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The *Praxis*® Study Companion

Special Education: Teaching Students with Learning Disabilities

5383

www.ets.org/praxis

Welcome to the *Praxis®* Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 37).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

Table of Contents

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

1. Learn About Your Test

Learn about the specific test you will be taking

Special Education: Teaching Students with Learning Disabilities (5383)

Test at a Glance	
Test Name	Special Education: Teaching Students with Learning Disabilities
Test Code	5383
Time	2 hours
Number of Questions	120
Format	Selected-response questions
Test Delivery	Computer delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Development and Characteristics of Students with Learning Disabilities	20	17%
II. Planning and Managing the Learning Environment	32	26%
III. Instruction	33	28%
IV. Identification, Eligibility, and Placement	14	12%
V. Foundations and Professional Responsibilities	21	17%

About This Test

The Special Education: Teaching Students with Learning Disabilities test measures whether entry-level special educators of students with learning disabilities have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. Its focus is on five major content areas: Development and Characteristics of Students with Learning Disabilities, Planning and Managing the Learning Environment, Instruction, Identification, Eligibility, and Placement, and Foundations and Professional Responsibilities.

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

NOTE: The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, Praxis test materials will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) until further notice.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 30.

I. Development and Characteristics of Students with Learning Disabilities

A. Human Development and Behavior

1. Knows typical and atypical human growth and development

2. Understands the similarities and differences between students with and without learning disabilities

3. Understands the similarities and differences among students with learning disabilities

4. Knows the etiology of learning disabilities

5. Knows the incidence, prevalence, and risk factors relating to learning disabilities

6. Is familiar with the neurological and medical factors that impact the learning of students with learning disabilities

7. Knows the impact of coexisting conditions and exceptionalities on students with learning disabilities

8. Knows that various medications affect students with learning disabilities

9. Knows how social and emotional development may differ in students with learning disabilities

B. Theoretical Approaches to Learning and Motivation

1. Knows that a number of variables affect how individual students learn and perform

2. Knows the key differences among the various theoretical approaches to student learning and motivation

3. Knows how typical cognitive functions differ in students with learning disabilities

4. Knows that language development may differ for students with learning disabilities

5. Knows the impact of language development and listening comprehension on the learning of students with learning disabilities

6. Understands how particular deficits affect learning and academic skills

II. Planning and Managing the Learning Environment

A. Curriculum Development

1. Understands the basic concepts of curriculum development

2. Knows how to access and select resources for students with learning disabilities

3. Knows how to select instructional content, resources, and strategies appropriate for students with learning disabilities

4. Knows how to select and adapt assessments for students with learning disabilities

5. Knows how to integrate affective, social, and life skills with academic curriculum

6. Knows how to integrate instructional and assistive technology into instructional planning

7. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members

B. Managing the Learning Environment

1. Understands basic classroom management theories and strategies for students with learning disabilities

2. Understands the impact of a safe, equitable, positive, and supportive learning environment

3. Knows how to select and implement a behavior management strategy appropriate to individual students

4. Knows how to use a functional behavior assessment to develop a behavior intervention plan

5. Knows how to establish and maintain rapport with students

6. Knows strategies for modifying the learning environment in order to manage behavior

7. Knows how to design and manage daily routines

III. Instruction

A. Knows and Understands Instructional Techniques

1. Understands how to develop observable and measurable instructional objectives

2. Understands how to develop and implement a lesson plan

3. Knows how to apply task analysis to instructional planning

4. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students

5. Knows instructional methods for facilitating generalization of skills across learning environments

6. Understands instructional methods for supporting strengths and addressing deficits in perception, comprehension, memory, and retrieval

7. Knows how to use student responses and performance for guiding instruction and providing feedback to students

8. Knows how to manage instructional variables in inclusive classrooms

9. Knows augmentative and assistive strategies for supporting and enhancing communication skills of students with learning disabilities

10. Knows various methods for facilitating students' development of literacy skills

11. Knows how to facilitate understanding of subject-area vocabulary and content for students with learning disabilities

12. Knows strategies for helping students monitor for errors in written and oral communication

13. Knows a variety of approaches to mathematical instruction

14. Understands the importance of and implements strategies for teaching students self-advocacy

15. Understands a variety of strategies for supporting student learning

16. Knows strategies for promoting students' development of self-regulatory skills

17. Knows how to adapt the learning environment based on input from stakeholders

IV. Identification, Eligibility, and Placement

1. Understands the basic terminology used in assessment

2. Is familiar with the uses, strengths, and limitations of various assessment instruments

3. Knows procedures for the formal and informal assessment of students with learning disabilities

4. Knows how to interpret data from informal and formal assessments for identification, eligibility, placement, and program recommendations

5. Knows factors that can lead to misidentification of students with learning disabilities

6. Knows indicators or behaviors that may be associated with early identification of a learning disability

7. Knows procedures for identifying students who may be at risk for developing a learning disability

8. Knows how to report assessment data to a variety of stakeholders

9. Knows how to create and maintain assessment records

V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

1. Understands federal terminology and definitions relating to special and general education students

2. Understands federal requirements for the screening, pre-referral, referral, identification, and classification of students with disabilities under IDEA

