XAMonline: Providing teachers with superior certification study tools
Are you looking for a comprehensive study guide to help you pass the teacher certification exam the first time? Do you want a guide that is aligned with current test guidelines, one that includes the exact information without the fluff? XAMonline’s teacher certification study guides offer an easy-to-understand, in-depth review of the actual content that’s on the test. Unlike other study guides XAMonline provides the actual content, not just a list of a skills and competencies or study secrets.

In addition to a thorough review, our guides include practice tests with up to 125 questions to prepare you for the actual exam. The practice tests include full answer rationales as well as skill reference and rigor for each question, allowing you to quickly flip back and review the relevant content and identify which topics to devote more study time to.

XAMonline guides are designed to prepare you for success, on both your certification test and in the classroom.

Developed by a teacher, for teachers
Founded in 1996, XAMonline began with one teacher-in-training who was frustrated by the lack of materials available for teacher certification exam preparation. From a single state-specific guide, XAMonline has grown to offer over 300 study guides for every state exam, as well as the PRAXIS I and PRAXIS II tests.

Our comprehensive study guides offer more than just the required certification competencies and skills. Their content and structure enables you to go beyond basic skills development and rote memorization to mastery of subject matter, a necessary trait of effective teaching. The content of our PRAXIS and state-specific guides is aligned and weighted to current standards, ensuring you’re studying the right material.

Quality Content from Quality Teaching Professionals
XAMonline’s superior quality standards are maintained by seasoned, professional teachers. We choose from a pool of over 1,500 certified teachers to write, review, and edit our guides. Each certification study guide includes an extensive practice test, which features varied levels of rigor and in-depth answer rationale. Just like the study guide, the practice test questions are aligned with the current state or PRAXIS test parameters, providing you with an experience that parallels the real test.
Testing Tips

1. **Do not read anything into the question.** Do not assume that the test writer is looking for something else than what is asked. Stick to the question as written and do not read extra things into it.

2. **Read the question and all the choices twice before answering the question.** You may miss something by not carefully reading and then re-reading both the question and the answers. If you really do not have a clue as to the right answer, leave it blank on the first time through. Go on to the other questions, as they may provide a clue as to how to answer the skipped questions. If later on, you still cannot answer the skipped ones… **guess.** The only penalty for guessing is that you *might* get it wrong. Only one thing is certain; if you do not put anything down, you will get it wrong!

3. **Turn the question into a statement.** Look at the wording of the questions. The syntax of the question usually provides a clue. Does it seem more familiar as a statement rather than as a question? Does it sound strange? By turning a question into a statement, you may be able to spot if an answer sounds right, and it may trigger memories of material you have read.

4. **Look for hidden clues.** It is actually very difficult to compose multiple-foil (choice) questions without giving away part of the answer in the options presented. In most multiple-choice questions, you can often readily eliminate one or two of the potential answers. This leaves you with only two real possibilities and automatically your odds go to fifty-fifty for very little work.

5. **Trust your instincts.** For every fact that you have read, you subconsciously retain something of that knowledge. On questions about which you are not really certain, go with your basic instincts. Your first impression on how to answer a question is usually correct.

6. **Mark your answers directly on the test booklet.** Do not bother trying to fill in the optical scan sheet on the first pass through the test. Mark your answers carefully when you transcribe them to the scan sheet.

7. **Watch the clock!** You have a set amount of time to answer the questions. Do not get bogged down trying to answer a single question at the expense of ten questions you can more readily answer.
1. What are the two types of performance that teaching entails? (Rigorous)
   A. Classroom management and questioning techniques
   B. Skill-building and analysis of outcomes
   C. Interaction with students and manipulation of subject matter
   D. Management techniques and levels of questioning

2. What are critical elements of instructional process? (Average Rigor)
   A. Content, goals, teacher needs
   B. Means of getting money to regulate instruction
   C. Content, materials, activities, goals, learner needs
   D. Materials, definitions, assignments

3. What do cooperative learning methods all have in common? (Average Rigor)
   A. Philosophy
   B. Cooperative task/cooperative reward structures
   C. Student roles and communication
   D. Teacher roles

