

The Praxis® Study Companion

# Spanish: World Language

5195



# Welcome to *The Praxis*® Study Companion

## Prepare to Show What You Know

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

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

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

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

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

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

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

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

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

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

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

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

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

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

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

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

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

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## Spanish: World Language (5195)

Test at a Glance			
<b>Test Name</b>	Spanish: World Language		
<b>Test Code</b>	5195		
<b>Time</b>	Approximately 3 hours, including the Listening with Cultural Knowledge Practice and the optional Writing Practice with the built-in character toolbar for the Writing section		
<b>Number of Questions</b>	75 selected-response questions and 6 constructed-response questions		
<b>Format</b>	<p>Listening with Cultural Knowledge Practice (not scored); 6 selected-response questions (10 minutes)</p> <p>Section 1. Listening with Cultural Knowledge; 36 selected-response questions (50 minutes)</p> <p>Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)</p> <p>Writing Practice (not scored); one optional practice constructed-response exercise using the built-in character toolbar (5 minutes)</p> <p>Section 3. Writing, with 3 constructed-response tasks (50 minutes)</p> <p>Section 4. Speaking, with 3 constructed-response tasks (15 minutes)</p>		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	<p>I. Interpretive Listening, including embedded linguistic content</p> <p>II. Interpretive Reading, including embedded linguistic content</p> <p>III. Cultural Knowledge (Tested in Sections 1 and 2)</p> <p>IV. Interpersonal and Presentational Writing</p> <p>V. Presentational and Interpersonal Speaking</p>	<p>30 selected response</p> <p>30 selected response</p> <p>15 selected response</p> <p>3 written responses (constructed response)</p> <p>3 spoken responses (constructed response)</p>	<p>26%</p> <p>26%</p> <p>12%</p> <p>18%</p> <p>18%</p>

## About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K–12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced-Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

This test integrates listening, reading, writing, and speaking skills, as well as linguistic and cultural knowledge, through active participation in a variety of questions in the interpretive modes (in the Listening and Reading sections) and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks.

All questions and answer choices are in Spanish and are based on various genres of authentic material, whether written or in audio format, from various Spanish-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer controlled throughout the Listening and Speaking sections. Prior to beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise prior to the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in Spanish.

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

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 38.

### I. **Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%)**

#### A. **Demonstrating language proficiency in the target language (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)**

The beginning Spanish teacher:

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message

8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future tense
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

**B. Understanding linguistics—linguistic features of the target language**

The beginning Spanish teacher:

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target language, such as the verb structures and verb tenses, pronouns, agreement (such as subject/verb, adjective/noun), word order, and interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistic conventions and register (formal and informal forms of address)

**C. Comparing the target language with English**

The beginning Spanish teacher:

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions in the target language with those of English

**II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%)**

**A. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products**

The beginning Spanish teacher:

1. Knows the three Ps:
  - a. perspectives (such as attitudes, ideas, and values)
  - b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage)
  - c. products (such as foods, architecture, literature, art, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target culture

## Test Sections

The Listening Practice section, Section 1 (Listening), and Section 4 (Speaking) are recorded. For Section 4, you must answer the questions when instructed to do so on the recording. Descriptions of the test sections are provided below.

### Listening Practice Section - Interpretive Mode: Listening with Cultural Knowledge

This section allows you to listen to an audio selection in Spanish and to practice answering questions based on that selection in the time allotted. This Listening Practice section is timed separately from the Listening section that follows, and the time you spend practicing will not be counted toward the time allotted to answering the questions in the Listening section. The questions in this section will NOT be scored and will NOT affect your results in any way.

### Section 1 - Interpretive Mode: Listening with Cultural Knowledge

The selections in Section 1 are recorded.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in Spanish. Each selection is followed by six questions. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire Listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

### Section 2 - Interpretive Mode: Reading with Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Spanish.

Each selection is followed by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with some visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question.

You may take notes as you read, but **only** on the scratch paper that will be provided. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case.

### Cultural Knowledge

- The culture questions are in Spanish and are part of Section 1 (Listening) and Section 2 (Reading).
- Questions focus on connections among the perspectives of the target culture and its practices and products.

### Section 3 - Interpersonal and Presentational Writing

There are three tasks in this section. Be sure to complete each task. Please pace yourself as you work.

Type your answers in Spanish in the space provided. For Spanish-specific characters (e.g., ñ, é, í, ç, etc.), use the built-in character toolbar ([click here](#) to view a demo of the toolbar). You should give as complete a response as possible. Your written Spanish should be acceptable to a wide range of native speakers.

**Note:** To run the built-in character toolbar tutorial from the preceding link, you need Java Runtime Environment version 1.7.45 installed on your computer. If you do not have Java Runtime Environment version 1.7.45, you can download it for free or you can visit the Java website to install it. To avoid issues with the download, be sure to uninstall all Java versions in your system and reboot your computer before downloading version 1.7.45. When you click on the tutorial link below, a security prompt asks you to allow the program to run. This is normal. The toolbar tutorial runs the same version of Java that is on the actual test to ensure that the tutorials accurately reflect the testing experience. When the prompt appears, click Allow.

