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Praxis Series™ Update for Ohio at OACTE Meeting

Ines Bosworth, Client Relations Director
Dena Hoffman, Marketing Director
April 16, 2010

TODAY'S SESSION OVERVIEW

- Supporting Teacher Candidates
 - Using the *Praxis* Web site
 - Ohio-specific Web site
 - Test preparation materials
- Supporting Ohio's IHEs
 - IHE Portal
 - Tools for IHEs
 - Symposium and meetings with IHEs



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Using the *Praxis* Web Site



HELPING OHIO'S TEACHER CANDIDATES

Using the *Praxis* Web Site

- The *Praxis* Web Site
 - Focus on test-takers and how they go through the process
 - Ohio-specific Web pages
- Objectives
 - Improve Test-Taker Experience
 - Determine what test(s) are required for licensure/certification
 - Help with registration
 - Easier-to-find test dates and centers
 - Aid test takers in preparing for the test(s)

Improve test taker satisfaction with the process

HELPING OHIO TEACHER CANDIDATES

Are they prepared?

- Many *Praxis* candidates indicate they do not prepare
 - 40% of *Praxis I* and 33% of *Praxis II* test takers received a lower score than they expected
- Upon exiting the test, 90% said
 - “The test was not difficult.”
 - “I thought I did well.”
- Candidates tend to overestimate their preparedness
- Success on teacher licensure tests is directly linked to preparation

HELPING TEACHER CANDIDATES

Follows how test takers go through testing process


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The Praxis Series: Teacher Licensure and Certification

The Praxis Series™ assessments provide educational tests and other services that states use as part of their teacher licensure and certification process. The *Praxis I*® tests measure basic academic skills, and the *Praxis II*® tests measure general and subject-specific knowledge and teaching skills.

In This Section

- ▶ [Praxis Home](#)
 - [For Test Takers](#)
 - [For Institutions of Higher Education](#)
 - [Conferences and Events](#)
 - [Research](#)

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My Praxis Profile

Print admission ticket, order score reports for paper-based tests.

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Related Links

- [Registration Code Lists](#)
- [ParaPro Assessment](#)
- [The School Leadership](#)

State Testing Requirements

Select a state, territory, or organization

For Test Takers

- [About the Test](#)
- [Register for a Test](#)
- [Test Centers and Dates](#)
- [Prepare for a Test](#)
- [On Test Day](#)
- [Get Test Scores](#)
- [Disabilities](#)
- [Get Bulletin](#)

For Institutions of Higher Education

- [Scores and Reports](#)
- [Test Centers and Dates](#)
- [Test Preparation](#)
- [Workshops](#)
- [Newsletter](#)

Important Updates

▲ [Additional Centers to Administer Praxis I \(PPST®\) in April and July](#)

[Emergency Registration Replaces Standby Testing](#)

[New Online Registration System for Praxis Paper-based Tests](#)

▲ [New Admission Ticket Process](#)

▲ [Praxis I \(PPST\) Test Revisions](#)

Spotlight



REGISTERING FOR PRAXIS

Register button and *Praxis* Profile button in left-navigation


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In This Section

- ▶ [Praxis Home](#)
- [For Test Takers](#)
- [For Institutions of Higher Education](#)
- [Conferences and Events](#)
- [Research](#)

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- [ParaPro Assessment](#)
- [The School Leadership](#)

State Testing Requirements

Select a state, territory, or organization

For Test Takers

- [About the Test](#)
- [Register for a Test](#)
- [Test Centers and Dates](#)
- [Prepare for a Test](#)
- [On Test Day](#)
- [Get Test Scores](#)
- [Disabilities](#)
- [Get Bulletin](#)

For Institutions of Higher Education

- [Scores and Reports](#)
- [Test Centers and Dates](#)
- [Test Preparation](#)
- [Workshops](#)
- [Newsletter](#)

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▲ [New Admission Ticket Process](#)

▲ [Praxis I \(PPST\) Test Revisions](#)

Spotlight



REGISTERING FOR *PRAXIS*

Based on computer or paper delivered testing

Simplify
paper-l

The screenshot shows the ETS.org website interface. At the top left is the ETS logo and 'THE PRAXIS SERIES' text. A search bar is located at the top right. A navigation menu includes links for Home, Tests, Products, Services, Research, Store, and Contact Us. Below the navigation, the page title is 'Tests Directory > The Praxis Series: Teacher Licensure and Certification'. The main heading is 'For Test Takers'. A secondary navigation bar includes 'About the Test', 'Registration', 'Prepare for Test', 'On Test Day', 'Scores', 'Frequently Asked Questions', and 'Contact Praxis'. A third navigation bar includes 'How to Register', 'Test Centers and Dates', 'Fees', 'Disabilities', 'Other Accommodations', 'Registration Changes', and 'Codes'. The main content area is titled 'Praxis™ Test Registration Overview' and is divided into two columns. The left column is titled 'Register for a Praxis I® Computer-based Test' and describes computer-based tests as year-round and by appointment, with a list of contact information for Prometric Candidate Services. The right column is titled 'Register for a Praxis I or Praxis II® Paper-based Test' and describes paper-based tests as offered on fixed dates throughout the year, with a list of instructions for online registration and a link to other registration methods. Below these columns is a paragraph about accessing score reports and a section for 'Important Notes'. On the left side of the page, there is a sidebar with sections for 'In This Section', 'State Testing Requirements', 'My Praxis Profile', and 'Related Links'. The ETS logo is also present in the bottom left corner.

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Tests Directory > The Praxis Series: Teacher Licensure and Certification

For Test Takers

About the Test | Registration | Prepare for Test | On Test Day | Scores | Frequently Asked Questions | Contact Praxis

How to Register | Test Centers and Dates | Fees | Disabilities | Other Accommodations | Registration Changes | Codes

Praxis™ Test Registration Overview

Register for a <i>Praxis I</i> ® Computer-based Test	Register for a <i>Praxis I</i> or <i>Praxis II</i> ® Paper-based Test
Computer-based tests are given year-round by appointment. <ul style="list-style-type: none">• Call Prometric Candidate Services at 1-800-853-6773 and register with a credit/debit card.• TTY users call 1-800-529-3590.• See other ways to register for computer-based tests.	Paper-based tests are offered on fixed dates throughout the year. <ul style="list-style-type: none">• Register online using a credit/debit card.• See other ways to register for a paper-based test.

Regardless of whether you register by phone, mail or online, you will access your score reports [online](#) via your My *Praxis* account. You can also use your My *Praxis* account to print admission tickets (for paper-based testing only, except test takers requesting special accommodations); change personal information; and order additional score reports.

Important Notes

ETS THE PRAXIS SERIES

Praxis III
Registration Code Lists
Pathwise

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on 31

FINDING TEST CENTERS AND DATES

Easy-to-read chart shows test dates and deadlines



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Tests Directory > *The Praxis Series: Teacher Licensure and Certification*

For Test Takers

[About the Test](#) | [Registration](#) | [Prepare for Test](#) | [On Test Day](#) | [Scores](#) | [Frequently Asked Questions](#) | [Contact Praxis](#)

[How to Register](#) | [Test Centers and Dates](#) | [Fees](#) | [Disabilities](#) | [Other Accommodations](#) | [Registration Changes](#) | [Codes](#)

Praxis II® Test Dates and Deadlines

Test Date ¹	Registration Deadlines ²					Scores ³	
	Regular	Late	Emergency	Outside U.S.	Monday Testing	By Phone	Online ⁴
9/12/09*	8/13/09	8/20/09	9/4/09	7/16/09	7/30/09	10/9/09	10/13/09
11/14/09	10/15/09	10/22/09	11/6/09	9/17/09	10/1/09	12/11/09	12/15/09
1/9/10*	12/10/09	12/17/09	1/1/10	11/12/09	11/26/09	2/5/10	2/9/10
3/13/10	2/11/10	2/18/10	3/5/10	1/14/10	1/28/10	4/9/10	4/13/10
4/24/10*	3/25/10	4/1/10	4/16/10	2/25/10	3/11/10	5/21/10	5/25/10
6/12/10*	5/13/10	5/20/10	6/4/10	4/15/10	4/29/10	7/9/10	7/13/10
7/24/10	6/24/10	7/1/10	7/16/10	5/27/10	6/10/10	8/20/10	8/24/10

