

Praxis II Practice Test B

1. Which of the following is true regarding correlations?

(Chapter 1)

- The higher the correlation, the greater our predictive ability.
- Correlations higher than 1.00 indicate strong relationships
- Negative correlations indicate weak relationships or relationships due to chance
- Correlations imply a casual relationship between two variables

2. Research that focuses on the life within a group and tries to analyze the life of people involved is called:

(Chapter 1)

- ethnographic study.
- correlational study.
- case study.
- participant observation.

3. When several principles are integrated into statements that explain a phenomenon, they are part of:

(Chapter 1)

- theory.
- applied knowledge.
- principle.
- solution.

4. Which of the following is FALSE regarding a general principle of development ?

(Chapter 2)

- Development takes place gradually
- Development occurs at different rates.
- Development takes place in an orderly sequence.
- Development is rapid and dramatic.

5. If you are puzzled about a situation and don't understand why present attempts to solve the problem aren't working, Piaget would say you are in a state of:

(Chapter 2)

- accommodation.
- disequilibrium.
- equilibration.
- adaptation.

6. Nerve cells that store and transfer information by releasing chemicals that jump across the synapses from one fiber to another fiber are called:

(Chapter 2)

- reticular formation.
- synapses.
- myelin.
- neurons.

7. The structure of adolescent self-concept:

(Chapter 3)

- is divided into English, mathematical, and non-academic self-concept.
- results primarily from physical appearance.
- is strongly related to parental SES.
- is much higher than during the elementary school years.

8. Ten percent of children in Europe and the US can be classified as chronic victims. Which of the following statements describe these students ?

(Chapter 3)

- They believe that if they can improve their character flaws, they will be able to gradually improve their situations.
- When attacked, chronic victims generally defend themselves with highly emotional hot-tempered outbursts.
- These victims generally blame outside circumstances for their situation.
- Chronic victims are more likely to commit suicide as young adults.

9. A cognitive structure that is a belief about who you are is called:

(Chapter 3)

- collective self-esteem.
- self-efficacy.
- self-concept.
- self-esteem.

10. Individual IQ tests are the best available predictors of:

(Chapter 4)

- income.
- career success.
- scholastic achievement.
- genius creativity.

11. A seizure involving most of the brain, accompanied by 2-5 minute jerking movements and followed by deep sleep or coma is called a(n):

(Chapter 4)

- partial seizure.
- petit mal seizure.
- absence seizure.
- generalized seizure.

12. The different ways people perceive and organize information is called:

(Chapter 4)

- learning preferences.
- fluid intelligence.
- cognitive styles.
- triarchic mind set.

13. The cultural deficit model addresses:

(Chapter 5)

- the need for cultural integration across subject areas.
- the assumption that students' home cultures are inferior and not adequately preparing students for school.
- the genetic inferiority of minority individuals.
- the belief that academic achievement of certain minority groups is low because of their conquered or caste-like origins.

14. Which of the following statements is true regarding gender stereotypes?

(Chapter 5)

- All ages have more traditional ideas about male occupations than about what females do.
- After many years, textbooks are virtually free from gender stereotypes.
- Gender stereotyping begins in the later elementary grades.
- Older children have more stereotyped notions of sex roles than younger children.

15. Students who have been exposed to two languages BUT are not proficient in either language are called:

(Chapter 5)

- bilingual.
- multilinguistic.
- semilingual.
- transitional.

16. When using shaping it is important to:

(Chapter 6)

- reward closer and closer approximations to the final skill.
- reinforce improvements while punishing inappropriate responses.
- reinforce every response regardless of correctness.
- hold back the reward until students have mastered the skill.

17. A teaching approach that is based on the assumption that given enough time and proper instruction students can attain any learning objective, is called:

(Chapter 6)

- mastery learning.
- distance learning.
- corrective instruction.
- directed learning.

18. An essential principle for using cueing and prompting is:

(Chapter 6)

- make sure that the environmental stimulus that you want to become a cue occurs immediately before the prompt you are using.
- make sure that the environmental stimulus that you want to become a cue occurs after an extended period of time.
- make sure that the environmental stimulus that you want to become a cue occurs infrequently before the prompt you are using.
- make sure that the environmental stimulus that you want to become a cue occurs immediately after the prompt you are using.

19. Skills that can be applied without conscious thought are called:

(Chapter 7)

- cognitive stage skills.
- prerequisite skills.
- automated basic skills.
- domain-specific strategies.

20. Interconnected bits of information that can be judged to be true or false constitute a(n)

(Chapter 7)

- propositional network.
- story grammar.
- semantic memory.
- event schema.

21. Comprehension should precede memorization so one of the best strategies for helping your students learn their material is to make it:

(Chapter 7)

- entertaining.
- organized.
- brief.
- meaningful.

22. Application of abstract knowledge learned in one situation to a different situation is called:

(Chapter 8)

- low-road transfer.
- automatic transfer.
- high-road transfer.
- none of the above.

23. Mr. Hernandez begins his science class by mixing baking soda with vinegar and tells his students to experiment at their stations and record their findings. This is an example of:

(Chapter 8)

- guided discovery.
- expository teaching
- inquiry instruction.
- direct instruction.

