physical world

   a. properties of objects and materials (e.g., states of matter)

   b. light, heat, electricity, and magnetism (e.g., reflection, refraction, and absorption of light; conduction and production of heat)

   c. position and motion of objects (e.g., the position and motion of an object can be changed by exerting force; vibrating objects can produce sound)

C. Earth and Space Science

1. The basic phenomena of Earth and space

   a. objects in the sky, natural and human-made, and their properties, movements, and locations (e.g., Sun, Moon, stars, airplanes)

   b. changes in Earth and the sky (e.g., seasonal and daily weather patterns, erosion)

   c. properties of Earth materials (e.g., different physical and chemical properties of Earth materials, including solid rocks and soils, fossils, water, and gases)

D. Life Science

1. Living organisms and life systems

   a. basic characteristics of organisms (e.g., basic needs and behaviors; structures that support growth, survival, and reproduction)

   b. the life cycles of organisms

   c. the relationship between organisms and their environment
V. **Health And Physical Education (9%)**

Demonstrate understanding of central concepts, skills, and tools of inquiry in health and physical education; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content areas of health and physical education; and demonstrate understanding of ways in which health and physical education are integrated across the content areas

A. **Health**

1. Fundamental health concepts and skills
   a. health promotion, wellness, and disease prevention
   b. major risks to children's health and safety and the prevention of those risks
   c. the basic structure and function of human body systems
   d. the influence of physical, emotional, and social factors on personal health (e.g., family influences, pollution)
   e. the impact of health on learning and development in the content areas

B. **Physical Education**

1. Fundamental physical education concepts and skills
   a. motor skills and movement patterns, including knowledge of their typical developmental progression and activities that promote their development
   b. movement and body-awareness concepts and principles (e.g., flexibility, muscular strength)
   c. how to achieve and maintain an appropriate level of physical fitness
   d. the ways in which physical activity provides opportunities for learning, enjoyment, challenge, self-expression, and social interaction
   e. the influence of physical, emotional, and social factors on physical fitness and activity level
   f. the impact of physical activity and fitness on learning and development in the content areas

VI. **Creative And Performing Arts (9%)**

Demonstrate understanding of central concepts, skills, and tools of inquiry in the creative and performing arts; apply that knowledge in the context of children's learning; demonstrate understanding of the structure of the content areas of the creative and performing arts; and demonstrate understanding of ways in which the arts are integrated across the content areas

A. ** Purposes and Functions of the Arts**

1. How and why artworks are created and processes for responding to artworks
   a. the artistic processes of creating, performing, and responding and their interrelationships

B. ** Structure and Processes of Art**

1. The basic elements, principles, and processes in visual art, music, dance, and theater
   a. the components and elements of art (e.g., color, line, texture, pitch, tempo, rhythm)
   b. organizing principles of art (e.g., repetition, contrast, balance, unity, movement, pattern)
Step 2: Familiarize Yourself with Test Questions

2. Familiarize Yourself with Test Questions

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

The Praxis Series 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 options.

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

- **Clicking more than one oval** to select answers from a list of options.
- **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 options and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options 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 in “1. Learn About Your Test” on page 5.
3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

**Sample Test Questions**

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

While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?

- To determine students’ prior knowledge
- To monitor students’ progress
- To forecast students’ success rates in state tests
- To compare student achievement with that of previous classes

Answer the question above by clicking on the correct response.
The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. 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. For the computer-delivered test, select the answer by clicking on the answer choice. For the paper-delivered test, fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

**Language and Literacy**

1. A teacher provides support for small, flexible groups of beginning readers. As students read a text or book that is unfamiliar to them, the teacher works with them to teach them how to use a variety of reading strategies. Which of the following reading approaches is described?
   - (A) Direct instruction
   - (B) Literature circles
   - (C) Guided reading
   - (D) Read-aloud

