The *Praxis*™ Study Companion

Core Academic Skills for Educators: Reading

5712

Welcome to *The Praxis™ Study Companion*

Prepare to Show What You Know

You have gained 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 tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- 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!

Table of Contents

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

1. Know What to Expect

Familiarize yourself with the Praxis tests so you know what to expect

Which test 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 in both computer and paper formats. **Note:** Not all *Praxis* tests are offered in both formats.

Should I take the computer- or paper-delivered test?

You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats. To help you decide, watch the **What to Expect on Test Day video** for computer-delivered tests.

If I'm taking more than one *Praxis* test, do I have to take them all in the same format?

No. You can take each test in the format in which you are most comfortable.

Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?

No. The computer-delivered test and paper-delivered test cover the same content.

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 some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the *Praxis* Web site for more detailed test registration information at **www.ets.org/praxis/register**.

2. Familiarize Yourself with Test Questions

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

The *Praxis* tests include two types of questions — **multiple-choice** (for which you select your answers from a list of choices) and **constructed-response** (for which you write a response of your own). 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 Multiple-Choice Questions

Many multiple-choice 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 one of 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 multiple-choice 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 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 multiple-choice 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, marking 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

From time to time, new question formats are developed to find new ways of assessing knowledge. The latest tests may include audio and video components, such as a movie clip or animation, instead of the more traditional map or reading passage. Other tests may allow you to zoom in on details of a graphic or picture. Tests may also include interactive questions that take advantage of technology to assess knowledge and skills. They can assess knowledge more than standard multiple-choice questions can. If you see a format you are not familiar with, **read the directions carefully**. They always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to select a single answer from a list of options. Other questions may ask you to respond in the following ways:

- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer or, if the test has an on-screen calculator, you may need to transfer the calculated result from the calculator to the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.

- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of options and drag your answers to the appropriate location in a table, paragraph of text or graphic.

- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions on how to respond. See the [Praxis Computer-delivered Testing Demonstration](#) on the *Praxis* website to learn more about *Praxis* tests and to see examples of some of the types of questions you may encounter.

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 that accurately assess your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay and problem solving 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."

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.

b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.

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 circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in "4. Learn About Your Test" on page 11.

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.

Interactive question types may ask you to respond by:

- Typing in an entry box, particularly for a constructed-response question.
- Clicking an oval answer option for a multiple-choice question.
- Clicking on sentences. In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

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.

3. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

The Praxis Series tests are part of a national testing program, meaning that they are required in more than one state 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 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
- Your Recognition of Excellence (ROE) Award status, if applicable
  (found at www.ets.org/praxis/scores/understand/roe)

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

Content category scores and score interpretation

On many of the *Praxis* tests, questions are grouped into content categories. 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. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

These resources may also help you interpret your scores:

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

- *The Praxis Series Passing Scores* (PDF), found at **www.ets.org/praxis/scores/understand**

- State requirements, found at **www.ets.org/praxis/states**

4. Learn About Your Test

Learn about the specific test you will be taking

Core Academic Skills for Educators: Reading (5712)

Test at a Glance	
Test Name	Core Academic Skills for Educators: Reading
Test Code	5712
Time	85 minutes
Number of Questions	56 multiple-choice questions
Format	Multiple-choice questions based on reading passages and statements
Test Delivery	Computer delivered

	Content Categories	Approximate Number of Questions*	Approximate Percentage of Examination
	I. Key Ideas and Details	17–22	35%
	II. Craft, Structure, and Language Skills	14–19	30%
	III. Integration of Knowledge and Ideas	17–22	35%

* Includes both scored and unscored (pretest) questions. Depending on the number of pretest questions included in each scoring category, the total number of questions in that category may vary from one form of the test to another.

About This Test

The Core Academic Skills for Educators Test in Reading measures academic skills in reading needed to prepare successfully for a career in education. All skills assessed have been identified as needed for college and career readiness, in alignment with the Common Core State Standards for Reading. In particular, there is an emphasis on skills that are critical to learning and achievement in teacher preparation programs. These skills include the ability to understand, analyze, and evaluate texts of different kinds. Varying in difficulty, the reading material on the test is drawn from a variety of subject areas and real-life situations that educated adults are likely to encounter. Each passage is followed by questions that are based on its content and that relate to reading skills. All questions can be answered by using information contained within the passage; no question requires outside knowledge of the content.

The test consists of four types of stimulus material: paired passages totaling approximately 200 words followed by four to seven questions, long passages of approximately 200 words with four to seven questions, short passages of approximately 100 words with two or three questions, and brief statements followed by a single question. Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations. Questions in each of the formats may pose tasks of varying difficulty and test any of the skills identified in the Topics Covered section.

