

ParaPro Assessment Practice Test

Features of This Booklet

The test in this booklet is a genuine ParaPro Assessment. It was given at actual test administrations before being retired for use as a practice test. Besides the authenticity of a real test, this booklet gives you additional support:

- A table showing the correct answer and content category for each question so you can determine your score and check your strengths and weaknesses in each of the six content areas
- A score-conversion table so you can convert your score to a scaled score and compare your scaled score with your state's or district's minimum required passing score

Using This Practice Test with the Study Guide

For most people, this practice test will be most helpful in combination with the *ParaPro Assessment Study Guide*. (The guide can be purchased at www.ets.org/store.html or in your local bookstore.) You can take this test first to gauge what areas you need to focus on with the study guide. Or you can take this test after you have worked through the study guide's review chapters and practice questions. A third alternative is to take this test before *and* after you use the study guide, to check for improvement gained from your review work.

In this practice test and in all editions of the ParaPro Assessment (paper-based or computer-based), 15 of the 90 questions are "pretest" questions, which means they do not count toward your score. ETS includes pretest questions in many of its tests to gauge their statistical characteristics before administering them as "operational" questions, the kind that count toward your official score. The pretest questions are scattered throughout the test and are not detectable. You should not spend any time trying to figure out which questions are pretest questions; you should answer each question as if it counts toward your score.

Taking the Practice Test

You will probably find it helpful to simulate actual testing conditions when taking the practice test, giving yourself 2½ hours to work on the test. You can cut out and use the answer sheet provided if you wish.

When you have finished the practice test, you can score your answers using the charts on pages 31 through 33.

The instructions on the next page are taken directly from the back cover of the ParaPro Assessment. Read these instructions carefully because they contain useful information about such things as guessing and scratchwork.

If you take the computerized ParaPro Assessment in your district, there will be additional instructions related to the software. You can access a tutorial ahead of time by following the link from www.ets.org/parapro. An introduction to the computerized version can also be found in the *ParaPro Assessment Study Guide*, chapter 2.

Official Test Directions from the Paper-based Version of the ParaPro Assessment

Time—150 minutes
90 Questions

The supervisor will tell you when to begin work on the test and when to stop. If you finish the test before time is called, go back and check your work on it.

SHOULD YOU GUESS? In this test your score is based on the number of questions you answer correctly; therefore skipped and wrong answers will not count against you. Work as rapidly as you can without sacrificing accuracy. Do not spend too much time puzzling over a question that seems too difficult for you. Answer the easier questions first; then return to the harder ones. Try to answer every question even if you have to guess.

Where necessary, you may use blank spaces in the test book for scratch paper. Do not use any other paper or the margins or back of the answer sheet to do scratchwork.

YOU ARE TO INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET. No credit will be given for anything written in this examination book. After you have decided which of the suggested answers is best, fill in the corresponding space on the answer sheet. **BE SURE THAT EACH MARK IS HEAVY AND DARK AND COMPLETELY FILLS THE ANSWER SPACE.** Light or partial marks may not be read by the scoring machine. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Incomplete erasures may be read as intended answers.

The questions are arranged in groups by subject. The table of contents below lists the order. You may answer the questions in any order you wish, allotting your time appropriately. Be sure to check that you have answered all the questions before you turn in your test materials.

Reading	pages 7-15
Mathematics	pages 16-23
Writing	pages 24-30

DO NOT BREAK THE SEAL UNTIL YOU ARE TOLD TO DO SO.

1. NAME

Enter your last name and first initial.
Omit accents, hyphens, apostrophes, etc.

Last Name (first 6 letters)		F	I
A	A	(A)	(A)
B	B	(B)	(B)
C	C	(C)	(C)
D	D	(D)	(D)
E	E	(E)	(E)
F	F	(F)	(F)
G	G	(G)	(G)
H	H	(H)	(H)
I	I	(I)	(I)
J	J	(J)	(J)
K	K	(K)	(K)
L	L	(L)	(L)
M	M	(M)	(M)
N	N	(N)	(N)
O	O	(O)	(O)
P	P	(P)	(P)
Q	Q	(Q)	(Q)
R	R	(R)	(R)
S	S	(S)	(S)
T	T	(T)	(T)
U	U	(U)	(U)
V	V	(V)	(V)
W	W	(W)	(W)
X	X	(X)	(X)
Y	Y	(Y)	(Y)
Z	Z	(Z)	(Z)

DO NOT USE INK

Use only a pencil with soft black lead (No. 2 or HB) to complete this answer sheet. Be sure to fill in completely the oval that corresponds to the proper letter or number. Completely erase any errors or stray marks.

2.

YOUR NAME: (Print) _____ M. I. _____
 Last Name (Family or Surname) First Name (Given)

MAILING ADDRESS: (Print) _____ Apt. # (if any) _____
 P.O. Box or Street Address

City _____ State or Province _____
 Country _____ Zip or Postal Code _____

TELEPHONE NUMBER: _____ Home _____ Business _____

SIGNATURE: _____ **TEST DATE:** _____

SAMPLE

3. DATE OF BIRTH

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4. SOCIAL SECURITY NUMBER

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6. TEST CENTER / REPORTING LOCATION

Center Number _____ Room Number _____

Center Name _____ State or Province _____

City _____ Country _____

7. TEST CODE / FORM CODE

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8. TEST BOOK SERIAL NUMBER

9. TEST FORM

10. TEST NAME

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PARAPRO ASSESSMENT

Time—150 minutes

90 Questions

READING

Directions for Questions 1-30: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

1. The opossum is famous for “playing possum” (faking death to avoid danger). When the animal plays possum, its body becomes limp and its breathing is difficult to detect. Some scientists claim that this is an involuntary condition, like fainting. I disagree. I have seen the opossum recover at will from the supposedly involuntary state of shock. If the opossum thinks the danger has departed, it soon arises, looks around, and takes off quickly.