2. A teacher reads aloud *Where the Wild Things Are*, a picture storybook in which a boy named Max encounters wild monsters that are vividly portrayed. The teacher then shows the students picture cards depicting scenes from the beginning, middle, and end of the story, and asks the students to put the cards in order. Which of the following concepts of literary structure is the teacher helping students understand?
   - (A) Plot sequence
   - (B) Point of view
   - (C) Character development
   - (D) Setting

3. Which of the following strategies is most often used when assessing reading comprehension of narrative text?
   - (A) Ability to spell inventively
   - (B) Ability to decode new words
   - (C) Ability to retell a story
   - (D) Ability to create rhyming patterns

4. A kindergarten teacher sets up a literacy center where the students match pictures of objects that begin with the same sound. Which of the following skills is the teacher trying to develop in students through the center?
   - (A) Phonics
   - (B) Vocabulary
   - (C) Letter recognition
   - (D) Phonemic awareness

5. After a visit to a rescue squad, a preschool teacher, Ms. Espinosa, works with 3-year-old students to write a letter to the rescue squad staff to thank them for the experience. The students contribute ideas, and the teacher writes the ideas on large chart paper. As Ms. Espinosa writes, she brings to students’ attention several early literacy skills. Which of the following skills is most appropriate for Ms. Espinosa to focus on with her 3-year-old students?
   - (A) Paragraphing ideas
   - (B) Spelling words correctly
   - (C) Connecting spoken to written language
   - (D) Capitalizing proper nouns

6. Which of the following best describes the role of the teacher during a shared book experience?
   - (A) The teacher listens to one student read aloud, providing guidance on decoding and comprehension strategies.
   - (B) The teacher monitors the students as they read in pairs, encouraging each student to coach the other.
   - (C) The teacher organizes a system so that students can borrow books matching their appropriate reading level from the classroom reading area.
   - (D) The teacher reads a book to the class, modeling positive reading behaviors and involving students in the reading process.
7. A first-grade teacher is planning a language arts activity that will give students who are English-language learners an opportunity to strengthen both reading comprehension skills and English-speaking skills. Which of the following activities is most appropriate in accomplishing this goal?
   (A) Retelling a story using illustrations from the story
   (B) Taking turns reading different parts of a story out loud
   (C) Using vocabulary words from the story for handwriting practice
   (D) Drawing a picture and writing a caption for their favorite part of the story

8. When a student incorrectly reads a word within a sentence, a second-grade teacher responds by asking the student to recall the beginning consonant sound of the word. Which of the following cuing systems is the teacher encouraging the student to use?
   (A) Personal schema
   (B) Graphophonic
   (C) Semantic
   (D) Syntactic

9. A prekindergarten teacher is doing a lesson on categorizing classroom objects into sets. Which of the following mathematical concepts must children have some familiarity with before attempting this activity?
   (A) Understanding patterns and relationships
   (B) Recognizing the position of whole numbers
   (C) Comparing two- and three-dimensional shapes
   (D) Matching values with their numerical representations

10. A teacher taps each child in line, calling out “First, second, third, fourth.” Which of the following types of numbers is the teacher using?
    (A) Nominal
    (B) Cardinal
    (C) Ordinal
    (D) Real
11. A preschool teacher has each of the ten students in the class pick their favorite of three colored sticky notes (e.g., red, yellow, blue). Students then work with the teacher to create a chart of their color selection.

<table>
<thead>
<tr>
<th>Red Sticky Note</th>
<th>Yellow Sticky Note</th>
<th>Blue Sticky Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow Sticky Note</td>
<td>Yellow Sticky Note</td>
<td>Blue Sticky Note</td>
</tr>
<tr>
<td>Red Sticky Note</td>
<td>Yellow Sticky Note</td>
<td>Blue Sticky Note</td>
</tr>
<tr>
<td>Red Sticky Note</td>
<td>Yellow Sticky Note</td>
<td>Blue Sticky Note</td>
</tr>
</tbody>
</table>

Which of the following math skills does this activity best reinforce?

