

The *Praxis*[®] Study Companion

Business Education: Content Knowledge

5101

Welcome to *The Praxis*[®] Study Companion

Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

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

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

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 32).

What should I expect when taking the test on computer?

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

Where and when are the *Praxis* tests offered?

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

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

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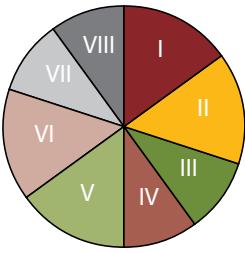
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1. Learn About Your Test

Learn about the specific test you will be taking

Business Education: Content Knowledge (5101)

Test at a Glance			
Test Name	Business Education: Content Knowledge		
Test Code	5101		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Accounting and Finance II. Communication and Career Development III. Economics IV. Entrepreneurship V. Information Technology VI. Law and International Business VII. Marketing and Management VIII. Professional Business Education	18 18 12 12 18 18 12 12	15% 15% 10% 10% 15% 15% 10% 10%

About This Test

The *Praxis* Business Education: Content Knowledge test is intended primarily for persons planning to teach in business education programs. The test concentrates on the core of knowledge and cognitive skills common to all business teachers, including content that contributes to general business and economic literacy. Also included are questions about business education in general and questions about areas of specialization within business education. An examinee planning to take this test should be prepared to encounter ethical and technological concepts as well as emerging trends and issues. Because of the variations among business education programs, some questions may refer to areas you may not have studied. Therefore, no one is expected to answer all of the questions on the test correctly. In addition, this test may contain some questions that do not count toward your score.

In general, the topics concern areas broadly defined as business and economic literacy; professional business education, including knowledge, comprehension, and application of pedagogical techniques; and business specialization, including specific background and application knowledge considered essential for a business education teacher. The examination is typically taken by examinees who have completed a bachelor's degree program in education with appropriate coursework in business education. Examinees will be allowed to use a calculator during the examination; however, calculators with QWERTY keyboards will not be allowed.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 26.

I. Accounting and Finance

- A. Accounting: the accounting cycle, the accounting process, and the interpretation and use of financial statements
- B. Personal and business finance: savings and investments; managing credit, finances, and risks; financial institutions

II. Communication and Career Development

- A. Foundations of communication: barriers, techniques, and skills
- B. Written and oral communications: letters, memos, email, presentations, reports
- C. Employment communication: résumés, applications, interview techniques and tools
- D. Career research: evaluating occupational interests and using career research tools and resources

III. Economics

- A. Allocation of resources: supply and demand, opportunity cost, scarcity, factors of production, etc.
- B. Economic systems: free enterprise, market versus command economies, mixed economies
- C. Market structures: monopolies, oligopolies, competition, the effect of the structures on pricing and the quality of goods and services
- D. Role of government: fiscal policies, taxation, monetary policies, banking regulations
- E. Economic indicators: growth, productivity, employment, the business cycle

IV. Entrepreneurship

- A. Characteristics
- B. Entrepreneurial opportunities
- C. Forms of ownership: sole proprietorship, partnership, corporation
- D. Business plans: components and rationale

V. Information Technology

- A. Operations and concepts: hardware, software, networking, operating environments, file management, security
- B. Human factors: ergonomics, workflow, physical design/layout
- C. Technology tools:
 - 1. Communication (e.g., telecommunications, Internet, netiquette)
 - 2. Research (e.g., Internet usage, search strategies, databases)
 - 3. Problem solving and decision making using applications (e.g., word processing, multimedia, spreadsheet, database, desktop publishing, web design, programming, collaborative software)

VI. Law and International Business

- A. Foundations of international business: role and impact
- B. International business environment: social, cultural, political, legal, and economic factors; and the impact of a country's infrastructure
- C. Trade relations: imports and exports; trade barriers, trade agreements, and balance of trade
- D. Contract law
- E. Consumer law
- F. Computer law: copyright, intellectual property, privacy/security
- G. United States court system