3. Understands federal safeguards of stakeholders' rights and their impact on education decisions

4. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)

5. Knows the provisions of major legislation that impact the field of special education

6. Knows the basic characteristics and defining factors for each of the major disability categories as defined under IDEA

B. Historical and Professional Foundations

1. Is familiar with current issues and trends in the field of special education

2. Knows how to locate information on current research, practice, issues, and movements in the field of special education

3. Knows the legal and ethical implications of laws and regulations related to the rights of students and teachers

4. Knows the impact of learning disabilities on individuals, families, and society across the life span

5. Is familiar with strategies for assisting families to understand the implications of a student's disability

6. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members

7. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs

8. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with disabilities

9. Knows techniques for structuring and supervising the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with disabilities

10. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making

11. Knows strategies for communicating with parents/caregivers about students' progress and needs

12. Understands their role as an advocate for special education and a resource for information relating to students with disabilities and their educational experience

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

- **Clicking more than one oval** to select answers from a list of choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

(A) Strawberry

(B) Cherry

(C) Vanilla

(D) Mint

How would you answer this question?

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

Try following these steps to select the correct answer.

1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given ("which of the following").

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute "vanilla" for the phrase "which of the following" and turn the question into this statement: "Vanilla is a flavor made from beans." This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

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

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

(A) Literal and inferential

(B) Concrete and abstract

(C) Linear and recursive

(D) Main and subordinate

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

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

Take a look at a few sample essay topics:

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

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

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.
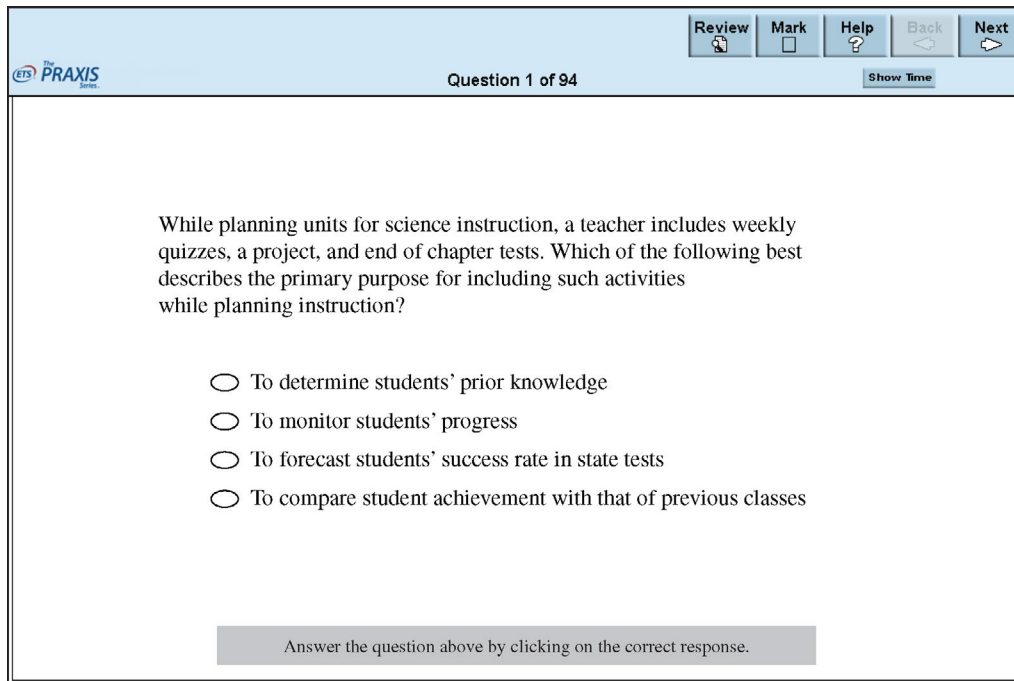
QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

This test is available via computer delivery. 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.

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 statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Note: In this test, the following special education terminology will appear:

- Individualized Education Program may be referred to as an IEP
- Attention-Deficit/Hyperactivity Disorder may be referred to as ADHD
- The Individuals with Disabilities Education Act may be referred to as IDEA
- A multidisciplinary team or Child Study Team may be referred to as an IEP team
- A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional
- A biological parent, legal guardian, surrogate, natural, adoptive, or foster parent may be referred to as a parent
- The diagnosis "autism spectrum disorder" may be referred to as ASD

1. Developmental profiles of individuals with learning disabilities can best be characterized as
   - (A) uneven
   - (B) delayed
   - (C) flat
   - (D) accelerated

2. Students with learning disabilities typically can benefit most from whole-language instruction if it is combined with direct instruction in
   - (A) auditory comprehension
   - (B) phonics and word recognition
   - (C) visual-motor integration
   - (D) visual memory

3. A deficit in which of the following areas would most accurately be called a phonological deficit?
   - (A) Comprehension of the meanings associated with words
   - (B) Ability to recognize differences between sound combinations
   - (C) Monitoring the volume of one's own speech
   - (D) Construction of complete sentences

