

The Praxis® Study Companion

Middle School: Social Studies

5089



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

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

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

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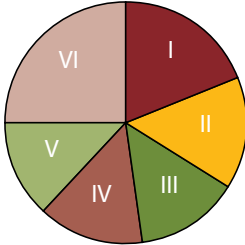
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1. Learn About Your Test

Learn about the specific test you will be taking

Middle School: Social Studies (5089)

Test at a Glance			
Test Name	Middle School: Social Studies		
Test Code	5089		
Time	2 hours		
Number of Questions	90 selected-response questions (Part A); 3 constructed-response questions (short-answer essays) (Part B)		
Format	Selected-response and constructed-response questions		
Weighting	Selected-response: 75% of total score; constructed response: 25% of total score		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History II. World History III. Government/Civics IV. Geography V. Economics VI. Short Content Essays 1. United States History, related to Government/Civics 2. World History, related to Geography 3. U.S. History, related to Economics or Geography OR World History, related to Economics or Government/Civics	22 18 17 17 16 3	19% 15% 14% 14% 13% 25%
Pacing and Special Tips	In allocating time on this assessment, it is expected that about 90 minutes will be spent on the selected-response section and about 30 minutes will be spent on the constructed-response section; the sections are not independently timed.		

About This Test

The Middle School: Social Studies test assesses the knowledge and skills necessary for a beginning middle school social studies teacher. The test is based on the NCSS National Standards for Social Studies Teachers and measures examinees' knowledge and skills related to the following concepts: United States History, World History, Government/Civics, Geography, and Economics. Some of the selected-response and all of the short essay questions are interdisciplinary, reflecting the complex relationship among the social studies fields. Some questions are based on interpreting stimulus material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs.

The three equally weighted short-answer/essay questions will focus on important historical events and issues, as well as on fundamental social studies concepts. These questions, which should take about 10 minutes each to complete and will together comprise 25 percent of the examinee's score, will emphasize the exercise of critical thinking skills, requiring the reading and interpreting of social studies materials (such as maps, charts, quotations); drawing inferences from such materials; and placing these materials in their historical, geographical, political, and economic contexts. The 90 equally weighted selected-response questions will constitute 75 percent of the examinee's score.

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

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 35.

I. United States History

A. Chronological Developments in United States History

1. Understands basic North American geography and the peoples and cultures of North America prior to European colonization
2. Understands how and why European colonies in North America were founded and developed
3. Understands how European, African, and American Indian peoples interacted in North America during the colonial period
4. Understands the origins of the American Revolution and the challenges faced by the early republic
5. Understands the context that led to the writing and adoption of the United States Constitution and Bill of Rights and their impact on the political development of the early United States
6. Understands causes (e.g., Manifest Destiny, gold rush) and effects (e.g., displacement of native peoples, economic expansion) of territorial expansion of the United States in the 19th century
7. Understands causes and effects of 19th-century sectionalism, the Civil War, and Reconstruction
8. Understands the relationship among industrialization, urbanization, and immigration in the late 19th and early 20th centuries
9. Knows major political, economic, social, and cultural developments from the Progressive Era through the New Deal
10. Understands causes of United States participation in the First and Second World Wars and effects of the wars at home and abroad
11. Understands the origins, development, and effects of the Cold War both abroad and domestically

12. Understands social and political changes in the United States from the 1940s to the 1970s (e.g., Civil Rights movement, counterculture, conservatism)
13. Understands the impact of economic and technological changes in the latter half of the 20th century (e.g., globalization, information age)

B. Major Themes in United States History

1. Understands ongoing impacts of racial, gender, and ethnic divisions throughout American history
2. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, and political parties) engaged in politics and shaped policy
3. Understands the emergence of the United States as a world power and the evolving role of the United States in the world
4. Understands major economic transformations (e.g., in agriculture, business, and labor) that occurred in the United States
5. Understands causes and effects of changing patterns of immigration to the United States and internal migration within the United States
6. Understands the struggle and achievements by individuals and groups for greater political and civil rights throughout United States history

II. World History

A. Chronological Developments in World History

1. Knows the formation, organization, and contributions of early civilizations in Africa, Europe, and Asia from 8000 B.C.E. to 1000 B.C.E. and in the Americas from 2000 B.C.E. to 1500 C.E.
2. Knows the formation, organization, and contributions of the classical civilizations of Greece, Rome, Persia, India, and China from 1000 B.C.E. to 500 C.E.
3. Knows how civilizations changed as a result of invasions, trade, and the spread of Islam and Christianity from 300 to 1400 C.E.
4. Knows causes and effects of the Renaissance, Reformation, and Enlightenment from 1400 to 1800 C.E.

5. Knows major causes and effects of growing global interactions from 1200 to 1750 C.E. (e.g., Columbian Exchange, colonization, the Plague)
6. Knows major causes and effects of revolutions, nationalism, and imperialism from 1750 to 1914
7. Knows major ideological, economic, and political causes and effects of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
8. Knows major developments of the post-Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)

B. Major Themes in World History

1. Understands how scientific inquiry, technological innovations, and adaptations shaped world societies
2. Understands the role of major world religions in shaping societies and effecting major historical turning points (e.g., the spread of Buddhism, the Crusades, Hinduism)
3. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
4. Knows major political ideologies that have influenced the organization of societies in the modern world (e.g., fascism, liberalism, nationalism)
5. Understands major economic transformations that have affected world societies (e.g., feudalism, spread of the market economy, industrialization)
6. Understands the roles of both conflict (e.g., imperialism) and cooperation (e.g., United Nations) in shaping and transforming societies
7. Knows major demographic trends (e.g., urbanization, migration, population growth) in world history and their effects
8. Knows how exploration (e.g., continental, overseas, outer space) affects human societies
9. Understands how struggles for human rights and individual expression shaped various societies

III. Government/Civics

A. United States Government and Civics

1. Understands the key concepts and ideas on which the United States government is based (e.g., popular sovereignty, separation of powers, rule of law)
2. Understands federalism and the basic relationship between the states and the national government
3. Understands the origins, development, interpretations, and ongoing impact of the United States Constitution
4. Understands the origin, role, and interactions of the three branches of the federal government
5. Understands the development and political impact of civil rights and civil liberties in the United States
6. Understands how the election process operates in the United States
7. Understands the role of political parties, interest groups, and the media in the political process
8. Understands the rights, responsibilities, and duties of citizens

B. Comparative Government and International Relations

1. Understands the major characteristics of different political systems (e.g., democracy, republic, totalitarianism)
2. Understands the relationship between political systems and economic conditions

IV. Geography

A. Geographic Literacy

1. Understands relative and absolute location and the physical and human characteristics of “place”
2. Understands how to utilize characteristics to identify regions