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

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Key Ideas and Details

A. Read closely to determine what a text says explicitly and to make logical inferences from it; connect insights gained from specific details to an understanding of the text as a whole; attend to important distinctions the author makes and to any gaps or inconsistencies in the account; determine where the text leaves matters uncertain

  1. Draw inferences and implications from the directly stated content of a reading selection

B. Determine central ideas or themes of a text and analyze their development; identify accurate summaries of key supporting details and ideas

  1. identify summaries or paraphrases of the main idea or primary purpose of a reading selection

  2. identify summaries or paraphrases of the supporting ideas and specific details in a reading selection

C. Identify how and why individuals, events, or ideas interact within a text; determine how an idea or detail informs an author's argument

II. Craft, Structure, and Language Skills

A. Interpret words and phrases as they are used in a text and recognize how specific word choices shape meaning or tone

  1. determine the author's attitude toward material discussed in a reading selection

B. Analyze the structure of a text, including how specific parts of a text relate to each other and to the whole to contribute to meaning

  1. identify key transition words and phrases in a reading selection and how they are used

  2. identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.

C. Assess how point of view or purpose shapes the content and style of a text

  1. determine the role that an idea, reference, or piece of information plays in an author's discussion or argument

D. Apply knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading

  1. determine whether information presented in a reading selection is presented as fact or opinion

E. Determine the meaning of unknown and multiple-meaning words and phrases by using context clues

  1. identify the meanings of words as they are used in the context of a reading selection

F. Understand figurative language and nuances in word meanings

G. Understand a range of words and phrases sufficient for reading at the college and career readiness level

III. Integration of Knowledge and Ideas

A. Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words

    1. answer questions about texts that include visual representations

B. Identify and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

    1. identify the relationship among ideas presented in a reading selection

    2. determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection

    3. determine the logical assumptions upon which an argument or conclusion is based

    4. draw conclusions from material presented in a reading selection

C. Analyze how two or more texts address similar themes or topics in order to build knowledge and/or compare the approaches the authors take

    1. recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection

    2. apply ideas presented in a reading selection to other situations

5. Determine Your Strategy for Success

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

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day. A helpful resource is the **Strategies for Success video**, which includes tips for preparing and studying, along with tips for reducing test anxiety.

1) Learn what the test covers.

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

You'll find specific information on the test you're taking in "4. Learn About Your Test" on page 11, 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 college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many *Praxis* tests at **www.ets.org/praxis/testprep**. Each guide provides a combination of test preparation and practice, including 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 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 in "3. Understand Your Scores" on page 9.

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 19 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 17 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 11 to select topics, and then review the practice questions, beginning on page 23.

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

- **Take the practice test together.** The idea of the 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.** Score one another's answer sheets. 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.

6. 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 *Praxis I® Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Topics Covered" information beginning on page 11 to help complete it.

Use this worksheet to:

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

Praxis Test Name: *Praxis I* **Pre-Professional Skills Test: Reading**
Praxis Test Code(s): **0710**
Test Date: **11/15/12**

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
Literal Comprehension						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

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
Critical and Inferential Comprehension						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/ implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

My Study Plan

Use this worksheet to:

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

Praxis Test Name: _____
Praxis Test Code: _____
Test Date: _____

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

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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?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the "Skip" function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. 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 multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or 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 mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

1. **For a paper-delivered test, put your answers in the right bubbles.** It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.

2. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. 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.

3. **Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.

4. **Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers 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.

5. **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.

6. **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 similar-looking (but in fact very different) tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.

7. **Use your energy to take the test, not to get angry at it.** Getting angry at the test 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. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

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 statement or passage in this test is followed by a question or questions based on its content. After reading a statement or passage, choose the best answer to each question from among the five choices given. Answer all questions following a statement or passage on the basis of what is *stated* or *implied* in that statement or passage; you are not expected to have any previous knowledge of the topics treated in the statements and passages. Remember, try to answer every question.

1.   On the computer screen you will see the following:

Marguerite Duras' achievement as a filmmaker was marked by refusal to become a professional of the cinema, with all that implies in terms of prestige, influence, financial backing, and even know-how. Although she made many films, she said that she knew very little about the technology of cinema, and that she had no reason to learn any more: "I want to remain where I am, on the first grounds of cinema, in the primitive zones."

The passage is primarily concerned with

- ⬭ condemning critics' failure to appreciate the work of a particular filmmaker
- ⬭ describing the attitude of a particular filmmaker
- ⬭ analyzing the style of a particular filmmaker
- ⬭ criticizing the technical shortcomings of a particular filmmaker
- ⬭ discussing the content of the works of a particular filmmaker

Click on your choice.

