

\*parapathways

PARAPATHWAYS STUDY COMPANION

# ParaPathways

5757

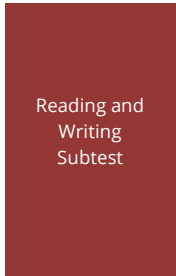
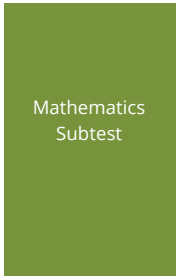


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## ParaPathways (5757)

### Test at a Glance

<b>Test Name</b>	ParaPathways		
<b>Test Code</b>	5757		
<b>Time</b>	2 hours 25 minutes (two separately timed subjects)		
<b>Format</b>	The test consists of a variety of selected-response and numeric entry questions. You can review the question types in Understanding Question Types.		
<b>Test Delivery</b>	Computer Delivered		
<b>ParaPathways</b>   	Subtests	Subject Test Length (Minutes)	Approximate Number of Questions
	I. 5758 Reading and Writing	85	51
	II. 5759 Mathematics	60	36

## About The Test

The ParaPathways Assessment (5757) includes two subtests: Reading and Writing (5758) and Mathematics (5759). The test is designed for individuals who are seeking to become or are currently serving as paraeducators who support classroom teachers. The test assesses whether the paraeducator possesses the essential skills necessary to help students develop foundational skills in reading, writing, and mathematics. These essential skills align with the federal requirements for paraeducators, the College and Career Readiness (CCR) Standards for Adult Education, the International Literacy Association (ILA) Standards for Education Support Personnel, and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics.

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

## ParaPathways: Reading and Writing Subtest (5758)

Time: 85 minutes; Format: Selected response

	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading	30	60%
	II. Writing	21	40%

### About the Subtest

The ParaPathways: Reading and Writing Subtest (5758) assesses the essential reading and writing skills required of paraeducators to support student learning in the classroom. This subtest focuses on foundational literacy areas, such as reading comprehension, vocabulary, grammar, and writing mechanics, to ensure that paraeducators can assist students in developing these literacy competencies; these areas are aligned with the College and Career Readiness (CCR) Standards for Adult Education and the International Literacy Association (ILA) Standards for Education Support Personnel.

The test consists of 51 selected-response questions for which one or more answer choices must be selected. This includes multiple-choice questions and questions that require identifying errors in grammar, word usage, or punctuation within sentences.

Some questions may 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.

## Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

## I. Reading

### A. Reading

1. Read and comprehend texts (e.g., identify the main idea, summarize the primary purpose, identify key supporting ideas and details).
2. Determine the meaning of words and phrases as they are used in texts (e.g., using prefixes, suffixes, root words, context, and reference tools, including online dictionaries and glossaries).
3. Demonstrate an understanding that reading fluency is defined by the basic components (e.g., accuracy, rate, and expression).
4. Draw inferences and implications (e.g., suggestions, conclusions, and connections) from information stated directly and indirectly in texts.
5. Evaluate the significance of word choice and its impact on meaning and tone in texts (e.g., humorous, sad, angry, lighthearted).
6. Understand how the overall structure of texts contributes to the development and comprehension of ideas (e.g., problem/solution, cause/effect, compare/contrast, sequence of events, description).

7. Recognize how the author's perspective (e.g., background, beliefs, viewpoint) and purpose (e.g., intention to inform, persuade, entertain) influence the content and style of texts.
8. Interpret data from different media formats (e.g., maps, tables, diagrams, charts, and graphs).
9. Recognize and explain how the relevance of textual evidence (e.g., points, statistics, facts, direct quotations, comparisons) supports the validity of an argument or claim.
10. Understand that spoken words are made up of sounds (phonemes, e.g., /b/ as in "bat" and /p/ as in "pat") and syllables (e.g., one-syllable words like "dog," and two-syllable words like "apple").
11. Understand grade-level phonics (e.g., digraphs, consonant blends, and vowel teams) and word analysis skills in decoding words.
12. Support engagement in text-based discussions to enhance students' understanding of texts (e.g., prompting students to ask and respond to questions, encouraging students to provide insights, having students cite textual evidence).