B. Map Skills

1. Understands and interprets various types of maps
2. Understands latitude and longitude
3. Understands spatial patterns and their meanings
4. Is familiar with recent technological sources of geographic information

C. Physical Geography

1. Demonstrates knowledge of various types of physical features on the Earth’s surface
2. Understands the interrelationship between the environment and human activity
3. Knows the physical processes related to the formation of geographic features
4. Knows the basic patterns of climate, ecosystems, and natural resources

D. Human Geography

1. Knows spatial patterns of culture and economic activities
2. Understands basic population patterns
3. Understands basic patterns of land use
4. Understands patterns and interrelationships of migration, trade, and diffusion of ideas
5. Knows basic concepts of political geography
6. Understands how culture and cultural change, human adaptation, and diversity influence human behavior

V. Economics

A. Microeconomics I

1. Knows the concepts of scarcity, choice, and opportunity costs
2. Knows the differences among market, command, and mixed economies

B. Microeconomics II

1. Demonstrates knowledge of types of market structure and the characteristics and behavior of firms in perfect competition, monopoly, oligopoly, and monopolistic competition
2. Demonstrates understanding of factor markets and the determination of income distributions and the returns to factors of production (wage, interest, rent, profits)

C. Macroeconomics I

1. Demonstrates understanding of gross domestic product (GDP) and its components
2. Demonstrates understanding of how unemployment is measured and its causes and consequences
3. Understands the principle of supply and demand
4. Knows how government intervention and public policies affect the economy (e.g., taxation, regulation)
5. Knows how consumer choices affect the economy
6. Understands basic principles of personal finance (e.g., budgeting, interest, investment)
7. Understands how the factors of production (i.e., land, labor, capital, and entrepreneurship) affect economic activity
8. Knows different measures of economic performance (e.g., GDP, unemployment, inflation)
9. Understands basic functions of money and how it circulates through the economy
10. Knows the interdependence of the global economy

VI. Short Content Essays

The three equally weighted short-answer/essay questions are designed to test knowledge of history and social studies and the ability to define and clarify issues, judge information, and draw conclusions.

In most cases, questions ask examinees to utilize these abilities in demonstrating an understanding of stimulus materials such as maps, graphs, charts, tables, cartoons, diagrams, quotations, or excerpts from documents.

Each of the three questions in the test will have both a history and a social studies component.

The three questions will be divided as follows:

1. United States History, related to Government/Civics
2. World History, related to Geography
3. United States History, related to Economics or Government/Civics
4. World History, related to Economics or Government/Civics

OR

1. United States History, related to Government/Civics
2. World History, related to Geography
3. United States History, related to Economics OR Geography

OR

1. United States History, related to Government/Civics
2. World History, related to Geography
3. World History, related to Economics OR Government/Civics

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

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

How would you answer this question?

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

Try following these steps to select the correct answer.

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

Try a more challenging example

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

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

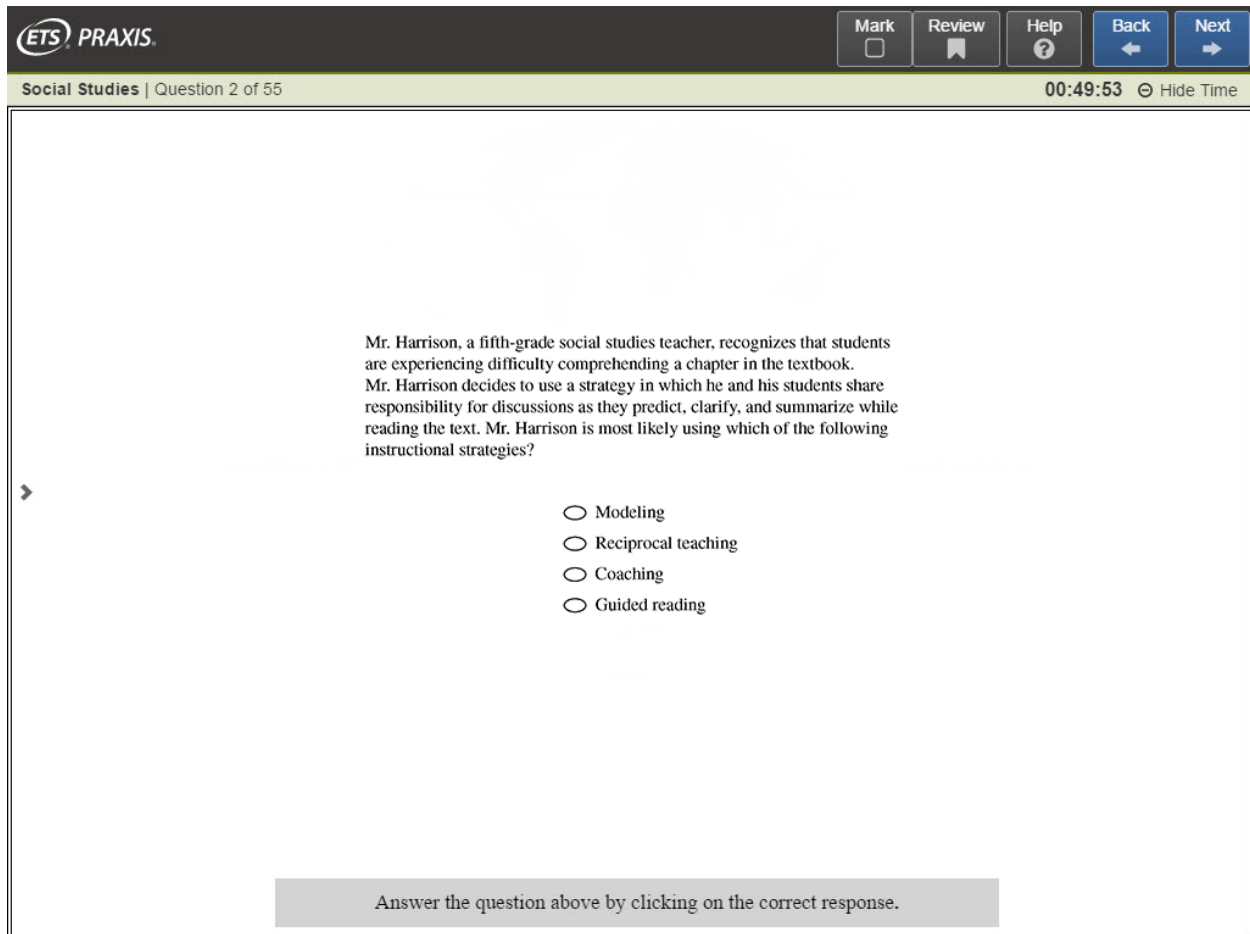
For tests that have constructed-response questions, more detailed information can be found on page 23.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available via computer delivery. To illustrate what the 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. To the right are navigation buttons: Mark (with a checkbox icon), Review (with a bookmark icon), Help (with a question mark icon), Back (with a left arrow icon), and Next (with a right arrow icon). Below the navigation bar, the text "Social Studies | Question 2 of 55" is on the left, and "00:49:53 Hide Time" is on the right. The main content area contains 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?" Below the question are four radio button options: Modeling, Reciprocal teaching, Coaching, and Guided reading. At the bottom of the question area, a grey box contains the instruction: "Answer the question above by clicking on the correct response."