The author of the passage disagrees with the scientists about

- (A) the reasons why the opossum plays possum
 - (B) the frequency with which the opossum plays possum
 - (C) whether the opossum has voluntary control when playing possum
 - (D) whether the opossum’s breathing slows when playing possum
2. With perhaps a million species of insects, entomologists (scientists who study insects) are sometimes desperate for names. Some entomologists are fond of naming insects for their family members. This practice is appropriate. There is less to be said for the invention of frivolous names. A British entomologist carried things to an extreme when he named an insect genus *Ochisme* (pronounced “oh-kiss-me”).

The author’s attitude toward the name *Ochisme* can best be described as

- (A) amused
- (B) puzzled
- (C) disapproving
- (D) neutral

Questions 3-4 are based on the following excerpt from a novel about Jem and his little sister.

Jem condescended to take me to school the first day When we slowed to a walk at the edge of the schoolyard, Jem was careful to explain that during school hours I was not to bother him, I was not to approach him with requests to enact a chapter of *Tarzan and the Ant Men*, to embarrass him with references to his private life, or tag-along behind him at recess and noon. I was to stick with the first grade and he would stick with the fifth. In short, I was to leave him alone.

- “You mean we can’t play any more?” I asked.
“We’ll do like we always do at home,” he said, “but you’ll see—school’s different.”
3. The passage is primarily concerned with describing
- (A) a brother’s instructions to his sister
 - (B) the first day of school for two first graders
 - (C) the summer activities of a brother and sister
 - (D) a teacher’s discussion with new students
4. The speaker wants to know if she will
- (A) do well in her new school
 - (B) be able to play with her brother
 - (C) like her new teacher
 - (D) make friends with her new classmates

Questions 5-7 are based on the following passage.

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Researcher Nancy Maynor argues that e-mail has generated its own language style. Her work suggests that what she calls “e-style” is much closer to speech than writing. E-mail messages tend to be very informal, including clipped words (such as *prob* for *problem*) and simplified spellings (for instance, *thru* for *through*). Maynor has also found informality in punctuation. Among the common punctuation features she has found in e-mail messages are lack of capital letters, high use of exclamation points, and frequent use of trailing dots and dashes at the ends of sentences. Maynor concludes that these markings lend a more spoken quality to the e-mail message.

5. The passage is primarily concerned with

- (A) presenting a researcher’s work
- (B) criticizing a common practice
- (C) contrasting two theories
- (D) challenging a conclusion

6. According to Nancy Maynor, the punctuation features in e-mail messages make such messages

- (A) almost unreadable
- (B) unsuitable for informal correspondence
- (C) more like spoken than written speech
- (D) similar in style to old-fashioned English

7. The passage mentions the words “prob” and “thru” as examples of

- (A) punctuation features used in e-mail messages
- (B) the informal style found in e-mail messages
- (C) spellings that are found only in e-mail messages
- (D) words that can make e-mail messages difficult to understand

Questions 8-11 are based on the following passage.

Line
5 Many recent best-selling children's picture books have a lot in common with each other. These books reflect the structure found in oral storytelling tradition, with a clearly defined beginning, middle, and end. The characters are appealing to readers. The characters struggle, eventually resolve their problems, and then return to the safety of home. The stories' endings are never open-ended and they are always hopeful.

10 If this is a formula for success, what should we make of children's picture books published recently that do not have the above-mentioned characteristics? For example, how can a book like *The Stinky Cheese Man and Other Stupid Tales* be evaluated and

15 explained to children? This book definitely does not have a story with a defined beginning, middle, and end, nor does it have a sweet and innocent tone. It mocks rather than imitates the oral storytelling tradition. Similarly, in *Open Me . . . I'm a Dog*

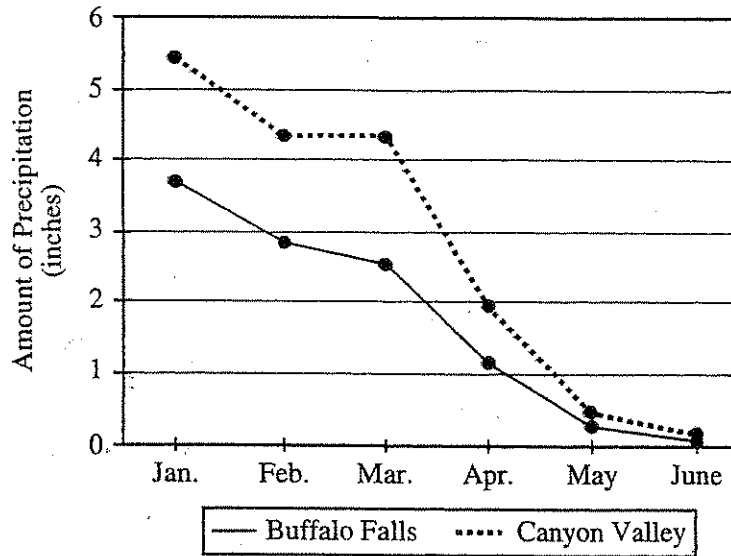
20 (1997), a dog has been turned into a book. Despite earnest efforts to be transformed back to his original dog state, the dog remains a book. He neither resolves the problem nor returns to the safety of his home. The books just mentioned are rebels

25 from traditional book structure.

