

Praxis II Practice Test A

1. Which of the following is characteristic of a positive correlation?

(Chapter 1)

- amount of partying you do and your GPA.
- amount of clothes worn and the temperature of the air.
- amount of exercise you do and the size of your clothes.
- amount of food consumed and your weight.

2. If a person smokes a great deal, the length of their life might decrease. This is an example of:

(Chapter 1)

- investigative sampling of independent variables.
- negative correlation.
- positive correlation.
- inverse sampling of variables.

3. Teachers who utilize systematic observations or tests of methods to improve teaching and learning for their students are using:

(Chapter 1)

- restricted research.
- action research.
- collective research.
- certification research.

4. As a biologist, Piaget looked for patterns in the human species, and concluded that humans inherit the invariant functions of:

(Chapter 2)

- organization and adaptation.
- lateralization and plasticity.
- equilibrium and disequilibrium.
- maturation and activity.

5. You have taught a new math skill to your class, and find that some students have caught on quickly, while others are still having difficulty applying the skill. Based on Vygotsky's principles of assisted learning / zone of proximal development, you should:

(Chapter 2)

- give all students more practice problems.
- go on to the next skill and put students in cooperative learning groups.
- give all students for more instruction in the performance of math skill.
- pair students for more practice, pairing students who have mastered the skill with those who have not.

6. Adults who provide information and support necessary for the child to grow intellectually are using:

(Chapter 2)

- cognitive self-instruction.
- scaffolding.
- collaborative learning.
- imitative learning.

7. With respect to perceptions of their own abilities:

(Chapter 3)

- Elementary boys and girls have comparable perceptions.
- Continuing through high school, girls gradually increase their perceptions of their abilities in reading and close friendships relative to boys.
- Elementary boys see themselves as more capable than girls.
- African-American males are more confident than African-American females.

8. Jennifer wants to help out by washing the dishes and surprise her mom. When she breaks her mother's glass baking dish her mother yells at her. According to Erickson this may result in:

(Chapter 3)

- mistrust.
- inferiority.
- guilt.
- shame and doubt.

9. According to Marcia, people who are confused about their career choice and seem to drift from one career to another are experiencing:

(Chapter 3)

- identity foreclosure.
- identity diffusion.
- identity achievement.
- moratorium in selecting their identify.

10. This act passed in the 1970's had the primary purpose to establish rights, protections, and entitlements for students with disabilities.

(Chapter 4)

- P.L. 99-457
- Americans with Disabilities Act
- P. L. 93-112
- P. L. 94-142

11. Which of the following best describes the overall goal of inclusive education?

(Chapter 4)

- to include all children with mild to severe disabilities in the general education classroom.
- to include only children with mild disabilities in special education classes.
- to include only children with mild or moderate disabilities in general education classroom.
- to include no children with mild disabilities in the general education classroom.

12. Which type of intelligence declines with age?

(Chapter 4)

- General intelligence.
- Crystallized intelligence.
- Fluid intelligence.
- Multiple intelligences.

13. When SES and educational achievement are examined in research studies, results indicate that lack of income:
- (Chapter 5)
- is strongly correlated with lack of support for children's learning.
 - is not related to decreased academic achievement.
 - is not as important for school achievement as family atmosphere variables.
 - is the primary factor in determining lack of achievement.
14. Gender-role identity can be:
- (Chapter 5)
- feminine.
 - androgynous.
 - masculine.
 - all of the above.
15. Students who can speak Spanish fluently but are having trouble understanding, speaking and writing English are called:
- (Chapter 5)
- Handicapped when it comes to speaking their own native language (HWSNL)
 - Limited English proficient (LEP).
 - Bilingual in both languages (BBL).
 - Dialect switches (DS).
16. Sam enters the classroom, puts his foot in the waste basket, and drags it around the room to the delight of his peers. When the teacher insists that Sam continue this behavior, she is attempting to use:
- (Chapter 6)
- negative reinforcement.
 - extinction.
 - satiation.
17. Rather than discipline Joan for tapping her pencil on the desk her teacher continues with her lesson as if there were no disruptions and reinforces the students who are sitting quietly. This is an example of:
- (Chapter 6)
- sharp and public reprimands.
 - praise and ignore techniques.
 - the Premack principle.
 - response cost.
18. When Pavlov continuously paired the tuning fork sound with the food, the sound became the:
- (Chapter 6)
- conditioned response.
 - conditioned stimulus.
 - unconditioned response.
 - unconditioned stimulus.

19. Perception may best be thought of as:

(Chapter 7)

- collections of sensations.
- objective reality.
- neural activity.
- the meaning we attach to sensory information.

20. When you envision your shopping list as: a loaf of bread on the kitchen counter and dish detergent on the coffee table, and bleach in the living room closet, you are using the mnemonic strategy called the:

(Chapter 7)

- rote memorization.
- loci method.
- keyword method.
- chain mnemonics.

21. You are attending a conference in a foreign country and are about to be introduced to royalty. Cultural etiquette requires that you bow but you aren't sure as to when bowing should occur. Your text would say that you lack:

(Chapter 7)

- general knowledge.
- conditional knowledge.
- declarative knowledge.
- procedural knowledge.