The passage describes filmmaker Marguerite Duras' attitude toward becoming a professional of the cinema: she refused to become involved with the fame, financial matters, and technology associated with film. Thus, the correct answer is the second one. The first and fourth choices can be eliminated because the passage neither criticizes Duras nor indicates that others have failed to appreciate her work. The third and fifth choices can be eliminated because the passage discusses neither the style nor the content of Duras' films.

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Click on your choice.

Questions 2–3

One promising energy source is sophisticated development of the basic windmills that have ground grain, drained land, and pumped water for centuries. Coupled with advanced storage batteries, very large windmills might satisfy the total energy needs for rural areas, towns, and even small cities in locales where strong and prevalent winds can be counted on. Wind power has several advantages. First, no new technology is really required. Second, the energy source is inexhaustible and 100 percent clean. Third, relatively little capital investment is needed to install or operate windmills.

But wind power has major disadvantages, too. Most obviously, it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs.

However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a substantial fraction of the world's electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.

2.   On the computer screen you will see the following:

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End

operate windmills.
But wind power has major disadvantages, too. Most obviously,
(20) it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests
(25) of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs.
(30)   However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a
(35) substantial fraction of the world's electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.

The passage states that sea-based windmills could provide energy effectively if

○ they were constructed in shallow water
○ they were located near major urban ports
○ they were placed on stationary platforms
○ the power they generated could be transferred efficiently to shore
○ the power they generated could be stored in advanced high-capacity batteries

Click on your choice.

</div>

The first choice can be eliminated because the windmills are described as being placed in deep water; the second choice can be eliminated because there is no indication that the windmills would have to be near ports. The passage directly contradicts the third choice, since "buoys" (see first sentence of third paragraph) are not stationary platforms. The last choice brings up the batteries that were mentioned in the second sentence of the first paragraph. However, such batteries are not specifically related in the passage to sea-based windmills. The passage does specifically mention highly efficient cables as a critical part of the sea-based system. Therefore, the fourth choice is the best answer.

End

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Click on your choice.

3. On the computer screen you will see the following:

End

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buoy-based windmills could be linked
to land by loss-free superconducting
power transmission cables.

Which of the following best describes the
organization of the passage?

⬭ A series of interrelated events is
    arranged chronologically.
⬭ A controversial theory is proposed
    and then persuasively defended.
⬭ An unforeseen problem is described
    and several examples are provided.
⬭ A criticism is summarized, evaluated,
    and then dismissed.
⬭ A problematical issue is discussed
    and a partial solution suggested.

Click on your choice.

The last choice is the correct answer. "A problematical issue is discussed" summarizes the first two paragraphs, in which both the pros and cons of a complicated situation are examined. They are followed, in the third paragraph, by the suggestion of "a partial solution," which partially remedies some of the problems of using windmills to generate electricity.

End	
operate windmills. But wind power has major disadvantages, too. Most obviously, *(20)* it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests *(25)* of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs. *(30)* However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a *(35)* substantial fraction of the world's electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.	Which of the following best describes the organization of the passage? ◯ A series of interrelated events is arranged chronologically. ◯ A controversial theory is proposed and then persuasively defended. ◯ An unforeseen problem is described and several examples are provided. ◯ A criticism is summarized, evaluated, and then dismissed. ● A problematical issue is discussed and a partial solution suggested. Click on your choice.

4.   On the computer screen you will see the following:

Jazz is the most original aesthetic form to emerge from the United States, but it has not always been the most

Line popular. After the big-band era of the

(5) 1930s, most jazz was played in small rooms that held about a hundred people. The sound systems were usually bad, and the players were considered to be small-time entertainers. If the music was

(10) strong enough, however, the audience would quiet down or shout approval when something especially swinging was played. Unlike in the more polished venues found recently, the participation

(15) of listeners was not forbidden, and people were not expected to keep absolutely quiet until a song ended.

The primary purpose of the passage is to

○   describe the critical response to jazz just after the big-band era

○   discuss how jazz performers have been affected by their audiences

○   indicate how audience response to jazz has changed over time

○   recount the author's experiences of listening to jazz as a young person

○   outline the historical origins of jazz in the early part of the twentieth century

Click on your choice.

The passage focuses on how audiences since the big-band era have responded to jazz. Therefore, the third choice is the correct answer. The first choice is incorrect because the focus of the passage is not on critics' response to jazz but rather on the responses of general audiences to jazz. The second and fourth choices can be eliminated because the passage does not discuss the effects of audiences on performers or the author's personal reminiscences. The last choice is incorrect because the passage does not give an outline of the origins of jazz.

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Click on your choice.

