



The PRAXIS® Study Companion

ParaPro Assessment (1755)



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ParaPro Assessment (1755)

Test at a Glance

Test Name	ParaPro Assessment		
Test Code	1755		
Time	150 minutes		
Number of Questions	90		
Format	Selected-response		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading	30	33%
	II. Mathematics	30	33%
	III. Writing	30	33%

About The Test

The ParaPro Assessment is tailored for individuals aiming to become or currently serving as paraprofessionals in an educational system.

The test consists of 90 selected-response questions across the three subject areas of reading, mathematics, and writing. Approximately two-thirds of the questions in each subject area focus on basic skills and knowledge, and approximately one-third of the questions in each subject area focus on the application of those skills and knowledge in a classroom context.

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

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive.

I. Reading

A. Reading Skills and Knowledge

1. Identify summaries or paraphrases of the main idea or primary purpose of a reading selection
2. Identify summaries or paraphrases of supporting ideas in a reading selection
3. Identify how a reading selection is organized
4. Identify the meaning of words and phrases as they are used in the context of a reading selection
5. Draw inferences and implications from the directly stated content of a reading selection
6. Determine whether information in a reading selection is presented as fact or opinion
7. Interpret information from tables, diagrams, charts, and graphs

B. Application of Reading Skills and Knowledge to Support Classroom Instruction: Foundations & Tools

1. Sound out words (e.g., recognize long and short vowels, consonant sounds, rhymes)
2. Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)
3. Decode words or phrases using syntax
4. Distinguish between synonyms, antonyms, and homonyms
5. Alphabetize words
6. Help students use prereading strategies, such as skimming or making predictions

7. Ask questions about a reading selection to help students understand the selection
8. Make accurate observations about students' ability to understand and interpret text
9. Help students use a dictionary
10. Interpret written directions

II. Mathematics

A. Mathematics Skills and Knowledge: Number Sense and Basic Algebra (NS/BA) Geometry & Measurement (GM) Data Analysis (DA)

1. NS and BA: Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals
2. NS and BA: Recognize multiplication as repeated addition and division as repeated subtraction
3. NS and BA: Recognize and interpret mathematical symbols such as $+$, $<$, $>$, \leq ,
4. NS and BA: Understand the definition of basic terms such as sum, difference, product, quotient, numerator, denominator
5. NS and BA: Recognize the position of numbers in relation to each other (e.g., $\frac{1}{3}$ is between $\frac{1}{4}$ and $\frac{1}{2}$)
6. NS and BA: Recognize equivalent forms of a number (e.g., $2^2 = 4$)
7. NS and BA: Demonstrate knowledge of place value for whole numbers and decimal numbers
8. NS and BA: Compute percentages
9. NS and BA: Demonstrate knowledge of basic concepts of exponents (e.g., $2^2 = 4$, $2^4 = 2 \times 2 \times 2 \times 2 = 16$)
10. NS and BA: Demonstrate knowledge of "order of operations" (parentheses, exponents, multiplication, division, addition, subtraction)
11. NS and BA: Use mental math to solve problems by estimation
12. NS and BA: Solve word problems
13. NS and BA: Solve one-step single-variable linear equations (e.g., find x if $x + 4 = 2$)
14. NS and BA: Identify what comes next in a sequence of numbers
15. GM: Represent time in more than one way (e.g., 30 minutes = $\frac{1}{2}$ hour; 10:15 = quarter after 10; convert between analog and digital representation of time)
16. GM: Convert between units or measures in the same system (e.g., inches to feet; centimeters to meters)
17. GM: Identify basic geometrical shapes (e.g., isosceles triangle, right triangle, polygons)
18. GM: Perform computations related to area, volume, and perimeter for basic shapes
19. GM: Graph data on an xy-coordinate plane
20. DA: Interpret information from tables, charts, and graphs
21. DA: Given a table, chart, or graph with time-related data, interpret trends over time
22. DA: Create basic tables, charts, and graphs

23.DA: Compute the mean, median, and mode

B. Application of Mathematics Skills and Knowledge to Support Classroom Instruction

1. Apply the math skills listed in section II (Math Skills and Knowledge) in a classroom setting or in support of classroom instruction.