ETS PRAXIS

Mark Review Help Back Next

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

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

- Modeling
- Reciprocal teaching
- Coaching
- Guided reading

Answer the question above by clicking on the correct response.

Sample Test Questions

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

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

1. "Rather than having to pay for costly fortifications, armies, and navies, this country enjoyed free protection provided by nature. Furthermore, for more than a century, British subjects manned and paid for the costly navy that policed and defended the Atlantic and provided this country cost-free added security."

The country that benefited from the added security referred to above was which of the following?

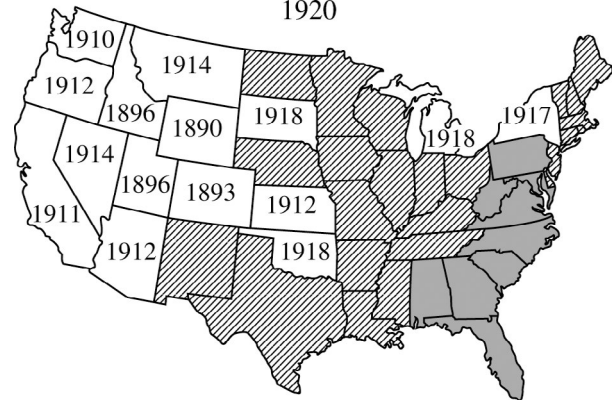
- (A) Germany
 - (B) Holland
 - (C) Sweden
 - (D) The United States
2. The majority of immigrants who arrived in the United States before the Civil War came from
 - (A) Northern and Western Europe
 - (B) Southern and Eastern Europe
 - (C) Latin America and the Caribbean
 - (D) Asia and the Pacific Islands

3. "They made us many promises, more than I can remember, but they kept only one: they promised to take our land, and they took it."

The statement above was most probably made by

- (A) an African American
- (B) a Greek American
- (C) a Polish American
- (D) a Native American

WOMAN SUFFRAGE BEFORE THE NINETEENTH AMENDMENT, 1920



4. All of the following conclusions about woman suffrage can be made on the basis of the map above EXCEPT:
 - (A) Between 1890 and 1920, many western states had granted women equal suffrage.
 - (B) Westward settlement inhibited the growth of equal suffrage up to 1920.
 - (C) In many states on the eastern coast, women were denied suffrage until the passage of the Nineteenth Amendment.
 - (D) In some of the midwestern states, women had voting rights.
5. For the greater part of the time humankind has existed on earth, people have obtained their food by which of the following means?
 - I. Hunting
 - II. Gathering
 - III. Agriculture
 - (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I and III only

6. In the 19th century, European powers carved up large regions with little concern for ethnic or cultural bonds, thus splitting some groups and forcing others to live alongside groups with whom they had little in common. All of the following countries experienced ethnic strife after independence EXCEPT

(A) Nigeria
 (B) Egypt
 (C) India
 (D) Sudan

7. According to the United States Constitution, the President has the power to

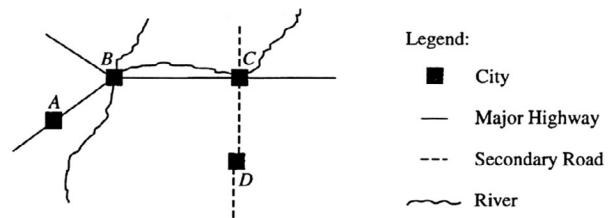
(A) negotiate treaties
 (B) amend the Constitution
 (C) impeach members of Congress
 (D) raise and support an army

8. Which of the following is most essential to the successful functioning of a democracy?

(A) Three branches of government
 (B) Participating citizens
 (C) Direct election of the head of government
 (D) Federalism

9. All of the following river valleys are densely populated EXCEPT the

(A) Yangtze
 (B) Amazon
 (C) Nile
 (D) Indus



10. On the basis of the information given in the map above, which of the cities has the greatest potential for economic development?

(A) A
 (B) B
 (C) C
 (D) D

11. Workers in the United States widget industry (a small and specialized labor force) received a substantial increase in wages, making the hourly cost of their wages and benefits the highest for blue-collar workers in the U.S. and much higher than those of widget-producing workers in competing countries.

The wage increase described above is most likely to result in an increase in the

(A) profits of widget companies in the United States
 (B) sales of products that are made with widgets in the United States
 (C) number of widgets imported into the United States
 (D) number of widgets sold in the United States

12. “I was adamant about getting fathers into the labor room and into the delivery room. I was insistent about fathers attending parenting classes. The only way I would take parents was as couples. I wrote an article for a family magazine and encouraged them to put a father holding a baby on the cover. Today we see fathers pushing baby strollers, carrying babies on slings. We see men doing commercials for diapers and showing tender loving care. There have been tremendous changes. It is no longer considered ‘unmasculine’ to be affectionate.”
- The quote above is from a 1987 interview with an obstetrician who has been practicing medicine for decades. The changes mentioned by the obstetrician refer to changes in social
- (A) regulations
(B) norms
(C) policies
(D) instincts
13. The gross domestic product of a country is defined as the total
- (A) output of goods and services sold in the country during a year
(B) output of goods and services consumed in the country during a year
(C) market value of all goods and services sold in the country during a year
(D) market value of all final goods and services produced in the country during a year
14. Which of the following will increase the demand for teachers?
- (A) Increasing the salaries of teachers
(B) Raising the retirement age for teachers
(C) Lowering the student-teacher ratio
(D) Consolidating school districts
15. The guest-worker program in western Europe attracts workers primarily from
- (A) the United States
(B) Latin America
(C) North Africa and Southwest Asia
(D) Australia and New Zealand
16. A similarity between the cities of Varanasi (Banaras) in India and Mecca in Saudi Arabia is that both are
- (A) capitals of countries formerly colonized by the English
(B) destinations for vast numbers of religious pilgrims
(C) financial centers for a large fraction of the world’s economy
(D) examples of modern urban planning
17. The Jakota Triangle is a region consisting of large cities, numerous exports, increasing consumption of raw materials, and global financial connections. Which of the following lists the principle countries of this region?
- (A) France, Portugal, Spain
(B) Japan, South Korea, Taiwan
(C) Cuba, Haiti, Jamaica
(D) Iceland, Ireland, the United Kingdom
18. Which of the following is an example of the constitutional system of checks and balances?
- (A) A Supreme Court ruling that upholds a state law
(B) An interest group that lobbies Congress to reject proposed legislation
(C) A state that lobbies Congress for increased federal funding
(D) The impeachment and removal of a federal official

