

ETS Praxis Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

Copyright © 2025 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about this product.

SAMPLE

Questions

- 1. Which of the following best describes the purpose of the Specialty Area Tests in the Praxis series?**
 - A. To test general teaching knowledge**
 - B. To evaluate proficiency in a specific subject area**
 - C. To assess classroom management skills**
 - D. To measure educational theories**
- 2. What types of professional knowledge are evaluated through the Praxis tests for prospective administrators?**
 - A. Teacher certification requirements.**
 - B. Curriculum design methods.**
 - C. Educational leadership, management, and instructional practices.**
 - D. Assessment and evaluation techniques.**
- 3. In the Praxis Mathematics section, what mathematical area includes geometry and statistics?**
 - A. Algebra**
 - B. Calculation and analysis**
 - C. Measurement and data analysis**
 - D. Number theory**
- 4. What approach directly addresses a patient's fear of coworkers reacting negatively to their stuttering?**
 - A. Fluency-shaping therapy**
 - B. Cognitive behavioral therapy principles**
 - C. Progressive relaxation therapy**
 - D. Pharmacological management**
- 5. What percentage of questions on the Praxis Core Reading section typically relates to informational texts?**
 - A. 30%**
 - B. 50%**
 - C. 60%**
 - D. 80%**

- 6. Which Praxis test includes pedagogy and knowledge of learners and learning?**
- A. Core Academic Skills for Educators**
 - B. Subject Assessments**
 - C. Principles of Learning and Teaching (PLT)**
 - D. Specialty Area Tests**
- 7. In what way can Praxis test scores impact individual test-takers?**
- A. Scores can influence their license eligibility**
 - B. Scores have no relevance**
 - C. Scores only serve for record keeping**
 - D. Scores invalidate their teaching credentials**
- 8. Which of the following is a poor study practice for Praxis preparation?**
- A. Using flashcards for key concepts**
 - B. Studying in a quiet environment**
 - C. Studying the evening before the test**
 - D. Joining a peer discussion group**
- 9. What is a key feature of the Shaker exercises in swallowing treatment?**
- A. Increase tongue strength**
 - B. Enhance the upper esophageal sphincter opening**
 - C. Improve oral coordination**
 - D. Reduce breathy phonation**
- 10. What is a beneficial practice for candidates to ensure they understand the educational standards?**
- A. Only reading textbooks**
 - B. Engaging in discussions about educational policies**
 - C. Familiarizing themselves with relevant assessments**
 - D. Ignoring prior test results**

Answers

SAMPLE

1. B
2. C
3. C
4. B
5. C
6. C
7. A
8. C
9. B
10. C

SAMPLE

Explanations

SAMPLE

1. Which of the following best describes the purpose of the Specialty Area Tests in the Praxis series?

- A. To test general teaching knowledge**
- B. To evaluate proficiency in a specific subject area**
- C. To assess classroom management skills**
- D. To measure educational theories**

The Specialty Area Tests in the Praxis series are specifically designed to evaluate proficiency in a specific subject area. These assessments focus on content knowledge and skills that are essential for teaching particular subjects, such as mathematics, science, or English language arts. By taking these tests, prospective teachers demonstrate their grasp of the subject matter they will be responsible for teaching, ensuring they are well-prepared to engage students and impart knowledge effectively. The other options relate to broader or different aspects of teaching. General teaching knowledge encompasses a wide range of pedagogical concepts and practices, while classroom management skills involve a practical understanding of maintaining an effective learning environment. Educational theories focus on the foundational ideas that inform teaching and learning but do not directly assess subject area proficiency. Thus, the Specialty Area Tests distinctly set themselves apart by honing in on specific academic content mastery.

