

Praxis II - Practice Test

Multiple-Choice Questions 1-30

1. Madison has been having difficulty at recess time on the playground. She used to like to talk with her friends and to play tag, but she has recently taken an interest in playing kickball with a new set of children. At first she just stood along the sidelines to watch the game, secretly hoping she would be invited to play. When this did not happen, Madison lodged a complaint with the teacher that one of the children playing kickball had intentionally thrown the ball at her. Erikson suggested that children in elementary and middle school (ages 6–12) work to resolve which of the following conflicts that Madison appears to be struggling with at this time?
- A. Identity vs. role confusion
 - B. Pre—operational vs. operational thinking
 - C. Generativity vs. stagnation
 - D. Competence vs. inferiority
2. Steven enjoys talking with his sixth—grade friends as well as listening to popular music. He takes pride in his new sneakers — an expensive, popular brand — and his hooded sweatshirt from a skateboarding company. Which of the following needs would Maslow suggest Steven is striving to meet?
- A. Esteem needs
 - B. Self—actualization needs
 - C. Love and belongingness needs
 - D. Physiological need
3. Which of the following theorists suggested that people possess multiple intelligences, such as intrapersonal, interpersonal, and musical intelligences?
- A. Gardner
 - B. Howarth
 - C. Esptein
 - D. Binet
4. Sean is a kindergartner who enjoys working with clay, playing catch to learn letters, and making things. Which of the following modalities is Sean’s preferred way to learn?
- A. Tactile
 - B. Visual
 - C. Musical
 - D. Auditory
5. Mark is making patterns with counters shaped like teddy bears. His teacher asks him questions as he works, such as, “How many teddy bears are yellow?” and “What kind of pattern are you making?” Mark also notes that some teddy bears are not yellow. He tells his teacher that there are blue and green teddy bears, too. Which of the following instructional strategies is Mark’s teacher using to help Mark better understand patterns?
- A. Summarizing
 - B. Identifying similarities and differences
 - C. Cause and effect
 - D. Providing recognition and reinforcing effort

6. Nishita is a gifted second—grader who accurately and thoroughly completes her assignments 30 minutes earlier than her peers. Recently, Nishita appears to be bored with her schoolwork and is spending time visiting classmates while they are trying to complete their work. Nishita has also started to forget to hand in her classwork. Which of the following instructional strategies may be most helpful to Nishita?

- A. Cooperative learning
- B. Jigsaw
- C. Chunking curriculum
- D. Curriculum compacting

7. The primary purpose of using mnemonic devices, such as imagery and acronyms, is to help students

- A. Make a connection between the new information to be memorized
- B. Build prior knowledge
- C. Make notes in a way to be memorized
- D. Build upon active thinking and new information

8. Corporal punishment is not unconstitutional, but it may be _____ and only administered according to the laws of the state.

- A. illegal
- B. ineligible
- C. punishment
- D. punitive

9. Which of the following is a federal law prohibiting discrimination on the basis of a person's disability for all services, programs, and activities made available by state or local governments?

- A. NCLB
- B. Section 504
- C. ADA
- D. P.L. 94-142

10. Madison is a fourth—grader who enjoys schools, especially when the teacher uses films, graphic organizers, or the computer projection machine during lessons. Which of the following learning modalities best describes Madison?

- A. Auditory learner
- B. Visual learner
- C. Tactile learner
- D. Kinesthetic learner

11. Jamie is a sixth—grader who dislikes mathematics and is assigned to an honors—level mathematics class. She has set a goal to get a B in the class so that she can be placed in the honors—level track at the middle school. She completes course requirements that are graded, but she does not offer any additional effort if her grade is not at stake. Jamie rarely completes the extra credit opportunities and spends little time studying for tests and quizzes in the this math class.

Based on the principles of teaching and learning, which of the following best describes Jamie's motivation in this class?