Additionally, if your security settings are set very high, a second security prompt asks you to run the application. Again, this is normal. When this prompt appears, click Run.

*If you are unsure if your computer has Java Runtime Environment version 1.7.45, navigate to Start/Control Panel/Java. From the Java Control Panel popup window, select the Java tab, then the View button. The Java Runtime Environments Setting window displays the currently installed versions of Java.*

You may use the scratch paper that will be provided to take notes on each task. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and diacritical marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader (register)
- The extent to which each task is completed

### Interpersonal Writing: Response to an E-mail, Memo, or Letter

You will be given an e-mail, memo, or letter to which you will write an appropriate response in Spanish. First, read the e-mail, memo, or letter. Then, write your response in the space provided.

Manage your time so that you allow enough time to plan, write, and revise your response. Your answer should be a **minimum of 60 words**.

### Presentational Writing: Opinion/Position Essay

You will be asked to write an essay in Spanish on a specific topic. First, read the topic. Then, write your response in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Typically, an effective essay will contain a **minimum of 120 words**.

### Presentational Writing: Integrated Skills

You will read a passage in Spanish. This passage will appear in both the Writing and the Speaking sections.

After reading the passage, you will complete a writing task based on the passage. Your response should be a **minimum of 120 words** and must be in Spanish. Write your response in the space provided.

Manage your time so that you have time to plan, write, and revise your response.

### Section 4 - Presentational and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

For each speaking task in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a clock on your screen will indicate how much time you have left.

Begin speaking only when the voice on the recording directs you to respond; you will not be given credit for anything recorded during the preparation time. As you speak, your response will be recorded. Your score for these tasks will be based only on what is on the recording. It is important that you speak loudly enough and clearly enough into the microphone. Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to interacting with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)

- Appropriateness for a given task and/or listener
- The extent to which each task is completed

If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. If you make a mistake and correct it soon afterward, it will not be considered a mistake. You may take notes **only** on the scratch paper that will be provided. These notes will not be used in evaluating your responses.

### **Presentational Speaking: Integrated Skills**

You will be asked to complete a task related to the passage you have already read in the Writing section.

You will have 30 seconds to read the directions and 1 minute to review the passage again. You will then hear a prompt describing a task related to this passage. Following the prompt you will have 2 minutes to prepare your response and 2 minutes to record your response in Spanish.

A clock will indicate how much time is remaining to plan your answer and to record your response.

A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible. When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous sections.

### **Presentational Speaking: Express an Opinion or Make an Oral Presentation**

You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. After the pause, you will hear the question.

You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response in Spanish.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous task.

### **Interpersonal Speaking: Simulated Conversation**

You will participate in a simulated conversation in Spanish. First, you will have 30 seconds to read the outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say. (See sample in the following section.)

You will have five turns to participate in the conversation. A tone will indicate when you should begin speaking. Each time it is your turn, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the bottom of the screen will indicate how much time is remaining to answer the question.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

## 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 answer choice 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 answer 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 13.

## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Sample Test Questions

All selections in Section 1 are based on authentic recordings of native speakers. Therefore, the transcriptions reflect real spoken language and may contain hesitations, repetitions, and minor errors.

#### Section 1: Listening with Cultural Knowledge

**Directions:** This section is designed to measure how well you understand spoken Spanish and the cultures of Spanish-speaking countries.

You will listen to several selections in Spanish. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire Listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. **You will not be able to return to previous questions.**

You may now begin.

#### Transcript:

#### Las preguntas 1-6 están basadas en la siguiente entrevista

Interviewer: Buenos días. Nació en la Gran Manzana Criado en Puerto Rico. De vuelta con nosotros está: ¡Lefty Pérez! Hola, ¿qué tal amigo?

Lefty Pérez: El gusto... ¡Guuuusto!

Interviewer: El gusto es mío.

Lefty Pérez: Hola, ¿qué tal? ¿Cómo estás papi? ¿Bien? Contento de estar aquí una vez más trayéndote mucha salsa.

Interviewer: Oye, mucho tiempo sin verte desde «Calle 8». Te veo más delgado... pero... estás por todos lados: en canales de TV, promocionando tu nuevo disco, «Salseros unidos» y en muchas presentaciones por Nueva York, Puerto Rico, San Francisco... ¡Cuéntanos, cuéntanos!

Lefty Pérez: Exactamente, el Carnaval de San Francisco fue un exitazo grandísimo: como 4.000 personas a quienes les encanta la salsa.

Interviewer: De cierta forma estás como retomando tu carrera.

Lefty Pérez: Sí, sí... pero yo siempre he estado ocupado, activo, trabajando en otros países. Y, pues, este nuevo proyecto que he comenzado es titulado «Salseros unidos».

Interviewer: Háblanos de este disco porque no hemos tenido mucho tiempo de hablar de la producción completa.

Lefty Pérez: Sí, bueno, esta producción es muy especial para mí. Este... «Salseros unidos» sale de la muerte de un compañero nuestro. Llamo a unificar a los salseros del mundo y vengo y les escribo junto con Pedro Jesús. Colaboraron conmigo varios artistas en el video y menciono la mayoría de ellos en la canción.

