

The Praxis® Study Companion

# Social Studies: Content Knowledge

5081



# Welcome to the *Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

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

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 41).

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

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

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

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

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

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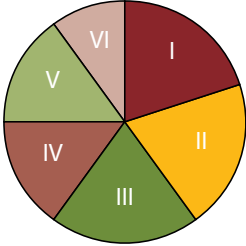
*The Praxis® Study Companion guides you through the steps to success*

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# 1. Learn About Your Test

Learn about the specific test you will be taking

## Social Studies: Content Knowledge (5081)

Test at a Glance			
<b>Test Name</b>	Social Studies: Content Knowledge		
<b>Test Code</b>	5081		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	130		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. United States History	26	20%
	II. World History	26	20%
	III. Government/Civics/Political Science	26	20%
	IV. Geography	19	15%
	V. Economics	20	15%
	VI. Behavioral Sciences	13	10%

### About This Test

The Social Studies: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test is aligned to the National Council for the Social Studies (NCSS) National Standards for Social Studies Teachers. The test requires the examinee to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history; world history; government/civics/political science; geography; economics; and the behavioral science fields of sociology, anthropology, and psychology.

A number of the questions are interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly requires knowing, interpreting, and integrating history and social science facts and concepts. The 130 equally weighted selected-response questions consist of no more than 60 percent knowledge, recall, and/or recognition questions and no less than 40 percent higher-order thinking questions. Some questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs. Between 10 and 15 percent of the questions contain content reflecting the diverse experiences of people in the United States as related to gender, culture, and/or race, and/or content relating to Latin America, Africa, Asia, or Oceania.

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

**Note:** This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (*anno Domini*), which are used in some world history textbooks.

## 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. United States History

- A. Understands basic North American geography, peoples, and cultures prior to European colonization
- B. Understands how and why European colonies in North America were founded and developed
- C. Understands how European, African, and Native American peoples interacted in North America during the colonial period
- D. Understands the origins of the American Revolution and its impact on the founding of the United States
- E. Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States
- F. Understands the causes and consequences of territorial expansion of the United States
- G. Understands the causes and consequences of nineteenth-century sectionalism, the Civil War, and Reconstruction
- H. Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth centuries
- I. Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal
- J. Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad
- K. Understands the origins, development, and consequences of the Cold War both abroad and domestically
- L. Understands the impact of social, economic, and technological changes in the latter half of the twentieth century (e.g., counterculture, globalization, information age)
- M. Understands the political realignment from the New Deal and the Great Society through the rise of conservatism

- N. Understands the ongoing impact of race, gender, and ethnicity throughout American history
- O. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy
- P. Understands the emergence of the United States as a world power and the evolving role of the United States in the world
- Q. Understands the influence of religion throughout American history
- R. Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor)
- S. Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States
- T. Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history

### II. World History

- Knows the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.
- Knows the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 to 1400 C.E.
- A. Knows the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment
- Knows the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
- Knows the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.

- B. Knows the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
- C. Knows the major developments of the post-Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)
- D. Understands how technological innovations and adaptations have shaped world societies
- E. Understands the roles of major world religions in shaping societies and effecting major historical turning points
- F. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
- G. Understands the major political ideologies that have influences on the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism)
- H. Understands the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization)
- I. Understands the major differences and similarities in family structure and gender roles across societies
- J. Understands the roles of both conflict and cooperation in shaping and transforming societies
- K. Understands the major demographic trends in world history and their effects

### III. Government/Civics/Political Science

- A. Understands political theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)
- B. Understands United States government and politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs and behaviors; electoral process, political parties, interest groups and voluntary associations, and mass media

- C. Understands comparative politics and international relations: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy; the theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law

### IV. Geography

- A. Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective
- B. Is familiar with the use of mental maps to organize spatial information
- C. Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global
- D. Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau)
- E. Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data
- F. Understands how physical processes, climate patterns, and natural hazards affect human societies
- G. Knows the characteristics and spatial distribution of Earth's ecosystems
- H. Understands the interrelationships of humans and their environments
- I. Understands renewable and nonrenewable natural resources
- J. Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities
- K. Understands patterns of migration (internal and international) and settlement (urban and rural)
- L. Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies)
- M. Knows contemporary patterns and impacts of development, industrialization, and globalization

- N. Understands demographic patterns (e.g., composition, density, distribution) and demographic change
- O. Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict

#### **V. Economics**

- A. Understands microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets, and behavior of firms
- B. Understands macroeconomics: measures of economic performance, unemployment, inflation, business cycle, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth

#### **VI. Behavioral Sciences**

- A. Understands how human behavior is influenced by society and society's groups and institutions
- B. Understands how culture and cultural change, human adaptation, and diversity influence human behavior
- C. Understands how individual behavior is affected by learning, personal identity, and development