- A. Extrinsic
- B. Self-centered
- C. Intrinsic
- D. Achievement

12. Which of the following theorists suggests that females are socialized to highly value social relationships and to take responsibility for the well-being of others?
- A. Hoffman
B. Gilligan
C. Kohlberg
D. Piaget
13. Mrs. Basel, a sixth-grade science teacher, assigns at least three lab experiments to her students each week. She highly values an inquiry-based approach to teaching science and believes that her students more deeply understand when she uses which of the following instructional approaches?
- A. Sequencing and repetition
B. Generating and testing hypotheses
C. Standardized-based instruction
D. Differentiated instruction
14. Before a student can be suspended or expelled, he or she must be afforded a
- A. meeting with the teacher
B. trial
C. due process hearing
D. lawyer
15. Jennifer Smith is a fifth-grade teacher who strives to meet the needs of all of her students, and she persists when faced with challenging teaching or learning circumstances. She possesses an awareness of her own culture and those of her students. Her principal describes Jennifer as a
- A. beginning teacher
B. master teacher
C. reflective practitioner
D. collaborative educator
16. The Stanford Achievement Test and the Stanford-Binet intelligence tests were introduced by Lewis Terman, who used a scientific approach to determine and classify student ability. Terman's work is considered by many to have started the _____ in the United States.
- A. Scientific Period
B. Intelligence Period
C. Performance Movement
D. Testing Movement
17. Mrs. Manning has regular class meetings to discuss classroom rules, procedures, and policies. If students are having difficulty following a rule or if a policy seems too strict, the meeting is a place where the students and teacher can review concerns and come up with alternate solutions. Mrs. Manning's class meeting is grounded in
- A. Canter's assertive discipline theory
B. Kounin's with-it-ness theory
C. Glasser's choice theory
D. Jones' time on task theory
18. Mrs. Benton likes to have a friendly relationship with her students and brings a laissez-faire approach to classroom management. For example, she prefers that the students take charge of the classroom procedures, and she allows them to go to the restroom, use the office phones, or visit the school nurse or another teacher's classroom whenever the students want to. Between teaching lessons, Mrs. Benton used the Internet to order from catalogs and to check her email while the students work on seatwork. Based on this situation, which of the following is NOT a strength of Mrs. Benton's teacher professionalism?
- A. Understanding her role as a teacher
B. Viewing diversity as positive and enriching
C. Understanding her own culture
D. Valuing the importance of empowering learners

19. Mr. Murray has planned a health lesson in which his third—grade students must write a summary on a health related article found in a magazine or on the Internet. He has planned for an assessment that looks at the overall quality of the students’ work. This type of assessment plan is called
- A. norm—referenced scoring
 - B. achievement scoring
 - C. holistic scoring
 - D. objective scoring
20. The sixth—grade teachers at North Central Elementary have their students switch classes in order to prepare them for the changing of classes and teachers next year at the middle school. For example, one sixth—grade teacher teaches science, another teaches language arts, another teaches social studies. The teachers have written a unit of study collaboratively in order to help students make connections between classes and content areas. This type of unit is known as
- A. interdisciplinary
 - B. content planning
 - C. thematic
 - D. standards—based
21. Mrs. Eberly, a fifth—grade teacher, looks to which of the following professional associations for standards and best practice in mathematics instruction?
- A. National Accreditation of Mathematics Program
 - B. Addison and Wellesley
 - C. National Association of Mathematics Instruction
 - D. National Council of Teachers of Mathematics
22. Miss Southwick is a first—year teacher of fifth—grade who is planning a new unit for her social studies class. She is unsure of what her students must know and be able to do at this age level and in this content area. She has looked at the district curriculum guide, but it is outdated and not helpful. Which of the following will best aid Miss Southwick when planning this lesson?
- A. Teachers’ union
 - B. Teacher assistants
 - C. Content standards
 - D. School handbook
23. Zachary is a third—grader who is working on a science experiment that involves balance and weights of objects. With his group at this side, Zachary places a lump of green clay on one pane of the balance and a lump of red clay on the other pan. His group notes that the lumps nearly balance the scale, and they decide that each lump of clay weighs almost the same amount. Then the teacher asks the group to flatten the green lump of clay and roll it into a “snake.” She asks the children to predict which will weigh more now — the green or the red clay. Zachary is convinced that the red lump that has not been flattened and rolled will definitely weigh more. According to Piaget, which of the following stages best captures the level of Zachary’s thinking?
- A. Deductive
 - B. Pre-operational
 - C. Concrete operational
 - D. Sensorimotor
24. Lee is a third—grade student whose family has had a difficult time making ends meet. His dad works third shift as a security guard, and his mom has been laid off from her position at the local jewelry factory. Lee and his two sisters and two brothers try to help out around the house while also keeping up with their schoolwork. Lee’s mom has shared her concern that they may not be able to pay the rent next month. Based on Maslow’s hierarchy of needs, which of the following may need to be met to ensure Lee’s sense of security in school and at home?
- A. Esteem needs
 - B. Physiological needs
 - C. Basic needs
 - D. Belongingness needs