19. Which of the following is involved in the appointment and confirmation process of federal judges in the United States?
- (A) The president
 - (B) The chief justice of the Supreme Court
 - (C) The state governors
 - (D) The sitting judges on the United States Courts of Appeals
20. In addition to the power of control over the budget, Congress can control or influence the bureaucracy by
- (A) bringing public opinion to bear on an agency
 - (B) holding investigations into the activities of an agency
 - (C) ordering the president to reform an agency
 - (D) making an agency report directly to Congress
21. A similarity between *Brown v. Board of Education of Topeka* (1954) and *Miranda v. Arizona* (1966) was that the rulings in both cases
- (A) affirmed and protected civil rights under the Constitution
 - (B) involved the rights of those accused of crimes
 - (C) involved the issue of Jim Crow laws
 - (D) tended to limit the power of the federal government
22. In the speech excerpted above, the African American leader Frederick Douglass expresses his sentiments about the
- “Fellow citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us?... I am not included within the pale of this glorious anniversary!... This Fourth of July is yours, not mine.”
- (A) triumph of freedom over slavery in the Civil War
 - (B) gap between democratic ideals and the reality of slavery
 - (C) horrors and injustices he personally experienced under slavery
 - (D) relationship between republican ideals and Reconstruction actions
23. Which of the following was a charge made by Senator Joseph McCarthy about dangers facing the United States in the 1950s?
- (A) There were a significant number of communists in positions of authority in the United States government.
 - (B) Most United States voters were sympathetic to the communists.
 - (C) The United States economy was threatened by cheap foreign imports.
 - (D) An increase in the rate of illegal immigration was threatening the stability of United States society.
24. The greatest expansion of direct European colonial rule in Africa occurred in which of the following periods?
- (A) 1450–1500
 - (B) 1750–1800
 - (C) 1850–1900
 - (D) 1900–1950

25. Which of the following was an outcome of the Paris Peace Conference in 1919 at the conclusion of the First World War, giving rise to tensions that would help lead to the outbreak of the Second World War?
- (A) The Treaty of Versailles forced Germany to give up land, population, and important resources.
 - (B) The Treaty of Versailles divided Germany into eastern and western states.
 - (C) The British gave control of Palestine to the Arabs living there.
 - (D) It was agreed to leave the Austrian Empire intact.
26. Which of the following best summarizes the contributions of Muslim scholars to the development of science in the period circa 700–1400 C.E.?
- (A) They worked in isolation from the Chinese and Indian scholars of the same period.
 - (B) They made advances mostly in medicine and the life sciences.
 - (C) Most of their works became known to European scholars only in the 19th and 20th centuries.
 - (D) They preserved the scientific tradition of the ancient world and expanded it greatly by their own discoveries.

Answers to Sample Questions

1. The correct answer is (D). Of the countries named, only the United States enjoyed geographic isolation (“free protection provided by nature”). In addition, the British colonies that later became the United States constituted the only listed area that had been protected by the British navy.

2. The correct answer is (A). Prior to the Civil War, immigration to the United States came almost exclusively from Northern and Western Europe, with large numbers of people coming from Ireland, Great Britain, Germany, and Scandinavia. The immigration wave from Southern and Eastern Europe followed the Civil War, peaking in the late 19th and early 20th centuries. Immigration from Latin America and the Caribbean did not become significant numerically until the second half of the 20th century. Immigration from Asia and the Pacific Islands was significant in the last quarter of the 19th century and in the second half of the 20th century.

3. The correct answer is (D). Of the ethnic groups named, only the Native Americans were offered promises (in the form of treaties) that were broken with the result of being deprived of their land. African Americans were deprived of their freedom and their rights, but were not generally offered promises or deprived of land. Greek and Polish Americans experienced discrimination, but were offered no official promises and were not deprived of their land.

4. The correct answer is (B). As the map indicates, most western states were early in granting women suffrage, while those of the east coast were slower to do so, and those of the Midwest were split in their response. Since the states of the west were among the first to give women the right to vote, westward settlement clearly did not inhibit the growth of equal suffrage.

5. The correct answer is (C), I and II only. The oldest known remains of homo sapiens have been dated at 75,000 to 115,000 years old. The earliest evidence of agriculture dates from 10,000 years ago. Until then, humans survived only by hunting animals and gathering plants for food.

6. The correct answer is (B). Nigeria became independent in 1960, and in 1966 violent clashes between the Hausa people and the Igbo people led to the deaths of thousands of Igbo and the establishment of the independent Igbo state of Biafra, later reabsorbed into Nigeria. India became independent in 1947. Ethnic strife between Hindus and Muslims preceded independence and led to the establishment of the Muslim state of Pakistan. Strife between Hindus and Muslims continues in India, however. Sudan became independent in 1956. Ethnic strife between the predominantly Arab and Muslim North and the predominantly African and Christian/animist South preceded independence and led to two periods of civil war, from 1955 to 1972, and from 1983 to 2005. Egypt, which became independent in 1922, is relatively homogeneous in terms of ethnicity, and has not experienced civil wars along ethnic lines.

7. The correct answer is (A). The power to make treaties is specifically granted to the President in Article II of the Constitution. Under Article V, the power to amend the Constitution is reserved to the states and to Congress. Congress, under Article I, has the power to impeach the President, but the reverse is not true. Also under Article I, Congress has the power to raise and support an army.

8. The correct answer is (B)—without the participation of its citizens, a nation cannot have a successful democracy. While the United States has three branches of government, this number of branches is not necessary for a successful democracy. Many successful democracies, including Great Britain, do not have direct election of the head of government. Federalism is a component of many, but not all, successful democracies. France, for example, does not have a federal form of government.

9. The correct answer is (B). The valleys of the Yangtze in China, the Nile in Egypt, and the Indus in India and Pakistan all support huge populations of people, densely clustered along these watercourses. The Amazon, on the other hand, flows for much of its length through very sparsely populated rain forest.

10. The correct answer is (B). City B is at the confluence of two rivers and the crossroads of three major highways; since this is true of none of the other cities, City B has the greatest potential for economic development.

11. The correct answer is (C). The increase in the wages of widget workers has led to an increase in the cost of widgets produced in the United States. This will almost inevitably lead to an increase in the price of domestically produced widgets which will, in turn, lead to consumers seeking cheaper widgets—those produced in other countries.