5. On the computer screen you will see the following:

When Michelangelo began painting the ceiling of the Sistine Chapel, he had five painters assisting him in the techniques
Line of fresco, in which he was relatively
  (5) unskilled. Finding their work inadequate, he dismissed them and resolved to accomplish the whole task by himself. Vasari, his friend and biographer, tell us that Michelangelo worked through four
(10) years "with the utmost solicitude, labor, and study."
Creativity such as Michelangelo's is self-nourishing: Vasari states that Michelangelo "became more and more
(15) kindled by his fervor in the work." I believe that this interplay of creativity and effort is what constitutes genius—and what made Michelangelo a great artist.

In order to evaluate the validity of the author's claim regarding Michelangelo (lines 15-18), it would be most helpful to know which of the following?

◯ How well Vasari knew Michelangelo
◯ How Vasari characterized other great painters
◯ Whether Vasari's descriptions of Michelangelo are accurate
◯ Whether Michelangelo was skilled at fresco painting when he finished the Sistine ceiling
◯ Whether Michelangelo created all of his major works without assistants

Click on your choice.

In making the comment about Michelangelo's greatness, the author relies on information Vasari has supplied. If Vasari's claims that Michelangelo worked with great care and was inspired by his work are not correct, the author's claim about Michelangelo may not be valid. It would therefore be useful to know the information represented by the third choice. The first choice may appear at first glance to be relevant, but it is not as good a choice as the third choice, since Vasari might have known Michelangelo quite well but not have supplied accurate information in his biography. The second choice is even less satisfactory since we are concerned only with how Vasari described Michelangelo, not how he described other painters. The fourth choice, while it might confirm statements about Michelangelo's skill, does not help us evaluate the author's claim in the last sentence of the passage. The last choice can be eliminated for similar reasons. The third choice is, therefore, the best answer to this question.

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6. On the computer screen you will see the following:

In 1888, just as its hospital was nearing completion, what was to become the Johns Hopkins School of Medicine ran out of funds; the Baltimore and Ohio Railroad, on which the parent university had been depending for money, was experiencing financial difficulty. The railroad's financial troubles proved a stroke of luck for the cause of women's rights. When the directors did open the school in 1893, it was because five women had raised more than $500,000 through a multicity campaign. They had insisted, as a condition of this endowment, that Hopkins be the first school of medicine in the nation to admit men and women on equal terms.

Which of the following is an unstated assumption made by the author of the passage?

- ⬭ Even if it had not experienced financial difficulties, the Baltimore and Ohio Railroad would not have furnished Johns Hopkins University with additional funds.
- ⬭ The Johns Hopkins School of Medicine would have excluded women if the fund-raisers had not insisted that the school admit women.
- ⬭ In 1888 Johns Hopkins University was suffering from a shortage of funds in all its schools.
- ⬭ The establishment of the Johns Hopkins School of Medicine would spur the development of other schools of medicine.
- ⬭ The women fund-raisers themselves wished to be trained as doctors.

Click on your choice.

The second choice is clearly supported by the last sentence of the passage. Because the fund-raisers had to insist that Johns Hopkins admit women, it can be inferred that the author believes the admission of women was directly caused by their insistence and would otherwise not have taken place.

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○ The women fund-raisers themselves wished to be trained as doctors.

Click on your choice.

Question 7

Recently, increasing attention has been called to the fact that the four freedoms of universities—the freedom to determine who may teach, what will be taught, how it will be taught, and who may study what is taught—are being threatened by the many regulations imposed on universities by the federal government.

Surprisingly, much of this criticism of governmental regulation has come from the universities. After all, universities eagerly accepted the money that was made available for research and scholarships by the National Defense Education Act, which was a governmental response to the launching of Sputnik I in 1957 by the Soviet Union. As its name implies, the National Defense Education Act was concerned with a governmental goal, the national defense. Moreover, the federal government made it clear from the very beginning that it intended to control how such money was spent. Similarly, universities actively supported the Higher Education Act of 1965, which was part of a governmental attempt to end discrimination—a goal that can accurately be described as political.

Clearly, any attempt by the federal government to limit the four freedoms of universities is undesirable. But it is also important to remember that the federal government became involved in university education because it was seeking admirable goals, goals that were also sought by universities.

7.   On the computer screen you will see the following:

End

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government became involved in university
education because it was seeking
(35) admirable goals, goals that were also
sought by universities.

The author would be LEAST likely to agree with which of the following statements about governmental regulation and universities?

○ Universities are better able to define their four freedoms than is the federal government.

○ Universities are going to continue to criticize governmental regulation in the near future.

○ The federal government should consult with university personnel before imposing new regulations.

○ The federal government passed the National Defense Education Act in order to attain a desirable goal.

○ The federal government should limit the four freedoms of universities if the goal it seeks is a desirable one.

Click on your choice.

In the first sentence of the third paragraph, the author expresses the opinion that all attempts by the government to limit the four freedoms of universities are undesirable. Thus, the author would be least likely to agree with the last choice, the best answer, which states that the federal government should limit university freedoms if the goal it plans to achieve by doing so is desirable.