In This Section

- Praxis Home
- For Test Takers
- For Institutions of Higher Education
- Conferences and Events

State Testing Requirements

--Select--

Related Links

- Praxis III
- Registration Code Lists





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Ohio-Specific Web Site



FINDING STATE REQUIREMENTS

Drop-down menu to select your state



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The Praxis Series: Teacher Licensure and Certification

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In This Section

- ▶ [Praxis Home](#)
For Test Takers
For Institutions of Higher Education
Conferences and Events
Research

[Register for a Test](#)

My Praxis Profile

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[Sign In](#)

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[Registration Code Lists](#)
[DataPro Assessment](#)

State Testing Requirements

Select a state, territory, or organization

For Test Takers

- About the Test
- Register for a Test
- Test Centers and Dates
- Prepare for a Test
- On Test Day
- Get Test Scores
- Disabilities
- Get Bulletin

For Institutions of Higher Education

- Scores and Reports
- Test Centers and Dates
- Test Preparation
- Workshops
- Newsletter

Important Updates

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▲ [New Admission Ticket Process](#)

▲ [Praxis I \(PPST\) Test Revisions](#)



FINDING OHIO INFORMATION

Content specific to Ohio

The screenshot displays the ETS.org website interface. At the top left is the ETS logo and 'THE PRAXIS SERIES' text. A search bar with a 'Search' button and a link to 'Advanced Search' is located at the top right. A navigation menu includes 'Home | Tests | Products | Services | Research | Store | Contact Us'. The main content area is titled 'Ohio State Requirements' and features a sub-menu with 'Overview', 'Test Requirements', 'Test Dates and Locations', and 'State Contacts'. The 'Test Requirements' tab is highlighted with a red box. Below this, the page is divided into sections: 'In This Section' with links to 'Praxis Home', 'For Test Takers', 'For Institutions of Higher Education', and 'Conferences and Events'; 'State Testing Requirements' with a dropdown menu and a 'Go' button; 'Related Links' with links to 'Praxis III', 'Registration Code Lists', 'Pathwise', 'ParaPro Assessment', and 'The School Leadership Series'; and 'My Praxis Profile' with a link to 'Print admission ticket, view scores, order score reports for'. The main content area contains the following sections: 'Overview of Ohio Testing Requirements', 'How to Qualify for Licensure' (with a link to the Ohio Department of Education website), 'Important Information' (with a bullet point about the Library Media Specialist test), and 'Who Must Take the Educator Licensure Tests?' (with text about teacher candidates and applicable portions of the Praxis II test(s)).

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Tests Directory > The Praxis Series: Teacher Licensure and Certification

Ohio State Requirements

Overview | Test Requirements | Test Dates and Locations | State Contacts

In This Section

- Praxis Home
- For Test Takers
- For Institutions of Higher Education
- Conferences and Events

State Testing Requirements

--Select--

Go

Related Links

- Praxis III
- Registration Code Lists
- Pathwise
- ParaPro Assessment
- The School Leadership Series

My Praxis Profile

Print admission ticket, view scores, order score reports for

Overview of Ohio Testing Requirements

How to Qualify for Licensure

For information on how to qualify for initial licensure in Ohio, visit the [Ohio Department of Education](#) website and enter "Initial Licensure" in the search box.

Important Information

- In September 2009, ETS began administering a new version of the Library Media Specialist (0311) test. The new test covers the same content as the previous test. However, scores are reported on a different scale, so requirements will vary from previous versions. All scores for discontinued tests are reportable for 10 years. Consult the [Test Requirements](#) table for specific score requirements.

Who Must Take the Educator Licensure Tests?

Teacher candidates or other professional educators wishing to become licensed must take *The Praxis Series*™ tests.

Applicants for educator licensure who meet any of the following criteria are required to successfully complete applicable portions of the *Praxis II*® test(s):

FINDING OHIO TEST REQUIREMENTS

Content specific to Ohio

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Home | Tests | Products | Services | Research | Store | Contact Us

Tests Directory > The Praxis Series: Teacher Licensure and Certification

Ohio State Requirements

Overview | **Test Requirements** | Test Dates and Locations | State Contacts

In This Section

- Praxis Home For Test Takers
- For Institutions of Higher Education
- Conferences and Events

State Testing Requirements

--Select--

Related Links

- Praxis III
- Registration Code Lists
- Pathwise
- ParaPro Assessment
- The School Leadership Series

My Praxis Profile

Print admission ticket, view scores, order score reports for paper-based tests.

Ohio Test Requirements

Find your licensure area below to determine which test you need to take and to see the minimum qualifying score. To learn more about a specific test, click the test title. Once you know your test(s), find out [how to register for Praxis™ tests](#).

Find information on [becoming highly qualified in Ohio](#).

To Be Certified in:	Take This Test(s):	Test Code	Session	Qualifying Score
All classroom teachers must take one of the following Principles of Learning and Teaching (PLT) tests based on the grade they wish to teach in addition to the appropriate subject test.				
All Classroom Teachers	Principles of Learning and Teaching: Early Childhood (PDF) or	0521	2	166
	Principles of Learning and Teaching: Grades K-6 or	0522	2	168
	Principles of Learning and Teaching: Grades 5-9 (PDF) or	0523	2	168
	Principles of Learning and Teaching: Grades 7-12	0524	2	165
Early Childhood (Grades PK-3)				
Early Childhood	Education of Young Children (PDF)	0021	2	166



FINDING OHIO TEST CENTERS AND DATES

Pull-down menu selection to view centers in state; Simplified and intuitive key



Close Window

Print Window

Praxis™ Paper-based Test Centers and Dates in the United States

Select your testing location:

All dates and locations are subject to change without notice. [Register online](#) to view available test centers and dates for the specific test you are planning to take.

Key:

- P1** Praxis I (PPST) tests offered
- P2** Praxis II subject assessments and Principles of Learning and Teaching (PLT) tests offered
 - L** Praxis II subject assessments with listening components offered
 - S** Praxis II subject assessments with speaking components offered
 - V** Praxis II subject assessments with video components offered
- T** Teaching Foundation Exams (TFE) offered

Ohio	Sep. 12 2009	Nov. 14 2009	Jan. 09 2010	Mar. 13 2010	Apr. 24 2010	Jun. 12 2010	Jul. 24 2010
03219 Ada, Ohio Northern U			P1 P2 L		P1 P2 L		
03154 Akron, U Akron	P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P2 L	P1 P2 L
11947 Alliance, Mount Union Coll	P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P2 L	
03166 Ashland, Ashland University	P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P2 L	P1 P2 L
03216 Athens, Ohio U		P1 P2	P1 P2	P1 P2	P1 P2		P1 P2
03106 Berea, Baldwin-Wallace Coll	P2						
03220 Bluffton, Bluffton University	P2	P1 P2	P1 P2	P1 P2	P1 P2	P2	P1 P2
03086 Bowling Green, Bowling Green State U	P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P2 L	P1 P2 L
03164 Canton, Malone University	P2 L	P1 P2 L		P1 P2 L	P1 P2 L		
08957 Cedarville, Cedarville University	P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P1 P2 L	P2 L	are register
03186 Cincinnati, U Cincinnati		P2 L	P2 L	P2 L	P2 L	P2	P2 L





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Praxis Test Preparation



TEST PREPARATION

Drop-down menu to select test title or code

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Tests Directory > *The Praxis Series*: Teacher Licensure and Certification

For Test Takers

[About the Test](#) | [Registration](#) | [Prepare for Test](#) | [On Test Day](#) | [Scores](#) | [Frequently Asked Questions](#) | [Contact Praxis](#)

[Preparation Materials](#) | [Develop a Study Plan](#)



In This Section

- Praxis Home
- For Test Takers
- For Institutions of Higher Education
- Conferences and Events

State Testing Requirements

--Select--

[Register for a Test](#)

Related Links

- Praxis III Registration Code Lists

Prepare for a *Praxis* Test

Select a *Praxis*™ test to see available test preparation materials including Tests at a Glance (TAAGs), Study Guides, Practice Tests and more. If you are not sure which test to take, check your [state testing requirements](#).