Interviewer: Hagamos un pequeño flashback del comienzo de tu carrera. ¿Qué recuerdas?

Lefty Pérez: Bueno, yo comencé a los 13 años oyendo los temas de Héctor Lavoe, y los cantaba en el baño, escuchando a Cheche Colé, «Abuelita tu refrán me hace reír».

Interviewer: ¿Pero, pero lo cantabas igualito?

Lefty Pérez: Yo canto bastante bien. Como Héctor, porque para llenar esos zapatos se necesita...

Interviewer: ¿Todavía te acuerdas?  
--Song Plays--

Interviewer: A propósito de Héctor: ¿ya viste la película «El cantante»?

Lefty Pérez: ¡Excelente! Y exhorto al público que la vaya a ver. Lo que hicieron Marc Anthony y su esposa Jennifer es traer a esta leyenda a la pantalla gigante para que el mundo, el mundo, el mundo entero conozca quien fue este señor.

Interviewer: ¿Lo que más te ha gustado de la película?

Lefty Pérez: Son los chistes que decía Héctor Lavoe. Como era él.

Interviewer: Gracias, Lefty Pérez. Bendiciones. Éxitos.

Lefty Pérez: Te quiero. Salúdame a Panamá ....

Interviewer: ¿Cómo no? Con gusto.

Lefty Pérez: Chévere. Un abrazo.

Interviewer: Un abrazo y gracias.

NARRATOR: Now you will have 60 seconds to preview the questions you will need to answer.

(60 seconds)

NARRATOR: Now listen again.

[ENTIRE INTERVIEW IS REPEATED]

NARRATOR: Now answer questions 1–6.

(2 minutes)

1. ¿Qué es «Salseros unidos»?
  - (A) Una película sobre la música puertorriqueña
  - (B) Una agrupación de cocineros
  - (C) Un carnaval en San Francisco
  - (D) Un proyecto de Lefty Pérez
2. Según la entrevista, ¿cuándo empezó a cantar Lefty Pérez?
  - (A) Cuando apenas tenía 3 años
  - (B) A los 13 años, cantando en el baño
  - (C) A los 8 años en la radio de Puerto Rico
  - (D) Siendo ya adulto en San Francisco
3. ¿Por qué se menciona a Marc Anthony y su esposa Jennifer en la entrevista?
  - (A) Porque son los mejores amigos de Lefty Pérez
  - (B) Porque van a hacer una gira con Lefty Pérez
  - (C) Porque han hecho una película sobre Héctor Lavoe
  - (D) Porque compusieron una canción sobre Héctor Lavoe
4. ¿Cómo se dirige Lefty Pérez al entrevistador?
  - (A) Con ironía
  - (B) Con amabilidad
  - (C) Con formalidad
  - (D) Con timidez
5. Al final de la entrevista, el entrevistador dice: «¿Cómo no? Con gusto». ¿Cuál de las siguientes expresiones sería equivalente?
  - (A) Claro que sí
  - (B) Permítame
  - (C) Pase usted
  - (D) ¡Qué se va a hacer!
6. La palabra «exitazo» en el contexto de la frase «Exactamente, el Carnaval de San Francisco fue un exitazo» es sinónimo de
  - (A) éxito muy corto
  - (B) éxito enorme
  - (C) decepción general
  - (D) decepción pequeña

## Section 2: Reading with Cultural Knowledge

**Directions:** This section is designed to measure how well you understand written Spanish and the cultures of Spanish-speaking countries.

You will read several selections in Spanish. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with 3 visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire Reading section lasts 50 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all of the questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

### Las preguntas 7-12 están basadas en el siguiente artículo sobre el idioma español.

Hablar un mismo idioma no equivale a utilizar las mismas palabras para todo. A los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos y se nos muestran como soluciones lógicas, pero diferentes, para nuestras propias ideas; y definen además con exactitud nuestras propias ideas; aunque de un modo distinto. Supongo que lo mismo le ocurre a un latinoamericano al escuchar a un español o a cualquier otro hispanohablante de un país distinto al suyo. Eso es la unidad del idioma, el genio profundo que da vigor a todo el sistema lingüístico, la sima que podemos compartir veintidós países y que arroja hacia la superficie criaturas identificables porque proceden de la misma cultura. Que no es ya la cultura que impusieron los españoles a partir de 1492, sino la que todos los pueblos hispanohablantes han ido creando conjuntamente durante estos siglos.

La unidad del idioma no se altera en absoluto por el hecho de que un español bucee en la “piscina” mientras un mexicano nada en la “alberca” y un argentino se baña en la “pileta”, estando todos ellos en el mismo lugar. Las tres —precisas, hermosas— parten de lo más profundo de nuestro ser intelectual colectivo. Podemos ver el ADN de “piscina” en “piscis”, y en “piscifactoría”, y hasta saber que la palabra procede de aquellos estanques de los jardines que se adornaban con peces; y relacionar su significado con un lugar donde se almacena agua y donde, como peces en el agua, podemos aumentar la velocidad mediante unas aletas como las del pez, y también nadar al estilo rana. Y la “alberca” mexicana (del árabe al birka, estanque) nos llevará por la genética y la historia a terrenos de regadío rurales donde se hacía preciso almacenar el agua para luego esparcirla, y donde los mozos del campo se remojaban para combatir el calor. Y a la “pileta” podemos asociarla con “pila” y con “pilón” que es un receptáculo de piedra que se construye en las fuentes para que, cayendo el agua en él, sirva para dar de beber al ganado, de lavadero o para otros usos y que aún se pueden hallar en algunos pueblos de España.