### Discussion Questions: Reading

- What is the author's main idea or purpose of a reading text? How can determining an author's overall main idea or purpose of a text aid in understanding when reading?
- How can words be defined by examining their meanings via roots, prefixes, suffixes, sentence and paragraph level contexts, and dictionaries?
- What are the three main components that contribute to fluency in reading?
- What connections or conclusions can be drawn based on information that is implicitly conveyed in a reading text?
- How is an author's word choice an intentional component that contributes to a reading text's tone and meaning?
- What are the types of text structures that contribute to the organization of a reading text and assist in comprehension? Is a problem presented followed by an eventual solution? Is the reading text purely descriptive in nature?
- How can an author's personal beliefs shape the style and focus of a reading text?
- How does the ability to read and interpret media such as charts, maps, and graphics aid in comprehension?
- How does referencing specific information support, strengthen, or weaken claims made in reading texts?



- What are the consonants, vowel sounds, and basic syllables found in spoken words?
- How does the application of skills in grade-level phonics and word-analysis help decode words?
- How can the use of probing questions help students engage in discussions about reading texts?

## II. Writing

### A. Writing

1. Demonstrate a command of conventions of standard English (e.g., usage, grammar, punctuation, capitalization, spelling).
2. Demonstrate ability to identify clear and coherent writing (e.g., developed, organized, and style-appropriate writing).
3. Show how to improve writing products through the writing process (e.g., planning, composing, revising).
4. Differentiate between credible (e.g., journal articles, .edu., .gov URLs) and noncredible (social media post, blogs, tabloids) print and digital sources.
5. Demonstrate ability to incorporate appropriate information when citing text evidence from literary or informational texts (e.g., in-text citation, block quotations, paraphrasing).
6. Analyze and interpret the use of evidence and reasoning in argumentative texts (e.g., incorporating facts, statistics, expert testimony) to support written arguments.
7. Recognize informative/explanatory text features, (e.g., titles, transition words, formatting, and graphics) to aid comprehension.
8. Recognize the narrative elements of texts (e.g., character, plot, theme, and setting) to aid comprehension.
9. Support the responsible use of technology for producing and publishing writing, interacting, and collaborating with others (e.g., Internet, AI, document sharing, whiteboards, digital devices, and laptops).

### Discussion Questions: Writing

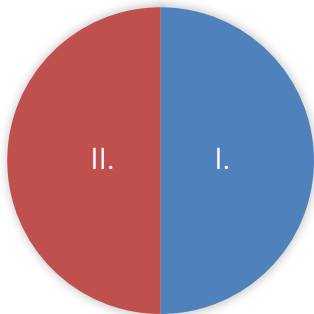
- What are the conventions of standard written English? What are basic capitalization and punctuation rules? How do correct verb tenses and spellings affect writing?
- What are the elements of a clear and appropriately developed piece of writing?
- What is the writing process (planning the writing, producing an initial draft, revising the initial draft)? How is the writing process applied?
- What distinguishes reliable sources from nonreliable sources? Which sources should be used when supporting claims in a written text?



- How is information from primary and secondary sources assessed and then properly incorporated into a written text? How are direct quotations and paraphrases properly referenced in texts?
- What are the features of an informative text, and how do they help with understanding the text?
- How and why does an author use story elements such as setting and plot in creating a narrative text?
- How does the use of technology enhance the writing process, such as improving collaboration among peers and promoting easier publication of writing?

## ParaPathways: Mathematics Subtest (5759)

Time: 60 minutes; Format: Selected response and numeric entry questions; on-screen four-function calculator provided

	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Numbers and Operations	18	50%
	II. Geometry, Measurement, & Data Analysis	18	50%

### About the Subtest

The ParaPathways: Mathematics Subtest (5759) assesses the fundamental mathematics skills required of paraeducators to support student learning in the classroom. This subtest focuses on key areas such as numbers and operations, geometry and measurement, and data analysis, to ensure that paraeducators can assist students in developing these foundational mathematical competencies; these areas are aligned with the College and Career Readiness (CCR) Standards for Adult Education and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics.