End

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○ The federal government passed the National Defense Education Act in order to attain a desirable goal.

● The federal government should limit the four freedoms of universities if the goal it seeks is a desirable one.

Click on your choice.

Questions 8–9

Lyndon Johnson's father once told him that he did not belong in politics unless he could walk into a roomful of people and tell immediately who was for him and who was against him. In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that he would often turn while in the White House.

This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had said about the office and he had read Corwin and Neustadt. With eager confidence, Kennedy acquired a presidential suit off the rack and put on a little weight to make himself fit it.

8. On the computer screen you will see the following:

	End
Lyndon Johnson's father once told him that he did not belong in politics unless he could walk into a roomful of *Line* people and tell immediately who was (5) for him and who was against him. In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store (10) by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that (15) he would often turn while in the White House. This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. (20) John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had	Which of the following words, if substituted for the word "uncanny" in line 7, would introduce the LEAST change in the meaning of the sentence? ◯ legendary ◯ subtle ◯ invisible ◯ persuasive ◯ supernatural Click on your choice.

The "uncanny" power described in the first sentence is clearly not a power that people ordinarily have. It could, therefore, best be described as "supernatural." The last option is the best answer.

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Lyndon Johnson's father once told him that he did not belong in politics unless he could walk into a roomful of *Line* people and tell immediately who was *(5)* for him and who was against him. In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store *(10)* by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that *(15)* he would often turn while in the White House. This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. *(20)* John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had	Which of the following words, if substituted for the word "uncanny" in line 7, would introduce the LEAST change in the meaning of the sentence? ○ legendary ○ subtle ○ invisible ○ persuasive ● supernatural Click on your choice.

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End

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fit it.

In the passage, the author is primarily concerned with

   ⭕ explaining an event
   ⭕ making a comparison
   ⭕ listing facts
   ⭕ retelling a story
   ⭕ refuting an argument

Click on your choice.

The passage is about the different approaches of Johnson and Kennedy to the presidency. In explaining how each approached the office and how they differed in this respect, the author is necessarily making a comparison. The correct answer is the second option, "making a comparison."

End	
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of politics, confirmed in a long and
respected congressional career—that
(15) he would often turn when in the White
House.
    This reliance on instinct enabled
Johnson to put on the presidency
like a suit of comfortable old clothes.
(20) John Kennedy, on the other hand,
came to it with a historical, nearly
theoretical view of what was required
of a strong President—he knew
exactly what Woodrow Wilson had
(25) said about the office and he had
read Corwin and Neustadt. With
eager confidence, Kennedy acquired
a presidential suit off the rack and
put on a little weight to make himself
fit it.

In the passage, the author is primarily concerned with

- ◯ explaining an event
- ● making a comparison
- ◯ listing facts
- ◯ retelling a story
- ◯ refuting an argument

Click on your choice.

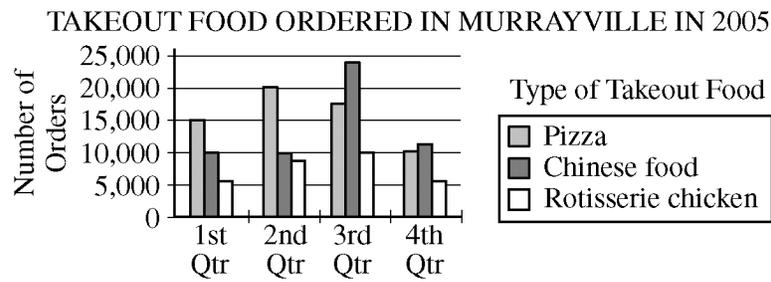10. On the computer screen you will see the following:

Alice Fletcher, the Margaret Mead of her day, assisted several American Indian nations that were threatened with removal from their land to the Indian Territory. She helped them in petitioning Congress for legal titles to their farms. When no response came from Washington, she went there herself to present their case.

According to the statement above, Margaret Fletcher attempted to

○ imitate the studies of Margaret Mead
○ obtain property rights for American Indians
○ protect the integrity of the Indian Territory
○ become a member of the United States Congress
○ persuade Washington to expand the Indian Territory

Click on your choice.

The passage states that Alice Fletcher helped American Indians secure legal title to their land so they would not be forced to abandon it. This idea is expressed in the second choice, "obtain property rights for American Indians," which is, therefore, the correct answer.

Alice Fletcher, the Margaret Mead of her day, assisted several American Indian nations that were threatened with removal from their land to the Indian Territory. She helped them in petitioning Congress for legal titles to their farms. When no response came from Washington, she went there herself to present their case.