4. Edit written documents for clarity, grammar, sentence integrity (run-ons and sentence fragments), punctuation, and spelling
5. Write for different purposes and audiences, including using appropriate language and taking a position for or against something
6. Recognize and write in different modes and forms (e.g., descriptive essays, persuasive essays, narratives, letters)

III. Writing

A. Writing Skills and Knowledge

1. Identify basic grammatical errors in standard written English
2. Identify errors in word usage (e.g., their/they're/there, then/than)
3. Identify errors in punctuation
4. Identify parts of a sentence (e.g., subject and verb/predicate)
5. Identify parts of speech (nouns, verbs, pronouns, adjectives, adverbs, and prepositions)
6. Identify errors in spelling

B. Application of Writing Skills and Knowledge to Support Classroom Instruction: Foundations and Tools

1. Use prewriting to generate and organize ideas (including freewriting and using outlines)
2. Identify and use appropriate reference materials
3. Draft and revise (including composing or refining a thesis statement, writing focused and organized paragraphs, and writing a conclusion)

ParaPro Assessment (1755) Sample Test Questions

Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

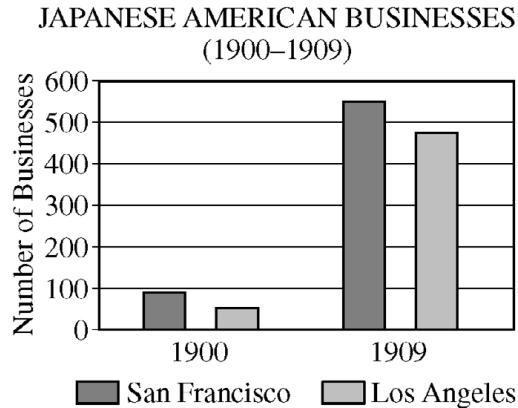
Directions: The test consists of a variety of selected-response questions, where you select one or more answer choices, and questions where you enter a numeric answer in a box

Reading

Questions 1–2 are based on the following passage.

Early scientists believed that all dinosaurs, like most reptiles, laid and then immediately abandoned their eggs. The newly hatched young were left to take care of themselves. However, the recent discovery of a group of nests has challenged this belief. The nests, which contained fossilized baby dinosaurs that were not newborn, provided evidence that dinosaur parents actually cared for their young. For some time after birth, the babies would stay at the nest while the parents brought back plant matter for food. The young stayed at home until they were large enough to roam safely on their own.

1. The passage is primarily concerned with
 - (A) contrasting dinosaurs with modern reptiles
 - (B) explaining why dinosaurs became extinct
 - (C) discussing recent findings about dinosaurs' behavior
 - (D) providing new information
2. The discovery of a group of dinosaur nests challenged the idea that dinosaurs
 - (A) fed their young with plant matter
 - (B) hatched few eggs
 - (C) migrated in search of food
 - (D) deserted their young



3. What conclusion can be drawn from the data presented in the graph above?
- (A) Japanese American businesses were more successful in California than in other states in 1909.
 - (B) The number of Japanese American businesses in Los Angeles and San Francisco increased greatly from 1900 to 1909.
 - (C) In 1909 there were more Japanese American businesses in Los Angeles than there were in San Francisco.
 - (D) In 1909 most Japanese American businesses in Los Angeles and San Francisco were large companies.
4. American science-fiction writers produce a large number of novels for young people these days, yet few take advantage of the latitude allowed by the genre. Since the 1970s, young-adult science fiction has had little to do with the wonders of science, intergalactic travel, or new worlds in space. Most of the novels are cautionary tales about regimented, conformist societies or about the social order collapsed into barbarism. This change has resulted in science fiction that is, to me as a reader, much less interesting than science fiction used to be.
- Which sentence from the passage is most clearly an expression of opinion rather than a statement of fact?
- (A) "American science-fiction . . . the genre."
 - (B) "Since the . . . in space."
 - (C) "Most of . . . into barbarism."
 - (D) "This change . . . to be."

Questions 5–6 are based on the following passage, which students are reading in small groups.

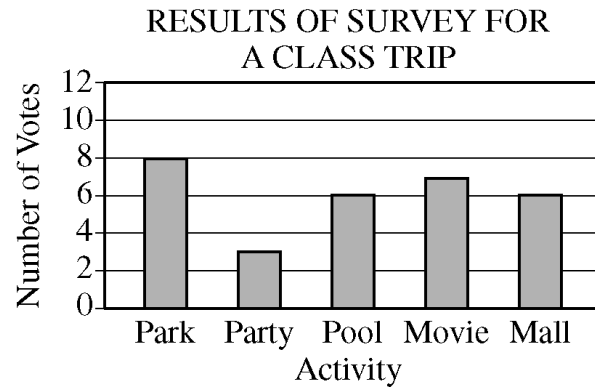
The environment in which people live often determines the kind of technology they use. For instance, ancient Mesopotamia had few plants suitable for making paper. But the area had lots of high-quality clay. People used the clay to store information.