## 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.

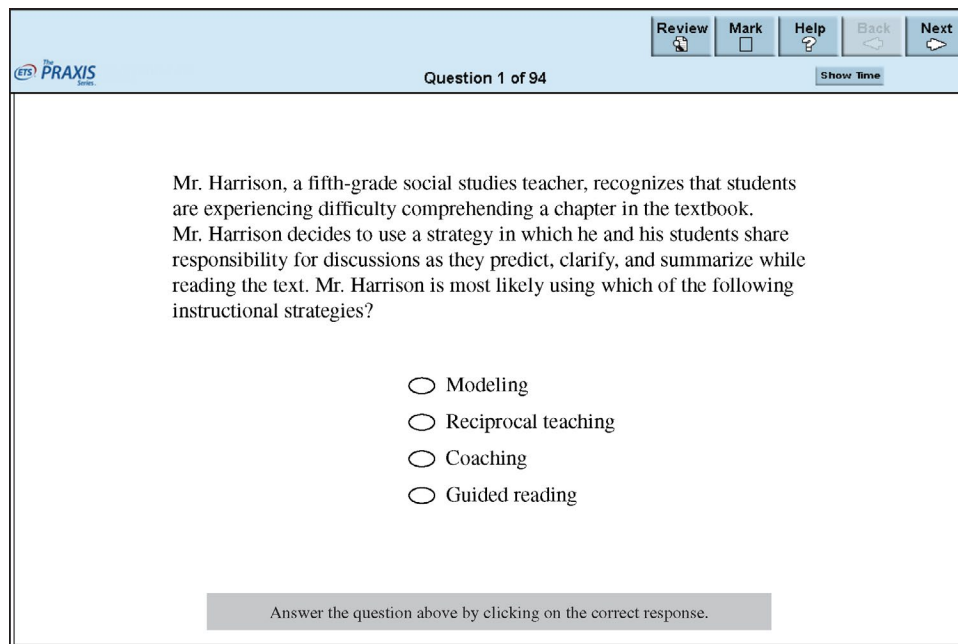
**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

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



The screenshot shows a computer-delivered test interface. At the top left is the ETS PRAXIS logo. At the top right are navigation buttons: Review, Mark, Help, Back, and Next. Below these is a "Show Time" button. The main content area displays a question about instructional strategies. The question text is: "Mr. Harrison, a fifth-grade social studies teacher, recognizes that students are experiencing difficulty comprehending a chapter in the textbook. Mr. Harrison decides to use a strategy in which he and his students share responsibility for discussions as they predict, clarify, and summarize while reading the text. Mr. Harrison is most likely using which of the following instructional strategies?" The options are: Modeling, Reciprocal teaching, Coaching, and Guided reading. At the bottom of the question area, there is a grey box with the instruction: "Answer the question above by clicking on the correct response."

ETS PRAXIS

Question 1 of 94

Show Time

Review Mark Help Back Next

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

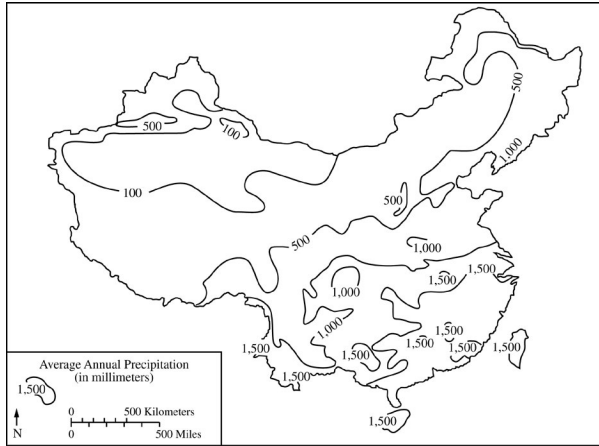
- Modeling
- Reciprocal teaching
- Coaching
- Guided reading

Answer the question above by clicking on the correct response.

The sample questions that follow illustrate the types of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

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

1. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who
  - (A) were living in the areas still in rebellion
  - (B) were serving in the Union armies
  - (C) were living in the border states
  - (D) had escaped to Northern states
  
2. The legal basis for the escalation of United States involvement in the Vietnam War was the
  - (A) declaration of war by Congress
  - (B) passage of the Gulf of Tonkin Resolution by Congress
  - (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
  - (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)
  
3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
  - (A) Music
  - (B) Theology
  - (C) Mathematics
  - (D) Law
  
4. The term "Cold War" refers to the
  - (A) race between the United States and the Soviet Union to claim ownership of Antarctica
  - (B) contest between the United States and the European Union for economic domination in the West
  - (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
  - (D) competition between the Soviet Union and China for the resources of the Pacific Rim
  
5. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?
  - (A) Government authority is created as the result of a social contract.
  - (B) Government must enforce religious law to prevent moral decay.
  - (C) Government must enforce the majority's will regardless of the wishes of the minority.
  - (D) Government must bend to the will of the educated minority.
  