(A) Properties of figures
(B) Application of formulas
(C) Intuitive concepts of chance
(D) Data collection, organization, and display

12. A kindergarten teacher asks questions that encourage students to think numerically and make quantitative judgments. In the morning, the teacher might ask students to figure out how many students are missing or absent. During snack time, the teacher might ask students if there are enough snack cups for everyone in the classroom. During recess, the teacher might ask students to determine how many balls they take outside so they know how many balls to bring back inside. Which of the following mathematical concepts is the teacher reinforcing?

(A) Classifying
(B) Counting
(C) Patterning
(D) Ordering

13. A first-grade teacher is teaching students how to use and read a standard ruler. The teacher explains to students that when an object is measured, one end of the object must be placed at the 0 mark on the ruler. A student asks, “Why shouldn’t I measure by placing the object at the 1 mark of the ruler?” Which of the following is the most instructionally appropriate response by the teacher?

(A) “We have to start measuring at the 0 mark on the ruler because that is how the ruler was made, and we need to follow standard conventions.”
(B) “We have to start measuring at the 0 mark on the ruler because we do not want to miss the first unit of measurement on the ruler.”
(C) “We have to start measuring at the 0 mark on the ruler to maximize usage of space on the ruler.”
(D) “We have to start measuring at the 0 mark on the ruler because I am the teacher and that is how I learned to measure when I was your age.”
14. A second-grade class has been learning about the characteristics and properties of geometric shapes. As a challenge activity, the teacher draws the following picture on the board and asks students to identify how many different rectangles they can find in the picture.

Which of the following students has correctly identified the number of rectangles?
(A) Aissa, who answered “One.”
(B) Gimbya, who answered “Two.”
(C) Halima, who answered “Four.”
(D) Jabulela, who answered “Ten.”

Social Studies

15. Children are learning about the geologic formation of mountain ranges and the way in which the elevation and steepness of the mountains in a range can reveal the range’s relative age. Which of the following types of maps is most useful in determining whether one mountain range is older than another?
(A) A road map indicating the highest point of elevation within a mountain range
(B) A topographic map featuring contour lines
(C) An economic map using symbols to indicate natural resources within mountain ranges
(D) A climate map showing temperature zones within mountain ranges

16. As a quick assessment of lesson vocabulary, a third-grade teacher writes the following definition on the board:

A set of expectations governing the behavior of a person holding a particular position in society.

The teacher then asks students to write on their whiteboard the vocabulary word related to the definition. Which of the following students correctly identified the vocabulary word?
(A) Bob, who wrote “values.”
(B) Danielle, who wrote “role.”
(C) Mike, who wrote “culture.”
(D) Gretchen, who wrote “status.”

17. A teacher is teaching a unit on the ways in which people from different cultures deal with their physical environment. The teacher wants students to understand that different parts of the environment can affect people differently. The map below shows which of the following to be true about precipitation in China?

(A) The North receives more precipitation than the South.
(B) The driest region is the Northeast.
(C) The Southeast receives the most precipitation.
(D) The West receives more precipitation than the East.
### Science

18. Which of the following activities is most effective in introducing kindergartners to the concept of how plants transport water?

(A) Demonstrating that a celery stalk can be peeled lengthwise but not crosswise
(B) Placing celery stalks in water colored with a dye and observing the results
(C) Collecting rainwater in a rain gauge and comparing the amount of rainfall to the plant’s growth rate
(D) Planting bean seeds in paper cups, placing them on the windowsill, and watering daily

19. A first-grade teacher is teaching children about how Earth’s surface changes. Which of the following contributes to the changes on Earth’s surface most consistently?

(A) Fire
(B) Volcanic activity
(C) Water
(D) Wind

20. A second-grade teacher has taught students about hurricanes and tornadoes. The teacher now wants students to compare the two. Which of the following students has correctly compared hurricanes and tornadoes?

(A) Hazeletta: Both hurricanes and tornadoes form only over warm oceans.
(B) Frank: Both tornadoes and hurricanes have very high winds.
(C) Margaux: Hurricanes may cause great property damage, but tornadoes do not cause property damage.
(D) Hernando: Tornadoes may cause human fatalities, but hurricanes do not cause human fatalities.