--Select a Praxis test by name--

OR

--Select a Praxis test by number--

www.ets.org/praxis/testprep



TEST PREPARATION

Specific for test selected;
Includes free and priced test preparation


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[Tests Directory](#) > [The Praxis Series: Teacher Licensure and Certification](#)

For Test Takers

- About the Test
- Registration
- Prepare for Test
- On Test Day
- Scores
- Disabilities
- Contact Praxis

- Preparation Materials
- Develop a Study Plan

Elementary Education: Content Knowledge

Test Code: 0014

Free Test Preparation: [Test at a Glance](#)
[Reducing Test Anxiety \(PDF\)](#)
[General Information and Study Tips \(PDF\)](#)

Priced Test Preparation: Study Guide ([eBook](#)) ([Print](#))
Practice Test ([eBook](#))
[The Praxis Series™: Official Guide](#)

ETS also offers Institutions of Higher Education the opportunity to sponsor *Praxis*™ [workshops](#) that help faculty and candidates prepare for the *Praxis* tests. Contact your institution to see if workshops are available near you.

[< Back to Prepare for a Test](#)



In This Section

- [Praxis Home](#)
- ▾ [For Test Takers](#)
- [For Institutions of Higher Education](#)
- [Conferences and Events](#)
- [Research](#)

State Testing Requirements

[Register for a Test](#)

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FREE TEST PREPARATION

Test at a Glance (TAAG) for each test title

Free booklets on test anxiety and study tips



[Advanced Search](#)

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[Home](#) | [Tests](#) | [Products](#) | [Services](#) | [Research](#) | [Store](#) | [Contact Us](#)

Tests Directory > *The Praxis Series*: Teacher Licensure and Certification

For Test Takers



In This Section

- Praxis Home
- For Test Takers
- For Institutions of Higher Education
- Conferences and Events

State Testing Requirements

--Select--

[Register for a Test](#)

Related Links

- Praxis III
- Registration Code Lists
- Pathwise
- ParaPro Assessment
- The School Leadership

- About the Test
- Registration
- Prepare for Test
- On Test Day
- Scores
- Frequently Asked Questions
- Contact Praxis

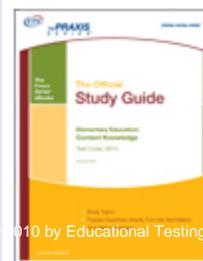
- Preparation Materials
- Develop a Study Plan
- Test Prep Webinars
- Strategy and Tips

Elementary Education: Content Knowledge

Elementary Education: Content Knowledge

Test Code:	0014
Free Test Preparation:	Test at a Glance (PDF) Reducing Test Anxiety (PDF) General Information and Study Tips (PDF)

Priced Test Preparation:



Study Guide (eBook)

Elementary Education: Content Knowledge Study Guide, Revised 2008 eBook

This *Praxis*™ Study Guide eBook was created by ETS test-makers. Available for immediate download, this guide contains content outlines, information on the types of questions found on the test, test-taking strategies, study topics with sample questions, and practice questions with correct answers and detailed rationales.

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Free Test Preparation to Support Candidates

- **Test at a Glance:** Individual test overview/blueprint
 - Pacing, topics, test structure, sample questions and rationales
- **Reducing Test Anxiety:** www.ets.org/praxis/anxiety
 - Tips on coping with test anxiety
- **General Information & Study Tips:** www.ets.org/praxis/studytips
 - How to prepare for multiple-choice and essay questions, tips for test day, “are you ready” checklist
- **Praxis Computer Delivered Test Video – *now available!***
 - “A day in the life” video of a candidate at a Prometric center

FREE TEST PREPARATION

Praxis I Study Plan Development Webinars

- **What:** Online, interactive webinars on how to develop a study plan for *Praxis I* tests
- **When:** February – June, 2010
 - February 10
 - March 2, 3, 24, 31
 - April 14
 - May 5, 19
 - June 2
- **Who:** *Praxis I* test takers and faculty
- **Conducted by:** *Praxis* Client Relations Directors
- **Registration:** Over 7,000 registered since began offering in 2008

www.ets.org/praxis/webinars

TEST AT A GLANCE (TAAG)

Provides test blueprint to help develop a study plan



THE PRAXIS
SERIES™

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Highlights the topics covered and in what proportion

Computerized Pre-Professional Skills Test: Mathematics (5730)

Test at a Glance			
Test Name	Computerized Pre-Professional Skills Test: Mathematics		
Test Code	5730		
Time	75 minutes		
Number of Questions	46		
Format	Multiple-choice questions (Calculators prohibited)		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Number and Operations	15	32.5%
	II. Algebra	9	20%
	III. Geometry and Measurement	10	22.5%
	IV. Data Analysis and Probability	12	25%



TEST AT A GLANCE (TAAG)

Provides outline of topics covered

Elementary Education: Content Knowledge (0014)

Topics Covered

I. READING/LANGUAGE ARTS

A. Foundations of Reading (50%)

1. Understands the foundations of literacy and reading development (e.g., language acquisition, support of second-language learners, concept of print)
2. Understands the role of phonological awareness (e.g., rhyming, segmenting) and phonics (e.g., decoding, letter-sound correspondence, syllabication) in literacy development
3. Understands the role of fluency (e.g., rate, accuracy) in literacy development
4. Understands the role of vocabulary (e.g., affixes, root words, context clues) in literacy development
5. Understands the role of comprehension (e.g., role of prior knowledge, literal and critical comprehension, metacognition) in literacy development
6. Understands the basic elements of fiction and nonfiction texts for children
7. Understands the basic elements of poetry (e.g., mood, rhythm) and drama (e.g., puppetry, story

C. Communication Skills (Speaking, Listening, and Viewing) (17%)

1. Understands different aspects of speaking (e.g., purpose, audience, tone)
2. Understands different aspects of listening (e.g., following directions, responding to questions appropriately, focusing on the speaker)
3. Understands different aspects of viewing (e.g., interpreting images, evaluating media techniques, understanding the message)
4. Understands the role that speaking, listening, and viewing play in language acquisition for second-language learners

II. MATHEMATICS

D. Mathematical Processes

1. Understands mathematical processes (e.g., representation, problem solving, making connections)

E. Number Sense and Numeration (40%)

TEST AT A GLANCE (TAAG)

Includes sample test questions and rationales

Elementary Education: Content Knowledge (0014)

Sample Test Questions

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

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

I. Language Arts

Questions 1–2 refer to the following poem:

Leave me, O love which reaches but to dust;
And thou, my mind, aspire to higher things;
Grow rich in that which never taketh rust,
Whatever fades but fading pleasure brings.

1. In line 1 “dust” serves as a metaphor for

- (A) ignorance
- (B) death
- (C) loneliness
- (D) confusion

4. 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

5. Manuel is the tallest of the two boys.

Which of the following statements about the above sentence is true?

- (A) The sentence is written correctly.
- (B) The subject and verb do not agree.
- (C) The word “boys” should be possessive.
- (D) “Tallest” modifies Manuel incorrectly.

6. All of the following statements are descriptive of listening behavior EXCEPT:

- (A) Careful listening can lead to anticipation of a speaker’s actions.
- (B) People learn to listen selectively and can even shut

FREE TEST PREPARATION

Developing a study plan


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Tests Directory > *The Praxis Series*: Teacher Licensure and Certification

For Test Takers

[About the Test](#) | [Registration](#) | [Prepare for Test](#) | [On Test Day](#) | [Scores](#) | [Disabilities](#) | [Contact Praxis](#)

[Preparation Materials](#) | [Develop a Study Plan](#)

In This Section

- Praxis Home
- For Test Takers
- For Institutions of Higher Education
- Conferences and Events
- Research

State Testing Requirements

--Select--

[Register for a Test](#)

My Praxis Profile

Print admission ticket, order score reports for paper-based tests.