12. The correct answer is (B). The obstetrician is discussing changes in people's learned behavior made through education, encouragement, and example. No actions by government or another official body are mentioned, therefore eliminating regulations (A) and policies (C). Instincts (D) are not learned behavior but rather are innate and would not be affected by the obstetrician's actions. "Norms," society's often unwritten and unspoken rules, serve to guide and control proper and acceptable behavior and can be affected by the type of actions that the obstetrician describes taking.

13. The correct answer is (D). This question is definitional; only (D) has the complete definition.

14. The correct answer is (C). Lowering the student-teacher ratio requires the creation of many sections of a class. Since additional teachers need to be hired to accomplish the task, the demand for teachers will increase. (A) is incorrect because increasing the salaries of teachers increases the number of people willing to teach, but it may decrease the number of teachers that will be demanded. (B) is incorrect; raising the retirement age for teachers limits the availability of vacancies. (D) is incorrect, since consolidating school districts may decrease the demand for teachers.

15. The correct answer is (C). Guest workers are solicited from nearby nations, often those with a colonial connection to the receiving nation. Since guest workers serve as temporary workers, proximity to the receiving country is important. Thus, although all have colonial ties to countries of western Europe, the United States (A), Latin America (B), and Australia and New Zealand (D) would not be likely source countries for western Europe because of the great distance.

16. The correct answer is (B). Varanasi (Banaras) is a holy city of the Hindus and the object of constant pilgrimages; Mecca is a holy city and principal pilgrimage destination of Islam.

17. The correct answer is (B). The European countries, (A) and (D), are not primarily exporting countries and only Ireland and the United Kingdom offer extensive financial connections. (C) is not correct because Cuba, Haiti, and Jamaica as a region do not have large cities, numerous exports, or an increasing consumption of raw materials.

18. The correct answer is (D), since the impeachment process is a tool to curb the power of the executive branch. A Supreme Court ruling upholding a state law is merely an affirmation of the state's powers. A state lobbying for increased Congressional funding or an interest group lobbying for a particular stand on legislation is merely affirming the power of the legislative body and is not a check on its powers.

19. The correct answer is (A). The president nominates federal judges, who are then confirmed by the Senate. None of the other officials listed above are involved in the process.

20. The correct answer is (B). Government agencies, as part of the executive branch, report to the president, not Congress, and Congress does not have the authority to order the president to reform an agency. However, Congress does have the power of regulatory oversight and the power to appropriate funds for agencies. Therefore, under the system of checks and balances, Congress can hold investigations into the activities of an agency.

21. The correct answer is (A). The Supreme Court in *Brown v. Board of Education of Topeka* ruled that segregated schooling denied "equal protection of the laws" guaranteed by the Fourteenth Amendment, while *Miranda v. Arizona* was based on the Fifth Amendment's protection against self-incrimination. Only *Miranda* dealt with the rights of the accused, and only *Brown* concerned Jim Crow laws. Neither tended to limit federal power.

22. The correct answer is (B). It indicates that Douglass was using a rhetorical device to emphasize the gap between the principles of freedom and justice championed in the Declaration of Independence and the continuing existence of a slave system in the United States. The quotation does not concern the Civil War, Douglass' personal experience, or Reconstruction.

23. The correct answer is (A). Senator Joseph McCarthy gained prominence based on charges that communists had attained positions of influence in the United States government. He did not, however, claim that most United States voters supported communists. Nor did he focus on the issues of imports or illegal immigration.

24. The correct answer is (C). The largest expansion of African territory directly under European colonial control took place in the late 19th century, especially in the wake of the Berlin Conference of 1884. During this period, Britain substantially expanded its colonial territories in West Africa (Nigeria), East Africa (Kenya, Uganda, etc.), and southern Africa (Rhodesia, Botswana, etc.); France acquired large territories in West Africa (Mauritania, Senegal, Mali, Niger, etc.), Central Africa (Chad, Congo-Brazzaville, etc.), and North Africa (Tunisia); Germany created a substantial colonial presence (Namibia, Tanganyika, Togo, etc.); Portugal consolidated and expanded its African colonies (Angola, Mozambique, etc.); and the Belgian king Leopold II acquired a huge personal fiefdom in central Africa (The Congo Free State).

25. The correct answer is (A). Germans believed that they had been cheated by the peace settlement agreed to in the Treaty of Versailles, and this sense of resentment later fueled the rise of the Nazi Party. The Treaty of Versailles did not break Germany up into western and eastern parts (B); that division took place after the end of the Second World War. The British did not give control of Palestine to the Arabs living there (C). Rather, in the Balfour Declaration, Britain indicated that it “view[ed] with favour the establishment in Palestine of a national home for the Jewish people.” The Austrian empire was broken up into various parts as a result of the peace conference, with Czechoslovakia, Yugoslavia, and Hungary created in its place.

26. The correct answer is (D). Muslim scholars of that period were largely responsible for the preservation of classical Greek and Roman texts and their eventual transmission to western Europe in the late Middle Ages. Under the generous patronage of the Abbasid caliphs and other Muslim rulers, Muslim scientists built on the foundation of classical science with numerous original discoveries in fields such as mathematics, astronomy, physics, chemistry, and medicine.

Sample Test Questions

This section presents sample questions and responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses.

Readers will assign scores based on the following scoring guide.

Scoring Guide

Score of 3

- Shows a thorough understanding of the stimulus (where appropriate)
- Provides an accurate and complete response
- Provides the analysis required by the question
- Applies appropriate subject matter knowledge
- May contain minor errors

Score of 2

- Shows an adequate understanding of the stimulus (where appropriate)
- Provides a mostly accurate and complete response
- Provides most of the analysis required by the question
- Applies mostly appropriate subject matter knowledge
- May contain significant errors

Score of 1

- Shows little understanding of the stimulus (where appropriate)
- Provides a basically inaccurate and incomplete response
- Provides little of the analysis required by the question
- Applies mostly inappropriate subject matter knowledge

Score of 0

- A totally or almost completely incorrect response; or simply rephrases the question

Sample Question 1

Brown v. Board of Education of Topeka

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”

- (A) What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
- (B) What was the rationale given by the justices for their 1954 ruling?