4. Which of the following theoretical explanations best accounts for the difficulties that students with learning disabilities often experience with short-term memory function?
   - (A) Inefficient processing and initial encoding of information
   - (B) Inefficient transfer of information into long-term memory
   - (C) Difficulties in utilizing working memory
   - (D) Difficulties in generalizing from one situation to another

5. According to most research, the most prevalent area of difficulty for students with learning disabilities is
   - (A) eye-hand coordination
   - (B) mathematics
   - (C) reading
   - (D) oral language

6. Antoinette is a tenth-grade student with a learning disability. Her new English teacher expects everyone to join in class discussions and will call on students when their hands are not raised. Since Antoinette does not like to participate in class discussions, she will not raise her hand in class. Whenever the teacher calls on her, Antoinette makes a joke or becomes disruptive. Of the following approaches Antoinette's teacher can use, which is most likely to help Antoinette participate successfully in class discussions?

   (A) Sending Antoinette to the office whenever she makes a joke or is disruptive

   (B) Allowing a classmate to read aloud the answers Antoinette writes

   (C) Seating Antoinette away from her peers, close to the teacher's desk

   (D) Requiring Antoinette to answer one question each day and agreeing to call on her only when she raises her hand

7. Students with learning disabilities are more likely than students without disabilities to exhibit which of the following?

   (A) Clear dominance of the left brain for learning

   (B) Deficits in long-term memory retrieval

   (C) Selective attention disorders

   (D) Characteristics of giftedness in artistic expression

8. According to Piaget's stages of cognitive development, the last stage in development is

   (A) preoperational

   (B) sensorimotor

   (C) formal operations

   (D) concrete operations

9. Leila is a 9-year-old fourth grader who currently receives special education services under the category of other health impaired. She often acts impulsively and frequently leaves her seat to roam around the classroom.

   Which of the following best describes a shaping technique that can be used to help Leila control her wandering around?

   (A) Allowing Leila to move freely around the classroom for one minute every half hour

   (B) Reinforcing Leila's behavior every time she successfully approximates the goal of remaining seated for a targeted amount of time

   (C) Reminding Leila that she will lose a classroom privilege whenever she leaves her seat to just walk around

   (D) Removing tokens from Leila's class bank account each time she gets out of her seat without permission

10. According to IDEA, which of the following most closely describes a student with a specific learning disability?

   (A) A student who has an impairment in one or more of the basic psychological processes involved in understanding and using spoken or written language

   (B) A student who has an emotional or behavioral disorder but shows no signs of a neurological brain injury

   (C) A student who has a disorder that interferes with the ability to have meaningful social interactions with peers

   (D) A student who has a disorder that is characterized by a short attention span, distractibility, and impulsivity

11. Which of the following is developed by a team planning early intervention services for a 2-year-old preschooler?

    (A) Individualized Family Service Plan

    (B) Individualized Education Program

    (C) Behavior Intervention Plan

    (D) Section 504 Plan

12. Jen, a sixth-grade student, receives special education services under the category of specific learning disability. Jen's IEP states that written assignments will be completed using word processing and speech recognition software. Which of the following is most likely to promote successful use of assistive technology?

    (A) Limiting the amount of written homework

    (B) Providing software for home use

    (C) Assigning keyboarding homework

    (D) Allowing choice of topic for written assignments

13. Which or the following methods of accommodating test takers is used most often for students with learning disabilities?

    (A) Administering a test on a computer and providing a screen reader

    B) Delivering a test in sign language and providing a scribe to record answers

    (C) Administering a test orally and recording a test taker's responses

    (D) Providing a small-group setting for testing and allowing extended time

14. Alicia is an 8-year-old bilingual student with learning disabilities. Which of the following would her special education teacher find most useful to determine skill levels for beginning instruction?

    (A) The history of her school attendance

    (B) Results of tests given to her in her native language

    (C) Her grades from the previous school year

    (D) Data on her socioeconomic background

15. Which of the following describes the best way for a teacher to help a student, Robert, improve his behavior in class?

    (A) Having Robert tally the number of times he finds himself involved in an off-task behavior during class time

    (B) Asking a classmate to put a check mark next to Robert's name whenever Robert pays attention for 10 minutes

    (C) Requesting an aide to physically stand by Robert and signal him whenever he is not paying attention during class

    (D) Having Robert use a self-record sheet to indicate whether he was on task or off task when he heard a cue from an audiotape

16. The teachers in a third-grade inclusion classroom have students who read on many different levels. To be sure all students have access to the curriculum, the teachers must differentiate reading instruction.

    Which of the following will best allow the teachers to differentiate reading instruction?

    (A) Guided reading

    (B) Literature circles

    (C) Shared read-alouds

    (D) Book clubs

17. The mission statement for a certain elementary school states that positive growth occurs when diverse student bodies work together and help one another reach instructional goals.

    Which of the following educational practices is most likely to be used at the school to foster the full inclusion of students with disabilities?