Modern people store information on paper, computer disks, and CDs. Mesopotamians stored their data on clay tablets—pieces of smooth clay small enough to fit into the palm of an adult’s hand. When a clay tablet was damp, people could scratch pictures and letters into its surface using a sharpened reed. When dried in the hot sun, the clay hardened, preserving the writing and the information.

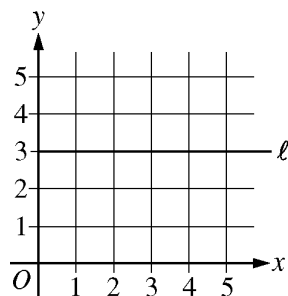
5. The teacher wants students to understand why the Mesopotamians wrote on clay. What question could a paraprofessional ask a group of students about the passage that would best help the students understand why the Mesopotamians wrote on clay?
 - (A) Why did the Mesopotamians make clay tablets small enough to fit in the hand?
 - (B) What kinds of pictures and letters did the Mesopotamians scratch on clay?
 - (C) Why didn’t the Mesopotamians write on paper the way we do today?
 - (D) How did the Mesopotamians learn to read and write?

6. The paraprofessional asks a group of students to describe the main purpose of the second paragraph. Which of the following four responses from the students is most accurate?
 - (A) To explain how the Mesopotamians used clay to store information
 - (B) To describe the different ways we store information today
 - (C) To explain why the environment affects the kind of technology people use
 - (D) To show that Mesopotamians made small clay tablets so they could carry them easily

Mathematics



7. In the graph above, how many more votes were received for the park than the mall as an activity for a class trip?
- (A) 1
(B) 2
(C) 6
(D) 14
8. What digit is in the hundredths place of the number 5,123.6487?
- (A) 1
(B) 4
(C) 6
(D) 8
9. 445.76×9.634 is approximately equal to
- (A) 46
(B) 446
(C) 4,460
(D) 44,600



10. Which of the following is NOT a point on line l shown on the graph above?

- (A) (0, 3)
- (B) (1, 3)
- (C) (3, 0)
- (D) (3, 3)

$$5 + 3 \times 8 + 9 = ?$$

11. A student wrote the incorrect number sentence above to solve the following problem:

“Multiply the sum of 5 and 3 and the sum of 8 and 9.”

To correct the error, the student’s number sentence should be changed to

- (A) $(5 + 3) \times 8 + 9 = ?$
- (B) $5 + 3 \times (8 + 9) = ?$
- (C) $(5 + 3 \times 8) + 9 = ?$
- (D) $(5 + 3) \times (8 + 9) = ?$

15. Because there were no refrigerators on the United States space shuttles, all of the food eaten by the astronauts had to be in a nonperishable form.

In the sentence above, the underlined word is being used as

- (A) a noun
- (B) a verb
- (C) an adjective
- (D) an adverb

16. Which word is NOT spelled correctly?

- (A) compair
- (B) hardware
- (C) repair
- (D) scare

Questions 17–18 are based on the following rough draft written by a student.

How to Teach Your Dog to Sit
by Kiara

(1) First hold a dog biscuit so the dog pays attention. (2) Say "Sit!" (3) When you say it, use a loud and firm voice. (4) Move the hand holding the biscuit over the dog's nose, don't let him grab it. (5) You may have to give a light backwards tug on the dog's leash. (6) When the dog sits down, give him the treat and lots of praise. (7) Repeat this a few times, and he'll probably understand the command.

17. Kiara is writing an introductory sentence that summarizes the main points of the paragraph. What sentence would be the strongest introductory sentence for the paragraph?

- (A) Dogs are naturally very intelligent and obedient.
- (B) Your dog probably likes some dog biscuits better than others.
- (C) It is easy to teach your dog the command "Sit!"
- (D) Nobody likes a dog that can't play catch.

18. Kiara is learning how to use transition words (words that clarify the relationships between ideas). What transition word or words should Kiara use before the word “don’t” in sentence 4 in order to clarify the meaning of the sentence?
- (A) but
 - (B) because
 - (C) for example
 - (D) so