Sample Response that Received a Score of 3

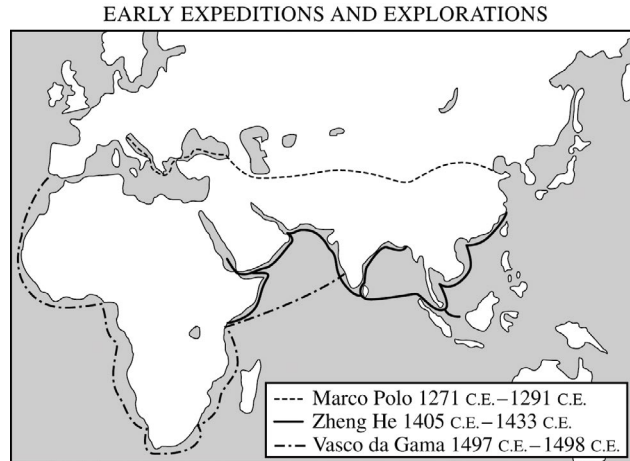
In 1954, the Supreme Court ruled that separate facilities are inherently unequal. This reversed the principle of legal segregation that was established by Plessy v. Ferguson in 1896. In Plessy, the court ruled that separate facilities for whites and blacks were constitutional as long as the facilities were equal.

The rationale for the 1954 ruling was based on the belief that minorities who are separated from the majority culture through racial segregation will not have access to the same experiences, opportunities and privileges as the majority population. The justices concluded that separate facilities could never be equal facilities and that legal segregation in public education would have to end.

Sample Response that Received a Score of 1

The Supreme Court doctrine issued in 1954 was the 14th Amendment. The rationale given by the justices was that separate did not mean equal. Minority students were not being educated by knowledgeable and well trained teachers. The facilities in which the minority students were to learn in were not adequate. The materials such as textbooks were not widely available to minorities. The segregation was anything but equal.

Sample Question 2



The map above shows the routes of some early expeditions and explorations. Choose one of these expeditions or explorations and then do the following.

- (A) Describe the route of the expedition or exploration (its origin, destination, and any other information related to the route taken), and explain how geographic factors (terrain, ocean currents, prevailing winds) influenced the course of the expedition or exploration.
- (B) State the reason for the expedition or exploration, and explain why the expedition or exploration was important.

Sample Response That Received a Score of 3

- (A) *In the Ming Dynasty, the early emperors wanted to display to the world the splendors of China. Zheng He, a court ambassador, was ordered by his emperor to make voyages from China to south-eastern Asia, India, Arabia and Africa. From 1405–1433, Zheng He made 7 voyages to the Middle East and the eastern coast of Africa.*

Chinese merchant ships had been sailing in the Indian Ocean long before Zheng He's expeditions, and his voyages benefitted greatly from the knowledge accumulated during these earlier contacts. Zheng He planned the route of his voyages so that his fleet would benefit from the seasonal southwestern and northeastern Monsoonal winds and the Monsoon-related oceanic currents (drifts) of the Indian Ocean.

- (B) *The reason for the expedition was to collect gifts and to display to the world the wealth and power of China (in the Ming Dynasty). Although the Ming emperors forbade Chinese merchants*

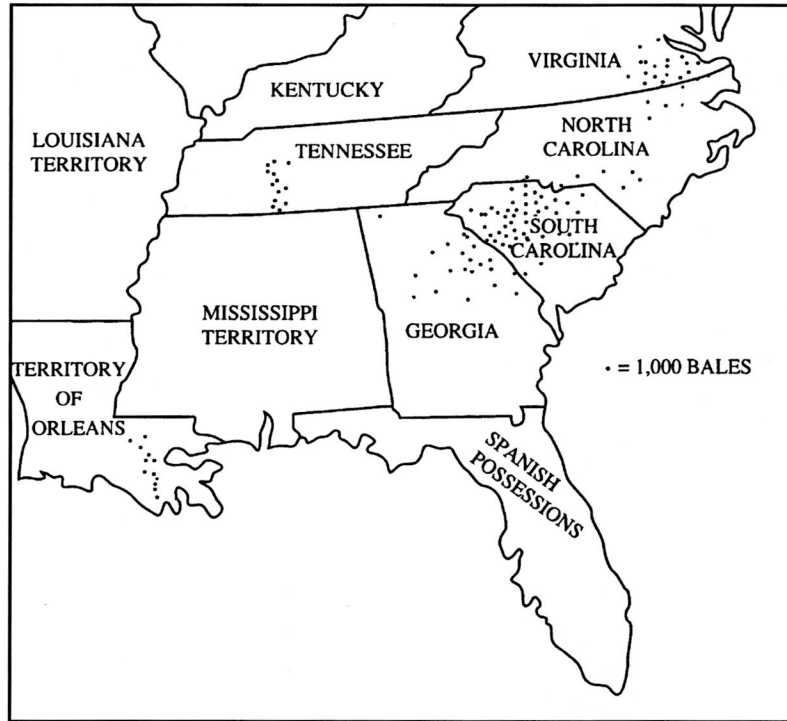
to trade with foreigners because they thought the foreigners were inferior, the trade restrictions could not prevent the world from discovering China. Not long after, a Portuguese ship landed at China and in 1557 the Portuguese made a settlement on the southeastern coast of China at Macao, near Guangzhou. Jesuit missionaries built missions there and began to convert Chinese to Christianity. As they were well-educated in astronomy, math and arts, the Chinese learned western astronomy and math. Europeans who wanted China's teas, silk and porcelain brought sweet potatoes and corn from the Americas. The expedition was important because it made China known to the world and paved the way for trade between China and foreign countries and an exchange of culture.