    (A) Homogeneous grouping

    (B) Looping

    (C) Heterogeneous grouping

    (D) Tracking

18. Which of the following strategies would best achieve a teacher's goal of activating and bridging a students' prior knowledge before, during, and after reading content-area text?

    (A) KWL

    (B) Semantic feature analysis

    (C) Reciprocal questioning

    (D) SQ3R

19. Penny is a student with learning disabilities who attends a school that offers a full-inclusion program for students with IEPs. In such a setting, where does Penny receive the services documented in her IEP?

    (A) Resource rooms

    (B) Mini-lesson pullout stations

    (C) A self-contained classroom

    (D) A general education classroom

20. Which of the following best explains why using the IQ discrepancy model to identify the presence of a learning disability has fallen into disfavor?

    (A) It identified too many students as having a learning disability.

    (B) It did not use reliable, validated, standardized assessments.

    (C) It may have used biased assessments.

    (D) It documented unexpected underachievers.

21. Which of the following instructional models is most appropriate to follow when teaching reading to a tenth-grade student with a learning disability who cannot decode well and does not recognize important sight words?

    (A) A constructivist approach with a focus on making meaning using high-quality literature

    (B) A multimodal approach with an emphasis on oral and visual language

    (C) A direct-instruction approach with an emphasis on explicit phonics and decoding

    (D) A sheltered English immersion approach such as that used for English-language learners at the school

22. Fariq is a fourth-grade student with specific learning disabilities in mathematics calculation and problem solving. Which of the following best characterizes curriculum-based assessments in mathematics that are appropriate for Fariq?

    (A) Using RTI to compare Fariq's progress to that of his peer groups

    (B) Using objectives from Fariq's IEP to evaluate his progress and adapt instruction

    (C) Using standardized assessments to track Fariq's progress in the school district's curriculum

    (D) Using an IQ test to determine whether Fariq is making adequate yearly progress

23. Rafe is a 15-year-old student with learning disabilities and emotional and behavioral disorders. He has a goal contract that he reviews weekly with his teachers. It has him track his own behavior and earn rewards for compliance. Which of the following best characterizes the classroom management strategy being used with Rafe?

    (A) Reality therapy

    (B) Ecological assessment

    (C) Functional assessment

    (D) Contingency-based self-assessment

24. Coral's parents believe that Coral has a learning disability that the school has neglected to identify, thereby denying their child an appropriate education. They say they are considering a lawsuit. Which of the following is the best first action for the school to take in response to the parents' concerns?

    (A) Preferential seating and after-school tutoring for Coral

    (B) Prereferral screening and in-class observations of Coral

    (C) Formal testing and evaluation of Coral by a psychologist

    (D) Meeting with the parents' attorney to discuss special education mandates

25. Toni is a seventh-grade student classified with a specific learning disability (SLD). Her science teacher states that she is an active participant in class, completes homework on time, but her reading comprehension is below grade level. A chapter test is planned for next week. Which of the following assessment accommodations would be most appropriate for Toni's individualized education program (IEP)?

    (A) Allowing the use of a dictionary to check spelling

    (B) Reading the test aloud to her

    (C) Administering the test to her in a separate room

    (D) Providing her frequent breaks during testing

26. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be

    (A) educated with nondisabled peers only for elective courses

    (B) educated with nondisabled peers to the greatest extent possible

    (C) educated in a special school so that there is no interaction with nondisabled peers

    (D) educated with the most assistance, whether or not it be in the same environment as with nondisabled peers

27. Which of the following actions will most likely facilitate productive communication between a special education teacher and a student's parents or guardians at a parent-teacher conference?

    (A) The special education teacher sets the agenda and ensures that the student's parents adhere to the discussion points.

    (B) The special education teacher conducts the conference using education jargon and technical language.

    (C) The special education teacher discusses the student's academic strengths and offers suggestions for how the student can improve on weaknesses.

    (D) The special education teacher instructs the parents on how to provide guidance to the student in a more consistent manner.

28. Trish is a sixth-grade student who is diagnosed with autism spectrum disorder (ASD). She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?

    (A) Assigning Trish a peer buddy to help her keep on task

    (B) Providing Trish a visual menu of appropriate behaviors

    (C) Seating Trish next to the window so she can look outside

    (D) Giving Trish high-interest, low-reading-level assignments

29. Which of the following rewards would be most appropriate for fifth-grade students who have demonstrated appropriate classroom behavior?

    (A) Giving them ice cream sandwiches as an afternoon treat

    (B) Assigning them no homework for an entire week

    (C) Excusing them from the next chapter test

    (D) Providing them with extra computer time.

30. Which of the following activities is the best example of a summative assessment?

    (A) An end of chapter test

    (B) Writing sentences using spelling words

    (C) Completing a homework assignment

    (D) Completing a cloze activity

Answers to Sample Questions

1. (A) is correct because a defining characteristic of learning disabilities is the uneven development of the various components of mental ability, some developing normally, while others are delayed. (B) is incorrect because overall development is not delayed. (C) is incorrect because a flat profile would indicate the absence of development. (D) is incorrect because accelerated overall development would not indicate the presence of a disability.