Develop a Study Plan

A study plan provides a roadmap to preparing for the Praxis tests. It can help you understand what skills and knowledge are covered on the test, identify your strengths and weaknesses, and identify where your attention should be focused. A written study plan can help you organize your efforts. Follow the steps below to create your own.

- **Define Content Areas:** List the most important content areas to be covered on the test as outlined in the [Test at a Glance \(TAAG\)](#).
- **Determine Strengths & Weaknesses:** Identify your strengths and weaknesses in each content area using the TAAG.
- **Identify Resources Available:** Identify books, courses, and other resources you plan to use for each content area.
- **Develop a Schedule:** Create and commit to a schedule that provides for regular study periods.
- **Study with Others:** Join a study group and prepare with others who are planning to take the same *Praxis*™ test.



FREE TEST PREPARATION

Sample study plan using TAAG for Praxis I and II



THE **PRAXIS**
S E R I E S™

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**Content based
on TAAG**

**Test-taker fills in grid to
develop study plan**

Sample Study Plan

Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in the Test at a Glance (TAAG.)
- 2. Determine Strengths & Weaknesses:** Identify your strengths and weaknesses in each content area using the TAAG.
- 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: 0710

I am taking the test on: Enter test date here

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
Literal Comprehension						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading section	2	Middle school English text book	College library, middle school teacher		
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		

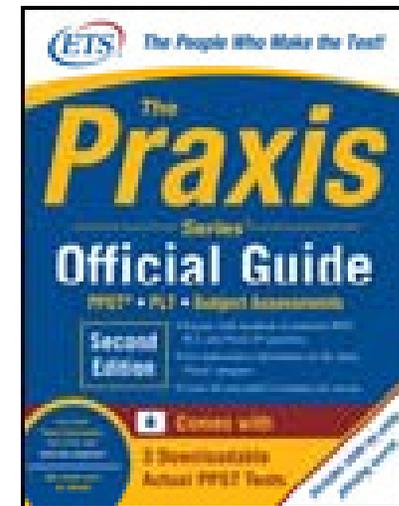
Supporting candidates with low cost test preparation

•Study Guides and Practice Tests

- 29 study guides in eBook format, \$22.95
- 13 practice tests in eBook format, \$13.95
- Some also available in print format

•New Praxis Series Official Guide

- Includes three *Praxis I* practice tests
- Available as an eBook, \$19.95
- Purchase with CD-ROM (eBook) \$25.95 or with CD-Rom (print) \$28.95



Principles of Learning and Teaching Online Tutorial – New!

- **Development:** co-developed with Pearson
- **Practice Tests:** authentic sample test items, pre- and post- test
- **Analysis:**
 - software analyzes candidate performance on practice tests
 - Links incorrect answers to online textbook content for topic
- **Content:** extensive content overviews to help understand/learn the content
- **Exercises:** interactive exercises help candidate master the content
- **Cost:** \$39
- **View demo at:** www.praxistutorial.com

In-depth chapters walk student through preparation process

The screenshot shows a web application interface. At the top right, there is a 'Help' link. Below it, there are two tabs: 'HOME' and 'CHAPTER CONTENT', with 'CHAPTER CONTENT' being the active tab. On the left side, there is a dark green sidebar titled 'Chapter Content' containing a list of chapter titles: 'Chapter 1: Introduction to the...', 'Chapter 2: Studying for the Principles...', 'Chapter 3: Student Development and the...', 'Chapter 4: Students as Diverse Learners', 'Chapter 5: Student Motivation and the...', 'Chapter 6: Planning Instruction', 'Chapter 7: Instructional Strategies', 'Chapter 8: Communicating with Students', and 'Chapter 9: Assessment Strategies and Measures'. The main content area has a breadcrumb trail 'Home > Chapter Content' and a heading 'Chapter Content'. Below the heading, there is a paragraph: 'Use this demo to review Chapters 1, 5, 11, and the Tutorial Glossary as representative of the content in this tutorial.' This is followed by a list of nine items, each with a radio button and a blue underlined link: 'Chapter 1: Introduction to the Principles of Learning and Teaching Exam', 'Chapter 2: Studying for the Principles of Learning and Teaching Exam', 'Chapter 3: Student Development and the Learning Process', 'Chapter 4: Students as Diverse Learners', 'Chapter 5: Student Motivation and the Learning Environment', 'Chapter 6: Planning Instruction', 'Chapter 7: Instructional Strategies', 'Chapter 8: Communicating with Students', and 'Chapter 9: Assessment Strategies and Measures'. The interface includes standard web browser navigation elements like back, forward, and search buttons at the bottom.

Help

HOME CHAPTER CONTENT

Chapter Content

Home > Chapter Content

Chapter Content

Use this demo to review Chapters 1, 5, 11, and the Tutorial Glossary as representative of the content in this tutorial.

- [Chapter 1: Introduction to the Principles of Learning and Teaching Exam](#)
- [Chapter 2: Studying for the Principles of Learning and Teaching Exam](#)
- [Chapter 3: Student Development and the Learning Process](#)
- [Chapter 4: Students as Diverse Learners](#)
- [Chapter 5: Student Motivation and the Learning Environment](#)
- [Chapter 6: Planning Instruction](#)
- [Chapter 7: Instructional Strategies](#)
- [Chapter 8: Communicating with Students](#)
- [Chapter 9: Assessment Strategies and Measures](#)

Chapters include pretest, practice, enrichment, posttest and more practice

Help

HOME CHAPTER CONTENT

Chapter 5: Student Motivation and the Learning Environment

Practice Tests and Study Plan

Chapter 5: Pretest

Pretest: Review, Practice, and...

Chapter 5: Posttest

Posttest: Review, Practice, and...

Overview of Chapter Content

Exercises

Home > Chapter Content > Chapter 5: Student Motivation and the Learning Environment > Practice Tests and Study Plan

Practice Tests and Study Plan

[Chapter 5: Pretest](#)
After you submit your Pretest answers, read the feedback and then go to the specific study materials aligned to the questions you missed in the Pretest.

[Pretest: Review, Practice, and Enrichment](#)
You can also study concepts aligned to Pretest questions by linking to the Pretest: Review, Practice, and Enrichment section.

[Chapter 5: Posttest](#)
Once you have carefully reviewed ALL the chapter materials, try taking the Posttest. Use the Posttest Study Plan and the Posttest: Review, Practice, and Enrichment section to expand your conceptual understanding.

[Posttest: Review, Practice, and Enrichment](#)
You can also study concepts aligned to Posttest questions by linking to the Posttest: Review, Practice, and Enrichment section.

Chapters include pretest, submit answers to determine score then...

Chapter 5: Student Motivation and the Learning Envir...

HOME CHAPTER CONTENT

Chapter 5: Student Motivation and the Learning Environment

Practice Tests and Study Plan

Chapter 5: Pretest

Pretest: Review, Practice, and...

Chapter 5: Posttest

Posttest: Review, Practice, and...

Overview of Chapter Content

Exercises

Home > Chapter Content > Chapter 5: Student Motivation and the Learning Environment > Practice Tests and Study Plan > Chapter 5: Pretest

Chapter 5: Pretest

This activity contains 15 questions.

1. A physical education teacher encourages students to call out, "Good shot!" when a classmate scores during class basketball games. The teacher believes that the resulting recognition and encouragement strengthen students' concept of sportspersonship. This practice is supported by the motivational theory of

- B. F. Skinner.
- Abraham Maslow.
- Edward Thorndike.
- Erik Erikson.

2. B. F. Skinner challenged the teaching method of his time-that is, ...

0

Following pretest, view percentage correct and rationales...