22. One of the barriers to effective problem solving by students is that they:

(Chapter 8)

- have faulty translation of the problem.
- activate the wrong schema.
- they decide too quickly what the question is asking.
- all of the above.

23. Exclusion of a true member of a category results in what we call:

(Chapter 8)

- negative transfer.
- specific transfer.
- overgeneralization.
- undergeneralization.

24. One consideration teachers should be aware of in teaching for positive transfer is:

(Chapter 8)

- utilize the lecture form of teaching so that content is covered in a timely fashion.
- provide new problems that can be solved with a different strategy so that students can learn to adjust their problem solving skills.
- teach subjects with attention devoted to having children pass various standardized tests.
- be aware of what the future is likely to hold for students, both as a group and as individuals.

25. Which of the following situations best represents vicarious learning:

(Chapter 9)

- Jennie observes her brother being spanked for taking money from his mother's change jar.
- Patricia corrects papers for her teacher and is paid handsomely.
- Tom is caught plagiarizing on his paper and he is given an "F."
- Jerry takes his father's car without a driver's license and has an accident.

26. Which of the following embraces the same philosophical position toward teaching and learning as the discovery learning or student centered approaches?

(Chapter 9)

- lecture method.
- expository teaching.
- reception learning.
- constructivist approach.

27. The psychological approach to motivation that emphasizes personal freedom, choice, self-determination, need fulfillment, and striving for personal growth is:

(Chapter 10)

- behavioral.
- humanistic.
- cognitive.
- social learning.

28. Which view of motivation states that we are motivated to perform in a certain way because we have developed identities consistent with membership within specific communities?

(Chapter 10)

- behavioral.
- sociocultural.
- cognitive.
- humanistic.

29. Research shows that when teachers respond to students' mistakes with pity, praise for a "good try", or unsolicited help, students are more likely to:

(Chapter 10)

- cheat.
- model these empathetic behaviors with one another.
- show appreciation for their teachers and try harder.
- attribute the causes of their families to lack of ability

30. A very important goal of classroom management is to expand the sheer number of minutes available for learning. This is called:

(Chapter 11)

- engaged time.
- academic learning time.
- time on task.
- allocated time.

31. The paraphrase rule encourages accurate communication because:

(Chapter 11)

- many respond to what they think was said or meant, not necessarily to the speaker's intended message.
- if students aren't paying attention, they have a second chance to hear the information.
- the teacher's tone of voice and facial expression may inhibit students from expressing what they really think.
- many students will drop their negative attitudes when required to repeat what they said.

32. Which of the following should a teacher bear in mind when planning?

(Chapter 12)

- creativity and flexibility.
- controlling everything that happens in the class.
- elimination of uncertainty in teaching.
- following detailed lesson planning models.

33. After studying the causes of the Civil War, students are asked to create a plan that might have avoided the Civil War. The activity reflects what level of Bloom's cognitive domain?

(Chapter 12)

- synthesis.
- analysis.
- generalization.
- comprehension

34. The essential element of the Constructivist Approach for planning instruction is:

(Chapter 12)

- it is organized and implemented by direct instruction.
- it is developed by an outside constructivist domain.
- it is developed and negotiated by both the teacher and students.
- it is teacher dominated.

35. Students who have the ability to study and work for extended periods of time and complete the task with productive results are demonstrating:

(Chapter 13)

- self-fulfilling goals.
- volition.
- divergent thinking.
- creativity.

36. One of the effective techniques for preventing high-risk behaviors is:

(Chapter 13)

- lecture students about the need to lead healthy lives.
- provide accurate information about high risk behaviors to offset any misconceptions about it.
- utilize follow-up activities that have interconnection with failure.
- reading about the effects of a high risk behavior

37. Which is NOT an element of true cooperative learning?

(Chapter 13)

- positive interdependence.
- competition.
- individual accountability.
- collaborative skills.

38. With respect to modality, the following distribution: 55, 60, 60, 75, 80, 80, 95, 100 is a(n) _____ distribution.

(Chapter 14)

- multimodal.
- trimodal.
- bimodal.
- unimodal.

39. A standard score indicating the number of standard deviations above or below the mean is called a:

(Chapter 14)

- z score.
- T score.
- percentile rank.
- stanine score.

40. The kind of reliability evidence that is obtained by having individuals take two different test forms that assess the same content or subject matter is called:

(Chapter 14)

- alternate forms reliability.
- internal consistency.
- split-half reliability.
- test-retest reliability

41. The part of the multiple choice item that asks the question or poses the problem is called the:

(Chapter 15)

- stem.
- distracter.
- alternative.
- anchor.

42. Testing that follows instruction and assesses achievement is called:

(Chapter 15)

- objective assessment.
- summative assessment.
- norm-referenced testing.
- formative assessment

43. Rubrics are essential when assessing portfolios and performance assessment techniques because they:

(Chapter 15)

- allow raters the freedom to subjectively mark students' work.
- permit raters to review the summative evaluations of their students.
- help focus raters' attention on a few dimensions of the work and gives limited scoring levels.
- prevent scoring of summative evaluations and increase validity and reliability.