According to the statement above, Margaret Fletcher attempted to

- ○ imitate the studies of Margaret Mead
- ● obtain property rights for American Indians
- ○ protect the integrity of the Indian Territory
- ○ become a member of the United States Congress
- ○ persuade Washington to expand the Indian Territory

Click on your choice.

11. On the computer screen you will see the following:
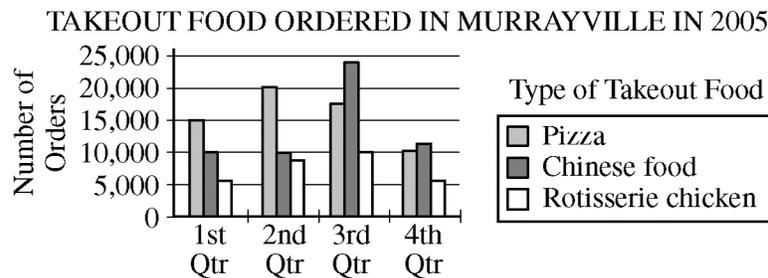
TAKEOUT FOOD ORDERED IN MURRAYVILLE IN 2005

Which conclusion about takeout food ordered in Murrayville in 2005 is best supported by the data presented in the graph above?

○ Chinese food was the most ordered takeout food for each quarter.
○ During the second quarter, fewer orders were placed for Chinese food than for rotisserie chicken.
○ During the fourth quarter, an approximately equal number of orders were placed for pizza and for Chinese food.
○ During each quarter, more orders were placed for pizza than for either Chinese food or rotisserie chicken.
○ More orders were placed for pizza during the second half of the year than were placed during the first half of the year.

Click on your choice.

The first choice can be eliminated because there are clearly fewer orders for Chinese food than for pizza in both the first and second quarters. The second choice is incorrect because there were more orders for Chinese food than for rotisserie chicken in the second quarter. The fourth choice can be eliminated because pizza was clearly not the most ordered food item in the third and fourth quarters. The last choice is incorrect because the combined pizza orders for the first and second quarters are clearly greater than the combined pizza orders for the third and fourth quarters. The third choice is, therefore, the best answer: results for the fourth quarter show that orders for pizza and for Chinese food were about the same, if not identical.

TAKEOUT FOOD ORDERED IN MURRAYVILLE IN 2005

Which conclusion about takeout food ordered in Murrayville in 2005 is best supported by the data presented in the graph above?

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○ During the second quarter, fewer orders were placed for Chinese food than for rotisserie chicken.
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○ More orders were placed for pizza during the second half of the year than were placed during the first half of the year.

Click on your choice.

12. On the computer screen you will see the following:

Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The
Line impacts of ecotourism can be managed to realize a balance between
(5) preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours. Further, by creating economic incentives for impoverished
(10) villages or communities, ecotourism can encourage local guardianship of natural resources, habitats and wildlife.

Passage 2

The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas have shown pronounced forest regrowth since the beginning
(15) of ecotourism in the region in the 1990s. Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number of tours per day per trail (to two)
(20) and guests per tour (to eight).

The authors of the passages agree that

○ preservation is more important than development

○ measuring the success of ecotourism can be difficult

○ ecotourism is justifiably more expensive than regular tourism

○ ecotourism can have positive effects when it is done correctly

○ the responsibility of environmental stewardship falls on the local people

Click on your choice.

Both passages discuss ecotourism and its environmental impact when carried out effectively. According to the opening sentence of Passage 1, "When conducted properly, ecotourism . . . is less destructive than many other environmental uses." Passage 2 illustrates this idea; therefore, the correct answer is the fourth one. The first and fifth choices are topics discussed in one of the two passages, but not both; therefore, those choices can be eliminated. The second choice is not suggested by either passage and is therefore also wrong. The third choice can be readily eliminated because there is no discussion of ecotourism's being more costly than regular tourism.

Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The
Line impacts of ecotourism can be managed to realize a balance between
(5) preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours. Further, by creating economic incentives for impoverished
(10) villages or communities, ecotourism can encourage local guardianship of natural resources, habitats and wildlife.

Passage 2

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○ ecotourism is justifiably more expensive than regular tourism

● ecotourism can have positive effects when it is done correctly

○ the responsibility of environmental stewardship falls on the local people

Click on your choice.

13. On the computer screen you will see the following:

Passage 1

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(20) and guests per tour (to eight).

Which of the following statements best describes the relationship between the two passages?

◯ Passage 1 describes the causes of an event, whereas Passage 2 focuses on the effects of an event.

◯ Passage 1 addresses current policies, whereas Passage 2 considers future policies.

◯ Passage 1 makes general arguments, whereas Passage 2 offers a specific argument.

◯ Passage 1 introduces a problem for which a tentative solution is provided in Passage 2.

◯ Passage 1 advances a claim that is refuted with a counterclaim in Passage 2.