8. The second paragraph is primarily concerned with
- (A) describing how to teach the books mentioned in the first paragraph
 - (B) discussing exceptions to a trend described in the first paragraph
 - (C) evaluating a style of writing described in the first paragraph
 - (D) revealing the origins of a situation described in the first paragraph

9. The main idea of the first paragraph is that
- (A) many recently successful children's books have a number of common features
 - (B) the most important feature for the success of children's books is the nature of the characters
 - (C) many recent children's books have succeeded because they have surprise endings
 - (D) children's books with pictures tend to be more successful than children's books without pictures
10. In the context of the passage, "resolve" (line 6) most nearly means
- (A) focus on
 - (B) decide on
 - (C) find an answer to
 - (D) break into parts
11. *The Stinky Cheese Man and Other Stupid Tales* mocks the oral storytelling tradition in that it does not
- (A) entertain its readers
 - (B) present a single conflict
 - (C) have a defined beginning, middle, and end
 - (D) have appealing characters

AMOUNT OF PRECIPITATION
IN BUFFALO FALLS AND CANYON VALLEY



12. What conclusion can be drawn from the data presented in the graph?
- (A) Buffalo Falls and Canyon Valley both experience increased precipitation in the summer months.
 - (B) Buffalo Falls has less precipitation from January to June than does Canyon Valley.
 - (C) Buffalo Falls has higher temperatures from January to June than does Canyon Valley.
 - (D) Buffalo Falls enforces water conservation measures in January and February.

Questions 13-14 are based on the following passage.

Line The North American colonists faced extraordinarily high medical bills. In 1655 a doctor
5 for a visit as a carpenter charged to build a small
house. Doctors' bills were so high partly because
of conditions unique to colonial America. Patients'
homes were scattered over wide areas. Unlike
doctors in England, American doctors had to spend
10 a large part of the doctors' bills.

13. The author compares carpenters' bills to doctors' bills in order to

- (A) argue that doctors were not very skilled
- (B) indicate that many colonists could afford their own homes
- (C) suggest that colonists seldom used money
- (D) emphasize the high cost of medical bills

14. Doctors in America differed from doctors in England in that American doctors

- (A) had to travel farther to see patients
- (B) were more highly trained
- (C) used different kinds of medicines
- (D) charged lower prices

15. Research indicates that both coyotes and wolves are intelligent animals. However, the wolf is not adaptable. When people move into an area, the wolf moves out. By contrast, the coyote not only adapts to people, it thrives because of them. In the 1980's, it was estimated that thousands of coyotes lived within the Los Angeles city limits. The coyote, it seems, is now the smartest wild animal in North America.

Which of the following sentences is an expression of opinion rather than a statement of fact?

- (A) "Research indicates . . . intelligent animals."
- (B) "When people . . . moves out."
- (C) "In the . . . city limits."
- (D) "The coyote . . . North America."

16. Zora Neale Hurston is now famous as the author of the justly celebrated Black female coming-of-age novel *Their Eyes Were Watching God* (1937). But her first love was African American folklore. If the reader does not understand that folklore, Hurston's fiction, with its unexpected moves into myth, magical realism, and folklore, loses some of its force.

The main idea of the passage is that

- (A) Hurston was more interested in writing fiction than in studying folklore
- (B) *Their Eyes Were Watching God* is based on an African American folktale
- (C) Hurston's novels are influenced by her personal experiences
- (D) knowledge of African American folklore leads to a better appreciation of Hurston's fiction

Questions 17-18 are based on the following excerpt from an index.

Microbiology, 12-13
Microscope, 255, 312
Mimicry, 89
Minerals
 crystal systems, 416-417
 Earth's crust, 414
 formation of, 421-422*
 location of, 414-423
 as a nonrenewable resource, 423
 properties of, 415*, 416-419
 tests for, 413, 418*
 uses of, 422
Mirrors, 242-245

*Indicates a graph or chart

17. On which page or pages would a person be most likely to find information about how quartz, a mineral, is formed?
- (A) 413, 418
(B) 416-417
(C) 421-422
(D) 423
18. On which page or pages would a person be most likely to find a graph or chart of the different properties of minerals?
- (A) 415
(B) 416-419
(C) 418
(D) 422

19. A student does not understand the meaning of the word "cells" as it is used in the sentence "The plastic foam floats because it contains thousands of tiny cells that are filled with air." The student looks up the word in the dictionary and finds the following definitions.

cell (noun) 1. a very small room 2. a small compartment or cavity, as in a honeycomb 3. the basic building block of living organisms 4. a single unit that converts chemical energy into electrical energy

Which definition should the student use to understand the word "cells" in the context of the sentence?

- (A) Definition 1
(B) Definition 2
(C) Definition 3
(D) Definition 4

Questions 20-21 are based on the following passage, which students are reading in class.

Spectacles with concave lenses to correct for myopia were first made in the fifteenth century. Because they corrected for poor distance vision, in an era when most eyeglasses were used for reading, they were considered less essential for pursuits of the mind and consequently were rarer and more costly than convex lenses.

20. A student is having trouble understanding the word "myopia." What would be an effective strategy a paraprofessional could use to help the student understand the word?

- (A) Explain that it is OK to skip a word or two when reading a difficult passage.
- (B) Ask the student to come up with a list of words that rhyme with "myopia."
- (C) Suggest that the student reread the second sentence to find clues about the meaning of "myopia."
- (D) Suggest that the student examine the root of the word "myopia" to determine its meaning.

21. The paraprofessional asks the students to summarize the main idea of the passage. Which response from the students is most accurate?