The test consists of 36 questions, including single-selection multiple-choice questions and numeric-entry questions.

Some questions may not count toward your score.

## On-Screen Four-Function Calculator

During the test, test takers have access to an on-screen four-function calculator.



Please consult the [ParaPathways Calculator Use](#) web page for further information.

## 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.

## Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

## I. Numbers and Operations

### A. Numbers and Operations

1. Solve problems involving arithmetic (addition, subtraction, multiplication, and division) with integers.
2. Solve problems involving arithmetic (addition, subtraction, multiplication, and division) with fractions.
3. Solve problems involving arithmetic (addition, subtraction, multiplication, and division) with decimals.
4. Solve problems involving percents.
5. Interpret forms of numbers (e.g., place value, representations of numbers as fractions, decimals, and order) on the number line.
6. Interpret mathematical terminology (e.g., quotient, numerator and denominator, and symbols such as  $+$ ,  $-$ ,  $<$ ,  $>$ , and “not equal to”) presented in a mathematical context.
7. Demonstrate knowledge of basic concepts of exponents.
8. Solve problems with integers using the order of operations, parentheses, exponents, multiplication, division, addition, and subtraction.
9. Solve simple word problems using numeric calculations and basic algebraic expressions and equations.
10. Reason about and solve one-variable linear equations.

## Discussion questions – Numbers and Operations

- How do you find a common denominator when adding or subtracting fractions with different denominators?
- How do you write 25% as a fraction?
- What is the meaning of  $2^3$ ?
- What is the “order of operations” when used in computing? For example, what is the value of  $2 \times 3 + 5$ ?
- What are the steps to take to solve for  $x$  in the equation  $2x + 3 = 8$ ?

## II. Geometry, Measurement, & Data Analysis

### A. Geometry and Measurement

1. Solve problems including measurement and estimation of intervals of time, liquid volumes, and masses of objects (e.g., tell and write time to the nearest minute, measure liquid volumes and masses of objects using standard units).
2. Measure and estimate lengths, volumes, and masses in United States Customary or Metric units.
3. Convert measurement units within a given measurement system (e.g., convert feet to inches, convert kilometers to meters).
4. Identify and classify simple two-dimensional geometric shapes (e.g., triangles, rectangles, regular polygons).
5. Solve simple word problems involving perimeter, area, surface area, and volume.

6. Identify points in the  $xy$ -coordinate plane.
7. Solve geometric word problems and understand how to assist students in solving problems (e.g., find the area or perimeter).

### B. Data Analysis

1. Summarize, represent, and interpret data of one variable (e.g., a list of data values or data values presented in a table).
2. Summarize, represent, and interpret data of two variables (e.g., bar charts, line graphs, circle graphs, or pictographs).
3. Solve problems that summarize and describe data, (e.g., the calculation of mean, median, mode, and range).

## Discussion questions – Geometry and Measurement and Data Analysis

- How do you find the perimeter of a rectangle? How do you find the area?
- What is the relationship between kilometers, meters, and centimeters?
- What is the  $xy$ -coordinate plane? How do you label points in the  $xy$ -plane?
- How do you find the average, median, mode, and range of the numbers in a list of numbers?