VII. Marketing and Management

- A. Marketing: marketing principles, marketing mix, and consumer behavior
- B. Management: management functions and human resources

VIII. Professional Business Education

- A. Professional business education organizations
 - 1. Student organizations and the role of the advisor
 - 2. Teacher organizations and the importance of staying actively involved in the profession
- B. Career and technical education legislation (e.g., Carl Perkins)
- C. School and community relationships
 - 1. Advisory committees
 - 2. Student recruitment
 - 3. Involvement of business community
- D. Mission and objectives of the business education program
- E. Pedagogy
- F. Work-based learning
 - 1. School-based enterprises
 - 2. Internships
 - 3. Mentorship
 - 4. Cooperative education
 - 5. Job shadowing

2. Familiarize Yourself with Test Questions

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

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

Understanding Computer-Delivered Questions

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

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

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

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

Remember that with every question you will get clear instructions.

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

Understanding Selected-Response Questions

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

Which of the following is a flavor made from beans?

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

How would you answer this question?

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

Try following these steps to select the correct answer.

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

Try a more challenging example

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

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

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

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

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

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

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

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

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

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

How to approach unfamiliar formats

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

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

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

Understanding Constructed-Response Questions

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

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

Take a look at a few sample essay topics:

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

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

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

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

For tests that have constructed-response questions, more detailed information can be found on page 5.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

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

The screenshot shows a sample test question interface. At the top, there is a navigation bar with icons for Review, Mark, Help, Back, and Next. The text "Question 1 of 94" is centered above the main content area. The main content area contains a question and four multiple-choice options. A callout box at the bottom instructs the user to answer the question by clicking on the correct response.

While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?

To determine students' prior knowledge
 To monitor students' progress
 To forecast students' success rate in state tests
 To compare student achievement with that of previous classes

Answer the question above by clicking on the correct response.

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

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

1. Which of the following actions by the Federal Reserve System would be most likely to increase consumer spending?
 - (A) Increasing the discount rate to member banks
 - (B) Decreasing the discount rate to member banks
 - (C) Selling large amounts of government securities
 - (D) Keeping reserve requirements of member banks constant
2. The total retail market value of all the goods and services produced in a nation, usually stated in annual terms, is the
 - (A) ratio of profit to sales
 - (B) current ratio
 - (C) gross domestic product
 - (D) trade surplus
3. An important source of information on the credit rating of retail businesses is
 - (A) the Retail Merchants Association
 - (B) the local chamber of commerce
 - (C) Dun & Bradstreet, Inc.
 - (D) the United States Retail Credit Association
4. Which of the following is the government regulator for all securities firms operating in the United States?
 - (A) Federal Trade Commission
 - (B) Federal Deposit Insurance Corporation
 - (C) Federal Reserve Board
 - (D) Financial Industry Regulatory Authority
5. An accounts payable entry appears in the
 - (A) asset section of the balance sheet
 - (B) liability section of the balance sheet
 - (C) cost of goods sold section of the income statement
 - (D) operating expense section of the income statement
6. Which of the following best describes the situation after the price is raised on a product that has an inelastic demand?
 - (A) The quantity demanded will not change.
 - (B) The quantity demanded will increase.
 - (C) Total revenue will decrease.
 - (D) Total revenue will not change.
7. If one party to a contract is forced to sign, the contract is defined as
 - (A) enforceable
 - (B) executory
 - (C) unilateral
 - (D) voidable
8. Which of the following defenses may NOT be used to legally avoid payment on a negotiable instrument?
 - (A) Breach of contract
 - (B) Diminished economic resources
 - (C) Fraud in the inducement
 - (D) Mental incapacity
9. Which of the following prescribes standards for wages and overtime pay that affect most private and public employment?
 - (A) The Employee Retirement Income Security Act
 - (B) The American Recovery and Reinvestment Act
 - (C) The Fair Labor Standards Act
 - (D) The Federal Employees' Compensation Act