Sample Response That Received a Score of 1

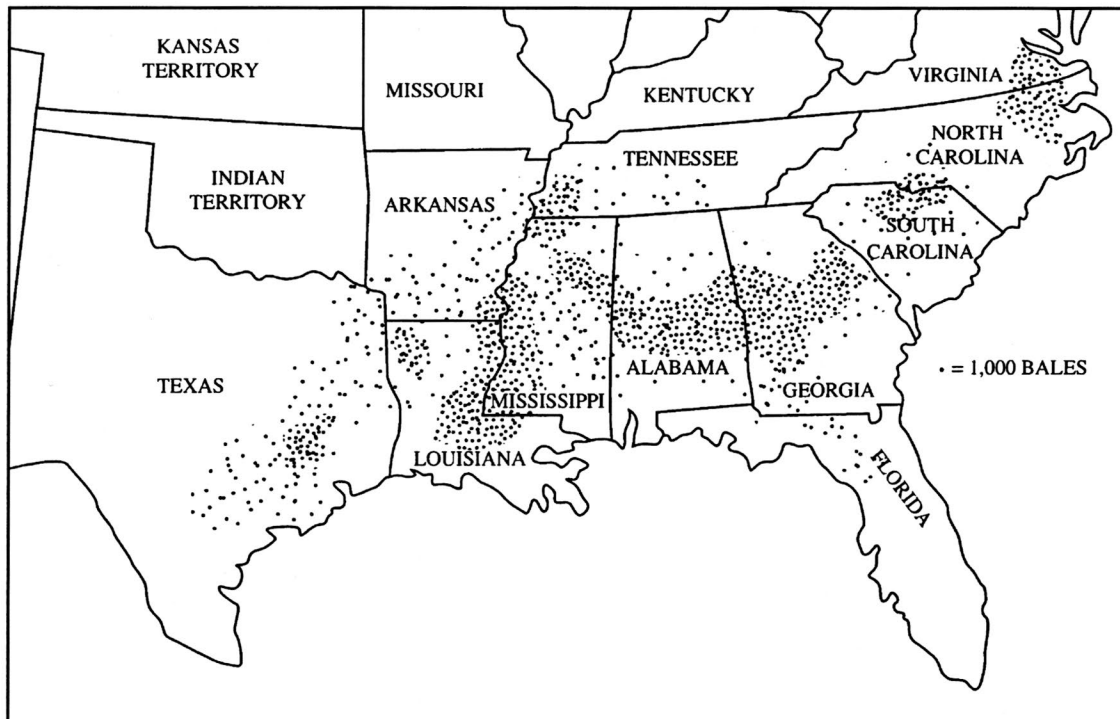
Marco Polo began his exploration from Italy, came down through the Mediterranean across Asia by land route. Marco was sent by his government in search of spices and gold and the mapping the world. At this time this was "the world" in the minds of the people. Vasco da Gama took off where Marco Polo left off and succeeded in traveling through the West Indies and around the Cape of Good Hope. Marco Polo, like most other explorers, were commissioned by their governments to seek new lands for Imperialistic purposes, seek slaves, seek spices which were high in demand and seek prestige for that country for having simply discovered something. Marco Polo succeeded in bringing "the Orient" to Italy.

Sample Question 3

COTTON PRODUCTION 1811



COTTON PRODUCTION 1859



- (A) What do the two maps on page 26 reveal about the changes in cotton production in the United States between 1811 and 1859?
- (B) Based on your knowledge of United States history, briefly describe two key developments—political, economic, or technological—that brought about these changes.

Sample Response That Received a Score of 3

- (A) *The two maps illustrate that cotton production was a minor production crop in 1811 and confined to mostly the mid-Atlantic states. It was harvested in the Carolinas with pockets in Tennessee, Virginia and Georgia. Obviously, things had changed by 1859 with the most southern states producing the bulk of the cotton.*
- (B) *One reason for the increase in cotton production between 1811–59 was the introduction of The Cotton Gin. This machine revolutionized the way cotton was harvested. Another aspect was the stabilization of a larger slave population in the South. Cotton is labor intensive and the man power was available through the use of African slaves. Thirdly markets became larger for the cotton. Trade continued to increase within North America as well as with Europe.*

Sample Response That Received a Score of 1

- (A) *From the 2 maps shown, cotton production in the United States more than quadrupled from 1811 to 1859. In 1811, cotton production in the USA was limited to South Carolina and Georgia and some in Virginia, but in 1859, all of the South has been “overcome” by cotton production. It has even stretched west to eastern part of Texas. By 1859, cotton production which was formerly limited to 3 states has now spread to North Carolina, northern Florida, Alabama, Mississippi, Louisiana, Arkansas and Eastern Texas.*
- (B) *In the 1811 period, cotton production was limited mostly due to limited labor. But as soon as slaves were brought from Africa, labor was abundant and cotton production spread like wild fire.*

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 48.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 33 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 33, 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 14.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

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

Test Date: 9/15/15

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

(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
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

(continued on next page)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Middle School: Social Studies 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. Chronological Developments in United States History

1. Understands basic North American geography and the peoples and cultures of North America prior to European colonization
2. Understands how and why European colonies in North America were founded and developed
3. Understands how European, African, and American Indian peoples interacted in North America during the colonial period
4. Understands the origins of the American Revolution and the challenges faced by the early republic
5. Understands the context that led to the writing and adoption of the United States Constitution and Bill of Rights and their impact on the political development of the early United States
6. Understands causes (e.g., Manifest Destiny, gold rush) and effects (e.g., displacement of native peoples, economic expansion) of territorial expansion of the United States in the 19th century
7. Understands causes and effects of 19th-century sectionalism, the Civil War, and Reconstruction
8. Understands the relationship among industrialization, urbanization, and immigration in the late 19th and early 20th centuries
9. Knows major political, economic, social, and cultural developments from the Progressive Era through the New Deal
10. Understands causes of United States participation in the First and Second World Wars and effects of the wars at home and abroad
11. Understands the origins, development, and effects of the Cold War both abroad and domestically
12. Understands social and political changes in the United States from the 1940s to the 1970s (e.g., Civil Rights movement, counterculture, conservatism)
13. Understands the impact of economic and technological changes in the latter half of the 20th century (e.g., globalization, information age)

B. Major Themes in United States History

1. Understands ongoing impacts of racial, gender, and ethnic divisions throughout American history
2. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, and political parties) engaged in politics and shaped policy
3. Understands the emergence of the United States as a world power and the evolving role of the United States in the world
4. Understands major economic transformations (e.g., in agriculture, business, and labor) that occurred in the United States
5. Understands causes and effects of changing patterns of immigration to the United States and internal migration within the United States
6. Understands the struggle and achievements by 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.
- Describe interactions among European settlers and Native American groups during the colonial period and developments in Native American and United States relations throughout history.
- What economic factors attracted Europeans to North America?
- Describe the Spanish, French, and English colonies in North America
- What principles are included in the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and how did these documents affect the development of the United States?
- Describe 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?
- What were 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.
- Describe the roles of government leaders, compromises, and events regarding the growth of sectionalism in the United States.
- Describe 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?
- What were the successes and failures of Reconstruction and the effects it had on society, states, the federal government, and individuals?
- Describe 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, and 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, the wars in Iraq and Afghanistan).
- What were the roles of technology, education, domestic policy, and the economy on United States society throughout the 20th and early 21st centuries?

II. World History

A. Chronological Developments in World History

1. Knows the formation, organization, and contributions of early civilizations in Africa, Europe, and Asia from 8000 B.C.E. to 1000 B.C.E. and in the Americas from 2000 B.C.E. to 1500 C.E.