Defensa apasionada del idioma español, by Álex Grijelmo, © 1998 by Taurus. Used by permission.

7. Según el texto, ¿de qué origen es el autor de este artículo?
- (A) Argentino
  - (B) Español
  - (C) Mexicano
  - (D) Árabe
8. Para referirse al lugar donde las personas nadan por deporte y diversión, en Argentina se usa la palabra
- (A) alberca
  - (B) piscina
  - (C) pileta
  - (D) piscis
9. Desde el punto de vista histórico, la palabra “alberca” era utilizada en el contexto de
- (A) ciertas prácticas agrícolas de almacenamiento de agua
  - (B) algunas fiestas populares comunes a varios países
  - (C) competencias de natación para trabajadores del campo
  - (D) decoraciones de grandes jardines con estanques llenos de peces
10. ¿Cuál es la idea central de este ensayo?
- (A) Todos los hispanohablantes usan las mismas palabras para expresarse.
  - (B) El español hablado en Latinoamérica es muy preciso y hermoso.
  - (C) El español que rige actualmente ha variado muy poco desde 1492.
  - (D) La unidad del español actual se encuentra en su pasado cultural común.
11. Según sus conocimientos culturales y el contexto del pasaje, ¿quiénes tuvieron una gran influencia en el idioma español durante la Edad Media?
- (A) Los eslavos
  - (B) Los griegos
  - (C) Los árabes
  - (D) Los ingleses

12. ¿A qué se refiere el pronombre “la” de la frase “... se hacía preciso almacenar el agua para luego esparcir-la...” al final del texto?
- (A) Al agua
  - (B) Al estanque
  - (C) A la genética
  - (D) A la historia

La siguiente pregunta está basada en esta imagen.



13. Esta obra de arte es representativa de un estilo artístico muy ligado a México. ¿Qué nombre tiene dicha tendencia artística?
- (A) Impresionismo
  - (B) Muralismo
  - (C) Cubismo
  - (D) Surrealismo

Section 3 is designed to measure how well you can express yourself in written Spanish.

### Section 3: Writing

**Directions:** The Writing section includes three tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 50 minutes to complete all of the tasks. A clock at the top of the screen will indicate how much time is remaining.

You can move from one question to the next by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Mark column shows all of the questions you have marked for review. From the Review screen, you may go directly to any question.

#### Interpersonal Writing: Response to an E-mail, Memo, or Letter (Suggested time—15 minutes)

**Directions:** You will be given an e-mail, memo, or letter to which you will write an appropriate response in Spanish. First, read the e-mail, memo, or letter. Then, write your response in the space provided.

Manage your time so that you allow enough time to plan, write, and revise your response. Your answer should be **a minimum of 60 words**.

**Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.**

Asunto: Nuevo profesor de español  
De: Gabriela Marinero  
Fecha: 15 de septiembre de 2010  
Para: Profesores de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero,  
Directora  
Departamento de Lenguas Modernas

#### Presentational Writing: Opinion/Position Essay (Suggested time—15 minutes)

**Directions:** You will be asked to write an essay in Spanish on a specific topic. First, read the topic. Then, write your response in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Typically, an effective essay will contain a **minimum of 120 words**.

**En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres?**

- Explique y defienda su opinión.

**Presentational Writing: Integrated Skills****(Suggested time—20 minutes****Reading: 5 minutes****Writing: 15 minutes)**

**Directions:** You will read a passage in Spanish. This passage will appear in both the Writing and the Speaking sections.

After reading the passage, you will complete a writing task based on the passage. Your response should be **a minimum of 120 words** and must be in Spanish. Write your response in the space provided.

Manage your time so that you have time to plan, write, and revise your response.

**El siguiente artículo trata del tema de los uniformes escolares.**

### El uniforme escolar

El uniforme es una forma práctica de afrontar problemas sociales diversos. El más evidente es la diferencia de clases que se refleja en la vestimenta, lo caro, el lujo. El uniforme evita las disputas por las marcas en la ropa y en los colegios públicos, en los que tienen cabida los niños de cualquier procedencia sociocultural, es un modo, lejos de uniformar, de hacer ver que todos somos iguales ante el derecho a la educación y la cultura.

Entonces, ¿el uniforme sí o no? Los especialistas y las experiencias en las escuelas públicas que lo han implantado conducen a las mismas premisas. Sí, si los padres lo quieren muy mayoritariamente y si el debate en sí mismo sobre este tema no causa un conflicto en el centro. No, a la mínima disputa.

El uniforme se relaciona a menudo con una identidad, aunque tiene dos lecturas. Puede implicar algo diferenciador de clases sociales, si de lo que se trata es de marcar a los niños cuando van por la calle con la imagen de un colegio de élite, pero también algo positivo si se lleva con orgullo, con sana competitividad, similar a la deportiva.