10. When Corporation X pays out \$300,000 in salaries, which of the following is the impact on assets and liabilities?
- (A) Salary expense is increased by \$300,000; cash is increased by \$300,000
 - (B) Salary expense is increased by \$300,000; cash is decreased by \$300,000
 - (C) Salary expense is decreased by \$300,000; cash is increased by \$300,000
 - (D) Salary expense is decreased by \$300,000; cash is decreased by \$300,000
11. What is the most likely impact of an increase in interest rates?
- (A) Investment levels diminish
 - (B) Employment increases
 - (C) The value of the U.S. dollar increases
 - (D) Mortgage rates decline
12. Which of the following is the best description of a consumer checking account?
- (A) An asset for the consumer and a liability for the bank
 - (B) A liability for the consumer and an asset for the bank
 - (C) An asset for both the consumer and the bank
 - (D) A liability for both the consumer and the bank
13. Jacques, Hedwig, and Reyes want to form a business entity through which they can raise capital by selling equity shares to the public. Which of the following business structures should they adopt?
- (A) LLC
 - (B) PC
 - (C) Corporation
 - (D) LLP
14. What is the fundamental basis of competition in a market with poorly differentiated products?
- (A) Promotion
 - (B) Product placement
 - (C) Price
 - (D) Value proposition
15. Which of the following protocols is used to transport HTML pages from Web servers to Web browsers?
- (A) BOOTP
 - (B) HTTP
 - (C) SNMP
 - (D) SMTP
16. Which of the following protocols is usually associated with hyperinflation?
- (A) A rapid decrease in total spending
 - (B) A rapid increase in money supply
 - (C) A slow increase in exports
 - (D) A slow increase in labor productivity
17. Which of the following should a computer user do to prevent screen-induced eyestrain?
- (A) Use eye drops regularly
 - (B) Change choice of software programs
 - (C) Limit the resolution on the monitor
 - (D) Take periodic breaks to view natural lighting
18. When preparing a presentation, which of the following might make data-heavy text more reader friendly?
- (A) Providing an overview of data
 - (B) Using italics on numbers
 - (C) Using double-spacing for all text
 - (D) Including relevant graphics with text

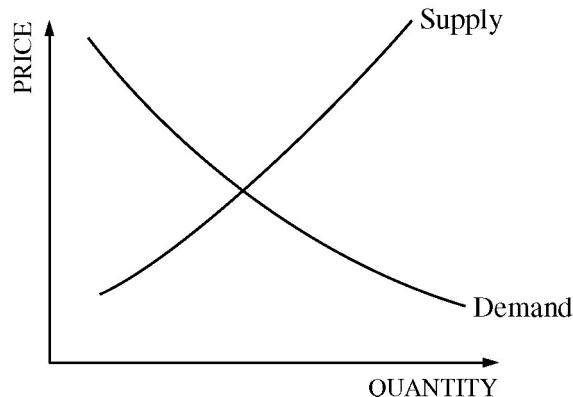
19. Which of the following is the best source of objective information about a prospective employer that is publicly traded?

- (A) Annual reports
- (B) Press releases
- (C) Newspaper articles
- (D) 10-K filings with the SEC

20. Which of the following would be provided in the marketing segment of a business plan?

- (A) How the products and services will be priced
- (B) The organizational structure of the business
- (C) Any factors that could affect employee retention
- (D) The details of the budget plan

Questions 21–22 relate to the graph below.



21. An increase in the price of leather and a simultaneous increase in consumers' incomes will most likely have which of the following effects on the equilibrium price and quantity of leather garments?

- | <u>Price</u> | <u>Quantity</u> |
|-------------------|-----------------|
| (A) Increase | Increase |
| (B) Increase | Indeterminate |
| (C) Indeterminate | Decrease |
| (D) Decrease | Decrease |

22. If the government places a price ceiling on leather garments that is below the equilibrium price, which of the following will occur in the market for leather garments?