2. Knows the formation, organization, and contributions of the classical civilizations of Greece, Rome, Persia, India, and China from 1000 B.C.E. to 500 C.E.
3. Knows how civilizations changed as a result of invasions, trade, and the spread of Islam and Christianity from 300 to 1400 C.E.
4. Knows causes and effects of the Renaissance, Reformation, and Enlightenment from 1400 to 1800 C.E.
5. Knows major causes and effects of growing global interactions from 1200 to 1750 C.E. (e.g., Columbian Exchange, colonization, the Plague)
6. Knows major causes and effects of revolutions, nationalism, and imperialism from 1750 to 1914
7. Knows major ideological, economic, and political causes and effects of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization)
8. Knows major developments of the post–Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism)

B. Major Themes in World History

1. Understands how scientific inquiry, technological innovations, and adaptations shaped world societies
2. Understands the role of major world religions in shaping societies and effecting major historical turning points (e.g., the spread of Buddhism, the Crusades, Hinduism)
3. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and in contacts between societies
4. Knows major political ideologies that have influenced the organization of societies in the modern world (e.g., fascism, liberalism, nationalism)
5. Understands major economic transformations that have affected world societies (e.g., feudalism, spread of the market economy, industrialization)
6. Understands the roles of both conflict (e.g., imperialism) and cooperation (e.g., United Nations) in shaping and transforming societies
7. Knows major demographic trends (e.g., urbanization, migration, population growth) in world history and their effects
8. Knows how exploration (e.g., continental, overseas, outer space) affects human societies
9. Understands how struggles for human rights and individual expression shaped various societies

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 the 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 fundamental ideas and institutions arose from the cultures of India, China, Egypt, Greece, Rome, and Mesopotamia?
- Describe the role of Islam in Middle East and African history and its influence in Europe and Asia.
- Describe 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 affect 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.
- What were the causes, major events, and effects of major political revolutions and independence movements (The American Revolution, the French Revolution, revolutions in Latin America)?
- Describe the emergence of totalitarian governments after the First World War.
- What were 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

A. United States Government and Civics

1. Understands the key concepts and ideas on which the United States government is based (e.g., popular sovereignty, separation of powers, rule of law)
2. Understands federalism and the basic relationship between the states and the national government

3. Understands the origins, development, interpretations, and ongoing impact of the United States Constitution
4. Understands the origin, role, and interactions of the three branches of the federal government
5. Understands the development and political impact of civil rights and civil liberties in the United States
6. Understands how the election process operates in the United States
7. Understands the role of political parties, interest groups, and the media in the political process
8. Understands the rights, responsibilities, and duties of citizens

B. Comparative Government and International Relations

1. Understands the major characteristics of different political systems (e.g., democracy, republic, totalitarianism)
2. Understands the relationship between political systems and economic conditions

Discussion areas: Government/Civics

- Describe 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 are the effects of bicameralism on the exercise of legislative power?
- What are the major differences between the two chambers of Congress?
- Describe presidential powers.
- Describe the regulatory functions of government agencies and independent regulatory commissions.
- How do institutions affect the political process of the United States?
- Describe 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?
- Describe some basic approaches to foreign policy (e.g., isolationism, multilateralism).
- Describe the major problems that international organizations face.

IV. Geography

A. Geographic Literacy

1. Understands relative and absolute location and the physical and human characteristics of "place"
2. Understands how to utilize characteristics to identify regions

B. Map Skills

1. Understands and interprets various types of maps
2. Understands latitude and longitude
3. Understands spatial patterns and their meanings
4. Is familiar with recent technological sources of geographic information

C. Physical Geography

1. Demonstrates knowledge of various types of physical features on the Earth's surface
2. Understands the interrelationship between the environment and human activity
3. Knows the physical processes related to the formation of geographic features
4. Knows the basic patterns of climate, ecosystems, and natural resources

D. Human Geography

1. Knows spatial patterns of culture and economic activities
2. Understands basic population patterns
3. Understands basic patterns of land use
4. Understands patterns and interrelationships of migration, trade, and diffusion of ideas
5. Knows basic concepts of political geography
6. Understands how culture and cultural change, human adaptation, and diversity influence human behavior

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 patterns of natural occurrences and why do they occur in certain areas?
- What is an ecosystem and why is understanding ecosystems important?
- Be able to read and interpret population pyramids
- What regions of the United States grew more rapidly than others in the 20th and 21st centuries, and why?
- What are the major trends in ethnic composition of the United States population in the twentieth and twenty-first centuries?
- How does having a wide range of climate zones in Latin America influence the history of the region?
- How has having a limited supply of water influenced the historical and economic development of the Middle East?
- How do 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. Microeconomics I

1. Knows the concepts of scarcity, choice, and opportunity costs
2. Knows the differences among market, command, and mixed economies

B. Microeconomics II

1. Demonstrates knowledge of types of market structure and the characteristics and behavior of firms in perfect competition, monopoly, oligopoly, and monopolistic competition
2. Demonstrates understanding of factor markets and the determination of income distributions and the returns to factors of production (wage, interest, rent, profits)

C. Macroeconomics I

1. Demonstrates understanding of gross domestic product (GDP) and its components
2. Demonstrates understanding of how unemployment is measured and its causes and consequences
3. Understands the principle of supply and demand
4. Knows how government intervention and public policies affect the economy (e.g., taxation, regulation)
5. Knows how consumer choices affect the economy
6. Understands basic principles of personal finance (e.g., budgeting, interest, investment)
7. Understands how the factors of production (i.e., land, labor, capital, and entrepreneurship) affect economic activity
8. Knows different measures of economic performance (e.g., GDP, unemployment, inflation)
9. Understands basic functions of money and how it circulates through the economy
10. Knows the interdependence of the global economy

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?
- Define total product, average product, and marginal product
- What is the law of diminishing returns?
- What are 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?
- 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 is the effect 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 do price indices measure?
- 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?
- Name the different types of unemployment
- How do you determine the equilibrium level of GDP of any economy?
- What are 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?
- What are the important tools of the Federal Reserve for controlling the supply of money?
- What is appropriate fiscal or monetary policies for dealing with the following?
 - Inflation
 - Recessions
 - Stagflation
- Why do nations trade and what can nations 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?

- What is 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 policies can a government pursue to raise the living standards of a country in the long run?

VI. Short Content Essays

The three equally weighted short-answer/essay questions are designed to test knowledge of history and social studies and the ability to define and clarify issues, judge information, and draw conclusions.

In most cases, questions ask examinees to utilize these abilities in demonstrating an understanding of stimulus materials such as maps, graphs, charts, tables, cartoons, diagrams, quotations, or excerpts from documents.

Each of the three questions in the test will have both a history and a social studies component.

The three questions will be divided as follows:

1. United States History, related to Government/Civics
2. World History, related to Geography
3. United States History, related to Economics or Government/Civics
4. World History, related to Economics or Government/Civics

OR

1. United States History, related to Government/Civics
2. World History, related to Geography
3. United States History, related to Economics OR Geography

OR

1. United States History, related to Government/Civics
2. World History, related to Geography
3. World History, related to Economics OR Government/Civics

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

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

8. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the Praxis test

What if English is not my primary language?

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

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

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

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins 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.

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

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

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

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

Put your scores in perspective

Your score report indicates:

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

If you have taken the same *Praxis* test or 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
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

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

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

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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

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