The screenshot shows a learning management system interface. At the top right, there is a 'Help' link. Below it are navigation tabs for 'HOME' and 'CHAPTER CONTENT'. On the left side, there is a sidebar menu with the following items: 'Chapter 5: Student Motivation and the Learning Environment', 'Practice Tests and Study Plan', 'Chapter 5: Pretest' (highlighted), 'Pretest: Review, Practice, and...', 'Chapter 5: Posttest', 'Posttest: Review, Practice, and...', 'Overview of Chapter Content', and 'Exercises'. The main content area displays a question numbered '1.' with a red 'INCORRECT' status. The question text is: 'A physical education teacher encourages students to call out, "Good shot!" when a classmate scores during class basketball games. The teacher believes that the resulting recognition and encouragement strengthen students' concept of sportspersonship. This practice is supported by the motivational theory of'. Below the question, it shows 'Your Answer: Abraham Maslow.' and 'Correct Answer: Edward Thorndike.'. A red-bordered box contains the rationale: 'The best answer is Thorndike, whose theory of the Law of Effect specified that behavior followed by satisfying consequences would then be repeated. Although Skinner also focused research on consequences of behavior, his work on operant conditioning came later and was based in part on Thorndike's concept of association.'. Below the rationale, there is a link: 'Read the [Overview of Chapter Content: Table 5.1 Theories of human motivation and behavior.](#)'. A red text instruction follows: 'Apply these concepts by completing [Exercise 2: Reading Group](#) in the Pretest: Review, Practice, and Enrichment section.'. Below this, question '2.' is shown with a green 'CORRECT' status. The question text is: 'B. F. Skinner challenged the teaching method of his time-that is, motivating students to learn by punishing them for failure to learn-by asserting that the main lesson students learn from punishment is'. Below it, it shows 'Your Answer: how to avoid further punishment.'. On the right side of the interface, there are navigation arrows and a page number '31' at the bottom.

Help

HOME CHAPTER CONTENT

Chapter 5: Student Motivation and the Learning Environment

Practice Tests and Study Plan

Chapter 5: Pretest

Pretest: Review, Practice, and...

Chapter 5: Posttest

Posttest: Review, Practice, and...

Overview of Chapter Content

Exercises

1. **INCORRECT** A physical education teacher encourages students to call out, "Good shot!" when a classmate scores during class basketball games. The teacher believes that the resulting recognition and encouragement strengthen students' concept of sportspersonship. This practice is supported by the motivational theory of

Your Answer: Abraham Maslow.

Correct Answer: Edward Thorndike.

The best answer is Thorndike, whose theory of the Law of Effect specified that behavior followed by satisfying consequences would then be repeated. Although Skinner also focused research on consequences of behavior, his work on operant conditioning came later and was based in part on Thorndike's concept of association.

Read the [Overview of Chapter Content: Table 5.1 Theories of human motivation and behavior.](#)

Apply these concepts by completing [Exercise 2: Reading Group](#) in the Pretest: Review, Practice, and Enrichment section.

2. **CORRECT** B. F. Skinner challenged the teaching method of his time-that is, motivating students to learn by punishing them for failure to learn-by asserting that the main lesson students learn from punishment is

Your Answer: how to avoid further punishment.

31

Following pretest find links to content to learn more and complete exercises

Help

HOME CHAPTER CONTENT

Chapter 5: Student Motivation and the Learning Environment

Practice Tests and Study Plan

Chapter 5: Pretest

Pretest: Review, Practice, and...

Chapter 5: Posttest

Posttest: Review, Practice, and...

Overview of Chapter Content

Exercises

1. **INCORRECT** A physical education teacher encourages students to call out, "Good shot!" when a classmate scores during class basketball games. The teacher believes that the resulting recognition and encouragement strengthen students' concept of sportspersonship. This practice is supported by the motivational theory of

Your Answer: Abraham Maslow.

Correct Answer: Edward Thorndike.

The best answer is Thorndike, whose theory of the Law of Effect specified that behavior followed by satisfying consequences would then be repeated. Although Skinner also focused research on consequences of behavior, his work on operant conditioning came later and was based in part on Thorndike's concept of association.

Read the [Overview of Chapter Content: Table 5.1 Theories of human motivation and behavior.](#)

Apply these concepts by completing [Exercise 2: Reading Group](#) in the Pretest: Review, Practice, and Enrichment section.

2. **CORRECT** B. F. Skinner challenged the teaching method of his time-that is, motivating students to learn by punishing them for failure to learn-by asserting that the main lesson students learn from punishment is

Your Answer: how to avoid further punishment.

32

Sample chapter content overview delves into the content to help candidate learn...

Unit 1 Chapter 3 - Windows Internet Explorer

http://media.pearsoncmg.com/ph/chet/chet_praxis_1/files/Chapter5_OverviewofChapterContent.h... Google

File Edit View Favorites Tools Help Convert Select

Unit 1 Chapter 3

This website wants to run the following add-on: '2007 Microsoft Office component' from 'Microsoft Corporation'. If you trust the website and the add-on and want to allow it to run, click here...

Behaviorism	<p>Behaviorist perspectives on motivation are largely influenced by the work of <i>B. F. Skinner</i>, who was himself influenced by <i>John Watson</i> and <i>Edward Thorndike</i>. From a behaviorist perspective, motivation is often the result of drives, internal states caused by a lack of something necessary for optimal functioning. Consequences of behavior (reinforcement, punishment) are effective only to the extent that they either increase or decrease a learner's drive state. In recent years, some behaviorists have added a purposeful element to the behaviorist perspective: They suggest that learners intentionally behave in order to achieve certain end results.</p>
Humanism	<p>Historically, humanists have objected to behaviorists' depiction of people's behaviors as being largely the result of external environmental factors. In the humanist view, people have within themselves a tremendous potential for psychological growth, and they continually strive to fulfill that potential. When given a caring and supportive environment, human beings strive to understand themselves, to enhance their abilities, and to behave in ways that benefit both themselves and others. <i>Abraham Maslow's</i> hierarchy of human needs is most commonly associated with the humanistic perspective on motivation.</p> <p>Unfortunately, early humanist ideas were grounded more in philosophy than in research findings, so many contemporary motivation theorists have largely left them by the wayside. However, one contemporary perspective, positive psychology (see the final row of this table), has some roots in the humanist perspective.</p>

Sample exercises allow candidate to apply concepts to improve learning

The screenshot shows a Windows Internet Explorer browser window. The title bar reads "Exercise 2: Reading Group - Windows Internet Explorer". The address bar contains the URL "http://wps.prenhall.com/chet_praxis_demo/136/34821/8914361.cw/index.html". The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The address bar also shows "Convert" and "Select" options. The browser's toolbar includes "Home", "Print", "Page", and "Tools" buttons. The page content includes a breadcrumb trail: "Home > Chapter Content > Chapter 5: Student Motivation and the Learning Environment > Practice Tests and Study Plan > Pretest: Review, Practice, and Enrichment > Question 1: Table 5.1 Theories of human motivation and behavior > Exercise 2: Reading Group". The main heading is "Exercise 2: Reading Group". Below the heading, the text reads: "Click on the following link to watch the video *Reading Group*. After watching the video, answer the following questions." A link labeled "Reading Group" is provided. Below this, it states "This activity contains 3 questions." The first question is numbered "1." and asks: "How is the teacher using behaviorist techniques in the classroom by commenting on the behavior of Ricky, Melissa, and Jeremy?". Below the question, a light blue box contains the instruction: "To create paragraphs in your essay response, type <p> at the beginning of the paragraph, and </p> at the end." A large text input area is provided for the answer.

Exercise 2: Reading Group - Windows Internet Explorer

http://wps.prenhall.com/chet_praxis_demo/136/34821/8914361.cw/index.html

File Edit View Favorites Tools Help

Convert Select

Exercise 2: Reading Group

Home > Chapter Content > Chapter 5: Student Motivation and the Learning Environment > Practice Tests and Study Plan > Pretest: Review, Practice, and Enrichment > Question 1: Table 5.1 Theories of human motivation and behavior > Exercise 2: Reading Group

Exercise 2: Reading Group

Click on the following link to watch the video *Reading Group*. After watching the video, answer the following questions.