2. (B) is correct because most students with a learning disability require direct instruction in phonics and word recognition. (A), (C), and (D) are incorrect because auditory comprehension, visual-motor integration, and visual memory are not generally needed by students with learning disabilities.

3. (B) is correct because a phonological deficit involves the sound structure of a language, such as how sounds combine into sequences. (A) is incorrect because comprehension of the meanings attached to words relates to the semantic rather than the phonological structure of language. (C) is incorrect because monitoring the volume of one's own speech is a difficulty with speech output, but is not related to the sound structure of the language and so does not represent a phonological deficit. (D) is incorrect because the construction of complete sentences relates to syntactic structure.

4. (A) is correct because the difficulties that students with learning disabilities experience commonly appear to arise because information is not processed and coded efficiently as it comes in. (B) is incorrect because the inefficient transfer of information into long-term memory is not generally believed to account for difficulties with short-term memory. (C) is incorrect because difficulties in utilizing working memory, the ability to keep information in mind while performing other cognitive tasks, is not generally believed to account for difficulties with short-term memory. (D) is incorrect because, although a student with learning disabilities may experience difficulties in generalizing from one situation to another, it does not clearly account for short-term memory problems.

5. (C) is correct because most students with learning disabilities experience some difficulty wither reading. (A), (B), and (C) are incorrect because, while a student with learning disabilities may experience difficulty with eye-hand coordination, mathematics, or oral language, they are not the most prevalent area of difficulty for these students.

6. (D) is correct because it demonstrates respect for Antoinette (who is about 16 years old), will help her accept the responsibility of participating in class discussions, and addresses her refusing to participate and act appropriately by establishing a clear and measurable goal. (A) is incorrect because it is a punishment and would actually allow Antoinette to avoid participating in English class. (B) is incorrect because this option would enable Antoinette to avoid participating in class discussions and would not necessarily change her acting-out behavior. (C) is incorrect because it would isolate Antoinette, be embarrassing, and does not encourage behavior change; on the contrary, it is likely to reinforce the joking and disruptions.

7. (C) is correct because research indicates that students with learning disabilities are likely to lag behind other children in their ability to identify and focus on the key aspects of a task while disregarding the less important aspects. (A) is incorrect because it has not been proven that students with learning disabilities are more likely than other students to have either left-brain or right-brain dominance for learning. (B) is incorrect because students with learning disabilities have not particular difficulty with long-term memory retrieval. (D) is incorrect because there is no clear evidence to suggest that students with learning disabilities are more gifted than others in artistic expression.

8. (C) is correct because the period of formal operations goes from 12 years and onward. (A) is incorrect because it covers ages 2-7 years. (B) is incorrect because the stage lasts from birth to 2 years old. (D) is incorrect because the period spans from ages 7 to 12 years.

9. (B) is correct because shaping involves choosing close approximations and reinforcing successive approximations to the target each time it occurs. (A) is incorrect because allowing movement breaks is not a shaping technique, but rather an example of inadvertently reinforcing non-desired behaviors. (C) is incorrect as using a reprimand is an example of punishment, not shaping. (D) is incorrect as this is an example of using a response cost strategy instead of shaping.

10. (A) is correct because it is the definition of a learning disability as outlined in the 2004 IDEA Reauthorization. (B) is incorrect because it is the definition of an emotional behavior disorder, not a specific learning disability as defined by IDEA. (C) is incorrect because it is describing an attachment disorder, not a specific learning disability as defined by IDEA. (D) is incorrect because it is describing Attention Deficit/Hyperactivity Disorder, not a specific learning disability as defined by IDEA.

11. (A) is correct because an Individualized Family Service Plan focuses on the family and the child's needs. (B) is incorrect because although an Individualized Education Program may be necessary when the child turns 3, the Individualized Family Service Plan fits their immediate needs better. (C) is incorrect because a behavior intervention plan is developed in response to a functional behavior assessment in order to change inappropriate behaviors in students. (D) is incorrect because a Section 504 Plan is utilized for a child with a physical or mental impairment and lists the accommodations and modifications that will help them to succeed, but does not address the family needs.

12. (B) is correct because the student would be able to practice using the same programs at school and home, thus reinforcing her writing skills. (A) is incorrect because limiting homework does not help her to use the writing programs. (C) is incorrect because although typing practice is useful, it does not help her to use the programs, one of which is voice recognition software and does not require typing. (D) is incorrect because the accommodation of choice will not promote more successful use of assistive technology.

13. (D) is correct because small-group settings and extended time are the two most common accommodations for students with a learning disability. Such students need much more time to respond and this extra time is usually given to small groups of students in a special room for testing. (A) is incorrect because administering a test on a computer and providing a screen reader are accommodations given to students with vision impairments, a low incidence disability. (B) is incorrect because delivering a test in sign language and providing a scribe are accommodations most likely provided to deaf students. (C) is incorrect because administering a test orally and recording the test taker's responses are accommodations most likely provided when a student is blind.