4. Which of the following is the last stage of second language acquisition according to the theories of Stephen Krashen? (Easy)
   A. The affective filter hypothesis
   B. The input hypothesis
   C. The natural order hypothesis
   D. The monitor hypothesis
5. If a student has a poor vocabulary the teacher should recommend that:  
(Average Rigor)

A. The student read newspapers, magazines and books on a regular basis.
B. The student enrols in a Latin class.
C. The student writes the words repetitively after looking them up in the dictionary.
D. The student uses a thesaurus to locate synonyms and incorporate them into his or her vocabulary.

6. Which of the following is not a technique of prewriting?  
(Easy)

A. Clustering
B. Listing
C. Brainstorming
D. Proofreading

7. Greg Ball went to an author signing where Faith Ringgold gave a talk about one of her many books. He was so inspired by her presence and by his reading of her book TAR BEACH, that he used the book for his reading and writing workshop activities. His supervisor wrote in his plan book, that he was pleased that Greg had used the book as an/a _______ book.  
(Easy)

A. Basic book.
B. Feature book.
C. Anchor book.
D. Focus book

8. What is a roadblock to second language learning?  
(Rigorous)

A. Students are forced to speak
B. Students speak only when ready
C. Mistakes are considered a part of learning
D. The focus is on oral communication
9. Which of the following is not a communication issue that is related to diversity within the classroom? 
   *(Average Rigor)*
   
   A. Learning disorder  
   B. Sensitive terminology  
   C. Body language  
   D. Discussing differing viewpoints and opinions

10. Mr. Weiss understands that it is imperative that students who are struggling with acquiring concepts at a specific grade level can still benefit from participating in whole classroom discussions and lessons. In fact, such students should be required to be present for whole classroom lessons. Mr. Weiss’s beliefs fall under which of the following principles? 
   *(Rigorous)*
   
   A. Self-fulfilling prophecy  
   B. Partial participation  
   C. Inclusion  
   D. Heterogeneous grouping

11. Which of the following could be an example of a situation which could have an effect on a student’s learning and academic progress? 
   *(Average Rigor)*
   
   A. Relocation  
   B. Abuse  
   C. Both of the Above  
   D. Neither of the Above

12. Mrs. Graham has taken the time to reflect, complete observations, and asked for feedback about the interactions between her and her students from her principal. It is obvious by seeking this information out that Mrs. Graham understands which of the following? 
   *(Rigorous)*
   
   A. The importance of clear communication with the principal  
   B. She needs to analyze her effectiveness of classroom interactions  
   C. She is clearly communicating with the principal  
   D. She cares about her students
13. To maintain the flow of events in the classroom, what should an effective teacher do?  
*(Average Rigor)*  
A. Work only in small groups  
B. Use only whole class activities  
C. Direct attention to content, rather than focusing the class on misbehavior  
D. Follow lectures with written assignments

14. What is the best definition for an achievement test?  
*(Average Rigor)*  
A. It measures mechanical and practical abilities  
B. It measures broad areas of knowledge that are the result of cumulative learning experiences  
C. It measures the ability to learn to perform a task  
D. It measures performance related to specific, recently acquired information

15. What is evaluation of the instructional activity based on?  
*(Easy)*  
A. Student grades  
B. Teacher evaluation  
C. Student participation  
D. Specified criteria

16. Which of the following describes why it is important and necessary for teachers to be able to analyze data on their students?  
*(Rigorous)*  
A. To provide appropriate instruction  
B. To make instructional decisions  
C. To communicate and determine instructional progress  
D. All of the above
17. Mr. German is a math coach within his building. He is the only math coach in his building and in fact within his district. Mr. German believes it is imperative he seek out the support of colleagues to work in a more collaborative manner. Which of the following would be an appropriate step for him to take? (Rigorous)

A. Collaborating with other teachers in his building regardless of their skill level knowledge in his area
B. Asking for the administration to find colleagues with which he can collaborate
C. Joining a professional organization such as the NCTM
D. Searching the internet for possible collaboration opportunities