- (A) Concave lenses and convex lenses are made the same way today as they were in the fifteenth century.
- (B) In the fifteenth century spectacles with concave lenses were used less often than spectacles with convex lenses.
- (C) Eyeglasses used for reading can have either concave or convex lenses.
- (D) Eyeglasses were very costly in the fifteenth century.

Questions 22-25 are based on the following passage from the book *The Hot Air Balloon*, which students are reading in class.

The Hot Air Balloon

Chapter 1: A Birthday Surprise

"I'm five!" Ben shouted when he woke up on Saturday morning.

He ran to wake his parents, but they were already up. "I'm five," he said when he found them downstairs.

"You sure are," his dad said as he flipped a pancake.

"You're getting so big," his mom said as she squeezed oranges for juice.

When Ben finished breakfast, his dad said, "We have a surprise for you."

"The circus?" Ben asked.

"Even better," his mom said.

They all got in the car. The trip seemed to take forever. Finally, Ben spotted a sign that said, "Mitchell Airfield." Then he looked up in the sky and gasped, because he saw the most amazing sight floating in the air.

22. Students are learning how to make predictions about a story by using clues from the title of the story, the chapter headings, and what happens in the story itself. The paraprofessional asks the students, "What do you think Ben's surprise will be?" Which response from the students shows the best understanding of the clues?

- (A) An airplane ride
- (B) A trip to the circus
- (C) A balloon ride
- (D) A pancake breakfast

23. The paraprofessional asks the class where Ben found his parents. Which response is most accurate?

- (A) In his bedroom
- (B) In their bedroom
- (C) In the kitchen
- (D) In the car

24. Students are learning about compound words (words made up of two or more whole words joined together). Which word from the story is a compound word?

- (A) surprise
- (B) finally
- (C) amazing
- (D) Airfield

25. Students are learning that the letter "s" can often sound like the letter "z." They are working with several examples, including *boxes* and *dogs*. Which word from the story would be the best example of how "s" can sound like "z"?

- (A) squeezed
- (B) oranges
- (C) finished
- (D) circus

Questions 26-27 are based on the following passage, which students are reading in class.

I first saw King Arthur from a distance, but even then he was a sight that could take my breath away. His red beard flickered like fire. His eyes flashed with the incandescence of two bright comets. His armor glowed like molten silver. His smile dazzled me like the morning sun that greets me when I throw open the shutters. This was a man I could follow. This was a man who could lead us.

26. The students are studying how the passage uses comparisons to describe King Arthur. The paraprofessional asks the students what all of the comparisons have in common. Which answer is most accurate?
- (A) All of the comparisons have to do with light.
 - (B) All of the comparisons involve some sort of metal.
 - (C) All of the comparisons use the word "like."
 - (D) All of the comparisons are about King Arthur's face.
27. What question could the paraprofessional ask the students that would help them understand the narrator's attitude toward King Arthur?
- (A) What does the narrator do before meeting King Arthur?
 - (B) How does the sight of King Arthur at a distance affect the narrator?
 - (C) Why does the narrator throw open the shutters?
 - (D) When does the narrator first see King Arthur?

Questions 28-29 are based on the following assignment.

Assignment: State names

You will work in teams of two. Each team will receive a map of the United States and will be assigned a letter of the alphabet. First, in the empty space at the bottom of the map, list the names of all the states that begin with your team's assigned letter of the alphabet (for example, if you are the "N" group you might start with New Mexico). Next, using a blank sheet of paper, put your team's list of state names in alphabetical order. Then look up each state in your almanac to find out its capital, and write the name of the capital next to the state's name on your alphabetized list. Finally, use your crayons to color the states on the map.

28. According to the assignment, students should use a blank piece of paper to
- (A) list their team's assigned states in alphabetical order
 - (B) color the states with their crayons
 - (C) list the names of all 50 states in alphabetical order
 - (D) draw a map of the United States
29. One team of students is working with states that begin with the letter "A." Which list has the names in the proper alphabetical order?
- (A) Alaska, Alabama, Arizona, Arkansas
 - (B) Alabama, Alaska, Arizona, Arkansas
 - (C) Arizona, Arkansas, Alabama, Alaska
 - (D) Alabama, Alaska, Arkansas, Arizona

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30. Students are thinking up pairs of words that are synonyms. Four students' pairs are printed below. Which is a pair of synonyms?
- (A) Tale and tail
 - (B) Past and future
 - (C) Snow and weather
 - (D) Flat and level

MATHEMATICS

Directions for Questions 31-60: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

31. $6,200 - 945 =$

- (A) 5,254
- (B) 5,255
- (C) 5,365
- (D) 6,365

32. The length of a bulletin board is $5\frac{1}{2}$ feet. What is the length of the bulletin board in inches?

- (A) 55 inches
- (B) 56 inches
- (C) 60 inches
- (D) 66 inches

33. Which of the following is a hexagon?

(A)



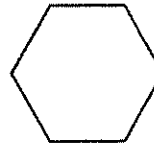
(B)



(C)



(D)



34. What is the sum of 7 and 5 ?

- (A) $1\frac{2}{5}$
- (B) 2
- (C) 12
- (D) 35

35. Which of the following is equivalent to half a dollar?

- (A) \$1.00
- (B) \$50
- (C) 0.50¢
- (D) 50 cents

36. Which of the following is the closest approximation to $23.62 + 26.81 + 24.12$?

- (A) 60
- (B) 75
- (C) 90
- (D) 100

37. Which of the following numbers is greater than 0.25 ?

- (A) 0.3
- (B) 0.02
- (C) 0.23
- (D) 0.2

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4	4					
5					25	
6						

38. In the partially completed multiplication table shown above, what value should be placed in the shaded box?

- (A) 3
- (B) 8
- (C) 12
- (D) 18

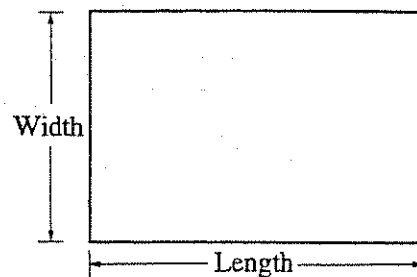
39. Which of the following is true?