Nadie discute que la norma de poner un uniforme no debería surgir como regla general para todos los centros. Las escuelas deben tener autonomía para decidir si optan o no por él. Y sin una consulta previa a todos los padres, profesores y alumnos es absurdo imponerlo en un centro público. Si no se rebelan los propios estudiantes, como ha ocurrido en varios institutos, lo hacen sus padres.

En Latinoamérica, el uniforme representa algo positivo. De alguna manera, en los países con grandes desigualdades sociales contribuye a que las diferencias sean menos visibles. Lo cuenta el secretario general de la Organización de Estados Iberoamericanos, Álvaro Marchesi: «El uniforme se vive con normalidad en la gran mayoría de los países y de las escuelas públicas. De alguna manera, en los países pobres y con grandes desigualdades sociales contribuye a que las diferencias sean menos visibles. En los países que se encuentran en esta situación me parece que es una norma acertada», añade.

En España, Carmen Gutiérrez, directora de un colegio público, cuenta que en su colegio el uniforme «se puso, fundamentalmente, con el objetivo de evitar los típicos conflictos con las marcas, que lleven los pantalones muy bajos y las camisetas enseñando el ombligo, y para evitar que se metieran con los muchachos con menos posibilidades económicas.» Por otro lado el profesor Gimeno considera llamativa la iniciativa en estos tiempos: «Ahora los jugadores de fútbol nada más acaba el partido se quitan el uniforme y publicitan marcas... Ahora, ¿queremos que los niños se pongan uniforme?».

Algunos directores han vivido esta lucha con desagrado. Hay padres que optan por la escuela pública «por principios» y no sólo quieren que sus hijos vivan la pluralidad de la sociedad sino «que la vean», explica el director de uno de los institutos. Se niegan al uniforme. En cambio, en algunos casos, como relata el director de un instituto público: «Ha sido bastante positivo y lo hemos visto en los padres. El uniforme de este centro hace ahorrar a las familias. Ayuda a luchar contra el consumismo y a favorecer la convivencia.»

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**WRITING TASK**

**Explique con sus propias palabras las ideas generales presentadas en este artículo sobre las ventajas y desventajas del uso del uniforme escolar.**

*Section 4 is designed to measure how well you can express yourself in spoken Spanish.*

**Section 4: Speaking**

**Directions:** The Speaking section includes three tasks that measure different aspects of your speaking ability. This section lasts approximately 15 minutes.

For each task you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each task according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).

**Presentational Speaking: Integrated Skills (Approximate time—5 minutes)**

**Directions:** You will be asked to complete a task related to the passage you have already read in the Writing section.

You will have 30 seconds to read the directions and 1 minute to review the passage again. You will then hear a prompt describing a task related to this passage. Following the prompt you will have 2 minutes to prepare your response and 2 minutes to record your response in Spanish.

A clock will indicate how much time is remaining to plan your answer and to record your response.

A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous sections.

Now begin reading the passage.

**El siguiente artículo trata de los uniformes escolares.**

**El uniforme escolar**

El uniforme es una forma práctica de afrontar problemas sociales diversos. El más evidente es la diferencia de clases que se refleja en la vestimenta, lo caro, el lujo. El uniforme evita las disputas por las marcas en la ropa y en los colegios públicos, en los que tienen cabida los niños de cualquier procedencia sociocultural, es un modo, lejos de uniformar, de hacer ver que todos somos iguales ante el derecho a la educación y la cultura.

Entonces, ¿el uniforme sí o no? Los especialistas y las experiencias en las escuelas públicas que lo han implantado conducen a las mismas premisas. Sí, si los padres lo quieren muy mayoritariamente y si el debate en sí mismo sobre este tema no causa un conflicto en el centro. No, a la mínima disputa.

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Nadie discute que la norma de poner un uniforme no debería surgir como regla general para todos los centros. Las escuelas deben tener autonomía para decidir si optan o no por él. Y sin una consulta previa a todos los padres, profesores y alumnos es absurdo imponerlo en un centro público. Si no se rebelan los propios estudiantes, como ha ocurrido en varios institutos, lo hacen sus padres.

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## SPEAKING TASK

Now read the scenario. (On the exam, you will also hear the scenario.)

**Imagine que está invitado a participar en un panel que discutirá la implementación del uniforme en las escuelas. Explique cuál es su opinión acerca de este tema.**

**Presentational Speaking: Express an Opinion or Make an Oral Presentation**

**(Approximate time—5 minutes)**

**Directions:** You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. After the pause, you will hear the question.

You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response in Spanish.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous task.

Now read the following topic. (On the exam, you will also hear the topic.)

**La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico.**

- ¿Qué opina usted sobre este tema?

### Interpersonal Speaking: Simulated Conversation

(Approximate time—5 minutes)

**Directions:** You will participate in a simulated conversation in Spanish. First, you will have 30 seconds to read the outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say. (See sample in the following section.)

You will have five turns to participate in the conversation. A tone will indicate when you should begin speaking. Each time it is your turn, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the bottom of the screen will indicate how much time is remaining to answer the question.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Now begin reading the outline.