24. Which of the following is NOT a characteristic of “expert” problem solving?

(Chapter 8)

- Experts use a pattern recognition to represent a problem quickly.
- Experts have a fund of declarative, procedural, and conditional knowledge.
- Experts have a large store of condition-action- schemata.
- Experts have misconceptions or intuitive notions about a subject.

25. Observers are more likely to learn from models if the observers have high self-efficacy. This means that the observer:

(Chapter 9)

- is naturally competitive.
- sees himself or herself as the most important individual within the environment.
- believes he or she is capable of doing the actions needed to reach the goal.
- is driven to achieve in most situations.

26. Bandura coined a phrase describing how environmental events, personal factors, and behaviors all influence and are influenced by each other. This is called:

(Chapter 9)

- reciprocity.
- reciprocal questioning.
- reciprocal determinism.
- reciprocal teaching.

27. Which of the following best exemplifies extrinsic motivation?

(Chapter 10)

- mastering Mario Kart on your Super Nintendo.
- becoming a chef because you like to cook.
- reclining on your couch because it feels good.
- offering to help your teacher so she will give you praise.

28. Ms. Bach, the music teacher, has introduced her class to the incredible flute music of Jean-Pierre Rampal. Whenever they are allowed to select artists, the majority wants to hear Rampal. This addresses which level of Maslow's Hierarchy of Needs?

(Chapter 10)

- aesthetic.
- belongingness and love needs.
- esteem.
- need to know and understand.

29. The Expectancy X Value model predicts that motivation will be:

(Chapter 10)

- high if expectancy is low and value is high.
- zero if expectancy is high and value is low.
- zero only if expectancy is zero and value is zero.
- high if expectancy is high and value is high.

30. Teachers will vary seating in accordance with different activities. Which of the following arrangements are best for student interaction?

(Chapter 11)

- stack formation.
- fishbowl formation.
- clusters of four.
- horizontal rows.

31. An effective way to ensure that your entire classroom becomes an “action zone” is to:

(Chapter 11)

- circulate around the classroom and establish eye contact with and direct questions to students seated far away.
- rely heavily on the use of horizontal rows and personal territories.
- call on students all around the classroom.
- conduct the majority of your instruction at special interest stations and utilize constructive routines.

32. The objective is to remember all of the capitals of every state in the United States. This is the _____ objective from Bloom’s taxonomy.

(Chapter 12)

- analysis.
- application.
- synthesis.
- knowledge.

33. The taxonomy in the Psychomotor domain generally move from basic perceptions and reflex actions to:

(Chapter 12)

- detailed, reflective movements.
- skilled, creative movements.
- unskilled, creative moments.
- regulated, inhibited movements.

34. Teachers who use divergent questions in their lessons want to promote:

(Chapter 12)

- exploration and discussion of ideas that have one detailed answer.
- thinking by using questions that have no single correct answer.
- analysis and synthesis of concepts that have an accepted answer.
- simple review of basic facts by looking for one answer to each of the questions used in the lesson.

35. Self-regulated learners have a combination of self-control that makes learning easier and:

(Chapter 13)

- social ability.
- academic learning skills.
- conceptual analysis.
- inherent goals.

36. Four broad abilities associated with emotional intelligence are perceiving, understanding, managing emotions and:

(Chapter 13)

- integrating.
- controlling the passage of time.
- regression.
- classification.

37. Ms. Layton has taken a chapter in History and divided it into six equal parts. She then divides her class into six groups of five students. In her explanation of the work, she sets aside more space where experts will meet. What strategy for cooperation is she using with her class?

(Chapter 13)

- jigsaw.
- scripted cooperation.
- reciprocal questioning.
- STAD

38. A comparison group used to determine student percentile ranks on standardized tests is called a:

(Chapter 14)

- subject population.
- standard deviation.
- sample population.
- norming sample

39. If an eighth-grade student obtains a grade-equivalent score of 11, this means the student:

(Chapter 14)

- is capable if doing eleventh-grade work.
- is performing three years above their grade because grade equivalents mean the same thing at each grade level.
- should be accelerated into the eleventh grade.
- is demonstrating superior mastery of material at the eighth-grade level rather than a capacity for doing eleventh-grade work.

40. Tests meant to predict future achievement are called:

(Chapter 14)

- aptitude tests.
- standardized tests.
- achievement tests.
- diagnostic tests.

41. What “effect” is being described in the following evaluation example? “Kent comes from a well-to-do family and always comes to class impeccably dressed. His manners are exceptional, and he participates in class. His English grade is borderline B+ but you give him an A-.”

(Chapter 15)

- confidence effect.
- sustaining expectation effect.
- self-fulfilling prophecy.
- halo-effect.

42. Teachers who use multiple-choice questions, matching exercises, true/false statements and fill-in items are using:

(Chapter 15)

- open-ended testing.
- regression testing.
- objective testing.
- subjective testing.

43. Teachers who want to assess each students' mastery of the objectives of week long lessons should use:

(Chapter 15)

- criterion-referenced grading.
- planned-formative grading.
- performanced-referenced grading.
- balanced-scoring grading.