### Creative and Performing Arts

21. A child is able to follow fast and slow songs by playing appropriate rhythm patterns on the drum. Which of the following attributes of music does the child understand?

(A) Dynamics
(B) Pitch
(C) Tempo
(D) Harmony

22. A preschool teacher is teaching students about a color circle, or color wheel, which is an organization of color hues around a circle. Red, yellow, and blue are examples of which of the following kinds of colors on the color circle?

(A) Complementary
(B) Primary
(C) Secondary
(D) Tertiary

### Health and Physical Education

23. Which of the following skills must be learned before a child can skip?

(A) Hopping
(B) Running
(C) Walking backward
(D) Crab walking

24. Which of the following is a correct feature of a mature forward roll?

(A) The arms extend to the sides during the roll.
(B) The action of the body is segmented.
(C) The body uncurls to an “L” position after rolling forward.
(D) The head lightly touches the mat surface.
Answers to Sample Questions

Language and Literacy

1. The correct answer is (C). Guided reading is described. It is one component of a four-block reading program that consists of self-selected reading, guided reading, writing, and working with words. Direct instruction (A) is a highly organized, teacher-directed approach in which the teacher uses articulated lessons: cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. Literature circles (B) is a student-centered reading activity in which each member of the group is assigned a role as the group discusses what they have read. Read-aloud (D) involves having the teacher read the story and the students listen to it.

2. The correct answer is (A). Although all answers describe an aspect of literary structure, only (A), plot sequence, refers to the progression of events in a story, which is indicated on the cards depicting the beginning, middle, and end of the story.

3. The correct answer is (C). Comprehension is a strategic process by which readers construct meaning. Therefore, the ability to retell the story is a critical component of this process. The other answers are relevant to decoding printed material, but not to comprehending text.

4. The correct answer is (D). Phonemic awareness (D) is the ability to hear, identify, and manipulate individual sounds or phonemes in spoken words. Phonics skills (A) involve understanding how letters combine to make sounds and words. Students are ready for phonics after they have phonemic awareness. Vocabulary skills (B) involve building students’ receptive and expressive vocabularies. Letter recognition skills (C) involve students recognizing letters regardless of the color or size of the letter or the form in which it is presented. The correct answer is (A). The recognition of patterns and relationships is necessary for categorization. A child may be able to sequence numbers (B) or match values with numerical representations (D) without relating the attributes of objects to one another, as is necessary in categorizing. Although some of the objects presented may be categorized by their dimension (C), merely distinguishing between two- and three-dimensional objects is not adequate for distinguishing the other attributes that make up a category or form a basis of comparison.

5. The correct answer is (C). It is most appropriate for the preschool teacher to focus on connecting spoken to written language (e.g., by writing ideas on large chart paper). The other choices are not appropriate for 3-year-olds and are learned after students understand the expression of speech in print.

6. The correct answer is (D). In a shared book experience, the teacher introduces a text and allows time for students to observe the illustrations and predict what the story may be about. The teacher then models positive reading behaviors. For example, the teacher might point to words read or engage the students in repetitive text or predictions.

7. The correct answer is (A). Having English-language learners retell the story using illustrations from the story (A) strengthens both reading comprehension skills and English-speaking skills. The other choices do not strengthen both reading comprehension skills and English-speaking skills in English-language learners.

8. The correct answer is (B). Graphophonic cuing systems (B) refer to sounds and symbols and print conventions, such as letters and beginning and endings of words. Semantic cuing systems (C) refer to meaning, such as prior knowledge or story sense. Syntactic cuing systems (D) refer to text structure, such as grammatical patterns and language structures. Personal schema (A) focuses on the experiences and knowledge that students bring to the text.

Mathematics

9. The correct answer is (A). The recognition of patterns and relationships is necessary for categorization. A child may be able to sequence numbers (B) or match values with numerical representations (D) without relating the attributes of objects to one another, as is necessary in categorizing. Although some of the objects presented may be categorized by their dimension (C), merely distinguishing between two- and three-dimensional objects is not adequate for distinguishing the other attributes that make up a category or form a basis of comparison.