[Reading Group](#)

This activity contains 3 questions.

1. How is the teacher using behaviorist techniques in the classroom by commenting on the behavior of Ricky, Melissa, and Jeremy?

To create paragraphs in your essay response, type <p> at the beginning of the paragraph, and </p> at the end.

Post test allows candidates to determine if concept learned...

Chapter 5: Student Motivation and the Learning Environment - Windows Internet Explorer

http://wps.prenhall.com/chet_praxis_demo/136/34821/8914287.cw/index.html

File Edit View Favorites Tools Help Convert Select

Chapter 5: Student Motivation and the Learning Envir...

HOME CHAPTER CONTENT

Home > Chapter Content > Chapter 5: Student Motivation and the Learning Environment > Practice Tests and Study Plan > Chapter 5: Posttest

Chapter 5: Posttest

This activity contains 15 questions.

- The results of John Watson's "Little Albert" experiment, in which an infant is conditioned to fear a white rat,

 - serve as evidence that classical conditioning is an effective method for teaching students new knowledge and skills.
 - support the use of rewards and punishments in educational settings.
 - are interesting but contribute no verifiable conclusion about human behavior due to inconsistencies in Watson's procedures.
 - form the basis for educating children in groups determined by chronological age.

- Most programs used for computer-mediated instruction allow students

Post test results provide percentage correct, rationales and links to content

The screenshot shows a Windows Internet Explorer browser window displaying a web page titled "Chapter 5: Student Motivation and the Learning Environment". The address bar shows the URL: http://wps.prenhall.com/chet_praxis_demo/136/34821/8914287.cw/index.html. The page features a navigation menu with "HOME" and "CHAPTER CONTENT" tabs. A sidebar on the left lists various resources, including "Chapter 5: Posttest" which is highlighted. The main content area displays two questions, both marked as "CORRECT".

6. CORRECT According to Maslow's theory of the hierarchy of needs, people cannot achieve self-actualization without first

Your Answer: satisfying their lower-level needs.

The best answer is that people need to satisfy their lower-level needs before achieving self-actualization. Maslow's theory is intentionally designed as a hierarchy or pyramid - the base or early needs *must* be met before the higher ones can be achieved.

Read the [Overview of Chapter Content: Table 5.1 Theories of human motivation and behavior](#).

7. CORRECT When considering using extrinsic methods for motivating students, a teacher should be aware that extrinsic methods

Your Answer: require the continued presentation or application of the reward or punishment to remain effective.

The best answer is that extrinsic rewards, for the most part, require

Post test review, practice and content also available for each question

Chapter 5: Student Motivation and the Learning Environment - Windows Internet Explorer

http://wps.prenhall.com/chet_praxis_demo/136/34821/8914287.cw/index.html

File Edit View Favorites Tools Help

Chapter 5: Student Motivation and the Learning Envir...

HOME CHAPTER CONTENT

Chapter 5: Student Motivation and the Learning Environment

Practice Tests and Study Plan

Chapter 5: Pretest

Pretest: Review, Practice, and...

Chapter 5: Posttest

Posttest: Review, Practice, and...

Overview of Chapter Content

Exercises

Home > Chapter Content > Chapter 5: Student Motivation and the Learning Environment > Practice Tests and Study Plan > Posttest: Review, Practice, and Enrichment

Posttest: Review, Practice, and Enrichment

- o [Question 1: Table 5.1 Theories of human motivation and behavior](#)
- o [Question 2: Table 5.1 Theories of human motivation and behavior](#)
- o [Question 3: Encouraging Students to Become Self-Motivated](#)
- o [Question 4: Table 5.1 Theories of human motivation and behavior](#)
- o [Question 5: Table 5.1 Theories of human motivation and behavior](#)
- o [Question 6: Table 5.1 Theories of human motivation and behavior](#)
- o [Question 7: Intrinsic and Extrinsic Motivation](#)
- o [Question 8: Theories of Human Motivation and Behavior](#)
- o [Question 9: Intrinsic and Extrinsic Motivation](#)
- o [Question 10: Current Trends in Classroom Management](#)

onal
100

37

Coming Soon!

- ***Praxis / Tutorial***

- Reading
- Mathematics
- Writing
- \$39 each and reduced bundled price TBD
- Launching Summer 2010

Interactive Practice Test: Elementary Education Content Knowledge (0014)

- **Test:** Elementary Education: Content Knowledge (code 0014)
- **Retired Test:** Previously administered test
- **Timed:** Simulates a testing environment
- **Rationales:** Rationales provide insight for answers
- **Score Card:** Interactive score card
- **Date:** Available early March
- **Cost:** \$17.95 in the ETS Store at www.ets.org/store



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Supporting IHEs with a Web Portal



Section for Institutions of Higher Education



ETS.org

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Tests Directory

The Praxis Series: Teacher Licensure and Certification

The Praxis Series™ assessments provide educational tests and other services that states use as part of their teacher licensure and certification process. The *Praxis I*® tests measure basic academic skills, and the *Praxis II*® tests measure general and subject-specific knowledge and teaching skills.

In This Section

- ▶ [Praxis Home](#)
For Test Takers
For Institutions of Higher Education
Conferences and Events
Research

[Register for a Test](#)

My Praxis Profile

Print admission ticket, order score reports for paper-based tests.

[Sign In](#)

Related Links

- [Registration Code Lists](#)
- [ParaPro Assessment](#)
- [The School Leadership](#)

State Testing Requirements

Select a state, territory, or organization

For Test Takers

- [About the Test](#)
- [Register for a Test](#)
- [Test Centers and Dates](#)
- [Prepare for a Test](#)
- [On Test Day](#)
- [Get Test Scores](#)
- [Disabilities](#)
- [Get Bulletin](#)

For Institutions of Higher Education

- [Scores and Reports](#)
- [Test Centers and Dates](#)
- [Test Preparation](#)
- [Workshops](#)
- [Newsletter](#)

Important Updates

▲ [Additional Centers to Administer Praxis I \(PPST®\) in April and July](#)

[Emergency Registration Replaces Standby Testing](#)

[New Online Registration System for Praxis Paper-based Tests](#)

▲ [New Admission Ticket Process](#)

▲ [Praxis I \(PPST\) Test Revisions](#)



Spotlight

Helping you support your candidates with registration and preparation

[Advanced Search](#)

ETS.org

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Tests Directory > *The Praxis Series*: Teacher Licensure and Certification

For Institutions of Higher Education

[About the Tests](#) | [Preparing Teacher Candidates](#) | [Scores](#) | [Services and Tools](#) | [Research](#) | [Resources](#) | [Contact Us](#)

[Overview](#) | [Fairness and Validity](#) | [How Candidates Register to Test](#) | [Frequently Asked Questions](#)

About *The Praxis Series*™ Tests

The Praxis Series tests measure teacher candidates' knowledge and skills. The tests are used for licensing and certification processes and include:

- **Praxis I® Pre-Professional Skills Tests (PPST®)**
These tests measure basic skills in reading, writing and mathematics. In addition to licensure, these tests are often used to qualify candidates for entry into a teacher education program. [See *Praxis I* information for test takers.](#)
- **Praxis II® Subject Assessments**
These tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills, that K-12 educators need for beginning teaching. [See *Praxis II* information for test takers.](#)
- **Praxis III® Teacher Performance Assessments**
These assessments include direct classroom observation, teacher prepared documentation review and structured interviews. They help state and local licensing agencies evaluate the skills of beginning teachers in a classroom setting. [Learn more about *Praxis III*.](#)

In This Section

- [Praxis Home For Test Takers](#)
- [For Institutions of Higher Education](#)
- [Conferences and Events](#)

State Testing Requirements

--Select--

Related Links

- [Praxis III](#)
- [Registration Code Lists](#)
- [Pathwise](#)
- [ParaPro Assessment](#)
- [The School Leadership Series](#)

[Download Free](#)



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on 31

Services and tools specific to IHE needs

The screenshot displays the ETS.org website interface. At the top left is the ETS logo with 'THE PRAXIS SERIES' text. A search bar with a 'Search' button and a link to 'Advanced Search' is located at the top right. A navigation menu below the logo includes links for Home, Tests, Products, Services, Research, Store, and Contact Us. The main content area is titled 'Tests Directory > The Praxis Series: Teacher Licensure and Certification For Institutions of Higher Education'. A secondary navigation bar contains tabs for 'About the Tests', 'Preparing Teacher Candidates', 'Scores', 'Services and Tools' (highlighted with a red box), 'Research', 'Resources', and 'Contact Us'. Below this, a sub-navigation bar includes 'Overview', 'Institutional Summary Report', 'Data Requests', and 'Title II' (all highlighted with a red box). The main text area is titled 'Praxis™ Services and Tools' and contains the following content:

ETS offers a variety of services and tools to help administrators, faculty and state departments of education.