- (A) There will be a shortage.
- (B) There will be a surplus.
- (C) The demand curve for leather garments will shift leftward.
- (D) The supply curve for leather garments will shift rightward.

23. Many employers rely on temporary workers to provide flexibility in times of fluctuating need. However, an important consideration in hiring temporary workers is that they
- (A) are often less experienced and less committed to the job than full-time employees
 - (B) are limited to 30 days on the job before they must be offered a permanent position
 - (C) must be offered health care and other benefits like regular full-time employees
 - (D) are required to receive pay equal to that of regular full-time employees doing the same job
24. Which of the following scenarios does not include a producer?
- (A) Direct selling
 - (B) Reverse channels
 - (C) Indirect channels
 - (D) Dual distribution
25. A graphic design firm wants to promote a new service that requires customer interaction. It wants to communicate only with current clients using the company database. Which of the following methods is the most effective way to complete the task?
- (A) Mailing a small postcard
 - (B) Distributing an invite at a trade show
 - (C) Sending a personalized form letter
 - (D) Posting an announcement on social media
26. Which of the following worker attributes is most closely associated with McGregor's Theory X about management?
- (A) Self-directed
 - (B) Money motivated
 - (C) Ambitious
 - (D) Committed
27. The owner of a store that sells antique books wants to create a Web site with a Web designer who understands the store's goals. When interviewing designers, which of the following elements is most important for the store owner to consider?
- (A) Development specifications
 - (B) Text structure
 - (C) Search placement
 - (D) Customer needs
28. A new college graduate is looking for a job and decides to begin networking with friends rather than just looking for open positions online, since many job opportunities are not advertised. Which of the following is true of the hidden job market?
- (A) It is a secondary resource because it accounts for less than 20 percent of jobs.
 - (B) It is valuable because it accounts for as many as 75 percent of all available jobs.
 - (C) It is not important because online job boards provide millions of job listings.
 - (D) It is ineffective to research potential companies because of job obscurity
29. The Federal Reserve and its member banks are controlled by the
- (A) President of the United States
 - (B) Board of Governors
 - (C) Federal Trade Commission
 - (D) Federal Deposit Insurance Corporation
30. The labor force primarily consists of all
- (A) employed workers under the age of 16
 - (B) persons classified as unemployed or employed
 - (C) persons who are employed as full-time workers
 - (D) unemployed, employed, and discouraged workers