6. Which of the following is an example of a concurrent power?
  - (A) The printing and coining of money
  - (B) The power to declare war
  - (C) The process of naturalization
  - (D) The levying of taxes
  
7. According to Erik Erikson, the primary dilemma faced in adolescence is
  - (A) industry vs. inferiority
  - (B) identity vs. identity confusion
  - (C) generativity vs. stagnation
  - (D) integrity vs. despair



8. The map above shows which of the following to be true about precipitation in China?
- (A) The north receives more precipitation than the south.
  - (B) The driest region is the northeast.
  - (C) The southeast receives the most precipitation.
  - (D) The west receives more precipitation than the east.

9. If the tax rate for a single person with \$25,000 in taxable income is 24 percent, and the tax rate for a single person with \$20,000 in taxable income is 20 percent, the tax rate over this income range is
- (A) regressive
  - (B) progressive
  - (C) proportional
  - (D) revenue-neutral



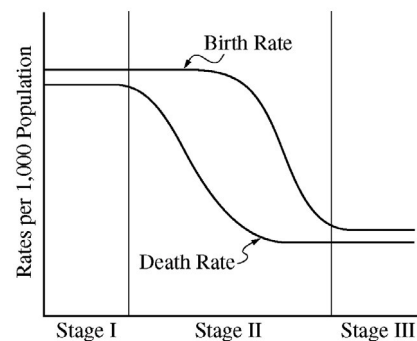
10. On the map above, which number indicates a region that was NOT a center of early urban civilization?

- (A) 1
- (B) 2
- (C) 3
- (D) 4

11. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?

- (A) A United States car dealer importing Japanese cars
- (B) A Japanese tourist vacationing in the United States
- (C) A worker in the United States beer industry
- (D) A Japanese baker buying United States wheat

DEMOGRAPHIC TRANSITION



12. The graph above indicates that rapid population growth is most likely to occur in

- (A) stage I only
- (B) stage II only
- (C) stages I and III only
- (D) stages II and III only

13. An increase in the real interest rate in the United States relative to its trading partners will most likely result in which of the following?

- (A) An increase in United States imports
- (B) An increase in United States exports
- (C) A decrease in the demand for the United States dollar
- (D) A decrease in the United States trade deficit



14. Operant conditioning would be most useful for
- (A) determining whether a toddler is securely attached
  - (B) increasing on-task behavior in the classroom
  - (C) measuring a dependent variable
  - (D) preventing anterograde amnesia
15. Poverty as defined by the United States government is best understood as
- (A) the index value of government services such as Medicaid and public housing
  - (B) the concept of relative deprivation and is based on changes in the distribution of income
  - (C) an absolute level set in the 1960s and since adjusted to reflect inflation at the consumer level
  - (D) a concept based on lifestyle and measured on a sliding scale based on the needs of an individual
16. In one hour, Amanda can type five pages of a report or she can make 10 sandwiches. The opportunity cost of typing one page of a report is
- (A) 2 sandwiches
  - (B) 5 sandwiches
  - (C) 10 sandwiches
  - (D) 50 sandwiches
17. Some observers argue that a limitation of the official unemployment rate is that it understates the true unemployment level because it fails to include which of the following?
- (A) New entrants to the labor market
  - (B) People who are laid off and are looking for new jobs
  - (C) Discouraged people who have given up looking for jobs
  - (D) Full-time students looking for part-time jobs
18. The use of inexpensive labor in Asian countries by footwear companies based in the United States and Europe is an example of which of the following?
- (A) Primary economic activity
  - (B) Global division of labor
  - (C) Intervening opportunity
  - (D) Global-local continuum
19. Reindeer herding as an economic activity of the Sami in Norway is an example of which of the following types of diffusion?
- (A) Stimulus
  - (B) Hierarchical
  - (C) Relocation
  - (D) Contagious
20. The federal government can influence the policies of state governments through use of
- (A) grants-in-aid
  - (B) the line-item veto
  - (C) executive privilege
  - (D) separation of powers
21. According to Article III, Section 1, of the United States Constitution, judges “shall hold their offices during good behavior...” A consequence of this clause is that:
- (A) Congress cannot remove federal judges from office
  - (B) federal judges have political independence to fulfill their duties
  - (C) the president has no influence over the composition of the Supreme Court
  - (D) federal judges lack opportunity for advancement or promotion