18. When asking questions of students it is important to… (Easy)

A. Use questions the students can answer
B. Provide numerous questions
C. Provide questions at various levels
D. Provide only a limited about of questions

19. Mrs. Grant is providing her students with many extrinsic motivators in order to increase their intrinsic motivation. Which of the best explains this relationship? (Rigorous)

A. This is a good relationship and will increase intrinsic motivation
B. The relationship builds animosity between the teacher and the students
C. Extrinsic motivation does not in itself help to build intrinsic motivation
D. There is no place for extrinsic motivation in the classroom

20. Which statement is an example of specific praise? (Easy)

A. "John, you are the only person in class not paying attention"
B. "William, I thought we agreed that you would turn in all of your homework"
C. "Robert, you did a good job staying in line. See how it helped us get to music class on time"
D. "Class, you did a great job cleaning up the art room"
21. **What is a frequently used type of feedback to students?** *(Average Rigor)*
   
   A. Correctives  
   B. Simple praise-confirmation  
   C. Correcting the response  
   D. Explanations  

22. **Which of the following can impact the desire of students to learn new material?** *(Easy)*
   
   A. Assessments plan  
   B. Lesson plans  
   C. Enthusiasm  
   D. School community  

23. **Which of the following statements is true about computers in the classroom?** *(Average Rigor)*
   
   A. Computers are simply a glorified game machine and just allow students to play games  
   B. The computer should replace traditional research and writing skills taught to school-age children.  
   C. Computers stifle the creativity of children.  
   D. Computers allow students to be able to access information they may otherwise be unable to  

24. **While an asset to students, technology is also important for teachers. Which of the following can be taught using technology to students?** *(Average Rigor)*
   
   A. Cooperation skills  
   B. Decision-Making skills  
   C. Problem Solving Skills  
   D. All of the above
25. The use of technology in the classroom allows for… *(Easy)*

A. More complex lessons  
B. Better delivery of instruction  
C. Variety of instruction  
D. Better ability to meet more individual student needs

26. What is a benefit of frequent self-assessment? *(Average Rigor)*

A. Opens new venues for professional development  
B. Saves teachers the pressure of being observed by others  
C. Reduces time spent on areas not needing attention  
D. Offers a model for students to adopt in self-improvement

27. Which of the following should NOT be a purpose of a parent-teacher conference? *(Average Rigor)*

A. To involve the parent in their child’s education  
B. To establish a friendship with the child’s parents  
C. To resolve a concern about the child’s performance  
D. To inform parents of positive behaviors by the child

28. Mr. Brown wishes to improve his parent communication skills. Which of the following is a strategy he can utilize to accomplish this goal? *(Easy)*

A. Hold parent-teacher conferences  
B. Send home positive notes  
C. Have parent nights where the parents are invited into his classroom  
D. All of the above
29. A 16 year-old girl who has been looking sad writes an essay in which the main protagonist commits suicide. You overhear her talking about suicide. What do you do? (Average Rigor)

A. Report this immediately to school administration, talk to the girl, letting her know you will talk to her parents about it

B. Report this immediately to authorities

C. Report this immediately to school administration. Make your own report to authorities if required by protocol in your school. Do nothing else

D. Just give the child some extra attention, as it may just be that's all she's looking for

30. You receive a phone call from a person who indicates she is now tutoring a student in your class. She would like you to provide an overview of the academic areas which the student is having difficulties. What is the first thing you should do? (Rigorous)

A. Find a time and talk with the tutor about issues you see within the classroom

B. Call the parents

C. Put together a packet of information to share with the tutor

D. Offer to invite the tutor in to have a discussion and observe the child
Answer Key

1. C
2. C
3. B
4. A
5. A
6. D
7. C
8. A
9. A
10. B
11. C
12. B
13. C
14. B
15. D
16. D
17. C
18. C
19. C
20. C
21. B
22. C
23. D
24. D
25. D
26. A
27. B
28. D
29. C
30. B