Amigo:	Le saluda y le dice por qué le está llamando.
Usted:	Reaccione a la noticia y responda a la pregunta.
Amigo:	Continúa la conversación y le hace una pregunta.
Usted:	Haga varias recomendaciones.
Amigo:	Continúa la conversación y le hace otra pregunta.
Usted:	Ofrezca detalles.
Amigo:	Continúa la conversación y le hace otra pregunta.
Usted:	Responda dando detalles.
Amigo:	Continúa la conversación y le hace otra pregunta.
Usted:	Responda a la pregunta.

(**Note:** In the computer-delivered test, the responses will be numbered 3–7.)

### Script for the Simulated Conversation

Imagínese Ud. que recibe una llamada telefónica de un amigo de España. El amigo tiene una noticia que contarle.

**Amigo:** Hola, ¿a que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?

(25 seconds to respond)

**Amigo:** ¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?

(25 seconds to respond)

**Amigo:** Uuuuuy... ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?

(25 seconds to respond)

**Amigo:** Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?

(25 seconds to respond)

**Amigo:** Bueno, y por último, ¿qué te gustaría que te llevara de regalo desde España?

(25 seconds to respond)

## Answers to Sample Questions

### Section 1

- (A) is not the correct answer because the movie mentioned in the interview is “El cantante,” not “Salseros unidos.” (B) is not the correct answer because no cooks are mentioned in the interview. (C) is not the correct answer; the carnival in San Francisco is only mentioned in the interview. The correct answer is (D) because the interviewer says that Lefty is traveling all over the place promoting his latest album, “Salseros unidos.”
- (A), (C), and (D) are not correct answers because Lefty says he started singing in the bathroom when he was 13 years old. Therefore, (B) is the correct answer.
- (A) is not the correct answer because Lefty does not say Marc Anthony and his wife are his best friends. (B) is not the correct answer because Lefty does not mention with whom he is going on tour. (D) is not the correct answer because Marc Anthony and his wife Jennifer did not compose a song about Héctor Lavoe. (C) is the correct answer because Marc Anthony and his wife Jennifer acted in a movie about Héctor Lavoe’s life.
- (A), (C), and (D) are not the correct answers because Lefty does not address the interviewer ironically, formally, or timidly. The correct answer is (B); Lefty addresses the interviewer kindly. The word choice and the affectionate exchanges between interviewee and interviewer translate into a kind and friendly interview.
- (B), (C), and (D) are not the correct answers because none of them are equivalent to the expression “¿Cómo no? Con gusto.” (A) is the correct answer; both terms can be used interchangeably in the same sentence.
- (A) is not the correct answer; the ending *-azo* added to a noun has connotations of something big in size. (B) is the correct answer because it says that it is an enormous success. Neither (C) nor (D) are the correct answer; both of them have the word *decepción* (“disappointment”), and that is the opposite of *éxito*.

### Section 2

- (B) is the correct answer because at the beginning of the article the author identifies himself as Spanish when he says, “A los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos...” Thus, (A), (C), and (D) are incorrect.
- (C) is the correct answer because the second paragraph of the text clearly states that Argentines use the word “pileta” to refer to a swimming pool. The text states that the term “piscina” is used by Spaniards and the term “alberca” is used by Mexicans; therefore, (A) and (B) are incorrect answers. (D) is also incorrect because the term “piscis” is mentioned in the text to explain the origin of the word “piscina.”
- (A) is the correct answer because the second paragraph states “... la ‘alberca’ [...] nos llevará por la genética y la historia a terrenos de regadío rurales donde se hacía preciso almacenar el agua para luego esparcirla...” (B) and (C) are incorrect because there is no reference in the text to popular festivities or swimming competitions regarding this term. (D) is also incorrect because although decorated tanks and fish are mentioned, they are not related to the use of the term “alberca.” They are related to the term “piscina.”
- (D) is the correct answer because the text talks about the unity of the Spanish language despite regional differences. The text also highlights the idea that despite these regional differences, people who speak Spanish can understand each other because they all share the same cultural background. “Eso es la unidad del idioma, [...] la sima que podemos compartir veintidós países y que arroja hacia la superficie criaturas identificables porque proceden de la misma cultura.” (A) is incorrect because the text indicates just the opposite by explaining the differences in the language and the different terms used in different countries to refer to the same things. (B) is incorrect because although the author mentions that “[a] los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos y se nos muestran como soluciones lógicas, pero diferentes, para nuestras propias ideas; y definen además con exactitud nuestras propias ideas...” this is clearly not the main topic of the article. (C) is also incorrect because the text indicates the opposite.

## Answers to Sample Questions

11. (C) is the correct answer because Arabic influence on the Spanish language has been significant due to the Islamic presence in the Iberian peninsula between A.D. 711 and A.D. 1492. (A) and (D) are incorrect because there was no significant Slavic or English influence in Spain during that period. (B) is incorrect because although there are numerous words in Spanish that come from Greek, this influence precedes the Middle Ages.