22. People who believe their political views are important, that government will respect these views, and that their views can influence political affairs are said to have a strong sense of
- (A) political partisanship
  - (B) political alienation
  - (C) political allegiance
  - (D) political efficacy
23. Which of the following has reduced the power of political parties?
- (A) An increase in the number of direct primary elections
  - (B) A surge in soft-money campaign contributions
  - (C) Stricter voter registration requirements
  - (D) A decline in the number of political action committees
- “I counted seven ministers all preaching at once . . . . Some of the people were singing, others praying, some crying for mercy in the most piteous accents.”
24. The quotation above describes group participation in an event that was most characteristic of which of the following?
- (A) A meeting of the Pennsylvania Quakers during the time of the Revolution
  - (B) A frontier camp meeting of the Second Great Awakening during the early nineteenth century
  - (C) A presentation to a Chautauqua Assembly during the late nineteenth century
  - (D) A convention of the Women’s Christian Temperance Union during the late nineteenth century
25. During President Dwight Eisenhower’s administration in the 1950s, the federal government promoted significant changes in transportation in the United States by
- (A) establishing generous subsidies for urban mass transit
  - (B) sponsoring research to develop less polluting automobiles
  - (C) funding the construction of the interstate highway system
  - (D) funding the establishment of a national railroad passenger system
26. The construction of a transportation network that included roads, canals, and steamboats that took shape in the United States in the early decades of the nineteenth century had which of the following effects in the years before the Civil War?
- (A) It decreased the need for immigrant labor.
  - (B) It stimulated the development of a market revolution.
  - (C) It weakened the plantation system in the southern states.
  - (D) It transformed the United States into an international military power.
27. Which of the following statements reflects the Confucian worldview that figured prominently in classical Chinese culture?
- (A) Having faith in God will be rewarded in the afterlife.
  - (B) Life’s ultimate goal is to escape the suffering inherent in the endless cycle of death and reincarnation.
  - (C) A life of quiet contemplation and isolation from worldly temptations will result in self-perfection.
  - (D) Observing rules of proper behavior toward others will ensure social and political harmony.



28. The map above best illustrates which of the following aspects about the unification of Germany between 1866 and 1871 ?
- (A) It was achieved through a combination of diplomatic and military means.
  - (B) It was led by the government of German-speaking Austria.
  - (C) The states that became part of unified Germany in 1871 had previously been allies of Austria.
  - (D) Prussians could vote for Parliament in the unified German state, but Germans from other states could not.
29. Which of the following groups was converted to Christianity in the tenth century C.E. by missionaries from the Byzantine Empire?
- (A) Franks
  - (B) Visigoths
  - (C) Russians
  - (D) Anglo-Saxons

## Answers to Sample Questions

1. The correct answer is (A). The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, President Abraham Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.

2. The correct answer is (B). There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the president to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”

3. The correct answer is (C). At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the twelfth century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.

4. The correct answer is (C). The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.

5. The correct answer is (A). Hobbes and Locke both agreed that government authority was established through a social contract, although their views of the nature of that authority differed.

6. The correct answer is (D). A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes. The powers described in (A), (B), and (C) are reserved to the federal government alone.

7. The correct answer is (B). Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of “ego identity.”

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

9. The correct answer is (B). A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning \$25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.

10. The correct answer is (A). City civilizations developed early along the Nile River, the Sindhu (Indus) River, and the Yangtze, but not along the Amazon.

11. The correct answer is (A). Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so (B) and (D) are incorrect. (C) is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. beer industry.

12. The correct answer is (B). In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.

13. The correct answer is (A). If the real interest rate (that is, the interest rate adjusted for inflation) increases in the United States, foreign investors will transfer money to the United States in order to get a better return on investment. As a result, the dollar will increase in value relative to other currencies. The increase in the value of the dollar will, in turn, make imports to the United States cheaper, and consumers and businesses in the United States will, therefore, buy more imported goods.

14. The correct answer is (B). Operant conditioning involves the use of reinforcement to increase or decrease the frequency or intensity of a behavior. So, for example, a reward provided for on-task behavior might increase the frequency of this behavior. Operant conditioning is involved in creating behavior, not evaluating it, so (A) and (C) are incorrect. Also, because anterograde amnesia is caused by an organic process, such as disease or injury, operant conditioning cannot prevent it.

15. The correct answer is (C). The United States government in the 1960s set the “poverty line” as an absolute—the threshold below which families or individuals are considered to be lacking the resources to meet the basic needs for healthy living; having insufficient income to provide the food, shelter, and clothing needed to preserve health. The measure hasn’t changed much since then, with the exception of periodic adjustment for inflation, using the consumer price index.

16. The correct answer is (A). The opportunity cost of typing one page of the report is calculated as the reduction in the number of sandwiches divided by the gain in number of pages typed. Therefore, the opportunity cost of typing a page is  $10 \div 5 = 2$  sandwiches.

17. The correct answer is (C). One of the reasons for understating the true unemployment level is that the official measure excludes discouraged workers—people who, after a long search, give up looking for jobs. These people are still unemployed, but they are not counted when calculating the unemployment rate. (A) and (B) are incorrect since both new entrants and laid-off workers looking for new jobs are classified as unemployed. (D) is incorrect since full-time students are not part of the labor force.

18. The correct answer is (B). Innovations in communication and transportation systems have made it possible for corporations to move labor-intensive manufacturing activities to peripheral countries where labor is cheap, tax rates are low, and there are few regulations. Primary economic activity (A) refers to extractive industries such as mining. Intervening opportunity (C) is not correct, because the concept relates to the attractiveness of a near site for an activity that diminishes the prospects of a site farther away. Although the global-local continuum is the idea that the world is comprised of interconnected series of relationships across space, (D) is not correct because the concept primarily refers to the direct effect that events at the global level have at the local level.

19. The correct answer is (A). Stimulus diffusion is a type of diffusion in which the concept is taken and applied to an established way of life. Thus, the activity of herding that developed first with cattle was transferred to the Sami who applied herding to their native reindeer, animals of the North. Cattle would not survive the environment of the Sami, but the concept of herding was definitely useful.