- (A) $4 < 9$
- (B) $4 > 9$
- (C) $4 \geq 9$
- (D) $4 = 9$

40. $42.58 + 1.5 =$

- (A) 42.73
- (B) 43.08
- (C) 43.63
- (D) 44.08

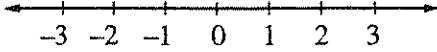
MR. GRAY'S CLASSROOM



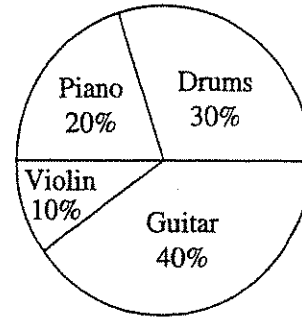
41. For a lesson in measurement, a student is assigned to find the perimeter of Mr. Gray's rectangular classroom, shown above. Which of the following would correctly determine the perimeter of the classroom?

- (A) $(\text{Length}) + (\text{Width})$
- (B) $(\text{Length}) \times (\text{Width})$
- (C) $2(\text{Length}) + 2(\text{Width})$
- (D) $2(\text{Length}) \times 2(\text{Width})$

42. $3^4 =$
- (A) $3 + 4$
 - (B) $4 + 4 + 4$
 - (C) 3×4
 - (D) $3 \times 3 \times 3 \times 3$



43. On the number line above, where is $\frac{3}{2}$ located?
- (A) To the left of -1
 - (B) Between -1 and 0
 - (C) Between 0 and 1
 - (D) To the right of 1



Total number of students in the class = 30

44. The graph above shows the distribution of musical instruments played by students in a class. If each student plays only one instrument, how many students play the drums?
- (A) 3
 - (B) 7
 - (C) 9
 - (D) 10

A small soda costs \$0.75 and a large soda costs \$1.25. What is the total cost of purchasing 4 small sodas and 2 large sodas?

45. Mrs. Perez is helping a student solve the word problem shown above. Which of the following is a correct procedure that Mrs. Perez can use?

- (A) $2(\$0.75) + 4(\$1.25)$
- (B) $4(\$0.75) + 2(\$1.25)$
- (C) $4(\$0.75 + \$1.25) + 2$
- (D) $(4 + 2)(\$0.75 + \$1.25)$

46. If $x + 4 = 14$, what is the value of x ?

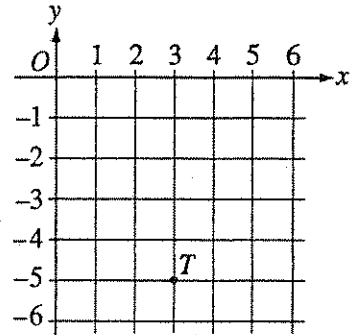
- (A) 10
- (B) 14
- (C) 18
- (D) 56

47. Which of the following numbers has a 2 in the hundredths place?

- (A) 7,430.72
- (B) 2,001.03
- (C) 1,201.46
- (D) 1,007.23

48. Which of the following is NOT equivalent to $\frac{1}{2}$?

- (A) $\frac{50}{100}$
- (B) $\frac{2}{8}$
- (C) 0.5
- (D) $\frac{1.5}{3.0}$



49. In the xy -plane above, what are the coordinates of point T ?

- (A) (3, 5)
- (B) (3, 0)
- (C) (3, -5)
- (D) (-5, 3)

50. The total time for 3 class activities is $1\frac{1}{4}$ hours.
If the time spent on each activity is the same, how many minutes long is each activity?
- (A) 15 minutes
 - (B) 25 minutes
 - (C) 30 minutes
 - (D) 75 minutes

5, 20, 35, 50, ...

51. In the list above, the first number is 5 and each number after that is 15 more than the previous number. If the pattern is continued, what will be the seventh number in the list?
- (A) 110
 - (B) 95
 - (C) 85
 - (D) 80

52. On Tuesday, the school store sold 60 pencils for \$0.20 each and 40 pens for \$0.50 each. In addition, 8 book bags were sold for \$5.00 each. What was the total amount of these sales?
- (A) \$6.00
 - (B) \$7.20
 - (C) \$60.00
 - (D) \$72.00

CINDY'S TEST SCORES

Test 1	88
Test 2	94
Test 3	98
Test 4	84

53. The table above shows Cindy's test scores on each of 4 tests. Her final science grade is equal to the average (arithmetic mean) of these scores. What is Cindy's final science grade?
- (A) 91
 - (B) 90
 - (C) 88
 - (D) 84

54. $\frac{1}{2} + \frac{1}{4} =$

(A) $\frac{1}{6}$

(B) $\frac{2}{6}$

(C) $\frac{3}{4}$

(D) 1

$$2 \times 1 = 2$$

$$2 \times 2 = 2 + 2$$

$$2 \times 3 = 2 + 2 + 2$$

$$2 \times 4 = 2 + 2 + 2 + 2$$

55. Which of the following would most likely be the concept that the pattern above is used to teach?

(A) Subtraction

(B) Exponents

(C) Multiplication

(D) Decimals

$$40 \times 600 = ?$$

56. A student wrote the incorrect number sentence above to calculate 40% of 600. To correct the error, the student's number sentence should be changed to