## ParaPathways: Reading and Writing Subtest (5758)

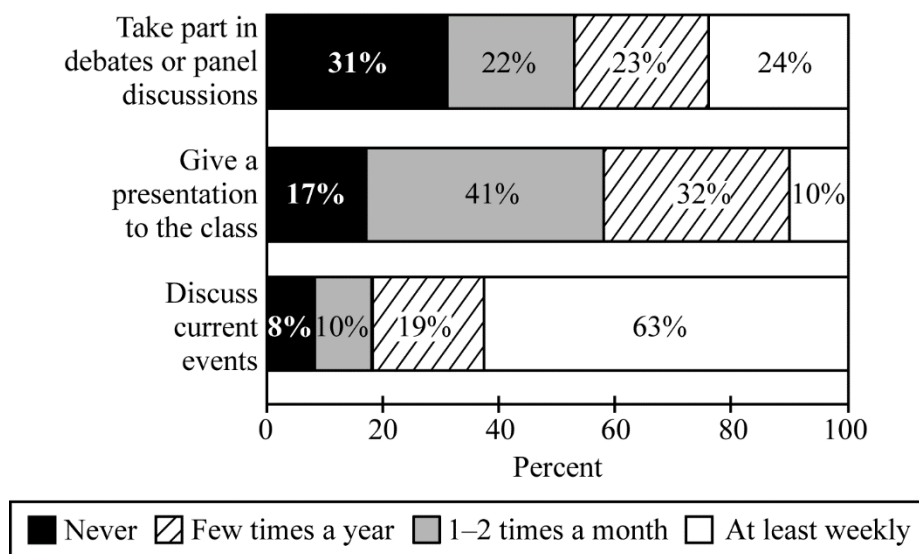
### Sample Questions

1. A paraeducator is planning a lesson to support a group of students who struggle with reading fluency. The students often read slowly, make frequent errors, and have difficulty with expression.

Which **TWO** of the following strategies will best improve students' reading fluency?

- (A) Providing students with opportunities for repeated oral reading of familiar texts
- (B) Encouraging students to participate in independent reading of various genres
- (C) Modeling continuous reading and instructing students to echo the expression and rate
- (D) Increasing the complexity of the assigned texts to challenge students' reading abilities
- (E) Administering vocabulary quizzes to expand students' word knowledge when reading

### Twelfth-Grade Students' Participation in Civics-Oriented Activities



Source: 2019 NAEP civics student survey, weighted national averages

2. Which of the following statements about twelfth-grade students' civics-oriented activities is supported by the information in the graph?
  - (A) The activity in which the least percentage of twelfth-grade students engaged was the discussion of current events.
  - (B) The percentage of twelfth-grade students who never engaged in debates or panel discussions was smaller than the percentage of twelfth-grade students who never gave a presentation to the class.
  - (C) The percentage of twelfth-grade students who gave a presentation to the class only once or twice a month was 19 percent.
  - (D) The percentage of twelfth-grade students who engaged in debates or panel discussions at least once per year but less than monthly was 23 percent.
  
3. In an elementary classroom, a paraeducator reads aloud a list of words and asks students to identify whether each word contains a short or long vowel sound.

Which of the following lists contains only words that have a short vowel sound?

- (A) Pay, set, seal
- (B) Nest, stamp, hid
- (C) Mean, so, run
- (D) Nap, reign, sun



**Questions 4 and 5 refer to the following passage.**

**The following is a passage about a contemporary author.**

Amy Tan is a renowned, world-famous author best known for her novel *The Joy Luck Club*, which explores the complex relationships between Chinese mothers and their American-born daughters. Tan's work emphasizes the blending of cultural histories and personal stories, often drawing on her family's experiences. *The Joy Luck Club* has sold over six million copies and was adapted into a successful film in 1993. Tan has received numerous awards, and her work has been translated into 35 languages, making her a prominent figure in contemporary literature. Tan's writing continues to resonate with readers worldwide, reflecting themes of identity, family, and cultural heritage.

4. Why does the passage mention that *The Joy Luck Club* "has sold over six million copies" and that Tan's "work has been translated into 35 languages" ?
  - (A) To highlight the result of Tan's "blending of cultural histories and personal stories"
  - (B) To explain why Tan wrote the novel and titled it *The Joy Luck Club*
  - (C) To compare the popularity of *The Joy Luck Club* with that of Tan's other novels
  - (D) To support the description of Tan as a "renowned, world-famous author"
  
5. Based on information in the passage, which of the following questions should a paraeducator ask students who have read *The Joy Luck Club* to best prompt a discussion about the themes in the novel?
  - (A) Which specific family members in China and in the United States does Tan write about?
  - (B) What are the national and international awards that Tan has won for her literary contributions?
  - (C) How does Tan explore individuality and the relationships between mothers and daughters in *The Joy Luck Club*?
  - (D) How does Tan explore adult dynamics and the need for freedom in *The Joy Luck Club*?