14. (B) is the correct answer as the information provided by the tests will best help her special education teacher determine where to begin instruction. (A), (C), and (D) will not provide the appropriate information needed for knowing where to begin instruction.

15. (D) is correct because self-monitoring is a method for a student to learn how to change behaviors by becoming aware and usually involves a self-recording data sheet to be completed at known intervals; in this case, at a cue from the audiotape. (A) is incorrect because the student is not instructed on how to record his behavior, nor is a cue available to indicate when he should monitor his behavior. (B) is incorrect because having another student record a student's behavior does not make it self-monitoring and is an improper use of any student's class time. (C) is incorrect because having a teacher (or third party) observe a student is not allowing the student to monitor his own behavior.

16. (A) is correct because guided reading allows teachers to work with small groups of students while focusing on the students' levels and differentiating instruction while working within the groups. (B) is incorrect because a literature circle allows the students to choose books based on their interests rather than their reading levels and the students are more independent. (C) is incorrect because a read-aloud helps the teacher to model or share a book with students, but does not focus on their reading levels. (D) is incorrect because a book club is similar to a literature circle, where students choose their books and work more independently within their interest-based group.

17. (C) is correct because heterogeneous groups are made up of students with diverse abilities and this practice is helpful in including students with special needs. (A) is incorrect because homogeneous groups cluster students with similar abilities and this process does not promote inclusion. (B) is incorrect because looping refers to when a teacher follows the same class from one grade to the next. (D) is incorrect because tracking refers to grouping students in courses that reflect the differences in the students' prior learning.

18. (A) is correct because a KWL chart allows the teacher and the student to fill in what they know, what they want to know, and what they have learned while reading content area texts. (B) is incorrect because semantic feature analysis takes words apart and discusses their meaning. (C) is incorrect because reciprocal questioning requires two students to read together and pose questions to one another. (D) is incorrect because SQ3R is the strategy of survey, question, read, recite, and review, and is used during active reading and does not normally involve accessing prior knowledge.

19. (D) is correct because a full-inclusion approach to special education services begins with the assumption that all students have the right to be educated in the general education classroom with their peers. In this model, the special education teacher works with the general education teacher in his or her classroom, and provides services without removing a student from the general education environment. (A) is incorrect because resource rooms provide full-length pullout classes as needed by students. (B) is incorrect because mini-lesson pullout stations provide short, individualized lessons in stations outside the classroom. (C) is incorrect because students in self-contained classrooms stay together most of the day because of their special needs.

20. (A) is correct because according to the Council for Exceptional Children, use of the model resulted in too many children being identified as having a learning disability when in fact they needed better instruction and monitoring. (B) is incorrect because the IQ-discrepancy model used standardized tests. (C) is incorrect because the tests used may have been biased against certain groups in the population, but this has not been conclusively proven. (D) is incorrect because the test did identify some underachieving students, but this was seen as a good result and not the main reason they are no longer used to determine the difference between IQ and achievement.

21. (C) is correct because the student needs practice and frequent feedback in the fundamental skills of reading—decoding, recognizing sound combinations, sounding out words, recognizing words in isolation and in passages, and comprehending. (A) is incorrect because a constructivist approach is best for an independent learner who has mastered the basic reading skills. (B) is incorrect because a multimodal approach is also constructivist and requires that a student use oral and written language confidently and with ease. (D) is incorrect because a sheltered English approach is for English learners who do not have reading disabilities.

22. (B) is correct because by focusing on Fariq's work in class and on the objectives spelled out in his IEP, the teachers are assessing Fariq in the context of the current curriculum. If Fariq is not making adequate yearly progress in achieving his IEP objectives, his teachers can use curriculum-based assessments as the basis for modifying or adapting instruction. (A) is incorrect because RTI is not used to compare students with one another. (C) is incorrect because standardized assessments are not specifically designed for individual students and are not likely to be sufficient when assessing Fariq. (D) is incorrect because an IQ test is not used to determine adequate yearly progress.

23. (D) is correct because contingency-based self-assessment makes the student responsible for monitoring his own behavior. (A) is incorrect because reality therapy involves an interview of the student by a teacher. (B) is incorrect because an ecological assessment examines the student's interactions in various environments. (C) is incorrect because a functional assessment identifies antecedents, consequences, and setting and is usually conducted by the teacher.

24. (B) is correct because before educators can label a student as having a learning disability, they must ensure the student has received research-based interventions that hold some promise of helping the student improve. (A) is incorrect because preferential seating and tutoring may help but are not likely to prove effective. (C) is incorrect because formal testing should be used if pre-referral screening and in-class observations are unsuccessful. (D) is incorrect because talking to the parents' lawyer at this point is premature. The parents have not initiated legal action and may not even have a lawyer.

25. (B) is correct because Toni comprehends the material presented in class; thus, reading the test to her would eliminate the struggle to read the questions and allow her to focus on the content of the test. (A) is incorrect because Toni's disability is in the area of reading comprehension and a dictionary would not be an appropriate accommodation. (C) is incorrect because there is no indication that Toni is suffering from test anxiety or another condition that would be alleviated by testing in a separate room. (D) is incorrect because there is no indication that Toni has difficulty concentrating or any other condition that would require frequent breaks.