(A) $\frac{600}{40} = ?$

(B) $\frac{1}{40} \times 600 = ?$

(C) $\frac{40}{100} \times 600 = ?$

(D) $\frac{100}{40} \times 600 = ?$

57. What is the approximate value of 20% of 19.89 ?

(A) 1.5

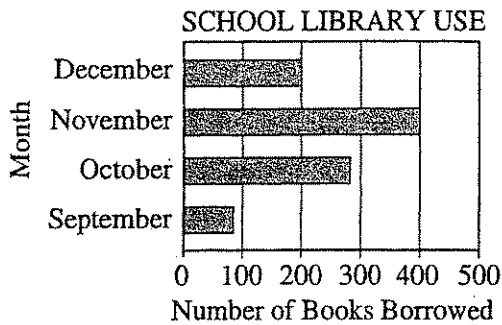
(B) 2

(C) 3.25

(D) 4

58. $5 + 75 \div 25 - 5 =$

- (A) 8.75
- (B) 4
- (C) 3
- (D) -1.8



59. According to the graph above, the total number of books borrowed from the school library for the four months shown is

- (A) less than 900
- (B) between 900 and 1,000
- (C) between 1,000 and 1,100
- (D) greater than 1,100

Week	1	2	3	4	...
Height (inches)	7	9.5	12	14.5	...

60. For a science project, a class measures the height of a plant at the end of each week for four consecutive weeks, as shown in the table above. The height of the plant increases by the same amount each week. If this pattern continues, what will be the height of the plant at the end of the 6th week?

- (A) 19.5 inches
- (B) 19 inches
- (C) 18.5 inches
- (D) 17 inches

WRITING

Directions for Questions 61-68: In each of the sentences below, four portions are underlined and lettered. Read each sentence and select the underlined portion that contains a grammatical construction, a word use, or an instance of punctuation that would be inappropriate in carefully written English. Note the letter printed beneath the underlined portion you select and completely fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. No sentence has more than one error.

Example:

Margaret insist that the hat, coat, and scarf
 A B C D
are hers.

Sample Answer

● B C D

61. A group of early French explorers described
 A
a Mississippi River catfish so large that when
 B
it struck their boat, they thought it were a tree.
 C D

62. Although salt is essential to many modern
 A
industrial processes, the basic methods of
 B
producing it have not changed for centuries.
 C D

63. In midwinter the roof of a polar bear den
may be covered with more then six feet
 A B
of snow, which insulates the den and
provides a sheltered environment.
 C D

64. The most prominent star cluster in the sky, the
 A B
Pleiades, are often mistaken for the Little Dipper
 C
because of the arrangement of its brightest stars.
 D

65. Food is cooked to enhance flavor, make it
A B
more digestible, and destroying harmful
C D
microorganisms.

66. Before the era of air-conditioning, some theater
owners in the United States chose to install
A
extensive systems of cooling fans rather than
B
simply having closed their theaters during the
C D
summer months.

67. In the brief period from 1963 to 1967, artificially
A
sweetened soft drinks near tripled their market
B
share, which grew to more than 10 percent.
C D

68. As its Florida habitat disappearing, the American
A B
wood stork is migrating northward to new
C D
nesting grounds.

Directions for Questions 69-90: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

69. In 1850, when putting pen to paper was still the main technology of office work in Europe, the quill pen had not yet been fully replaced by the steel nib.

What is the subject of the sentence above?

- (A) 1850
- (B) office work
- (C) quill pen
- (D) steel nib

70. In the mid-1800's local women's rights organizations lobbied for legislation that would allow women to maintain property after marriage.

What is the simple predicate (the verb that tells what the subject does) in the sentence above?

- (A) In
- (B) lobbied
- (C) allow
- (D) maintain

71. In order to give students a better understanding of how the justice system works, many schools hold mock court trials.

What is the subject of the sentence above?

- (A) students
- (B) understanding
- (C) schools
- (D) trials

72. Many people think that the German invention of movable type was as revolutionary for the fifteenth century as the computer was for the twentieth.

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

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

73. When the United States Post Office issued the first federal stamps 150 years ago, the public response was distinctly lukewarm: hardly anyone bothered to use the stamps, though they bore the images of Ben Franklin and George Washington.

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

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

74. An avalanche can travel as fast as 300 miles per hour and exert a pressure as great as eleven tons per square foot.

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

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

75. Which word is NOT spelled correctly?

- (A) annoying
- (B) hoping
- (C) occurring
- (D) refering

76. Which word is NOT spelled correctly?

- (A) accurate
- (B) permanent
- (C) pleasent
- (D) resemblance

77. Which word is NOT spelled correctly?

- (A) absolute
- (B) definite
- (C) fortunate
- (D) imediate

78. Which word is NOT spelled correctly?

- (A) history
- (B) labratory
- (C) mistaken
- (D) mystery

79. The following paragraph was written by a student.

It was early morning, and I had just woken up. To my surprise, I heard no trucks going by no horns honking, and absolutely no kids playing outside. It was like the whole town was deserted. I was amazed, shocked, and happy, at the same time. It was like a dream come true. I could finally have some peace, and quiet.

The student writer would most benefit from tutoring in how to correct

- (A) sentence fragments
- (B) verb tense errors
- (C) incorrect comma placement
- (D) incorrect capitalization

Questions 80-82 are based on the following short essay written by Jeannie. In her essay, Jeannie tries to argue that children benefit from watching some television.