Click on your choice.

The choice that best reflects the relationship between the two passages is the third one. Passage 1 makes general claims about ecotourism, and Passage 2 cites the Lapa Rios Ecolodge as a specific example of how ecotourism can be carried out. The first choice might seem appealing because the effects of ecotourism are discussed in Passage 2; however, there is no corresponding discussion of the causes of ecotourism in Passage 1. The first choice therefore is incorrect. The second choice is incorrect because Passage 2 discusses current policies rather than future ones. The fourth choice can be eliminated because there is no discussion of a problem needing a solution in either of the two passages. Finally, the fifth choice is incorrect because the two passages support one another in their claims.

Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The

Line impacts of ecotourism can be managed to realize a balance between
(5) preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours. Further, by creating economic incentives for impoverished
(10) villages or communities, ecotourism can encourage local guardianship of natural resources, habitats and wildlife.

Passage 2

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○ Passage 1 introduces a problem for which a tentative solution is provided in Passage 2.

○ Passage 1 advances a claim that is refuted with a counterclaim in Passage 2.

Click on your choice.

14. On the computer screen you will see the following:

Passage 1

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Line impacts of ecotourism can be managed to realize a balance between
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(20) and guests per tour (to eight).

Unlike the author of Passage 2, the author of Passage 1 mentions

◯ the number of allowable tours

◯ the unintended consequences of ecotourism

◯ the economic impact on local residents

◯ the environmental ramifications of ecotourism

◯ preferred modes of travel through natural areas

Click on your choice.

The first choice can be eliminated because both Passage 1 and Passage 2 mention the number of allowable tours. The fourth choice too can be eliminated because both passages talk about the ramifications of ecotourism. As neither the second nor fifth choices are addressed in either Passage 1 or Passage 2, these choices too are incorrect. Therefore, the correct answer is the third choice. Only Passage 1 directly mentions the economic impact of ecotourism on local people.

Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The

Line impacts of ecotourism can be managed to realize a balance between
(5) preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours. Further, by creating economic incentives for impoverished
(10) villages or communities, ecotourism can encourage local guardianship of natural resources, habitats and wildlife.

Passage 2

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(15) of ecotourism in the region in the 1990s. Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number of tours per day per trail (to two)
(20) and guests per tour (to eight).

Unlike the author of Passage 2, the author of Passage 1 mentions

⬭ the number of allowable tours

⬭ the unintended consequences of ecotourism

⬤ the economic impact on local residents

⬭ the environmental ramifications of ecotourism

⬭ preferred modes of travel through natural areas

Click on your choice.

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(10) villages or communities, ecotourism can encourage local guardianship of natural resources, habitats and wildlife.

Passage 2

The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas have shown pronounced forest regrowth since the beginning
(15) of ecotourism in the region in the 1990s. Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number of tours per day per trail (to two)
(20) and guests per tour (to eight).

Which of the following specific strategies mentioned by the author of Passage 1 is exemplified in Passage 2 ?

◯ Limiting the size and number of tours

◯ Recycling the waste produced by ecotourists

◯ Increasing economic opportunities for communities

◯ Incorporating environmentally conscious meals

◯ Constructing environmentally friendly accommodations

Click on your choice.

Answering this question correctly requires the identification of a concrete example in Passage 2 that illustrates a general claim made in Passage 1. Of the choices, only the first one is something for which a specific example is provided in Passage 2. Specifically, Passage 2 refers to a policy that "rigorously limits the number of tours per day per trail (to two) and guests per tour (to eight)." This reference is an example of "limiting both the size and number of tours in a particular area," which is mentioned in Passage 1.

Passage 1

When conducted properly, ecotourism—responsible travel to natural areas that conserves the environment and sustains the well-being of local people—is less destructive than many other environmental uses. The

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◯ Incorporating environmentally conscious meals

◯ Constructing environmentally friendly accommodations

Click on your choice.

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(20) and guests per tour (to eight).

As used in line 13, "clear" most nearly means

◯ pure

◯ obvious

◯ luminous

◯ serene

◯ bare

Click on your choice.

In the sentence "The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous," "clear" means "apparent." The second choice, "obvious," provides a synonym for "apparent" and is therefore the best answer.

Passage 1

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○ serene

○ bare

Click on your choice.

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(20) and guests per tour (to eight).

Which of the following, if true, would most weaken the implied argument in Passage 2 regarding the impact of Lapa Rios Ecolodge?

⬭ Lapa Rios Ecolodge is the only lodge of its kind in Costa Rica.

⬭ Other forms of tourism have flourished in Costa Rica since the 1990s.

⬭ Wildlife use the Lapa Rios nature reserve and adjacent forest areas as habitat.

⬭ The company that manages Lapa Rios Ecolodge is not a Costa Rican company.