**Questions 6 and 7 refer to the following passage.**

**The following passage is about a young man's decision.**

As the dean handed me my diploma, I felt profound pride. College was behind me, and the future stretched out like an unexplored map. That evening, I sat with my family. The aroma of curried lentils, my favorite, and a palpable excitement filled the air.

"I have something important to share," I began. "I've decided to join the Peace Corps. I'm going to defer graduate school. I want to see the world and make a difference."

There was a **stunned silence**, followed by a mix of reactions. My mother's eyes welled up with pride and concern. My younger sisters stared at me in awe. "Jake, are you sure about this?" my father asked. "You've been planning on grad school for teaching."

"I am. It's time to step out of my comfort zone and discover who I truly am."

6. What does the description of "stunned silence" suggest?
- (A) The family expected the narrator to make an altruistic decision.
  - (B) The narrator feels uncertain about his future.
  - (C) The narrator's decision is significant and unexpected.
  - (D) The family is unsympathetic to the narrator's efforts to decide his future.
7. How does the author's use of dialogue contribute to the passage?
- (A) It emphasizes the narrator's options for his future career path.
  - (B) It makes the story more interesting by developing the bonds between characters.
  - (C) It makes the story more serious by creating a distant and formal tone.
  - (D) It downplays the significance of the narrator's recent and vital decision.

8. Avery, a high school student, is looking for research on how online learning influences student achievement. Avery needs to use sources that are current, reliable, and well-supported for an argumentative essay assignment.

Which of the following sources is likely to be the most appropriate for Avery to use for the essay?

- (A) A ten-year-old print journal article discussing student online learning outcomes
  - (B) A technology organization website posting that contains information about online course-completion rates
  - (C) A university dissertation website containing recently published research on online learning effectiveness
  - (D) A company website touting the advantages of its recently enhanced online learning, fee-based courses
9. Answer the question by selecting the underlined portion that contains an error in grammar, word use, or punctuation.

The teacher assigned the students to write a comprehensive summary of the novel they

A

have read last semester in class.

B

C

D

10. A paraeducator is helping a student understand the meaning of a word by examining the word in the context of the following sentence.

"The team leader's ability to delegate tasks effectively was instrumental in the project's success."

What does the word "delegate" most closely mean as it is used in the sentence?

- (A) Alternate
- (B) Assign
- (C) Remove
- (D) Complete

**Questions 11 through 13 refer to the following student draft.**

**The following is an excerpt from a student draft entitled, “An Act of Kindness.”**

**(1)** I used to be someone who avoided interacting with people I didn’t know. **(2)** One cold day, while walking home, I saw a woman struggling with her groceries. **(3)** Even though I was nervous I decided to help her. **(4)** She was incredibly grateful and shared, “Thank you for caring. I sometimes feel very lonely in this busy city.” **(5)** From that day, I started engaging more with people around me. **(6)** I joined community activities and became more social. **(7)** Helping that woman made me understand the power of kindness; it can connect us. **(8)** It wasn’t just about the groceries; it was about showing someone that they matter. **(9)** This experience changed me. **(10)** I became more open. **(11)** I became empathetic.

11. A paraeducator has been encouraging the student to write more complex sentences and asks the student to provide a revision of sentences 9 through 11 that is grammatically correct, avoids redundancy, and maintains the sentences’ original intent.

Which of the following revisions should the student make?

- (A) This experience changed me. I became more open and became empathetic.
- (B) This experience changed me; I was made more open and was made more empathetic.
- (C) This experience changed me: I became more open. I became empathetic.
- (D) This experience changed me, making me more open and empathetic.

12. Which change, if any, to the essay would most improve its logical flow and development?

- (A) Make no change.
- (B) Move sentence 1 after sentence 3.
- (C) Move sentence 3 after sentence 4.
- (D) Move sentences 5 and 6 after sentences 7 and 8.