26. (B) is the correct answer because IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from nondisabled students of their age. These decisions are made based on a student's ability to function in the school environment. (A), (C), and (D) do not match the definition of least-restrictive environment.

27. (C) is correct because if the teacher discusses the student's positive qualities first, the parents will be more willing to discuss difficulties and challenges. (A) is incorrect because there should be a conversational exchange between the teacher and the parents. (B) is incorrect because the use of jargon and technical language could intimidate parents, which would not foster trust and a good rapport. (D) is incorrect because pointing out inconsistencies in parenting could be seen as judgmental and might provoke anger and hostility.

28. (B) is correct because using a visual reminder can increase appropriate behavior. (A) is incorrect because a peer buddy should not be given the task of keeping another student on task. (C) is incorrect because that is not an appropriate strategy for Trish. (D) is incorrect because that strategy is not related to the behavior.

29. (D) is the correct answer because computer time is often a motivator for students. (A) is incorrect because many schools do not allow food as a reward. (B) is incorrect because homework is a key part of learning, and although a homework pass for one night might be an appropriate reward, a week without homework is too generous. (C) is incorrect because excusing students from a chapter test is not an appropriate reward.

30. (A) is correct because summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter. (B) is incorrect because writing sentences is not the best activity to use as a summative assessment. (C) is incorrect because homework is a follow-up to classroom instruction. (D) is incorrect because it related to language arts instruction.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 40.

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 13.

- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.

- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.

- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.

- **Be supportive.** Include comments that point out what your study partner(s) got right.

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

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

Praxis Test Name (Test Code):   Core Academic Skills for Educators: Reading (5712)
Test Date: 9/15/15

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

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

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Special Education: Teaching Students with Learning Disabilities test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

Discussion Areas

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

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

Study Topics

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

I. Development and Characteristics of Students with Learning Disabilities

A. Human Development and Behavior

1. Knows typical and atypical human growth and development

2. Understands the similarities and differences between students with and without learning disabilities

3. Understands the similarities and differences among students with learning disabilities

4. Knows the etiology of learning disabilities

5. Knows the incidence, prevalence, and risk factors relating to learning disabilities

6. Is familiar with the neurological and medical factors that impact the learning of students with learning disabilities

7. Knows the impact of coexisting conditions and exceptionalities on students with learning disabilities

8. Knows that various medications affect students with learning disabilities

9. Knows how social and emotional development may differ in students with learning disabilities

B. Theoretical Approaches to Learning and Motivation

1. Knows that a number of variables affect how individual students learn and perform

2. Knows the key differences among the various theoretical approaches to student learning and motivation

3. Knows how typical cognitive functions differ in students with learning disabilities

4. Knows that language development may differ for students with learning disabilities

5. Knows the impact of language development and listening comprehension on the learning of students with learning disabilities

6. Understands how particular deficits affect learning and academic skills

Discussion areas: Development and Characteristics of Students with Learning Behaviors

- What does the term developmental disability mean?

- What are the differences between a developmental delay and a developmental disability?

- How is it that individuals with a similar disability can differ in the way they learn?

- Is there only one definition for each of the special disability categories?

- Be able to identify the basic characteristics or explain the factors for each type of disability.

- When is special education appropriate for children who speak a language other than English? When is it not appropriate?

- What conditions and disabilities may coexist within an individual? How will this affect the way they receive instruction?

- Does development end in adulthood? Who makes the determination of when development ends?

II. Planning and Managing the Learning Environment

A. Curriculum Development

1. Understands the basic concepts of curriculum development

2. Knows how to access and select resources for students with learning disabilities

3. Knows how to select instructional content, resources, and strategies appropriate for students with learning disabilities

4. Knows how to select and adapt assessments for students with learning disabilities

5. Knows how to integrate affective, social, and life skills with academic curriculum

6. Knows how to integrate instructional and assistive technology into instructional planning

7. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members

B. Managing the Learning Environment

1. Understands basic classroom management theories and strategies for students with learning disabilities

2. Understands the impact of a safe, equitable, positive, and supportive learning environment

3. Knows how to select and implement a behavior management strategy appropriate to individual students

4. Knows how to use a functional behavior assessment to develop a behavior intervention plan

5. Knows how to establish and maintain rapport with students

6. Knows strategies for modifying the learning environment in order to manage behavior

7. Knows how to design and manage daily routines

Discussion areas: Planning and Managing the Learning Environment

- What are common strategies that teachers can use to help students with various learning disabilities succeed in the general education setting?

- What are the components of a measurable goal?

- What steps do teachers take to ensure that students in their classrooms have a meaningful learning experience?

- What are the characteristics of successful inclusion programs?

- What factors should be considered in structuring the learning environment?

- How will you organize your classroom management and instruction to meet the needs of diverse learners?