12. (A) is the correct answer because water is the only thing that can be stored in the “alberca” to be used later, which is what the sentence is saying. (B) is not correct because it is not even mentioned in the sentence. (C) and (D) are incorrect because they do not make sense: “genética” and “historia” are mentioned in the sentence to point out the etymology of the word “alberca”; they are not things that can be stored and spread.

13. (B) is the correct answer because the photo depicts a mural painted on a wall. The Mexican mural movement started in the 1930s and is a significant art expression in the country. (A) is not the correct answer because characteristics of Impressionistic paintings include, among others, emphasis on light and the inclusion of movement. (C) is not the correct answer; cubism is characterized by the reduction and fragmentation of natural forms into abstract, often geometric, structures. (D) is not the correct answer since surrealism style uses visual imagery from the subconscious mind to create art without the intention of logical comprehensibility.

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING –  
Response to E-Mail, Memo, or Letter AND Opinion/Position Essay**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; topic well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>• Response is well organized and generally coherent</li> <li>• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Response is organized, but some parts are not fully developed</li> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Some errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure), but they do not impede communication</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Response is inadequately organized/not sequenced correctly</li> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>• Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</li> <li>• Register is inappropriate (inaccurate social and/or cultural references are included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>• Response is disorganized</li> <li>• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING –  
Integrated Skills**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; topic well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> <li>• Clearly demonstrates a high degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is well organized and generally coherent</li> <li>• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> <li>• Demonstrates a moderate degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is organized, but some parts are not fully developed</li> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Some errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure), but they do not impede communication</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> <li>• Demonstrates a low degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is inadequately organized/not sequenced correctly</li> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>• Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</li> <li>• Register is inappropriate (inaccurate social and/or cultural references are included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> <li>• Demonstrates a poor degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is disorganized</li> <li>• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –  
Integrated Skills**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; topic well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> <li>• Clearly demonstrates a high degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent response</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well-defined</li> <li>• Demonstrates a moderate degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitation; some successful self-correction</li> <li>• Good pronunciation</li> <li>• Organized response with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well-defined</li> <li>• Demonstrates a low degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>• Low level of fluency with frequent hesitation</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized response with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> <li>• Demonstrates a poor degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized response with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references included)</li> </ul>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –  
Presentational Speaking (Express an Opinion or Make an Oral Presentation)**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; well developed treatment of the topic</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a mid-high or high degree of control of a variety of structures; very few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent response</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitation; some successful self-correction</li> <li>• Good pronunciation</li> <li>• Organized response with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitation</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized response with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized response with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references included)</li> </ul>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –  
Simulated Conversation**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> <li>• Responds <b>fully</b> to <b>all</b> or <b>almost all</b> of the parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a mid-high or high degree of control of a variety of structures; very few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent response</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Responds to all or almost all of the parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate to the topic and include most elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors, such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitation; some successful self-correction</li> <li>• Good pronunciation</li> <li>• Organized responses with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes some parts of the task</li> <li>• Responds to most parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate moderately to the topic and include some elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitation</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized response with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> <li>• Responds inappropriately to some parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate minimally to the topic and include few elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized response with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references included)</li> </ul>

## 4. Determine Your Strategy for Success

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

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

### 1) Learn what the test covers.

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

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

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

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

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

### 3) Collect study materials.

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

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

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

### 4) Plan and organize your time.

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

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

### 5) Practice explaining the key concepts.

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

### 6) Understand how questions will be scored.

Scoring information can be found on page 48.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 36 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 36, 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 15.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

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

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

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

## 5. Develop Your Study Plan

### *Develop a personalized study plan and schedule*

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

#### Use this worksheet to:

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

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

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

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

(continued on next page)

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

## My Study Plan

Use this worksheet to:

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

Praxis Test Name (Test Code): \_\_\_\_\_

Test Date: \_\_\_\_\_

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

(continued on next page)



## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Spanish: World Language test is designed to measure the knowledge and skills necessary for a beginning teacher.

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

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

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

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

### Discussion Areas

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

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

## Study Topics

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

### I. Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%)

#### A. Demonstrating language proficiency in the target language (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Spanish teacher:

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future tense
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

#### B. Understanding linguistics—linguistic features of the target language

The beginning Spanish teacher:

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target language, such as the verbal structures and verb tenses, pronouns, agreement (such as subject/verb, adjective/noun), word order, and interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistic conventions and register (formal and informal forms of address)

### C. Comparing the target language with English

The beginning Spanish teacher:

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions in the target language with those of English

#### Discussion areas: Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons

- What strategies should be used when interpreting implicit meaning in a listening or reading stimulus in a given context?
- What criteria determine the use of appropriate register in interpersonal speaking and writing communication?
- How can one familiarize oneself with regional linguistic variations often encountered in authentic documents?
- What strategies could be implemented to master the use of vocabulary, idiomatic expressions, and grammatical structures (i.e., verb tenses, pronouns, adjectives, adverbs, etc.) of the target language?

### II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%)

#### A. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products

The beginning Spanish teacher:

1. Knows the three Ps:
  - a. perspectives (such as attitudes, ideas, and values)
  - b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage)
  - c. products (such as foods, architecture, literature, art, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target culture

#### Discussion areas: Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts

- What are some important cultural aspects (i.e., social, cultural, artistic, etc.) that help inform one’s understanding of the target culture?