(1) Most of the time kids talk about their favorite show. (2) When we were younger, me and my friends would talk about this one show. (3) This show gave us something to talk about and children need to be able to talk and socialize and be around each other. (4) It helps them to keep calm and reduces school vandalism. (5) If a child doesn't know what others are talking about, he or she can't talk as easily. (6) Once, when a kid didn't know the television show we were talking about, he would just sit there in confusion.

80. Jeannie wants her essay to begin with a sentence that introduces the central point she is trying to make. Which sentence would best introduce Jeannie's central point?

- (A) Television gives students something to talk about when they get together.
- (B) Children will make fun of anyone who does not watch television.
- (C) Children seldom get into arguments about television shows.
- (D) Television helps only those children who enjoy talking to their friends.

81. Jeannie is learning when it is appropriate to use a thesaurus to find synonyms for frequently used words. Which word in Jeannie's essay should she look up in her thesaurus?

- (A) talk
- (B) friends
- (C) vandalism
- (D) television

82. One of Jeannie's peers, who has reviewed her paper during class, notes that he is unsure what "It" refers to at the beginning of sentence 4. What could Jeannie substitute for the word "It" in sentence 4 to clarify the meaning of the word?

- (A) "Watching television"
- (B) "The television show"
- (C) "Talking to others"
- (D) "Having a favorite show"

Questions 83-85 are based on the following unfinished outline.

Andre has been given an assignment to write about a career he is considering. He has chosen to write about being a travel agent. Before writing, Andre must organize his research notes into an outline.

Work Tasks of a Travel Agent

I. Planning Travel

- A. Get information from customers
 - 1. Destinations and dates
 - 2. Preferred method and cost of travel
 - 3. Special needs
- B. Get information about travel
 - 1. Research tickets, hotels, and rental cars
 - 2. Research attractions and conditions at destination

II. Booking Travel Arrangements

- A. Print tickets for customers
 - 1. Issue airline or cruise tickets
 - 2. Print electronic ticket information
- B. Make other reservations for customers
 - 1. _____
 - 2. Get package deals

III.

- A. Promote to the public
 - 1. Present to social groups
 - 2. Advertise
- B. Promote to businesses
 - 1. Suggest company-sponsored trips
 - 2. Arrange discounts for client companies

83. Andre has left heading II.B.1 (underneath "Make other reservations for customers") blank. He goes back to his research notes to see what he should put in the blank to complete the section. What should he put in the blank?

- (A) Understand airline flight schedules
- (B) Use telemarketing to reach new customers
- (C) Reserve hotel rooms and rental cars
- (D) Research popular tourist attractions at destination

84. What should Andre put in the blank for heading III as a title for the section?

- (A) How to Become a Travel Agent
- (B) Group Tour Packages
- (C) How to Save for a Vacation
- (D) Promoting the Travel Agency

85. After Andre has completed his outline, he wants to write the first sentence of his essay. Given that he wants his first sentence to summarize the essay's main idea, what would be the strongest first sentence for Andre's essay?

- (A) There are several different career choices that I am considering for the future.
- (B) Travel agents learn some of their skills in vocational classes and some on the job.
- (C) A travel agent's job is a mixture of providing services and promoting sales.
- (D) Traveling teaches you about the world and can change your ideas.

Questions 86-87 are based on the following rough draft written by a student.

How to Buy a Saltwater Aquarium
by Ashim, Grade 5

(1) There are two types of tanks. (2) There are glass and acrylic. (3) Glass tanks are cheaper and harder to scratch, acrylic ones are lighter, which is always beneficial. (4) If you get a used tank, remember to check the glass for scratches because scratches are where algae can collect. (5) You will also need a heater that will keep the tank at about 78 degrees. (6) You should get a very accurate thermometer to make sure that the water temperature stays stable so that the fish in the tank will not get sick. (7) Most important, you need to have a biological filtration system installed.

86. Ashim is trying to combine sentences 1 and 2 so that they form a single sentence that is clear, concise, and grammatically correct. What would be the most effective revision of sentences 1 and 2 ?
- (A) There are two types of tanks, there are glass and acrylic.
 - (B) Tanks are available in glass and acrylic.
 - (C) There are two types of tanks, being glass and acrylic ones.
 - (D) An acrylic tank is one type of tank, and a glass tank is another type.
87. Ashim is learning how to use transition words (words that clarify the relationships between ideas). What transition word or words should Ashim use before the word "acrylic" in sentence 3 to clarify the meaning of the sentence?
- (A) but
 - (B) also,
 - (C) because
 - (D) for example,

Questions 88-89 refer to the following four sentences written by students.

- I. One similarity between Brazil and the United States is that both countries include many different ethnic groups.
 - II. George Washington served for two terms and therefore had eight years to accomplish his policies.
 - III. Raising the state sales tax by 1 percent will negatively impact our community.
 - IV. I love to ride my bright red mountain bike in the hills outside of our town.
88. Which sentence is most likely to be found at the beginning of a persuasive essay (an essay written to convince a reader that a point of view or course of action is valid) ?
- (A) Sentence I
 - (B) Sentence II
 - (C) Sentence III
 - (D) Sentence IV
89. Which sentence is most likely to be found at the beginning of a comparison essay (an essay that explores a comparison between two things) ?
- (A) Sentence I
 - (B) Sentence II
 - (C) Sentence III
 - (D) Sentence IV
-
90. Julie is writing a paper about the inventor Granville T. Woods. She wants to find out where and when Woods was born. What would be the best source for locating that information?
- (A) An atlas
 - (B) An encyclopedia
 - (C) A textbook about famous inventions
 - (D) An Internet article about inventors

STOP

If you finish before time is called, you may check your work on this test.