- What are some basic assumptions underlying behavioral approaches?

- What kind of behavior management plan would you develop for a specific student?

- How do we support students emotionally for personal growth?

III. Instruction

A. Knows and Understands Instructional Techniques

1. Understands how to develop observable and measurable instructional objectives

2. Understands how to develop and implement a lesson plan

3. Knows how to apply task analysis to instructional planning

4. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students

5. Knows instructional methods for facilitating generalization of skills across learning environments

6. Understands instructional methods for supporting strengths and addressing deficits in perception, comprehension, memory, and retrieval

7. Knows how to use student responses and performance for guiding instruction and providing feedback to students

8. Knows how to manage instructional variables in inclusive classrooms

9. Knows augmentative and assistive strategies for supporting and enhancing communication skills of students with learning disabilities

10. Knows various methods for facilitating students' development of literacy skills

11. Knows how to facilitate understanding of subject-area vocabulary and content for students with learning disabilities

12. Knows strategies for helping students monitor for errors in written and oral communication

13. Knows a variety of approaches to mathematical instruction

14. Understands the importance of and implements strategies for teaching students self-advocacy

15. Understands a variety of strategies for supporting student learning

16. Knows strategies for promoting students' development of self-regulatory skills

17. Knows how to adapt the learning environment based on input from stakeholders

Discussion areas: Instruction

- How would you arrange a classroom where you and your students can access materials easily, see and hear each other, and engage in active teaching and learning?

- How does a teacher determine how to establish groups for a particular lesson?

- What are the benefits of peer tutoring and cooperative learning?

- How do you ensure that students can generalize concepts they have learned in the classroom?

- How would you use technology in the classroom to meet the needs of diverse learners?

- What strategies are effective for having students move around the classroom without being disruptive?

- How can schools use outside support services to create a supportive learning environment for students with special needs?

IV. Identification, Eligibility, and Placement

1. Understands the basic terminology used in assessment

2. Is familiar with the uses, strengths, and limitations of various assessment instruments

3. Knows procedures for the formal and informal assessment of students with learning disabilities

4. Knows how to interpret data from informal and formal assessments for identification, eligibility, placement, and program recommendations

5. Knows factors that can lead to misidentification of students with learning disabilities

6. Knows indicators or behaviors that may be associated with early identification of a learning disability

7. Knows procedures for identifying students who may be at risk for developing a learning disability

8. Knows how to report assessment data to a variety of stakeholders

9. Knows how to create and maintain assessment records

Discussion areas: Identification, Eligibility, and Placement

- What are the different ways of recording observations?

- Why do teachers construct their own tests?

- What might be included in a portfolio assessment of a student and which skills can be assessed using portfolios?

- When may test practices be considered discriminatory?

- How do teachers use assessment measures as a means for developing appropriate, individualized instruction? What types of tests do they use? How are they constructed?

V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

1. Understands federal terminology and definitions relating to special and general education students

2. Understands federal requirements for the screening, pre-referral, referral, identification, and classification of students with disabilities under IDEA

3. Understands federal safeguards of stakeholders' rights and their impact on education decisions

4. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)

5. Knows the provisions of major legislation that impact the field of special education

6. Knows the basic characteristics and defining factors for each of the major disability categories as defined under IDEA

B. Historical and Professional Foundations

1. Is familiar with current issues and trends in the field of special education

2. Knows how to locate information on current research, practice, issues, and movements in the field of special education

3. Knows the legal and ethical implications of laws and regulations related to the rights of students and teachers

4. Knows the impact of learning disabilities on individuals, families, and society across the life span

5. Is familiar with strategies for assisting families to understand the implications of a student's disability

6. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members

7. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs

8. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with disabilities

9. Knows techniques for structuring and supervising the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with disabilities

10. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making

11. Knows strategies for communicating with parents/caregivers about students' progress and needs

12. Understands their role as an advocate for special education and a resource for information relating to students with disabilities and their educational experience

Discussion areas: Foundations and Professional Responsibilities

- What are the provisions for nondiscriminatory testing procedures in IDEA?

- What are some major arguments for and against classifying students?

- With whom can you discuss your students and their needs?

- What agencies can aid in preparing a student for work?

- Who participates on an IEP team?

- Who is accountable for the IEP?

- What types of activities could you use to encourage socialization among your students?

- What resources in your community assist parents of children with special needs?

- What is the relationship between a special education teacher and a paraprofessional?

- What is the relationship between a special education teacher and a general education teacher?

- What steps can teachers take to make collaboration successful?

- What are effective communication tools that teachers can use with parents?

- How might personal cultural biases affect you as a teacher? What can you do to counteract them?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

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

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

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE®* or other tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.

6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

See if you qualify for accommodations 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/plne_accommodations/**.

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

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

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

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

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

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

❒ Have you followed all of the test registration procedures?

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

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

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

❒ Have you considered how you will pace your work?

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

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

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

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

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

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

- *The Praxis 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 the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/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 and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

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

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

Your teaching career is worth preparing for, so start today!

Let the *Praxis® Study Companion* guide you.

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

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