Answers to Sample Questions

1. The correct answer is (B). A reduction in the discount rate, the rate commercial banks are charged to borrow money from the Federal Reserve, encourages banks to lend money, promoting consumer spending.
2. The correct answer is (C). Gross domestic product can be defined as the total market value of all final goods and services produced by factors of production located within a country, regardless of who owns them.
3. The correct answer is (C). One of the primary services of Dun & Bradstreet, Inc. is to provide credit information on businesses. (A), (B), and (D) are organizations made up of member firms with common interests.
4. The correct answer is (D). The Financial Industry Regulatory Authority is the regulator for all securities firms operating in the United States.
5. The correct answer is (B). Accounts payable shows the amount owed to a creditor for goods or services bought on credit.
6. The correct answer is (A). (B) is incorrect because an increase in the price of a product that has an inelastic demand will not cause a change in the quantity demanded. Total revenue will increase if the price is raised on a product that has an inelastic demand. Therefore (C) and (D) are incorrect.
7. The correct answer is (D). A forced agreement is not a genuine agreement. The contract is voidable due to duress.
8. The correct answer is (B). A lack of economic resources does not legally void the payment obligation on a negotiable instrument. (A), (C), and (D) are legal reasons for nonpayment on a negotiable instrument.
9. The correct answer is (C). The Fair Labor Standards Act (FLSA) prescribes standards for wages and overtime pay, which affect most private and public employment. The act is administered by the Wage and Hour Division of the Department of Labor. It requires employers to pay covered employees who are not otherwise exempt at least the federal minimum wage and overtime pay of one-and-one-half times the regular rate of pay.
10. The correct answer is (B). The debit of \$300,000 to Salary expense increases Expenses; the credit of \$300,000 to Cash decreases Assets.
11. The correct answer is (A). A rise in interest rates means an increase in the cost of borrowing, which can discourage investment. A rise in interest rates can cause employment to decline (B), the value of the U.S. dollar to decrease (C), and mortgage rates to increase (D).
12. The correct answer is (A). A checking account is a claim against the bank's assets for the consumer (i.e., an asset of the consumer) and a obligation by the bank to pay (i.e., a liability for the bank).
13. The correct answer is (C). Of all business structures, only corporations can sell equity.
14. The correct answer is (C). In a commodity market where products are close substitutes of each other, the only basis for competition is price.
15. The correct answer is (B). The question tests your knowledge of information technology with respect to hypertext markup language (HTML). (A), the bootstrap protocol (BOOTP), is used to assign an IP address to diskless computers and tell it what server and file to load to provide it with an operating system. (C), the simple network management protocol (SNMP), is used to manage all types of network elements based on various data sent and received. (D), the simple mail transfer protocol (SMTP), is used to transport mail. (B), the hypertext transfer protocol (HTTP), is used to transport HTML pages from Web servers to Web browsers and is the protocol used to communicate between Web servers and Web browser software clients.
16. The correct answer is (B). Hyperinflation is caused by extremely rapid growth in the supply of money. It occurs when the monetary and fiscal authorities of a nation regularly issue large quantities of money to pay for a large stream of government expenditures.
17. The correct answer is (D). Looking at natural light is known to relieve eyestrain caused by pixilated images.
18. The correct answer is (D). While additional formatting, (A), (B), and (C), can improve readability, graphical presentation is often the most effective conveyor of data.
19. The correct answer is (D). In annual 10-K filings, publicly traded companies are required by statute to report assets, liabilities, activities, and risks accurately. Sources such as annual reports, press releases, and newspaper articles can be biased and incomplete.
20. The correct answer is (A). Pricing strategy is a part of the marketing segment. This segment would discuss how the products and services are priced. (B), (C), and (D) are not a part of the marketing segment.

21. The correct answer is (B), because an increase in the price of leather decreases the supply of leather garments, and an increase in incomes will increase the demand for leather garments, assuming leather garments are normal goods. These simultaneous shifts in the curves will result in an increase in price, but the effect on quantity is indeterminate and will depend on the extent of the shift of each curve.

22. The correct answer is (A). The result of an effective price ceiling below the equilibrium price will be an excess of quantity demanded over quantity supplied, which will result in a shortage.

23. The correct answer is (A) correct. Temporary workers do not have as much invested in a job as regular full-time workers, and also tend to be less experienced. (B) is incorrect. There is no limitation on the time frame of a temporary worker or a rule that mandates they must be hired on a full-time basis. (C) is incorrect. There is no rule outlining that temporary workers must receive the same benefits as regular workers, which explains why it is a cost-cutting move. (D) is incorrect. There is no requirement for equal pay for a temporary worker and full-time employee.

24. The correct answer is (B). Reverse channels take something from the traditional end point (consumer) and find a way to reuse it. An example would be using recycled plastics to create building-material blocks to build smaller low-cost housing. (A) is incorrect. Direct selling is when someone is producing something and selling it directly to the buyer. (C) is incorrect. In an indirect channel there is a producer and then some intermediary such as a wholesaler and/or retailer to get the product to the consumer. (D) is incorrect. Dual distribution is when there is a producer and that producer uses more than one distribution path to get to the consumer, possibly selling directly and also through a wholesaler.

25. The correct answer is (C). A personalized form letter is a personal way to provide important information to current clients.