20. The correct answer is (A). A grant-in-aid is money coming from the central government for a specific project. This kind of funding is used when the government and the Congress have decided that the recipient should be publicly funded but operate with reasonable independence from the federal government. This is a clear way to exercise influence over the policies of state governments. The line-item (B) veto pertains to the power of an executive (the president in the case of the federal government) to nullify or cancel specific provisions of a bill, usually budget appropriations made by Congress. Executive privilege (C) is the power claimed by the president and other members of the executive branch to resist certain subpoenas and other interventions by the legislative and judicial branches of government. It makes no reference to federal government influence over state governments. Separation of powers (D) is a model for the governance in democratic states, whereby authority is divided into branches or estates, each with separate and independent powers and areas of responsibility.

21. The correct answer is (B). The principle of separation of powers, most clearly spelled out in Article III, Section 1, is intended to render the judiciary free of executive or legislative influence. This life tenure arguably ensures judicial objectivity and impartiality. The other choices do not work, as judges can be removed by impeachment and conviction by congressional vote; note the use of the term “good behavior.” Presidents do have influence over Supreme Court appointments, and federal judges have ample opportunities for advancement through the court system.

22. The correct answer is (D). Political efficacy is defined as a person’s faith in his or her influence on the political process. It is indicative of trust in government and is commonly measured by surveys and used as an indicator for the broader health of civil society. As such, efficacy is not about allegiance to a political party or ideology, or the lack of such allegiance.

23. The correct answer is (A). The direct primary enabled individual voters to get around the system of entrenched party machine politics of the early twentieth century. The direct primary system allowed individual politicians to build power free from the encumbrances that the parties provided. Party organization and party leaders increasingly became less important and marginalized along with party principles and ideologies, as the identity of the candidate became the most visible factor. Voter registrations still tend to draw out ideological affiliation and self-identification as a Democrat or a Republican. Parties, however, have increasingly become less relevant as the ideological space they inhabit shrinks. All this comes at a time when issue-driven political action committees (PACs) and funding sources have continued to proliferate.

24. The correct answer is (B). Emotionalism and a high degree of mass participation were characteristic of the revivals of the Second Great Awakening. In comparison, a meeting of Quakers in the eighteenth century or a presentation to the Chautauqua Assembly or the Women's Christian Temperance Union were likely to have been more restrained.

25. The correct answer is (C). The construction of the interstate highway system was a major federal initiative of the 1950s, funded by an act of Congress in 1956. The federal government did not spend substantial amounts of money on research related to automobile pollution control, urban mass transit, or a national railroad system during this period.

26. The correct answer is (B). By 1850, the United States had put in place a transportation network based on roads, canals, and steamboats. This network enabled factories and farms to get their goods to market much more efficiently and cheaply. Economic expansion increased the demand for immigrant labor; the plantation economy was also strengthened. The nation did not, however, become an international military power during this period.

27. The correct answer is (D). Confucianism teaches that the duty of mutually appropriate behavior in various interpersonal relationships is central to all human interaction. Relationships within the family, such as parent-child and husband-wife, as well as more general social and political relationships, such as elder-junior and ruler-ruled, all entail an expectation of proper behavior by either side. Just as the harmonious functioning of the family depends on parents treating their children with kindness and children treating parents with filial piety, so the harmonious functioning of the state depends on the ruler treating the subjects with benevolence and the subjects reciprocating by being loyal to the ruler.

28. The correct answer is (A). The map shows that some German states joined the North German Confederation, and others joined the German Empire, on their own accord, while other German states were annexed by Prussia as a result of military victories (in the Prussian-Austrian War of 1866 and in the Franco-Prussian War of 1870–1871). The southern states that joined the Empire in 1871 (Bavaria, Baden, Württemberg, and Hesse-Darmstadt) had previously been allies of Austria (in the Prussian-Austrian war of 1866), but that is not reflected in the map.

29. The correct answer is (C). The Russian Grand Prince of Kiev, Vladimir I, converted to Christianity in 988 C.E. and ordered the conversion of his subjects in the Byzantine (Greek Orthodox) rite. The Franks were converted by papal emissaries from Rome. The Visigoths began converting to Christianity as they came in contact with the Roman Empire. Anglo-Saxons were converted in part by Celtic Irish and Scottish missionaries and in part by Augustine of Canterbury, a missionary appointed by Pope Gregory the Great.

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

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

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

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at [www.ets.org/praxis/register/dates\\_centers](http://www.ets.org/praxis/register/dates_centers).
- 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 44.