[Institutional Summary Reports >](#)
This report provides data and comparative information about candidates associated with your institution to help you assess the effectiveness of your curriculum and test preparation.

[Data Requests >](#)
Researchers, educators and policymakers can request research data from ETS to inform educational policies and curriculum planning and for use in student dissertations.

[Title II >](#)
These reports help institutions and states demonstrate compliance with the [Higher Education Act Title II](#) reporting requirements.

See also:
[Receiving Candidates' Scores](#)

On the left side of the page, there are three sections: 'In This Section' with links to 'Praxis Home For Test Takers' and 'For Institutions of Higher Education Conferences and Events'; 'State Testing Requirements' with a dropdown menu and a 'Go' button; and 'Related Links' with links to 'Praxis III Registration Code Lists Pathwise', 'ParaPro Assessment', and 'The School Leadership Series'.



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Tools for IHEs



Tool we are building: Curriculum Matrix

	A	B	C	D	E	F	G	H	I	J	K
1	Use this worksheet to:										
	1. Determine Topics Are Covered in What Courses:										
2	Use the Praxis Test at a Glance (TAAG) to determine what topics and subtopics are covered on a specific Praxis test.										
	2. Identify Gaps in Curriculum:										
3	List the courses offered that are typically advised or required to take for that program of study.										
	3. List Courses:										
4	List the course within and beyond the program as appropriate										
	4. Match Topics to Courses:										
5	If a listed course adequately covers the content of the topic, put a check in the column where the course name is listed.										
	5. Identify Additional Resources:										
6	Determine if there are additional resources available not listed and add to grid.										
	6. Determine Gaps:										
7	Determine if there are topics that need to be added to a course or course developed.										
8											
9	Praxis Test Name		Elementary Education: Content Knowledge								
10	Praxis Test Code		0014								
11	Major Topics		4: Reading/Language Arts; Mathematics; Social Studies; Science								
12	This Topic		Science: Earth Science								
13											
14	COURSE		DOMAIN IV: Science: Earth Science								
15	NAME	NUMBER	1	2	3	4	5				
16											
17											
18											
19											
20											
21											
22											
23											
24	This Topic		Science: Life Science								
25											
26	COURSE		DOMAIN IV: Science: Life Science								
27	NAME	NUMBER	1	2	3	4	5	6			
28											

Faculty Workshops

- Faculty Workshops (6 hours)
 - Examine types of questions and problems they presented on tests
 - Identify strategies for success and how faculty can help candidates
 - Provide a process of curriculum alignment with test specifications and national standards
 - Use sample reports to discuss opportunities for advancing curricula developments and advising students

Candidate Workshops

- Candidate Workshops (6 hours)
 - Preparing for *Praxis I*®: close-up look at content on each of the three tests and how to develop a study plan using various test prep materials
 - Candidate Awareness for *Praxis II*®: analyze test specifications and score reports to develop strategies for success and develop a study plan using various test prep materials

Using the “Institutional Summary Report”



THE **PRAXIS**
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Interpreting the Praxis™ Institutional Summary Report

This report details specific categories and offers comparative information about each key area. To help you use this information effectively, view the examples for each area from a sample institution.



Index of Tests

The Index offers a list of each *Praxis* test for which candidates reported receiving relevant training at your institution.

Demographic Information

Your institution's test-taker population is identified by gender, ethnicity, education level and major field of study.

Score Distributions

The Score Distributions allow for comparative analysis of all examinees across the nation and from your institution.

Score Distribution by Gender, Ethnicity, Education Level and Undergraduate Level

This data is specific to those examinees who received relevant training at your institution and is categorized by gender, ethnicity, education level and undergraduate level.

Detailed Category Score Information

This section provides comparative data of the test category for your institution, your state and the nation.

Detailed Score Information by Quartile

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Index of tests provides a list of each *Praxis* test candidates report receiving relevant training at IHE



INDEX OF TESTS

Lists each Praxis™ test for which candidates reported receiving relevant training at your institution.

INSTITUTIONAL SUMMARY REPORT FOR

CODE NUMBER: 5404	INSTITUTION NAME: XYZ UNIVERSITY	PAGE: 2
TESTING PERIOD: 09/01/2003 THROUGH 08/31/2004		REPORT ID: 00420
		RUN DATE: 01/10/2005

Index of Tests

IN THIS EXAMPLE

268 test takers reported receiving relevant training for **Elementary Education Content Area Exercises** at the sample institution.

TEST CODE	TEST NAME	EXAMINEES REPORTED*	TEST CODE	TEST NAME	EXAMINEES REPORTED*
0011	ELEM ED CURR INSTRUC ASSESSMENT	8	0231	BIOLOGY CONTENT KNOWLEDGE PART 1	12
0012	ELEM ED CONTENT AREA EXERCISES	268	0232	BIOLOGY CONTENT KNOWLEDGE PART 2	13
0014	ELEMENTARY ED: CONTENT KNOWLEDGE	369	0234	LIFE SCIENCE: PEDAGOGY	7
0020	EARLY CHILDHOOD EDUCATION	112	0235	BIOLOGY CONTENT KNOWLEDGE (CT)	1
0041	ENG LANG LIT COMP CONTENT KNOWLEDGE	38	0245	CHEMISTRY CONTENT KNOWLEDGE (CT)	6
0042	ENG LANG LIT COMP ESSAYS	1	0265	PHYSICS CONTENT KNOWLEDGE (CT)	5
0043	ENG LANG LIT COMP PEDAGOGY	29	0300	READING SPECIALIST	3
0049	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	5	0310	LIBRARY MEDIA SPECIALIST	1
0050	TECHNOLOGY EDUCATION	1	0330	SPEECH-LANGUAGE PATHOLOGY	40
0061	MATHEMATICS: CONTENT EDUCATION	25	0340	AUDIOLDDY	4
0063	MATHEMATICS: PEDAGOGY	21	0350	SPECIAL EDUCATION	4
0069	MIDDLE SCHOOL MATHEMATICS	22	0351	SE KNOWLEDGE-BASED CORE PRINCIPLES	59
0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	54	0352	SE APPLIC OF CORE PRINCIPLES ACROSS	56
0084	SOCIAL STUDIES: PEDAGOGY	49	0353	ED OF EXCEPTIONAL STUDENTS: CORE CK	2
0089	MIDDLE SCHOOL SOCIAL STUDIES	1	0360	ENG TO SPEAK OF OTHER LANG	1
0091	PHYSICAL ED: CONTENT KNOWLEDGE	41	0400	SCHOOL PSYCHOLOGIST	17
0093	PHYSICAL ED: VIDEO EVALUATION	36	0435	GENERAL SCI CONTENT KNOWLEDGE (CT)	1
0100	BUSINESS EDUCATION	1	0439	MIDDLE SCHOOL SCIENCE	5
0112	MUSIC ANALYSIS	15	0463	PHYSICAL SCIENCE PEDAGOGY	4
0113	MUSIC CONTENT KNOWLEDGE	16	0511	FUNDAMENTAL SUBJECTS: CONTENT KNOWL	7
0132	ART CONTENT TRAD CRITIC AESTHETICS	23	0522	PRINCIPLES LEARNING & TEACHING K-4	3
0133	ART CONTENT KNOWLEDGE	23	0524	PRINCIPLES LEARNING & TEACHING 1-12	6
0171	FRENCH PRODUCTIVE LANGUAGE SKILLS	1	0550	HEALTH EDUCATION	1
0173	FRENCH CONTENT KNOWLEDGE	3	0511	EARTH SCIENCE CONTENT KNOWLEDGE	1
0181	GERMAN CONTENT KNOWLEDGE	3	0710	FPST READING	348
0182	GERMAN PRODUCTIVE LANGUAGE SKILLS	3	0710	FPST LISTENING, LEARNING, LEADING	348
0191	SPANISH CONTENT KNOWLEDGE	7	0730	FPST MATHEMATICS	54
0192	SPANISH PRODUCTIVE LANGUAGE SKILLS	9	0854	HEALTH & PE: CK	5

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Demographic information by gender, ethnicity, education level and major field of study



DEMOGRAPHIC INFORMATION

Your institution's test-taker population is identified by gender, ethnicity, education level and major field of study.