26. The correct answer is (B). Theory X assumes that people work only for money and security.

27. The correct answer is (D). Customer's needs are most important when designing a Web site to represent a business. The Web site will attract more customers if it is geared toward their needs.

28. The correct answer is (B). The question tests your knowledge of employment communications. The hidden job market is an untapped resource for positions available at any given time. Tapping into the hidden job market makes networking an even more effective job search tool.

29. The correct answer is (B). The question tests knowledge the Federal Reserve System. The Federal Reserve System is comprised of 12 Federal Reserve Banks and many member banks throughout the country. This system of banking is controlled by the Federal Reserve's Board of Governors.

30. The correct answer is (B). The question tests your knowledge of labor issues. The labor force is defined as all the nonmilitary people who are officially employed or unemployed.

4. Determine Your Strategy for Success

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

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

1) Learn what the test covers.

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

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

2) Assess how well you know the content.

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

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

3) Collect study materials.

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

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

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

4) Plan and organize your time.

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

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

5) Practice explaining the key concepts.

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

6) Understand how questions will be scored.

Scoring information can be found on page 35.

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 24 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 24, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 12.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

5. Develop Your Study Plan

Develop a personalized study plan and schedule

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

Use this worksheet to:

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

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

Test Date: **9/15/15**

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

(continued on next page)

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

My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): _____

Test Date: _____

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

(continued on next page)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

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

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

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

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

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

Discussion Areas

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

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

Study Topics

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

I. Accounting and Finance

- A. Accounting: the accounting cycle, the accounting process, and the interpretation and use of financial statements
- B. Personal and business finance: savings and investments; managing credit, finances, and risks; financial institutions

Discussion areas: Accounting and Finance

- What are the steps in the accounting cycle?
- How do you create, interpret, and use various financial statements?
- What are the different types of financial institutions and their functions?
- What are the principles of and terminology associated with personal and business financial management?
- What are the characteristics of and services provided by different types of financial institutions?

II. Communication and Career Development

- A. Foundations of communication: barriers, techniques, and skills
- B. Written and oral communications: letters, memos, email, presentations, reports
- C. Employment communication: résumés, applications, interview techniques and tools
- D. Career research: evaluating occupational interests and using career research tools and resources

Discussion areas: Communication and Career Development

- How do the foundations of communication impact a business setting?
- What are the functions of written and oral communication formats in the workplace?
- What communication tools and skills are important for gaining employment?
- How has social media influenced communication?

III. Economics

- A. Allocation of resources: supply and demand, opportunity cost, scarcity, factors of production, etc.
- B. Economic systems: free enterprise, market versus command economies, mixed economies
- C. Market structures: monopolies, oligopolies, competition, the effect of the structures on pricing and the quality of goods and services
- D. Role of government: fiscal policies, taxation, monetary policies, banking regulations
- E. Economic indicators: growth, productivity, employment, the business cycle

Discussion areas: Economics

- What are the basic features of assorted economic systems?
- What are the characteristics and role of government in developing fiscal policies and setting regulations?
- What are the different characteristics of economic indicators?

IV. Entrepreneurship

- A. Characteristics
- B. Entrepreneurial opportunities
- C. Forms of ownership: sole proprietorship, partnership, corporation
- D. Business plans: components and rationale

Discussion areas: Entrepreneurship

- What are the various types and characteristics of businesses?
- What are the differences between the forms of business ownership, including proprietorships, partnerships, corporations, and franchises?
- What are the major components and functions of a business plan?

V. Information Technology

- A. Operations and concepts: hardware, software, networking, operating environments, file management, security
- B. Human factors: ergonomics, workflow, physical design/layout
- C. Technology tools:
 - 1. Communication (e.g., telecommunications, Internet, netiquette)
 - 2. Research (e.g., Internet usage, search strategies, databases)
 - 3. Problem solving and decision making using applications (e.g., word processing, multimedia, spreadsheet, database, desktop publishing, web design, programming, collaborative software)

Discussion areas: Information Technology

- What are the functions and concepts related to operating and maintaining the hardware and software of a computer system?
- How are human factors affected by technology in the workplace?
- What is the impact of information technology on business and society?
- What role does computer technology play in specific business contexts (e.g., product design, sales and marketing, inventory)?