Questions 25-26 are based on the following scenario

Dimitri is a third—grader in Mrs. Kendall’s classroom; Holly is a third—grader in the same classroom. Dimitri is an outgoing, musically talented, and happy child. His favorite subjects are music and science. Holly is a quiet girl who likes to wear her long bangs over her eyes. She is insightful and sensitive, as noted during a lesson on butterflies and the life cycle. Holly worked hard to care for the butterflies and made careful observations of them in her science note book. Holly’s favorite subjects are science and art.

25. According to Gardner’s theory of multiple intelligences, which of the following multiple intelligences might Dimitri possess?

- A. Interpersonal and musical intelligences
- B. Visual—spatial and linguistic intelligences
- C. Intrapersonal and musical intelligences
- D. Linguistic and logical—mathematical intelligences

26. According to Gardner’s theory of multiple intelligences, which of the following multiple intelligences might Holly possess?

- A. Visual—spatial and logical—mathematical intelligences
- B. Intrapersonal and naturalist intelligences
- C. Interpersonal and naturalist intelligences
- D. Bodily—kinesthetic and linguistic intelligences

27. Mr. Bell is teaching a lesson on writing a lab report. He has set clear goals and objectives for the lab report and is presenting the parts of the report in small, attainable increments to make certain this students meet success on this assignment. Which of the following instructional methods is Mr. Bell using?

- A. Cooperative learning
- B. Demonstration
- C. Sequencing
- D. Direct instruction

28. Joshua excitedly arrives home from school to tell his dad about the “trip” his fourth—grade class is taking across the United States. Joshua is working with three other classmates to plan their route and pack their belongings to that they’re the first “car” in the class to make the coast—to—coast trip out West. Joshua’s dad teasingly asks how much this fieldtrip will cost, and Joshua tells his dad that it’s not a real trip the class is going on, that this is _____ in the Social Studies class.

- A. a simulation
- B. a lesson plan
- C. an experiment
- D. a standards—based objective

29. Mr. Colin prefers instructional methods that enable his students to discover meaning. For example, in his recent lesson on measurement, he asked this students to plan and then enact their plan to draw three dinosaurs to scale on the school playground. He provided the materials and resources to help students learn more about the actual size of each dinosaur; otherwise, Mr. Colin let this students discover their own solutions to the challenge of drawing such large animals. A guiding principle behind Mr. Colin’s practice is his educational philosophy about which of the following?

- A. Constructivism
- B. Behaviorism
- C. Nonviolence
- D. Self—actualization

30. Phyllis is a third—grader who is making slower than average progress in her gross motor, fine motor, and language development. She has difficulty with handwriting, physical education activities, and speaking in class. Phyllis is receiving special services from the resources teacher, the speech and language teacher, and the occupational/physical therapist.

Phyllis' learning differences may be described as which of the following?

- A. Attention deficit disorder
- B. Autism
- C. Developmental delays
- D. Mental retardation