

# Praxis II Practice Test C

1. Which of the following is an example of experimentation?

(Chapter 1)

- Communication students are videotaped during their oral presentations to examine strengths and weaknesses.
- The teacher documents how much time is spent reprimanding students for talking during quiet time.
- The Spanish students are divided into a “sleep-tape” condition and an “immersion” condition to determine which method yields higher achievement.
- Boys and girls are observed to determine who has the higher rate of class participation.

2. Which of the following studies best characterizes descriptive research?

(Chapter 1)

- Administrators reduce teachers’ pay and give them large classes to see if they will continue to teach.
- Researchers examine the classrooms of novice teachers to discover common problem areas for the beginning teachers.
- Researchers train boys and girls on a series of spatial tasks to determine if training can eliminate gender differences.
- Three groups of hyperactive children receive different methods of behavior modification to determine which method has the most calming effect.

3. Results of research that are not likely to be a chance occurrence are called:

(Chapter 1)

- relationship significant.
- ad hoc significant.
- cooperative significant.
- statistically significant.

4. The changes that occur in human beings between conception and death are referred to as:

(Chapter 2)

- cognitive development.
- maturation.
- growth.
- development.

5. The approach called cognitive self-instruction is consistent with Vygotsky’s view of:

(Chapter 2)

- scaffolding.
- the zone of proximal development.
- Sociocultural theory.
- private speech.

6. The basics of word order and sentence structure is called:

(Chapter 2)

- grammar.
- syntax.
- semantics.
- phonology.

7. Upon graduating from high school Alberto plans to backpack across Europe. He wants to take some time to decide whether to go onto college or to work the family farm with his father. According to James Marcia this is called :

(Chapter 3)

- moratorium.
- identity foreclosure.
- identity diffusion.
- identity achievement.

8. According to Piaget, moral realism is the :

(Chapter 3)

- stage of development wherein children see rules as absolute.
- realistic perspective and understanding that others have different feelings and experiences.
- thinking process involved in judgments about questions of right and wrong.
- stage of development wherein children realize that people make rules and people can change them.

9. Peer relationships play a significant role in healthy personal and social development. Research in this area has shown that :

(Chapter 3)

- adults who had close friends as children, are more capable of maintaining intimate relationships as adults.
- it is better to be accepted by a group of anti-social adolescents than to potentially be the subject of bully victimization.
- the ability to form relationships early on is related to satisfaction with job and co-workers in adulthood.
- the quality of relationships are not as important as being accepted by large numbers of one's own peer groups.

10. People who tend to perceive a pattern as a whole, not separating elements from the total visual fields are said to possess which cognitive style?

(Chapter 4)

- field independent.
- impulsive.
- reflective.
- field dependent.

11. The term "least restrictive environment" means:

(Chapter 4)

- removal from the self-contained classroom.
- hearing and touch.
- being placed in a setting that is as normal as possible.
- the majority of the student's day is spent in the resource room with a specialist.

12. Students with learning disabilities who, because of previous failures, believe that they cannot control or improve their own learning are demonstrating this kind of expectation:

(Chapter 4)

- field independence.
- learned helplessness.
- impulsive learning.
- cognitive self-instruction.

13. A metaphor for the assimilation of immigrants into mainstream society so that ethnic differences vanish is called:
- (Chapter 5)
- cultural deficit.
  - cultural discontinuity.
  - melting pot.
  - cultural pluralism.
14. When individuals rigidly conform to beliefs that society is naturally competitive, with “better” people reaping its rewards, they are said to possess:
- (Chapter 5)
- stereotypical personalities.
  - prejudice.
  - authoritarian personalities.
  - discriminatory personalities.
15. Culture can be defined as the knowledge, values, attitudes, and traditions that:
- (Chapter 5)
- force people to adopt the beliefs of majority culture.
  - eliminate commonalities that people share.
  - guide the behavior of a group of people and allow them to solve the problems of living in their environment.
  - enable people to accept their biological traits that help shape their entire cultural lives.
16. Mrs. Severs has a few students who are occasionally disruptive in class, so she tries to praise their positive behaviors. When they have been quiet for a few minutes, she says, “ Good, Joe and Renee.” This is likely to be ineffective because it:
- (Chapter 6)
- is not individually directed.
  - reinforces the wrong behavior.
  - occurs too infrequently.
  - does not specify the behavior.
17. Which of the following is NOT a situation in which you would want to employ a token economy system:
- (Chapter 6)
- to reinforce students for high academic achievement.
  - to motivate completely uninterested students.
  - to deal with a class that is out of control.
  - to encourage students who consistently fail.
18. To encourage persistence of response, which of the following schedules of reinforcement is most appropriate?
- (Chapter 6)
- variable interval.
  - continuous schedules.
  - fixed interval.
  - fixed ratio.

19. The maximum amount of time that information can be stored in working memory is:

(Chapter 7)

- 20 seconds.
- 10 seconds.
- 60 seconds.
- 5 seconds.

20. Thirty days hath September, April, June and November” is an example of what kind of mnemonic?

(Chapter 7)

- loci- method.
- chain mnemonics.
- peg word method.
- keyword method.

21. The long term memory semantic memory is the memory for:

(Chapter 7)

- procedures.
- meaning.
- rules.
- syntax.