VI. Law and International Business

- A. Foundations of international business: role and impact
- B. International business environment: social, cultural, political, legal, and economic factors; and the impact of a country's infrastructure
- C. Trade relations: imports and exports; trade barriers, trade agreements, and balance of trade
- D. Contract law
- E. Consumer law
- F. Computer law: copyright, intellectual property, privacy/security
- G. United States court system

Discussion areas: Law and International Business

- What are the social, cultural, political, legal, and economic factors in relation to the international business environment?
- What are the financial forces and economic theories affecting a country's infrastructure (e.g., effects of foreign exchange markets)?
- What are the trade barriers and trade agreements relevant to international business (e.g., exchange rates, quotas, tariffs, etc.)?
- What are the concepts associated with contract law and laws associated with the use of computers?
- What are the concepts related to consumer law (e.g., consumer protection, legislation)?
- What are the concepts related to business law (e.g., trademark, laws against fraud)?

VII. Marketing and Management

- A. Marketing: marketing principles, marketing mix, and consumer behavior
- B. Management: management functions and human resources

Discussion areas: Marketing and Management

- What are the basic principles and terminology related to marketing?
- What are the elements included in the marketing mix (e.g., product, price, promotion, place)?
- What are the basic functions of management and its implementation in the business environment (e.g., planning, organizing, directing/leading, controlling)?
- What are the functions of human resource management (e.g., needs analysis, recruitment)?
- How is social media related to marketing?

VIII. Professional Business Education

- A. Professional business education organizations
 - 1. Student organizations and the role of the advisor
 - 2. Teacher organizations and the importance of staying actively involved in the profession
- B. Career and technical education legislation (e.g., Carl Perkins)
- C. School and community relationships
 - 1. Advisory committees
 - 2. Student recruitment
 - 3. Involvement of business community
- D. Mission and objectives of the business education program
- E. Pedagogy
- F. Work-based learning
 - 1. School-based enterprises
 - 2. Internships
 - 3. Mentorship
 - 4. Cooperative education
 - 5. Job shadowing

Discussion areas: Professional Business Education

- What are the characteristics, functions, and organizational structure of student organizations?
- What is the relationship between classroom learning and student organizations? The relationship between business education programs and advisory committees?
- What are the roles and responsibilities of business education teachers in regard to creating and maintaining community partnerships?
- What are the mission and objectives of the business education program?
- What is the importance of regulations for using work-based learning (e.g., internships, cooperative education, job shadowing)?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

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

Should I guess?

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

Can I answer the questions in any order?

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

Are there trick questions on the test?

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

Are there answer patterns on the test?

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

Can I write on the scratch paper I am given?

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

Smart Tips for Taking the Test

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

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

8. Check on Testing Accommodations

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

What if English is not my primary language?

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

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

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

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

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

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

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

9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

Are You Ready?

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

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

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

10. Understand Your Scores

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

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

What are the score requirements for my state?

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

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

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

How do I know whether I passed the test?

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

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

What your *Praxis* scores mean

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

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

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

Put your scores in perspective

Your score report indicates:

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

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

Content category scores and score interpretation

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

Score scale changes

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

These resources may also help you interpret your scores:

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

Appendix: Other Questions You May Have

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

What do the *Praxis* tests measure?

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

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

Who takes the tests and why?

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

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

Do all states require these tests?

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

What is licensure/certification?

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

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

Why does my state require the *Praxis* tests?

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

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

How were the tests developed?

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

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

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

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

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

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

How long will it take to receive my scores?

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

Can I access my scores on the web?

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

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

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

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

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

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

www.ets.org/praxis/testprep

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

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