Answers

1. Option (C) is correct. The passage notes the “recent discovery of a group of nests” and then elaborates on what the discovery reveals about the behavior of dinosaurs toward their young.
2. Option (D) is correct. The belief challenged by the discovery of the group of nests is that dinosaurs “abandoned their eggs” and left their young to provide for themselves.
3. Option (B) is correct. According to the information in the graph, Los Angeles and San Francisco each had fewer than 100 Japanese American businesses established in 1900. In 1909, however, the number of businesses rose sharply with over 400 businesses operating in Los Angeles and over 500 in San Francisco. Therefore, Option B is the conclusion that can be drawn from the details in the graph.
4. Option (D) is correct. The sentences referred to in (A), (B), and (C) present facts about the number and subject matter of science fiction novels published today. In the last sentence, however, the author shifts to offering a personal opinion about science fiction today: it’s not as interesting as it used to be.
5. Option (C) is correct. The question would encourage students to think about why the Mesopotamians did not have paper (they did not have many of the proper plants) and help the students better understand how the resources available to the Mesopotamians helped determine the materials they used for writing.
6. Option (A) is correct. The second paragraph is primarily concerned with describing the processes used by the Mesopotamians to write on clay tablets.
7. According to the graph, 8 votes were received for the park as an activity for a class trip and 6 votes were received for the mall. To determine how many more votes were received for the park than the mall, subtract the number of votes for the mall from the number of votes for the park.

$$8 - 6 = 2$$

Thus, 2 more votes were received for the park than the mall. Option (B) is correct.

8. The hundredths place of 5,123.6487 is 2 digits to the right of the decimal point as shown:

decimal point
↓
5,123.6487
↑
hundredths place

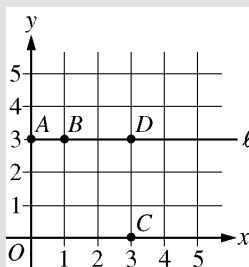
The digit in the hundredths place of the number is 4. Option (B) is correct.

9. To determine the approximate value of 445.76×9.634 , round 445.76 to 446 and round 9.634 to 10. Then, multiply 446 and 10.

$$446 \times 10 = 4,460$$

The approximate value is 4,460. Option (C) is correct.

10. To determine which point is not on the line l , plot the points in (A) through (D) on the graph.



As can be seen on the graph, the point C (3, 0) is not on line l . Option (C) is correct.

11. The student's number sentence

$$5 + 3 \times 8 + 9 = ?$$

is incorrect because, according to the order of operations, multiplication precedes addition; thus, 3 and 8 would be multiplied first, then 5 and then 9 would be added to the product. In order for the sum of 5 and 3 and the sum of 8 and 9 to be calculated before multiplying, parentheses must be placed around $5 + 3$ and $8 + 9$. Thus, the correct number sentence is:

$$(5 + 3) \times (8 + 9) = ?$$

Option (D) is correct.

12. The figure shown is a parallelogram. Parallelogram $ABCD$ can be divided into two congruent triangles, ABD and BCD , as shown by the dotted line. Each triangle has an area of $\frac{1}{2}bh$, where b is the length of the base and h is the height of the triangle. The height of a triangle is the line segment that is perpendicular to the base.

In the figure, the base b of each triangle has length 7 and the height h of each triangle is 4; thus, the area of each triangle is $A = \frac{1}{2}(7 \times 4)$.

The area of parallelogram is the sum of the areas of the two triangles; thus, the area of parallelogram $ABCD$ is $\frac{1}{2}(7 \times 4) + \frac{1}{2}(7 \times 4)$. Option (A) is correct.

13. The error in the sentence occurs at (B). The subject of the verb “have been increasing” is the “role of technology”; because “role” is a singular noun, the verb should also be singular: “has been increasing.”
14. The error in the sentence occurs at (C). As presented in (C), the word “it’s” is an error in usage. When used in the possessive form (the axis belongs to Jupiter), there is no apostrophe in the word “its.” There is an apostrophe in “it’s” only when the word is being used as a contraction of “it is.”
15. Option (C) is correct. An adjective is a word that modifies a noun or pronoun, usually by describing, identifying, or quantifying. Here, “nonperishable” modifies “form” by describing the form of food eaten by the astronauts.
16. Option (A) is correct. The correct spelling is “compare.”
17. Option (C) is correct. Kiara’s paragraph is concerned with discussing what steps to take when teaching a dog to sit.
18. Option (A) is correct. The word “but” is used to emphasize the contrast expressed in the sentence: “Move the hand holding the biscuit over the dog’s nose, but don’t let him grab it.”

Understanding Question Types

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 selecting a sentence in a text or by selecting 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 seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions you will respond by selecting an oval to choose a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by doing the following.

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting 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 to 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.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essay questions and short-answer questions are types of questions that call for a constructed response.

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. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *Brown v. Board of Education of Topeka*

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”

 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep the following 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 should not be filled with unnecessary information.
5. **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.
6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a Praxis Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs, and to purchase official test prep made by the creators of the *Praxis* tests, visit:

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