10. The correct answer is (C). Ordinal numbers (C) tell the order of things in relation to a set; e.g., first, second, third. Cardinal numbers (B), also known as counting numbers, indicate quantity, as in “three kittens, twelve buttons.” Nominal numbers (A), such as zip codes or area codes, are used solely for identification and have no relation to numerical values. Real numbers (D) consist of all rational and irrational numbers. Some real numbers are cardinal and some are not.

11. The correct answer is (D). The activity best reinforces data collection, organization, and display. The students are collecting data by selecting one of three colored sticky notes each. With the teacher’s help, the students are organizing the data on the chart. Once all of the students have placed their colored sticky note on the chart, the chart displays the data. The correct answer is (B). The teacher is reinforcing the mathematical concept of counting. In the morning, the students need to count how many students are absent based on the number of empty seats. During snack time, the students need to count the number of snack cups. During recess, the students need to count...
the number of balls they take outside. Students classify (A) objects by a general attribute, such as shape, size, color, or type of material. Students can find patterns in the flag or create patterns with colored beads (C). Students learn to order (D) based on "more than" or "less than" after they learn to classify.

13. The correct answer is (B). It is most instructionally appropriate for the teacher to explain to the student that the distance between the 0 mark on the ruler and the 1 mark on the ruler indicates a unit of measurement. (A) and (D) are not correct because they do not answer the student’s question about the content being taught. (C) is not the correct answer, because measurement is not about the usage or space on the ruler, but about capturing the standard units.

14. The correct answer is (D). The student first has to recall that a square is a rectangle. There are 4 square rectangles in the figure. There are 3 rectangles consisting of two adjacent squares. There are 2 rectangles consisting of three adjacent squares. There is 1 rectangle consisting of the entire figure. There are 10 (i.e., $4 + 3 + 2 + 1$) rectangles in the picture.

Social Studies

15. The correct answer is (B). A topographic map containing contour lines indicates the elevation and steepness of an area of land, information necessary to determine the age of a mountain range. A road map (A) may provide the elevation of an individual peak in a range, but that information is not adequate to show the elevation of the highest peak in a range. (C), dealing with natural resources, does not contain any of the two necessary indicators, nor does (D), which contains climate variables.

16. The correct answer is (B) because roles are culturally defined rules for proper behavior associated with every status. (A) is not correct because values are a culture’s general orientation toward life. (C) is not correct because culture refers to all that human beings learn to do, use, produce, know, and believe as they grow to maturity and live out their lives in the social groups to which they belong. (D) is not correct because status refers to culturally and socially defined positions occupied by individuals.

17. The correct answer is (C). The map shows that the greatest amount of precipitation (1,500 millimeters annually, on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters annually, on average).

Science

18. The correct answer is (B), which concretely illustrates the pathway of plant water transportation up the celery stalk. (A) does not relate to how a plant transports water. (C) and (D) may serve to show that plants drink, but not how plants transport water.

19. The correct answer is (C). While the other choices do influence and change the appearance of Earth’s surface, water is constantly acting on terrestrial features in the form of precipitation, glaciers, streams, rivers, and oceans. Therefore, water contributes to the weathering of the land surface in most parts of the globe.

20. The correct answer is (B). Both hurricanes and tornadoes have very high winds. (A) is not correct because while hurricanes require warm ocean surface waters to develop, tornadoes are associated with thunderstorms and form over land. (C) is not correct because both hurricanes and tornadoes may cause property damage. (D) is not correct because both hurricanes and tornadoes may cause human fatalities.

Creative and Performing Arts

21. The correct answer is (C). Tempo describes the rate of speed or pace of a piece of music. Dynamics (A) is its degree of softness or loudness. Pitch (B) is its highness or lowness. Harmony (D) is the simultaneous combination of notes.