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

(continued on next page)

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

## 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

(continued on next page)



## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Social Studies: Content Knowledge test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

### Discussion Areas

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

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

## Study Topics

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

### I. United States History

- A. Understands basic North American geography, peoples, and cultures prior to European colonization
- B. Understands how and why European colonies in North America were founded and developed
- C. Understands how European, African, and Native American peoples interacted in North America during the colonial period
- D. Understands the origins of the American Revolution and its impact on the founding of the United States
- E. Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States
- F. Understands the causes and consequences of territorial expansion of the United States
- G. Understands the causes and consequences of nineteenth-century sectionalism, the Civil War, and Reconstruction
- H. Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth centuries
- I. Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal
- J. Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad
- K. Understands the origins, development, and consequences of the Cold War both abroad and domestically
- L. Understands the impact of social, economic, and technological changes in the latter half of the twentieth century (e.g., counterculture, globalization, information age)
- M. Understands the political realignment from the New Deal and the Great Society through the rise of conservatism
- N. Understands the ongoing impact of race, gender, and ethnicity throughout American history
- O. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy
- P. Understands the emergence of the United States as a world power and the evolving role of the United States in the world
- Q. Understands the influence of religion throughout American history
- R. Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor)
- S. Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States
- T. Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history

#### Discussion areas: United States History

- Make your own timeline of United States history, starting with space for each century: 1400's, 1500's, 1600's, etc. (recognizing, of course, that Native Americans lived on the continent for thousands of years before that). Put the events listed in the study topics on your timeline in the correct century, then trace and describe in your own words important trends in cultural, intellectual, social, economic, political, and diplomatic history.
- Other trends to identify and describe in your timeline:
  - Migration—patterns and effects
  - Technology—important developments and their effects
  - Urbanization—patterns and effects
  - Religions—dominant religions, conflicts with each other and with government, influence on society and politics
  - The emergence of the United States as a world leader in the areas of military power, industry, finance, and politics

- Describe the history of North America before the settlement of European peoples, including the migration and settlement of Native American groups and their cultures.
- Explain interactions among European settlers and Native American groups during the colonial period and developments in Native American and United States relations throughout history.
- What were the economic factors that attracted Europeans to North America?
- Describe the Spanish, French, and English colonies in North America
- Describe the principles included in the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and how these documents affected the development of the United States.
- Explain the impact of major debates, compromises, and questions raised by the United States Constitution, such as The Great Compromise, the Three-Fifths Compromise, and the federalist and anti-federalist arguments.
- What were the positions of the Founding Fathers regarding slavery?
- Explain the political and economic causes and outcomes of the War of 1812
- What was the influence of Jacksonian Democracy on the society, political climate, and economy of the United States?
- Describe manifest destiny and the expansion of the United States.
- What was the impact of westward expansion on the United States economy?
- What were the long-term trends or developments that contributed to the growth of sectionalism?
- Describe the successes and failures of attempts to solve regional political differences.
- Explain the roles of government leaders, compromises, and events the growth of sectionalism in the United States.
- What were the main figures, arguments, practices, and impacts of abolitionism in the antebellum United States?
- What were the causes, events, and impacts of the Civil War?
- Name the successes and failures of Reconstruction and the effects it had on society, states, the federal government, and individuals.
- What were the push- and pull-factors that contributed to late nineteenth century immigration to the United States?
- Describe the reform efforts by Susan B. Anthony, W. E. B. Dubois, Robert LaFollete, and their impacts on United States society.
- Compare and contrast populism and progressivism
- What were the major successes, failures, and legacies of the New Deal.
- Describe the United States involvement in foreign wars during the 20th century, including the Cold War era and events of the late 20th and early 21st centuries (e.g., The First and Second World Wars, The Korean War, The Vietnam War, and the wars in Iraq and Afghanistan).
- What impacts did technology, education, domestic policy, and the economy on United States have on society throughout the 20th and early 21st centuries?

## II. World History

Knows the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.

Knows the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 to 1400 C.E.

A. Knows the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment



- Knows the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
- Understands the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.
- B. Understands the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
- C. Understands the major developments of the post–Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)
- D. Understands how technological innovations and adaptations have shaped world societies
- E. Understands the roles of major world religions in shaping societies and effecting major historical turning points
- F. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
- G. Understands the major political ideologies that have influences on the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism)
- H. Understands the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization)
- I. Understands the major differences and similarities in family structure and gender roles across societies
- J. Understands the roles of both conflict and cooperation in shaping and transforming societies
- K. Understands the major demographic trends in world history and their effects

### Discussion areas: World History

- Work with a globe or world map as you study and review world history. It would be especially useful to use a historical atlas so that you can see a place or region in its historical context. In addition, recent world history textbooks have many excellent maps. Find regions and places you are studying on the globe and make sure you understand the locations, movements, and relationships among the many societies you are reviewing.
- Think carefully about the periods into which this history is divided. You will probably find alternative schemes—that is, different names and year spans—in the materials you use for review. Why do historians divide history into periods? Do they agree on the names and dates of some periods more than others? What do the periods say about historical interpretation? How do periods relate to long-term trends?
- Explain the significance of the following dates in world history: 220 C.E. and 476 C.E., 622 C.E., 1096–1099 C.E., 1200–1300, 1453, 1492, 1750–1780, 1789, 1870's, 1914–1918, 1939–1945, 1947, 1957, 1989.
- Describe the concepts of citizenship and democracy in ancient Greece and their similarities and differences in contemporary democracies.
- Describe the rise and fall of the Roman Empire, its successes and failures and its contributions to the development of Western society.
- Describe developments in the social, cultural, economic, and political histories of societies in the Indian subcontinent (e.g., Hinduism and Buddhism, the caste system, interactions with other societies).
- What were the fundamental ideas and institutions that arose from the cultures of India, China, Egypt, Greece, Rome, and Mesopotamia?
- What was the role of Islam in Middle Eastern and African history and what was its influence in Europe and Asia?
- Compare and contrast the interactions between the Islamic world and Medieval Europe during the Crusades.