13. Which of the following types of evidence is most effectively used in the draft to support the argument that small acts of kindness can transform lives?
- (A) Personal anecdote
  - (B) Indirect quotation
  - (C) Expert testimony
  - (D) Logical reasoning

## Answers

1. Options (A) and (C) are correct. Repeated oral reading of familiar texts can improve reading accuracy, speed, and expression. Modeling fluent reading and instructing students to echo the paraeducator's reading can help them learn proper pacing, intonation, and expression.
2. Option (D) is correct. The graph shows that 23 percent of twelfth-grade students participated in debates or panel discussions a "few times a year," meaning, in this context, at least once per year but less than monthly during the time period in which the survey was conducted.
3. Option (B) is correct. Each of the words "nest," "stamp," and "hid" contains a short vowel sound. The short vowel sound /e/ in the word "nest" is pronounced as "eh."
4. Option (D) is correct. The inclusion of the facts that *The Joy Luck Club* sold over six million copies and that Tan's work "has been translated into 35 languages" supports the claim from the first sentence that Tan is a "renowned, world-famous author."
5. Option (C) is correct. Based on information in the passage, asking how Tan explores individuality and the relationships between mothers and daughters in *The Joy Luck Club* will best prompt a discussion about the themes in Tan's work.
6. Option (C) is correct. The "stunned silence" emphasizes the significance and unexpected nature of the narrator's decision. No one spoke in reaction to the surprising decision.
7. Option (B) is correct. The use of dialogue makes the story more interesting by developing the characters' relationships. It shows the characters' genuine concern and support for each other.
8. Option (C) is correct. A university dissertation website that provides recently published research on online learning effectiveness will be the most reliable source for this situation. Content found at this source will be the most current and least biased.
9. Option (B) is correct. The context of the sentence requires the past perfect "had read" instead of the present perfect "have read" to match "last semester."
10. Option (B) is correct. The word "delegate" most closely means "assign" in the context of the sentence, where the team leader assigns tasks to others on the team.
11. Option (D) is correct. This change combines the ideas of the last three sentences into one coherent sentence that retains the original meaning of the three sentences and avoids potential redundancy.
12. Option (D) is correct. Moving sentences 5 and 6 (in that order) after sentences 7 and 8 would extend the logical flow of the narrative. The narrator elaborates on how helping the woman in a particular instance affected the narrator on a more global level.
13. Option (A) is correct. The passage effectively uses a personal anecdote to illustrate the transformative power of kindness.

## ParaPathways: Mathematics Subtest (5759)

### Sample Questions

1. What is the value of  $2 \times 5 + 3^3$ ?

2. Jamal has \$25. He spends \$9 on lunch and \$5 on a book. After the purchase, how much money does Jamal have left?

A paraeducator is helping a student solve the preceding problem. Which of the following expressions correctly represents this problem?

- (A)  $25 + (9 + 5)$   
(B)  $25 - (9 + 5)$   
(C)  $(25 - 9) + 5$   
(D)  $(25 + 9) - 5$
3. A recipe requires  $2\frac{1}{2}$  cups of flour. If Jennifer only has  $1\frac{3}{4}$  cups of flour, how much more flour does she need?
- (A)  $\frac{1}{2}$  cup  
(B)  $\frac{2}{3}$  cup  
(C)  $\frac{3}{4}$  cup  
(D)  $1\frac{1}{4}$  cups



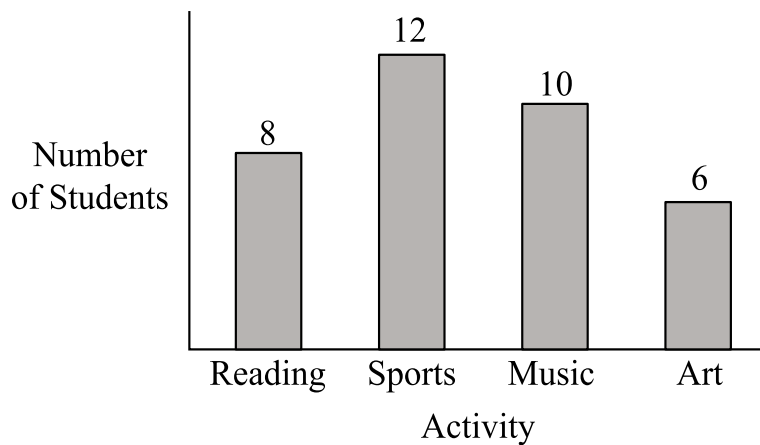
4. A paraeducator is helping a student solve the equation  $3x + 5 = 20$ .