INSTITUTIONAL SUMMARY REPORT FOR

CODE NUMBER: 2906	INSTITUTION NAME: XYZ UNIVERSITY	PAGE: 390
TEST CODE: 0720	TEST NAME: PPST WRITING	REPORT ID: 00440
TESTING PERIOD: 09/01/2003	THROUGH 08/31/2004	RUN DATE: 01/10/2005

Demographic Information

SEX	POPULATION GROUP		EDUCATIONAL LEVEL		UNDERGRAD. MAJOR	GRAD. MAJOR
Female	African American or Black	56	Freshman	19	Education	45
Male	Asian Total	31	Sophomore	91	Elementary and Pre-Elementary Education	67
No Information	Asian American/Asian	20	Junior	84	Humanities	8
	Southeast Asian American/ Southeast Asian	9	Senior	53	Mathematics and Natural Sciences	6
	Pacific Island American/ Pacific Islander	2	Earned bachelor's degree	91	Middle School Education	0
	Hispanic Total	11	Earned bachelor's degree plus additional credits	56	Non-Teaching Education	14
	Mexican, Mexican American, or Chinese	1	Earned master's degree	17	Social Sciences	4
	Puerto Rican	4	Earned master's degree plus additional credits	15	Special Education	26
	Other Hispanic, Latino, or Latin American	6	Earned doctoral degree	3	Vocational/Technical Majors	6
	Native American, American Indian, or Alaskan Native	4	No information	11	Undeclared	10
	White	333	No information	18	No information	136
	Other	24				
	No information	11				

IN THIS EXAMPLE

31 examinees identified themselves as Asian American/Asian.

Score distributions for national, state and IHE comparison



SCORE DISTRIBUTIONS

Offers comparative data of all examinees from across the nation and from your institution.

INSTITUTIONAL SUMMARY REPORT FOR

CODE NUMBER: 2906	INSTITUTION NAME: XYZ UNIVERSITY	PAGE: 391
TEST CODE: 0720	TEST NAME: PPST WRITING	REPORT ID: 00451
TESTING PERIOD: 09/01/2003 THROUGH 08/31/2004		RUN DATE: 01/10/2005

Score Distributions

IN THIS EXAMPLE

4,079 test takers from across the nation received a score of **172**. **Twenty-three examinees** from the sample institution received the same score.

ALL EXAMINEES			
Number of Examinees:	55,040		
Highest Observed Score:	190		
Lowest Observed Score:	154		
Median:	175		
Average Performance Range:	190		

EXAMINEES WHO RECEIVED RELEVANT TRAINING AT YOUR INSTITUTION			
Number of Examinees:	370		
Highest Observed Score:	188		
Lowest Observed Score:	161		
Median:	175		
Average Performance Range:	172-178		

SCORE	NUMBER	PERCENT	PERCENT BELOW	NUMBER	PERCENT	PERCENT BELOW
190	40	0.1	99.9	0	0.0	100.0
189	75	0.1	99.8	0	0.0	100.0
188	105	0.2	99.6	2	0.5	99.5
187	279	0.5	99.1	5	1.4	98.1
186	417	0.8	98.3	5	1.4	96.8
185	796	1.4	96.9	7	1.9	94.9
184	1,052	1.9	95.0	6	1.6	93.2
183	1,418	2.6	92.4	4	1.1	92.2
182	1,744	3.2	89.2	8	2.2	90.0
181	2,089	3.8	85.4	16	4.3	85.7
180	2,645	4.8	80.6	17	4.6	81.1
179	3,151	5.07	74.9	22	5.9	75.1
178	4,040	7.3	67.6	25	6.8	68.4
177	3,419	6.2	61.4	24	6.5	61.9
176	3,953	7.1	54.3	32	8.7	57.2
175	4,097	7.4	44.8	33	8.9	44.3
174	5,180	9.4	35.4	40	10.8	33.5

Detailed category score information by test title for national, state and IHE comparisons



DETAILED CATEGORY SCORE INFORMATION

This section provides comparative data of the test category for your institution, your state and the nation.

INSTITUTIONAL SUMMARY REPORT FOR

CODE NUMBER: 2906	INSTITUTION NAME: XYZ UNIVERSITY	PAGE: 413
TEST CODE: 0720	TEST NAME: PPST WRITING	REPORT ID: 00463
TESTING PERIOD: 09/01/2003 THROUGH 08/31/2004		RUN DATE: 01/10/2005

Detailed Score Information

IN THIS EXAMPLE

For the **Grammatical Relationships** test, compare the sample **Institution, State** and **National Averages** for those who scored correct.

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. GRAMMATICAL RELATIONSHIPS	10-13	57%	60%	57%
II. STRUCTURAL RELATIONSHIPS	13-18	51%	54%	52%
III. IDIOM AND WORD CHOICE; MECHANICS; NO ERROR	11-19	57%	62%	60%
IV. ESSAY	12	69%	69%	67%

Detailed score information by quartile by test category for IHE



DETAILED SCORE INFORMATION BY QUARTILE

Your institution's score data is listed by test category and quartile.

INSTITUTIONAL SUMMARY REPORT FOR

CODE NUMBER: 2906	INSTITUTION NAME: XYZ UNIVERSITY	PAGE: 414
TEST CODE: 0720	TEST NAME: PPST WRITING	REPORT ID: 00461
TESTING PERIOD: 09/01/2003 THROUGH 08/31/2004		RUN DATE: 01/10/2005

NUMBER (PERCENT) OF YOUR INSTITUTION'S EXAMINEES SCORING IN EACH QUARTILE IN EACH CATEGORY
(QUARTILES ARE CALCULATED USING ALL EXAMINEES TAKING THIS TEST DURING THE TESTING PERIOD INDICATED ABOVE)

IN THIS EXAMPLE

At the sample institution, **13%** of examinees **scored in the 1st Quartile** and **14%** scored in the **4th Quartile**.

Test Category	1st Quartile (lowest)	2nd Quartile	3rd Quartile	4th Quartile (highest)	TOTAL
I. GRAMMATICAL RELATIONSHIPS	48 13%	142 38%	128 35%	52 14%	370 100%
II. STRUCTURAL RELATIONSHIPS	62 17%	116 31%	107 29%	85 23%	370 100%
III. IDIOM AND WORD CHOICE; MECHANICS; NO ERROR	85 23%	127 34%	112 30%	46 12%	370 100%
IV. ESSAY	40 11%	121 33%	147 40%	62 17%	370 100%

The number of examinee records used to compute the quantities is 35,040



THE **PRAXIS**
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Symposia and Meetings with IHEs



IHE Symposia and Meetings

- IHE Symposia in Princeton
 - 2nd annual held in Princeton in October 2009
 - Becky Pissanos, Bowling Green State University
 - 3rd annual to be held in October 2010
 - 8-12 IHEs represented annually
- IHE Meeting at AACTE
 - 2nd annual held in February 2010
 - 18 IHEs represented

Questions & Comments

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