- Describe Mesoamerican cultures and their interactions with early European explorers.
- Describe European societal changes from the medieval period to the Renaissance and the Age of Enlightenment (e.g., the Reformation, the Scientific Revolution).
- How did Enlightenment ideas affected the American, French, and Haitian Revolutions?
- Describe the onset of the first Industrial Revolution, the conditions that led to its emergence, and its effects on global society.
- Describe the causes, major events, and effects of major political revolutions and independence movements (the American Revolution, the French Revolution, revolutions in Latin America).
- Explain the emergence of totalitarian governments after the First World War
- Describe the effects of Western nationalism and imperialism.
- What were the similarities and differences among the Russian, Mexican, and Chinese revolutions?
- Describe the emergence of a global culture in the late twentieth century and its major elements and consequences.

### III. Government/Civics/Political Science

- Understands political theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)
- Understands United States government and politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs and behaviors; electoral process, political parties, interest groups and voluntary associations, and mass media
- Understands comparative politics and international relations: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy; the theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law

### Discussion areas: Government/Civics/ Political Science

- Explain the main ideas of political theorists and their contributions to the development of forms of government and their institutions (e.g., Locke, Hobbes, Montesquieu).
- Describe the constitutional interpretations in landmark Supreme Court cases (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Brown v. Board of Education of Topeka*, *Miranda v. Arizona*).
- What were the effects of bicameralism on the exercise of legislative power?
- What are the major differences between the two chambers of Congress?
- Describe the extent of Presidential powers.
- What are the regulatory functions of government agencies and independent regulatory commissions?
- How do institutions affect the political process of the United States?
- What is the influence of race, gender, class, and age on public opinion, individual beliefs, and political participation?
- What are the major differences between parliamentary and presidential systems?
- How does a country's electoral system affect its political parties?
- What are the basic approaches to foreign policy (e.g., isolationism, multilateralism)?
- Describe the major problems that international organizations face.

### IV. Geography

- Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective
- Is familiar with the use of mental maps to organize spatial information
- Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales from local to global

- D. Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau)
- E. Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data
- F. Understands how physical processes, climate patterns, and natural hazards affect human societies
- G. Knows the characteristics and spatial distribution of Earth's ecosystems
- H. Understands the interrelationships of humans and their environments
- I. Understands renewable and nonrenewable natural resources
- J. Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities
- K. Understands patterns of migration (internal and international) and settlement (urban and rural)
- L. Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies)
- M. Knows contemporary patterns and impacts of development, industrialization, and globalization
- N. Understands demographic patterns (e.g., composition, density, distribution) and demographic change
- O. Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict

**Discussion areas: Geography**

- What are the primary characteristics of each of the following regions: North Africa/Southwest Asia, Sub-Saharan Africa, Latin America, the Caribbean, North America, Western Europe, Eastern Europe, East Asia, South Asia, Southeast Asia, and Oceania.
- What is the difference between weather and climate?
- How does each of the following factors influence climate: latitude, ocean currents, winds, mountains, elevation, proximity to water?
- What are the causes and effects of natural occurrences and where are they most likely to take place?

- What is an ecosystem and why understanding ecosystems is important?
- Be able to read and interpret population pyramids
- Know what regions of the United States grew more rapidly than others in the twentieth and twenty-first centuries and why
- What are the major trends in ethnic composition of the United States population in the twentieth and twenty-first centuries?
- How has having a wide range of climate zones in Latin America influenced the history of the region?
- How does having a limited supply of water influenced the historical and economic development of the Middle East?
- How has major human alterations of the landscape, such as the Panama and Suez Canals, affect economic, political, and cultural history?
- Name some changes that have occurred in the twentieth century in the use, distribution, and importance of natural resources.

**V. Economics**

- A. Understands microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets, and behavior of firms
- B. Understands macroeconomics: measures of economic performance, unemployment, inflation, business cycle, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth

**Discussion areas: Economics**

- Why does scarcity force people to consider opportunity cost?
- What do production possibilities curves demonstrate?
- Why do people engage in exchange?
- What are the sources of gain from trade?