2. What types of professional knowledge are evaluated through the Praxis tests for prospective administrators?

- A. Teacher certification requirements.**
- B. Curriculum design methods.**
- C. Educational leadership, management, and instructional practices.**
- D. Assessment and evaluation techniques.**

The Praxis tests for prospective administrators focus on evaluating professional knowledge essential for effective educational leadership. This includes understanding educational leadership principles, management practices, and instructional practices which are pivotal in guiding schools and influencing student success. Educational leadership encompasses strategies for motivating and supervising staff, driving organizational change, and implementing policy at the school or district level. Management skills are critical for organizing resources, managing budgets, and ensuring compliance with educational regulations. Instructional practices involve knowledge about teaching methodologies, curriculum implementation, and the development of professional learning communities, which all contribute to creating a positive learning environment. In contrast, while teacher certification requirements, curriculum design methods, and assessment and evaluation techniques are important components of the education system, they do not specifically target the broader scope of leadership and management that the Praxis tests assess for administrative roles. This focus on comprehensive understanding makes the evaluation relevant to the roles and responsibilities a prospective administrator will face in their career.

3. In the Praxis Mathematics section, what mathematical area includes geometry and statistics?

- A. Algebra**
- B. Calculation and analysis**
- C. Measurement and data analysis**
- D. Number theory**

The area of mathematics that encompasses both geometry and statistics is measurement and data analysis. This category recognizes the importance of understanding spatial relationships and dimensional attributes found in geometry, as well as the collection, analysis, interpretation, and presentation of data in statistics. Geometry deals with the properties and relationships of points, lines, surfaces, and shapes, often requiring measurement of dimensions and areas. Meanwhile, statistics involves data gathering and analysis, allowing for informed decisions based on numerical information. In contrast, algebra focuses primarily on symbols and the rules for manipulating those symbols to solve equations or represent relationships. Calculation and analysis generally pertain to numerical computation without the specific context of geometric shapes or statistical data interpretation. Number theory is primarily concerned with the properties and relationships of whole numbers, without direct relevance to the concepts of measurement and data analysis involving shapes or statistical techniques.

4. What approach directly addresses a patient's fear of coworkers reacting negatively to their stuttering?

- A. Fluency-shaping therapy**
- B. Cognitive behavioral therapy principles**
- C. Progressive relaxation therapy**
- D. Pharmacological management**

Cognitive behavioral therapy principles are particularly effective in addressing a patient's fear of negative reactions from coworkers regarding their stuttering. This approach allows individuals to identify and challenge their negative thoughts and fears associated with social situations and communication. By addressing these cognitive distortions, patients can develop healthier perceptions of how others may react to their stuttering, ultimately reducing anxiety and improving their social interactions. Additionally, cognitive behavioral therapy encourages the development of coping strategies and communication skills, which can empower individuals to face their fears more openly. This focus on rethinking negative assumptions and fostering resilience in social contexts makes it the most suitable choice for dealing with fears related to external perceptions of stuttering. Other approaches, such as fluency-shaping therapy or pharmacological management, may address the stuttering itself but do not specifically target the emotional and cognitive aspects of fear related to social interactions.

5. What percentage of questions on the Praxis Core Reading section typically relates to informational texts?

- A. 30%**
- B. 50%**
- C. 60%**
- D. 80%**

In the Praxis Core Reading section, approximately 60% of the questions are designed to assess comprehension and analysis of informational texts. This emphasis on informational texts reflects the importance of being able to read and understand non-fiction materials, which are prevalent in academic and real-world contexts. Informational texts may include articles, essays, reports, and other forms of writing that convey factual information. Mastery of this type of material is critical for success in both educational settings and professional environments, demonstrating the value placed on readers' abilities to interpret, synthesize, and evaluate textual information. The remaining portion of the assessment focuses on literary texts, which are less dominant in this particular section, thereby reinforcing the significance of proficiency in comprehending informative content.