Scoring Your Practice Test

First, determine your raw score. To determine your raw score, check your answers against the answers shown in Table 1, and then count how many of the questions you answered correctly are in the un-shaded rows. (Questions in the shaded rows are pretest questions, which do not count toward a test taker's score. For more on pretest questions, see page 3.)

Table 1— Answers and Content Categories for the ParaPro Assessment Practice Test

Sequence Number	Correct Answer	Content Category
1.	C	I
2.	C	I
3.	A	I
4.	B	I
5.	A	I
6.	C	I
7.	B	I
8.	B	I
9.	A	I
10.	C	I
11.	C	I
12.	B	I
13.	D	I
14.	A	I
15.	D	I
16.	D	I
17.	C	I
18.	A	I
19.	B	II
20.	C	II
21.	B	II
22.	C	II
23.	C	II
24.	B	II
25.	B	II
26.	A	II
27.	B	II
28.	A	II
29.	B	II
30.	D	II
31.	B	III

Sequence Number	Correct Answer	Content Category
32.	D	IV
33.	D	III
34.	C	III
35.	D	III
36.	B	III
37.	A	III
38.	C	IV
39.	A	III
40.	D	III
41.	C	IV
42.	D	III
43.	D	III
44.	C	IV
45.	B	IV
46.	A	III
47.	A	III
48.	B	III
49.	C	III
50.	B	IV
51.	B	III
52.	D	IV
53.	A	IV
54.	C	III
55.	C	IV
56.	C	IV
57.	D	III
58.	C	III
59.	B	IV
60.	A	IV
61.	D	V
62.	B	V

Sequence Number	Correct Answer	Content Category
63.	B	V
64.	C	V
65.	D	V
66.	C	V
67.	B	V
68.	B	V
69.	C	V
70.	B	V
71.	C	V
72.	A	V
73.	B	V
74.	B	V
75.	D	V
76.	C	V
77.	D	V
78.	B	V
79.	C	VI
80.	A	VI
81.	A	VI
82.	C	VI
83.	C	VI
84.	D	VI
85.	C	VI
86.	B	VI
87.	A	VI
88.	C	VI
89.	A	VI
90.	B	VI

Your raw score = _____ (the number of correct answers in the un-shaded rows)

Next, determine your scaled score. Use Table 2 to find the scaled score corresponding to your raw score. You can compare your scaled score to the minimum passing score required by your state or district (you can find a list of the minimum passing scores at www.ets.org/parapro).

Table 2 – Score Conversion Table

Raw Score	Scaled Score
0	420
1	420
2	420
3	420
4	420
5	420
6	420
7	420
8	420
9	420
10	420
11	420
12	420
13	421
14	422
15	423
16	424
17	425
18	426

Raw Score	Scaled Score
19	427
20	429
21	430
22	431
23	432
24	433
25	434
26	435
27	436
28	437
29	438
30	439
31	440
32	441
33	443
34	444
35	445
36	446
37	447

Raw Score	Scaled Score
38	448
39	449
40	450
41	451
42	452
43	453
44	454
45	455
46	456
47	457
48	458
49	459
50	460
51	461
52	462
53	464
54	465
55	466
56	467

Raw Score	Scaled Score
57	468
58	469
59	470
60	471
61	472
62	473
63	474
64	474
65	475
66	476
67	477
68	478
69	479
70	480
71	480
72	480
73	480
74	480
75	480

Your scaled score = _____ Your state or district's passing score = _____

If your score was not high enough to pass, determine how many additional correct answers you would have needed to reach the required passing score.

The raw score corresponding to your state or district's passing score _____

(Subtract) Your raw score _____

Additional correct answers you would have needed to reach your
required passing score = _____

Next, assess your strengths in the six content categories. Use the content category information in Table 1 to determine whether you need to prepare more intensely in any of the six areas covered by the test. The content categories are represented in Table 1 by Roman numerals, which correspond to the following descriptions:

- I. Reading Skills and Knowledge
- II. Application of Reading Skills and Knowledge to Classroom Instruction
- III. Mathematics Skills and Knowledge
- IV. Application of Mathematics Skills and Knowledge to Classroom Instruction
- V. Writing Skills and Knowledge
- VI. Application of Writing Skills and Knowledge to Classroom Instruction

Fill in the Table 3 to see where you have the most room for improvement.

Table 3 – Assessment of Strengths in Each Category

Content Category	Number of correct answers possible	Number of incorrect answers (shaded and unshaded rows put together)
I.	18	
II.	12	
III.	18	
IV.	12	
V.	18	
VI.	12	

Focus on the content area or areas where there are the most incorrect answers (the rightmost column in Table 3). The *ParaPro Assessment Study Guide* can help you review these content areas. (The guide can be purchased at www.ets.org/store.html or in your local bookstore.)

Using Your Practice Test Score to Estimate Your Future Score

When you take the ParaPro Assessment at an actual administration, the questions you will be presented with will be similar to the questions in this practice test, but they will not be identical. Because of the difference in questions, the test that you actually take may be slightly more or less difficult.¹ Therefore, you should not expect to get exactly the same score that you achieved on this practice test.

Good luck on your test!

¹ To make all editions of the test comparable, there is a statistical adjustment for the difference in difficulty among editions of the test. This adjustment for difficulty makes it possible to give the same interpretation to identical scaled scores on different editions of the test.

