Diagnosis
Test

Principles of Learning and Teaching K-6

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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. Louise is a first grade teacher. She is planning her instructional activities for the week. In considering her planning, she should keep in mind that activities for this age of child should change how often? *(Average Rigor)*

A. 25-40 minutes  
B. 30-40 minutes  
C. 5-10 minutes  
D. 15-30 minutes

2. What is one component of the instructional planning model that must be given careful evaluation? *(Rigorous)*

A. Students’ prior knowledge and skills  
B. The script the teacher will use in instruction  
C. Future lesson plans  
D. Parent participation

3. According to Piaget, what stage is characterized by the ability to think abstractly and to use logic? *(Rigorous)*

A. Concrete operations  
B. Pre-operational  
C. Formal operations  
D. Conservative operational

4. How many stages of intellectual development does Piaget define? *(Easy)*

A. Two  
B. Four  
C. Six  
D. Eight

5. Students who can solve problems mentally have… *(Average Rigor)*

A. Reached maturity  
B. Physically developed  
C. Reached the pre-operational stage of thought  
D. Achieved the ability to manipulate objects symbolically
6. 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

7. Many of the current ESL approaches used in classrooms today are based on which approach? *(Easy)*  
A. Social Learning Methods  
B. Native Tongue Methods  
C. ESL Learning Methods  
D. Special Education Methods

8. All of the following are true about phonological awareness EXCEPT: *(Easy)*  
A. It may involve print.  
B. It is a prerequisite for spelling and phonics.  
C. Activities can be done by the children with their eyes closed.  
D. Starts before letter recognition is taught.

9. One of the many ways in which a child can demonstrate comprehension of a story is by: *(Rigorous)*  
A. Filling in a strategy sheet.  
B. Retelling the story orally.  
C. Retelling the story in writing.

10. What is a good strategy for teaching ethnically diverse students? *(Average Rigor)*  
A. Don't focus on the students' culture  
B. Expect them to assimilate easily into your classroom  
C. Imitate their speech patterns  
D. Include ethnic studies in the curriculum

11. Why is praise for compliance important in classroom management? *(Average Rigor)*  
A. Students will continue deviant behavior  
B. Desirable conduct will be repeated  
C. It reflects simplicity and warmth  
D. Students will fulfill obligations
12. When creating and selecting materials for instruction, teachers should complete which of the following steps: (Average Rigor)

A. Relevant to the prior knowledge of the students
B. Allow for a variation of learning styles
C. Choose alternative teaching strategies
D. All of the above

13. Mrs. Potts has noticed an undercurrent in her classroom of an unsettled nature. She is in the middle of her math lesson, but still notices that many of her students seem to be having some sort of difficulty. Mrs. Potts stops class and decides to have a class meeting. She understands that even though her math objectives are important, it is equally important to address whatever is troubling her classroom. What is it Mrs. Potts knows? (Rigorous)

A. Discipline is important
B. Social issues can impact academic learning
C. Maintaining order is important
D. Social skills instruction is important

14. What would improve planning for instruction? (Average Rigor)

A. Describe the role of the teacher and student
B. Evaluate the outcomes of instruction
C. Rearrange the order of activities
D. Give outside assignments

15. Which of the following is a presentation modification? (Easy)

A. Taking an assessment in an alternate room
B. Providing an interpreter to give the test in American Sign Language
C. Allowing dictation of written responses
D. Extending the time limits on an assessment
16. 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

17. Which of the following test items is not objective?  
(Rigorous)  
A. Multiple choice  
B. Essay  
C. Matching  
D. True or false

18. What is an example of formative feedback?  
(Average Rigor)  
A. The results of an intelligence test  
B. Correcting the tests in small groups  
C. Verbal behavior that expresses approval of a student response to a test item  
D. Scheduling a discussion before the test

19. 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
20. Which of the following are ways a professional can assess his or her teaching strengths and weaknesses? *(Rigorous)*

A. Examining how many students were unable to understand a concept

B. Asking peers for suggestions or ideas

C. Self-evaluation/Reflection of lessons taught

D. All of the above

21. With the passage of the No Child Left Behind Act (NCLB), schools are required to develop action plans to improve student learning. Which of the following is not a part of this action plan? *(Rigorous)*

A. Clearly defined goals for school improvement

B. Clearly defined assessment plan

C. Clearly defined timelines

D. Clearly defined plans for addressing social skills improvement

22. Curriculum mapping is an effective strategy because it… *(Rigorous)*

A. Provides an orderly sequence to instruction

B. Provides lesson plans for teachers to use and follow

C. Ties the curriculum into instruction

D. Provides a clear map so all students receive the same instruction across all classes

23. What is one way of effectively managing student conduct? *(Average Rigor)*

A. State expectations about behavior

B. Let students discipline their peers

C. Let minor infractions of the rules go unnoticed

D. Increase disapproving remarks
24. Which of the following is not a characteristic of effective praise?  
(Average Rigor)

A. Praise is delivered in front of the class so it will serve to motivate others  
B. Praise is low-key  
C. Praise provides information about student competence  
D. Praise is delivered contingently

25. How can the teacher establish a positive climate in the classroom?  
(Average Rigor)

A. Help students see the unique contributions of individual differences  
B. Use whole group instruction for all content areas  
C. Help students divide into cooperative groups based on ability  
D. Eliminate teaching strategies that allow students to make choices

26. 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

27. How can students use a computer desktop publishing center?  
(Easy)

A. To set up a classroom budget  
B. To create student made books  
C. To design a research project  
D. To create a classroom behavior management system

28. 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
29. 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

30. How may a teacher use a student’s permanent record? (Average Rigor)

A. To develop a better understanding of the needs of the student
B. To record all instances of student disruptive behavior
C. To brainstorm ideas for discussing with parents at parent-teacher conferences
D. To develop realistic expectations of the student’s performance early in the year
Answer Key

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