6. Which Praxis test includes pedagogy and knowledge of learners and learning?

- A. Core Academic Skills for Educators**
- B. Subject Assessments**
- C. Principles of Learning and Teaching (PLT)**
- D. Specialty Area Tests**

The Principles of Learning and Teaching (PLT) test is specifically designed to assess knowledge related to pedagogy and the understanding of learners and learning. This test focuses on the foundational aspects of teaching effectiveness, addressing how educators can apply principles of learning and development to enhance their teaching practices. It covers areas such as understanding how students learn and develop, instructional strategies, and the role of the learning environment, making it crucial for prospective educators to demonstrate their readiness to support diverse learners. While the Core Academic Skills for Educators primarily evaluates basic skills in reading, writing, and mathematics and is foundational for teaching, it does not address teaching strategies or the application of pedagogy. Subject Assessments evaluate content knowledge within specific subject areas but do not delve into pedagogical understanding. Specialty Area Tests focus on specific disciplines and the content knowledge required for those areas, rather than broader pedagogical concepts. Therefore, the PLT is the most appropriate test for assessing pedagogy and knowledge of learners and learning in educational practice.

7. In what way can Praxis test scores impact individual test-takers?

- A. Scores can influence their license eligibility**
- B. Scores have no relevance**
- C. Scores only serve for record keeping**
- D. Scores invalidate their teaching credentials**

Praxis test scores are critical for several aspects of an individual's journey toward becoming a licensed educator. Specifically, these scores can significantly influence eligibility for a teaching license. Many states use Praxis scores as one of the key metrics to assess whether a candidate possesses the necessary knowledge and skills to teach effectively in their classrooms. A certain score may be required to meet state standards for licensure, meaning that without achieving this score, a candidate may not be able to obtain their teaching license, thereby affecting their ability to teach professionally. This impact underscores the importance of the test scores in the licensing process, which is crucial for ensuring that individuals entering the teaching profession are prepared to provide quality education. The other options suggest a lack of relevance or utility in the scores, which does not align with the established role of the Praxis assessments in teacher preparation and credentialing processes.

8. Which of the following is a poor study practice for Praxis preparation?

- A. Using flashcards for key concepts**
- B. Studying in a quiet environment**
- C. Studying the evening before the test**
- D. Joining a peer discussion group**

Studying the evening before the test is considered a poor practice for Praxis preparation for several reasons. This approach often leads to cramming, which is not an effective long-term learning strategy. Attempting to absorb large amounts of information in a short period can cause stress and anxiety, diminishing retention and understanding of the material. Additionally, studying the night before may not provide adequate time for review and reflection on what has been learned over the course of the preparation period. Effective study habits typically involve consistent, spaced-out study sessions over an extended timeframe, allowing for better absorption of information and improved recall on test day.

9. What is a key feature of the Shaker exercises in swallowing treatment?

- A. Increase tongue strength**
- B. Enhance the upper esophageal sphincter opening**
- C. Improve oral coordination**
- D. Reduce breathy phonation**

The key feature of the Shaker exercises in swallowing treatment is their focus on enhancing the upper esophageal sphincter (UES) opening. This set of exercises is specifically designed to strengthen the muscles that control the UES, which is crucial for effective swallowing. By performing head lifts while lying down, patients work to improve the coordination and strength of the muscles involved in elevating and stabilizing the UES. This increased strength and improved coordination help in reducing the likelihood of aspiration and promote a more efficient swallowing process. Essentially, the exercises target the anatomical structures around the UES and aim to facilitate better swallowing by ensuring that the sphincter opens appropriately, allowing food and liquid to pass into the esophagus without obstruction.

10. What is a beneficial practice for candidates to ensure they understand the educational standards?

- A. Only reading textbooks**
- B. Engaging in discussions about educational policies**
- C. Familiarizing themselves with relevant assessments**
- D. Ignoring prior test results**

Familiarizing themselves with relevant assessments is crucial for candidates to ensure they understand educational standards as it directly connects practical application to theoretical knowledge. Assessments are designed to measure student understanding of the material and the achievement of educational standards. By reviewing these assessments, candidates gain insights into the expectations set by the standards, the types of content and skills that are emphasized, and the criteria used to evaluate student performance. This practice enriches candidates' comprehension of what students need to learn and how success is measured, allowing them to align their instructional strategies effectively. Understanding the assessments also helps candidates anticipate challenges that students might face and fosters a more supportive learning environment focused on mastery of the standards.