22. The correct answer is (B). Red, yellow, and blue are primary colors (B). These are the primary colors because all other colors are derived from these three colors. Secondary colors (C) include green, orange, and purple. These colors are formed by mixing the primary colors. Tertiary colors (D) include yellow-orange, red-orange, red-purple, blue-purple, blue-green, and yellow-green. These colors are formed by mixing a primary and secondary color. Complementary colors (A) are two colors that are opposite each other on the color wheel.

Health and Physical Education

23. The correct answer is (A). The ability to hop is a skill that is required for skipping. None of the skills mentioned in (B), (C), or (D) is required for learning to skip.

24. The correct answer is (D), which is a characteristic of a mature forward roll, while (A), (B), and (C) are characteristics of the initial or elementary levels of a forward roll.
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. A helpful resource is the *Strategies for Success* video, which includes tips for preparing and studying, along with tips for reducing test anxiety.

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 in “1. Learn About Your Test” 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 in "9. Understand Your Scores" on page 35.

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 28 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 28, 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 15.

- **Prepare your presentation for the group.** When it's your turn 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.
Step 4: Determine Your Strategy for Success

- **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 “Topics Covered” 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 the Topics Covered section.
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.

<table>
<thead>
<tr>
<th>Praxis Test Name:</th>
<th>Core Academic Skills for Educators: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Test Code(s):</td>
<td>5712</td>
</tr>
<tr>
<td>Test Date:</td>
<td>9/15/14</td>
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<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
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<td>Core Academic Skills for Educators:</td>
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<tr>
<td><strong>Main Ideas</strong></td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading selection</td>
<td>3</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>7/15/14</td>
<td>7/15/14</td>
</tr>
<tr>
<td><strong>Supporting Ideas</strong></td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>3</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>7/17/14</td>
<td>7/17/14</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>7/20/14</td>
<td>7/21/14</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Identify key transition words/phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>7/25/14</td>
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<tr>
<td><strong>Vocabulary in Context</strong></td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
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<td>College library, middle and high school teachers</td>
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<td>7/27/14</td>
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(continued on next page)
### Craft, Structure, and Language Skills

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<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
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</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/14</td>
<td>8/1/14</td>
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<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author’s discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
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<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/1/14</td>
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<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
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### Integration of Knowledge and Ideas

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<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/8/14</td>
<td>8/8/14</td>
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<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/15/14</td>
<td>8/17/14</td>
</tr>
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<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
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<td>College library, course notes, high school teacher, college professor</td>
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<td>8/24/14</td>
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<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/24/14</td>
<td>8/24/14</td>
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<tr>
<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>8/27/14</td>
<td>8/27/14</td>
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## My Study Plan

Use this worksheet to:

1. **Define Content Areas**: List the most important content areas for your test as defined in the Learn about Your Test and Topics Covered sections.
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:

____________________________________________________________

### Praxis Test Code:

_____________

### Test Date:

_____________

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study this content</th>
<th>Date completed</th>
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### Step 5: Develop Your Study Plan

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<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
<th>Date completed</th>
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Step 6: Review Smart Tips for Success

6. Review Smart Tips for Success

*Follow test-taking tips developed by experts*

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

**Should I Guess?**

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

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

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

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

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

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

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

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

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

**Smart Tips for Taking the Test**

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.
2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT …” is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the GRE® or other tests. It doesn't matter on the Praxis tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use The Praxis Series 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.
7. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier 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/accommodations/plne.

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

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

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

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

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

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.
8. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.
Step 8: Do Your Best on Test Day

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

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

Are You Ready?

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

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

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

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

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

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

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

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

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

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

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

Put your scores in perspective
Your score report indicates:

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

If you have taken the same test or other tests in The Praxis Series over the last 10 years, your score report also lists the highest score you earned on each test taken.
Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

- Understanding Your Praxis Scores (PDF), found at www.ets.org/praxis/scores/understand
- The Praxis Series Passing Scores (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states
Appendix: Other Questions You May Have

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

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

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

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

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

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

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

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

Why does my state require the Praxis Series tests?
Your state chose the Praxis Series 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 Series* test development process. First, ETS asked them which 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.

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)