⬭ Forest areas throughout Costa Rica have shown pronounced forest regrowth since the 1990s.

Click on your choice.

To answer this question correctly, you first need to understand the implied argument in Passage 2 about the impact of the arrival of the Lapa Rios Ecolodge in Costa Rica. Since the 1990s, with the arrival of the Lapa Rios Ecolodge, the "LR nature reserve and adjacent forest areas have shown pronounced forest regrowth" in the region. The passage implies that the regrowth in the region of the LR Ecolodge would have been less without the presence of the lodge and reserve. Which of the choices, if true, would most weaken this implied argument? Of the choices offered, the last one would most undermine this claim and therefore is the correct answer. If forest areas in general have shown "pronounced . . . regrowth" throughout Costa Rica, it would suggest that a reason other than the Lapa Rios Ecolodge accounts for the regrowth. The other choices, if true, would not as fully undermine the argument about the role of the Lapa Rios Ecolodge in the forest regrowth in the region.

Passage 1

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Line impacts of ecotourism can be managed to realize a balance between
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○ The company that manages Lapa Rios Ecolodge is not a Costa Rican company.

● Forest areas throughout Costa Rica have shown pronounced forest regrowth since the 1990s.

Click on your choice.

18. On the computer screen you will see the following:

If it can be said that a single voice dominated the American theater from the 1980s through 2005, that voice definitely belonged to playwright August Wilson. Wilson, who has been dubbed "the American Shakespeare," was a prolific writer with more than ten major plays, numerous theatrical commentaries, and other creative work to his credit. Yet it is not merely the number of his productions that marks Wilson's dominance in modern drama, but his ability to put into words the ideas and experiences of everyday African Americans.

The passage supports which of the following claims about August Wilson?

Select <u>all</u> that apply.

☐ He was greatly influenced by William Shakespeare.

☐ He was a highly productive writer who wrote in various genres.

☐ He successfully articulated the thoughts and experiences of a specific community.

<div style="text-align:center;background:#d0d0d0">Click on your choices.</div>

While Shakespeare is mentioned in the passage, nowhere is it stated or suggested that he influenced Wilson; therefore, the first choice can be eliminated. However, the passage does state that Wilson wrote not only several plays, but also "numerous theatrical commentaries, and other creative work." These other types of creative works in addition to plays provide support for the second choice. As for the third choice, the final sentence of the passage indicates that Wilson's dominance was not just because of the quantity of work he produced, but also because of his ability to express the "ideas and experiences" of African Americans. This sentence supports the third choice as being correct also. Therefore, the correct responses to this question are the second and third choices.

If it can be said that a single voice dominated the American theater from the 1980s through 2005, that voice definitely belonged to playwright August Wilson. Wilson, who has been dubbed "the American Shakespeare," was a prolific writer with more than ten major plays, numerous theatrical commentaries, and other creative work to his credit. Yet it is not merely the number of his productions that marks Wilson's dominance in modern drama, but his ability to put into words the ideas and experiences of everyday African Americans.

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- ☐ He was greatly influenced by William Shakespeare.

- ☒ He was a highly productive writer who wrote in various genres.

- ☒ He successfully articulated the thoughts and experiences of a specific community.

Click on your choices.

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9. Check on Testing Accommodations

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

What if English is not my primary language?

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

What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the United States armed forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at **www.ets.org/praxis/register/accommodations/monday_testing**.

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

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

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- 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/praxis/register/disabilities**.

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

10. Do Your Best on Test Day

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

You followed your study plan. You are 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 and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response questions for a paper-delivered test
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

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 necessary 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
- scrap paper
- any electronic, photographic, recording, or listening devices

Note: All cell phones, smart phones (e.g., BlackBerry® devices, iPhones®, etc.), PDAs, 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 items?

❒ 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!

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 pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. 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.

What are the *Praxis I* tests?

The *Praxis I* tests, including the Core Academic Skills for Educators tests, measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. *Praxis I* tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

What are the *Praxis II* tests?

Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 *Praxis II* tests, which contain multiple-choice or constructed-response questions, or a combination of both.

What is the difference between *Praxis* multiple-choice and constructed-response tests?

Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific *Praxis II* pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the *Praxis* test.

Who takes the tests and why?

Some colleges and universities use the *Praxis I* tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require *Praxis I* scores as part of their teacher licensing process.

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

Do all states require these tests?

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

What is licensure/certification?

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

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

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

Your state chose *The Praxis Series* tests because they assess the breadth and depth of content—called the "domain"—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

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

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice 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.

*ETS Standards for Quality and Fairness (2003, Princeton, NJ) 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 (1999, Washington, DC).

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 existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the 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 scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. 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 their *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 in to your *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.

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

Let the *Praxis*™ *Study Companion* guide you.

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