22. Which of the following is NOT an example of low-road transfer?

(Chapter 8)

- you understand your computer completely and you sit down in front of your friend’s clone.
- getting behind the wheel of your new car after driving for many years.
- you shave as well at a hotel as you do when you are home.
- taking a botany course so that someday you will be able to plan your own English gardens.

23. Drawing conclusions by applying rules or principles is called:

(Chapter 8)

- inductive reasoning.
- Meaningful verbal learning.
- Deductive reasoning.
- intuition.

24. The purpose of expository organizers is to:

(Chapter 8)

- help students reflect on their learning during a guided discovery lesson.
- provide new knowledge that students will need to understand the upcoming information.
- create a system of evaluating learning during a lesson that uses deductive generalizations.
- define concepts already known by the learner in discovery learning.

25. Evaluating conclusions by systematically and logically examining the problem, evidence, and solution, is called:

(Chapter 9)

- critical thinking.
- enculturation.
- scripted cooperation..
- interactive modeling.

26. Constructivists believe that students should be taught:

(Chapter 9)

- with complex situations and “fuzzy,” ill-structured problems.
- step-by-step instructions.
- basic skills.
- with simple problems.

27. Which of the following best exemplifies intrinsic motivation?

(Chapter 10)

- working on a community project to get your name in the paper.
- gardening because you like digging in the dirt.
- going to your job to earn a paycheck.
- studying real hard to earn an “A”.

28. Which of the following best characterizes Maslow’s deficiency needs?

(Chapter 10)

- Walt Whitman has become a favorite request among the poetry class students.
- Emily is very troubled as her parents are going through a turbulent divorce and custody battle.
- Jennifer says she knows that she writes well but that given enough time and practice, she knows she can do better.
- The graduate students first encounter Piaget’s Theory of Intellectual.

29. Todd believes that no matter how much effort he puts into his algebra class he will never master word problems. He says to himself, “ I just can’t do it. Algebra is not one of my strengths.” Todd might be classified as :

(Chapter 10)

- mastery oriented.
- failure accepting.
- failure avoiding.
- task-involved.

30. When you (the teacher) respond to an infraction with the following response: “Joe, when you are talking out of turn it makes it very difficult for me to concentrate,” this form of statement can be classified as a (n):

(Chapter 11)

- “I” message.
- underlying threat.
- paraphrase.
- passive statement.

31. Class rules are designed to inform the class:

(Chapter 11)

- how materials are to be distributed in the classroom.
- the way activities are approached in the classroom.
- the expected and forbidden actions in the class.
- how grades will be determined.

32. Which of the following is FALSE regarding seatwork or independent classroom work?

(Chapter 12)

- Seatwork may be used as the main mode of instruction.
- Being available to students doing seatwork is more effective than offering students help before they ask for it.
- Seatwork should follow a lesson and give students supervised practice.
- Seatwork is often overused.

33. What method of instruction boasts the features of effective classroom management, strong academic focus, efficient use of time, and clear, organized presentation of subject matter?

(Chapter 12)

- direct instruction.
- discussions.
- discovery learning.
- recitation.

34. When teachers and students work together using a common theme, they are using:

(Chapter 12)

- integrated planning using a theme to help organize the lessons and work.
- direct instruction.
- isolated topics so that ideas can be studied in depth.
- techniques that review basic facts and ideas in a superficial way.

35. Students who study for exams and experience some difficulty with the material and set it aside for awhile and return to it with new insights have:

(Chapter 13)

- forgotten that learning requires hard work and consistency.
- restructured the problem during the time they were not directly involved with it.
- lost their motivation to solve the problem.
- used convergent thinking to analyze the problem.

36. Teachers who utilize questions that have one answer are using:

(Chapter 13)

- divergent questions.
- convergent questions.
- inquiry learning.
- brainstorming.

37. Based on current research about cooperative learning, students learn a great deal in cooperative learning when:

(Chapter 13)

- students provide thorough and elaborate explanations of ideas and concepts.
- students listen and receive information from others.
- students read the same material and discuss convergent questions for an extended period of time.
- teachers explain ideas using whole group instruction.

38. Testing in which scores are compared with a set performance standard is called:

(Chapter 14)

- cut-off score interpretation.
- norm-referenced interpretation.
- percentile interpretation.
- criterion-referenced interpretation.

39. The larger the standard deviation:

(Chapter 14)

- the smaller the range.
- the more the scores are clustered around the mean.
- the more spread-out the scores in the distribution.
- the less the variability in the scores.

40. The degree to which a test measures what it is intended to measure and nothing else and is supported by evidence is called:

(Chapter 14)

- reliability.
- the confidence interval.
- validity.
- standard error of measurement.

41. A type of formative assessment used to determine students knowledge, readiness, and abilities is called a(n):

(Chapter 15)

- pretest.
- curriculum-based assessment.
- diagnostic test.
- summative test.

42. If our objectives are to have students apply skills and abilities as they would outside of the classroom, then the best type of assessment would be:

(Chapter 15)

- authentic tests.
- objective tests.
- diagnostic assessments.
- formative assessment.

43. The performance assessment technique that takes place as a culminating experience of a whole program of study is called:

(Chapter 15)

- definitive closure.
- exhibition.
- scoring rubric.
- formative evaluation.