What should the paraeducator instruct the student to do first to solve for  $x$ ?

- (A) Add 3 to both sides of the equation.
  - (B) Subtract 3 from both sides of the equation.
  - (C) Add 5 to both sides of the equation.
  - (D) Subtract 5 from both sides of the equation.
5. The area of a square with sides of length 4 is how much greater than the area of a square with sides of length 2?
- (A) 20
  - (B) 12
  - (C) 8
  - (D) 2
6. A paraeducator is helping a student estimate the weight of different objects in the classroom and asks the student to estimate the total weight of a group of science textbooks.
- If each science textbook weighs 1.96 pounds, what is the approximate total weight of 5 science textbooks?
- (A) 5 pounds
  - (B) 8 pounds
  - (C) 9 pounds
  - (D) 10 pounds
7. A section of a city is a rectangle with length 8 miles and width 5 miles. What is the area, in square miles, of the section of the city?

8. List  $M$ : 5, 22, 17, 3, 8

What is the median of the numbers in list  $M$ ?



9. The preceding bar graph shows the number of students participating in different after-school activities. How many more students are participating in sports than in art?
- (A) 4 students  
(B) 5 students  
(C) 6 students  
(D) 7 students

## Answers

$$2 \times 5 + 3^3 = (2 \times 5) + 27 = 10 + 27 = 37.$$

2. Option (B) is correct. Jamal starts with \$25 and spends \$9 on lunch and spends \$5 on a book, so the correct expression is  $25 - 9 - 5$ , or equivalently  $25 - (9 + 5)$ .
3. Option (C) is correct. To find out how much more flour Jennifer needs, subtract the amount she has from the amount required:  $2\frac{1}{2} - 1\frac{3}{4} = \frac{5}{2} - \frac{7}{4} = \frac{10}{4} - \frac{7}{4} = \frac{3}{4}$  cup.
4. Option (D) is correct. Subtracting 5 from both sides helps to isolate the term containing the variable  $x$ , making the equation  $3x = 15$ .
5. Option (B) is correct. The area of a square with sides of length  $s$  is equal to  $s^2$ , that is, the side length multiplied by itself. The area of a square with sides of length 4 is therefore equal to  $4^2 = 4 \times 4 = 16$ , and similarly the area of a square with sides of length 2 is equal to  $2^2 = 2 \times 2 = 4$ . Thus the area of a square with sides of length 4 is  $16 - 4 = 12$  greater than the area of a square with sides of length 2.
6. Option (D) is correct. To find the total weight of 5 science textbooks, multiply the weight of one textbook by the number of textbooks. The total weight of 5 science textbooks is  $1.96 \frac{\text{pounds}}{\text{book}} \times 5 \text{ books}$ , or 9.8 pounds. The total weight is approximately 10 pounds.
7. The correct answer is 40. The area of a rectangle is the product of the length and the width,  $(8)(5) = 40$  square miles.
8. The correct answer is 8. To find the median of the numbers in a list, arrange the numbers from least to greatest. If there is an odd number of values in the list, the median will be the number in the middle of the sorted list. The numbers in the sorted list are 3, 5, 8, 17, 22, so the median is 8.
9. Option (C) is correct. The number of students participating in sports is 12, and the number of students participating in art is 6. The difference is  $12 - 6 = 6$  students.

## Understanding Question Types

The ParaPathways assessments include a variety of question types: 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.

## General Assistance For The Test

### ParaPathways Interactive Practice Test

This full-length ParaPathways 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

### 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.



Visit our website to find test prep resources and  
preparation materials to build confidence for test day:

**<https://parapro.ets.org>**

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