- What are the methods of economic organization and how do they differ?
- Explain the four sectors contained in a model of circular flow of income and products and how the circular-flow model describes the operation of the market economy
- What are the laws of supply and demand?
- How is the market price of a good determined?
- How do markets adjust to changes in supply and demand?
- What is the relationship between total revenue and the price elasticity of demand?
- How does the imposition of a tax affect a market?
- What are the definitions of total product, average product, and marginal product?
- What is the law of diminishing returns?
- What are the differences between explicit costs and implicit costs?
- Define the following costs: total cost, fixed costs, variable costs, average total cost, average fixed cost, average variable cost, and marginal cost.
- What are the characteristics of perfect competition, monopoly, monopolistic competition, and oligopoly? Compare and contrast them in terms of the:
  - number of buyers and sellers
  - degree of product differentiation
  - degree of control over price
  - conditions of entry
  - efficiency (allocative and productive)
- How do government policies attempt to regulate monopolies?
- Why do business firms demand labor, machines, and other resources?
- What are the determinants of labor demand?
- What determines the market price of a resource such as labor?
- Why do some people earn more than others?
- What are the effects of the minimum-wage law on wages and employment in the labor markets?
- What are the major components of gross domestic product (GDP) and how is GDP measured in the United States?
- What are the shortcomings of GDP?
- What do price indices measure?
- How is the consumer price index (CPI) constructed and how is CPI used to convert nominal values into real values?
- What are the causes and costs of inflation?
- How is unemployment measured and how does the unemployment rate understate or overstate the amount of joblessness?
- What are the different types of unemployment?
- How is the equilibrium level of GDP of any economy determined?
- Explain aggregate demand curves and the factors that cause shifts in aggregate demand.
- How do economies adjust to changes in aggregate supply and aggregate demand?
- What are the causes of recessions and booms?
- What are the three functions of money, the measures of money supply, and the different kinds of money demand?
- What are the major functions of the Federal Reserve System?
- What is the role of banks in the money creation process?
- Describe the important tools that the Federal Reserve uses to control the supply of money.
- What is the relationship between real and nominal interest rates?
- What are the major fiscal policy tools and how does fiscal policy affect aggregate demand and aggregate supply?

- What are the appropriate fiscal or monetary policies for dealing with the following?
  - Inflation
  - Recessions
  - Stagflation
- Why do nations trade and what nations can gain from international trade?
- Why do nations impose trade restrictions and what impacts do trade restrictions have on the economy?
- What are the pros and cons of protectionist policies?
- What determines the exchange rate of the United States dollar in the foreign-exchange market?
- What information is provided in the balance of payments account?
- Describe the relationship between a country's net exports and the international value of the country's currency.
- What is the role of productivity in economic growth?
- What are the determinants of productivity?
- What policies can a government pursue to raise the living standards of a country in the long run?
- What is the impact on cultural diversity (e.g., ethnocentrism, global culture, subcultures, countercultures)?
- Describe the different types of socialization (e.g., anticipatory, resocialization)
- What are the causes and impacts of inequality, prejudice, and discrimination?
- What are the major theories of self and socialization (e.g., Mead, Cooley)?
- Describe the theoretical perspective on stratification (e.g., functionalist, conflict)
- Explain the major institutions (family, religion, educational systems, economic systems, political systems) and their functions
- What does the effect of media and technology have on all institutions and culture?
- What are the major subcultures in the United States?
- What are the cultural norms among subcultures?
- Explain the roles of stereotypes in discussing subcultures
- Describe psychology as an empirical science
- What are the major components of an experiment?

## VI. Behavioral Sciences

- A. Understands how human behavior is influenced by society and society's groups and institutions
- B. Understands how culture and cultural change, human adaptation, and diversity influence human behavior
- C. Understands how individual behavior is affected by learning, personal identity, and development

### Discussion areas: Behavioral Science

- Describe the major theoretical perspectives (e.g. functionalism, conflict, social interactionism)
- Describe the concepts of culture (e.g., norms, values, language)
- What are the various approaches to psychology: Behavioral, Cognitive, Humanistic, Biological, Psychoanalytic, Evolutionary?
- What are the various approaches to psychology: Behavioral, Cognitive, Humanistic, Biological, Psychoanalytic, Evolutionary?
- Describe heritable and environmental factors in human development.
- Describe different theories of intelligence.
- Describe the principles and theories about physical, sensory, perceptual, cognitive, linguistic, emotional, social, and moral development.

- Explain the different theories describing the structures of personality (e.g., Freud, Eysenck, Maslow, Rogers, Adler, Horney).
- Explain how the basic process of memory works (encoding, storage, retrieval)
- What are the principles of classical conditioning?
- What are the principles of operant conditioning?

## 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*<sup>®</sup> 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 <https://www.ets.org/praxis/institutions/scores/passing> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.



## 8. Check on Testing Accommodations

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

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

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

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

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

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

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

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

### Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

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

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

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

## What your *Praxis* scores mean

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

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

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

## Put your scores in perspective

Your score report indicates:

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

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

### Content category scores and score interpretation

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

### Score scale changes

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

These resources may also help you interpret your scores:

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

# Appendix: Other Questions You May Have

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

## What do the *Praxis* tests measure?

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

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

## Who takes the tests and why?

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

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

## Do all states require these tests?

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

## What is licensure/certification?

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

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

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

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

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

### How were the tests developed?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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