## Cultural Knowledge Topics

### Lifestyles and Societies

In these questions, your knowledge of the way of life and customs in Spanish-speaking countries and regions will be tested.

- Contemporary lifestyles
- Food and beverages representative of the Hispanic cultures
- Social behaviors and customs (e.g., *quinceañeras*, salutations, etc.)
- Commonly celebrated religious and public holidays
- Family relationships
- Education

### Sociolinguistic Elements of Spanish

These questions test your knowledge and understanding of appropriate language and expressions. They may require you to make inferences regarding social situations or the audience addressed by a selection, based on linguistic cues in that selection.

- Customary usage of certain words or expressions to indicate register, such as the use of *usted* as opposed to *tú*
- Idiomatic expressions and common sayings

### Literature and the Arts

For these questions, you should acquaint yourself with the most commonly known works, authors, and artistic trends in all Spanish-speaking countries:

- Major trends, periods, and movements in Spanish, Latin American, and United States Hispanic literature. Examples: the Spanish Golden Age, the Generación del 27, el Modernismo, el boom latinoamericano, Chicano literature.
- Significant figures, works, and trends in the plastic arts (painting and sculpture). Examples: Velázquez, Goya, Picasso, Frida Kahlo, Botero.
- Architecture in Spain and Latin America. Examples: Arab, Gothic and Baroque architecture, pre-Columbian architecture, colonial architecture.
- Music and Dance. Examples: the works of Manuel de Falla, flamenco, typical instruments such as the guitar, dances such as the tango and the cumbia.

### History

In these questions, your knowledge of basic historical facts and background of Spain and Spanish-speaking countries and regions will be tested.

- Pre-Columbian civilizations
- Jewish, Muslim, and Christian civilizations in Spain
- Exploration of the New World
- Most important events and principal historic figures of Spain and other Spanish-speaking countries
- Contemporary world politics and economics as they relate to Spain and other Spanish-speaking countries and regions (e.g., trade agreements)

### Geography

Sometimes a culture question may involve locating Spanish-speaking countries or regions or identifying major geographical features such as major cities, rivers, or mountains in

- Europe
- North America
- Central America and the Caribbean
- South America
- Spanish-speaking areas within the United States

Once again, test takers are reminded that these are simply lists of possible topics, events, and areas that may appear in the Cultural Knowledge part of the test.

### Linguistic Knowledge

One of the group of six questions based on each Listening or Reading selection may test your linguistic knowledge. Questions related to linguistic knowledge include grammar, syntax, use of register, or pronunciation using a citation from the selection. You will not find the answer to these questions directly in the selections, but will need to rely on your knowledge of the Spanish language to respond.

The following list may be helpful in your preparation for the linguistic-knowledge component of the test, but please keep in mind that this is to serve as a guide and is not intended to be an exhaustive description of Spanish grammar and language use.

- Understanding the rules of Spanish-language phonology and phonetics
- Recognizing basic regional differences in the Spanish language

- Understanding aspects of Spanish grammar such syntax, major verb tenses and moods
- Understanding high-frequency idiomatic expressions

In particular, you should be acquainted with the following concepts and their application in Spanish:

- Use of nouns, adjectives, adverbs, and articles (e.g., gender and number agreement with nouns, possessive and demonstrative adjectives, definite and indefinite articles, including use with dates, seasons, and time)
- Use of the positive, comparative, and superlative forms of adjectives and adverbs
- Use of indefinite and negative expressions
- Use of prepositions
- Use of pronouns (e.g., demonstrative, possessive, direct and indirect object, reflexive)
- Use of the auxiliary verb *haber* + the past participle
- Use of regular and irregular verbs in all tenses and moods

## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

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

#### **Should I guess?**

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

#### **Can I answer the questions in any order?**

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

#### **Are there trick questions on the test?**

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

#### **Are there answer patterns on the test?**

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

#### **Can I write on the scratch paper I am given?**

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

### **Smart Tips for Taking the Test**

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

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at [http://www.ets.org/s/praxis/pdf/passing\\_scores.pdf](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/accommodations/plne](http://www.ets.org/praxis/register/accommodations/plne).

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

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

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

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

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

## 9. Do Your Best on Test Day

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

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

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

On the day of the test, you should:

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

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

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

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

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

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

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

Test centers assume no responsibility for your personal items.

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

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

### Are You Ready?

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

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

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

# 10. Understand Your Scores

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

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

## What are the score requirements for my state?

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

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

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

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

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

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

## What your *Praxis* scores mean

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

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

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

## Put your scores in perspective

Your score report indicates:

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

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

### Content category scores and score interpretation

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

### Score scale changes

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

These resources may also help you interpret your scores:

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

# Appendix: Other Questions You May Have

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

## What do the *Praxis* tests measure?

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

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

## Who takes the tests and why?

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

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

## Do all states require these tests?

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

## What is licensure/certification?

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

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

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

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

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

### How were the tests developed?

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

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

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

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

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

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

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

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [www.ets.org/praxis/register/centers\\_dates](http://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](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

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

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

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

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

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

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

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

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