

Time—120 minutes

110 Questions

Directions: Each of the questions or incomplete statements that follow is followed by four suggested answers or completions. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Reading and Language Arts

1. A parent asks her child's kindergarten teacher for advice on how to help the child with writing development at home. The teacher suggests keeping markers, pencils, and crayons available at home and helping the child write his name. What else should the teacher suggest?
 - a. Allow the student to write text messages.
 - b. Make sure that the student is not scribbling but writing letters.
 - c. Involve the student with the parent's writing activities, like shopping lists and thank-you notes.
 - d. Allow the child to watch videos on students writing.
2. What is differentiated instruction?
 - a. process where a teacher changes the curriculum solely based on environmental preferences
 - b. process where a teacher matches student characteristics to instruction and assessment with the same curriculum
 - c. process where a teacher finds each student's learning style and bases activities on his or her needs
 - d. process where a teacher determines a student's interest and creates a curriculum based on the student's interest only
3. A kindergarten teacher is planning a lesson where she is teaching letter-sound relationships in isolation, practice, and daily review, and allowing the students the opportunity to apply their knowledge of letter-sound relationships to the reading of phonetically spelled words that are familiar to them. What is the teacher teaching?
 - a. orthography
 - b. morphology
 - c. letter sounds
 - d. alphabetic principle
4. A new student from Haiti tells the teacher, "I hungry." The teacher recognizes that the student's native language lacks
 - a. the morpheme *be*.
 - b. the syntax *be*.
 - c. the phonology *be*.
 - d. the semantic *be*.
5. A prewriter holds up her work in class and proudly displays it. The teacher sees that the student wrote "mom iLFY." The child points to the words and translates the text as "Mom I love you." This child is able to do all of the following EXCEPT
 - a. copy words from the room onto her paper.
 - b. understand that print conveys meaning.
 - c. demonstrate one-to-one correspondence.
 - d. write "Mom" correctly, which is a frequently used word for this writer.
6. To help students with fluency, a teacher can use all of the following strategies in lesson planning EXCEPT
 - a. shared reading.
 - b. word walls.
 - c. paired or partner reading.
 - d. choral reading.

7. A teacher gives the class a graphic organizer to write an essay like the one below.

Name: _____
Period: _____

Main Idea
Here's what I think

Evidence to back up my reasons

Here are my reasons

1. _____
2. _____
3. _____

Counterargument

You could argue that ...

But here's the WEAKNESS ...

PRO CON

When you weigh all the evidence, you can conclude that ...

STRONG _____
FINISH _____

What type of writing does the teacher want the students to write?

- a. narrative writing
 - b. descriptive writing
 - c. persuasive writing
 - d. journaling
8. A teacher gives students three words, *ship*, *mush*, and *flushed*, and asks them to identify the similar sound in the words. What is the teacher instructing the students?
- a. phonemic awareness
 - b. spelling patterns
 - c. segmenting
 - d. phonics

9. A teacher has students playing a game where they are given a small number of picture cards. The teacher reads a word very, very slowly. The students have to look at the pictures and guess what word the teacher is saying, and then hold up the picture of the word they think the teacher is saying. What is the teacher instructing the students in?

- a. onset and rime
- b. syllabication
- c. sight words
- d. blending

10. A class is working in small groups during a writing lesson. They are focused on checking to make sure that they have all the elements of a story, looking for vocabulary words that they could use to make their writing more interesting, and finding where confusion is occurring in each other's writing. What part of the writing process are the students working on?

- a. prewriting
- b. revision
- c. publishing
- d. drafting

11. When a teacher is conducting an interactive read-aloud, he or she has to make sure to do all of the following EXCEPT

- a. have students ask and answer questions.
- b. have students make predictions.
- c. use dramatic gestures and point to vocabulary words.
- d. read the story once to the students.

- 12.** If parents ask their child's teacher for some advice in helping the child learn outside of school, which of the following would NOT be sound advice?
- a.** Discuss current events at home.
 - b.** Read with the child.
 - c.** Use technology to help build the child's interest in reading.
 - d.** Provide a tutor to help the child.
- 13.** A teacher asks her second-grade students to discuss, in their triads, the different story elements in a short, realistic fiction passage and then present them to the class on a poster board. Which Common Core standard is she mostly addressing?
- a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 - c.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recountings of experiences when appropriate to clarify ideas, thoughts, and feelings.
 - d.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 14.** What is the primary purpose of guided reading?
- a.** to have students read and understand a text on their own
 - b.** to have students understand new vocabulary words in a text
 - c.** to have students learn how to use context clues
 - d.** to have students understand letter-sound relationships

15. A teacher has one of the students in the class read out loud, and the teacher records mistakes and successes in the reading.

page	E = errors M = meaning	S-C = self-correction S = structure V = visual	E	S-C	E			S-C		
					M	S	V	M	S	V
3	✓ The wheel comes off the truck.	of/sc		1	M	S	✓V	M	✓S	V
4	✓ It rolls down the hill. Faster and faster.									
5	✓ The wheel rolls through the field. It rolls past the cows. Faster and faster.	went/goes p/✓R	1 1		✓M	✓S	V			
6	✓ The wheel rolls through the farm barn. It rolls [past the chickens.] Faster and faster.	TA	1 1		✓M	✓S	V	M	S	V
7	✓ The wheel rolls toward the water river. It rolls over the bridge. Faster and faster.	✓Rz	1 1		✓M	✓S	V	M	S	V
8	✓ The wheel rolls into the school. It rolls out of the door. Faster and faster. The wheel rolls R through the town.	in/so	1	1	M	✓S	V	M	✓S	✓V
9	✓ It rolls past the policeman. Faster and faster.	p/✓R								
10	✓ The wheel rolls into the garage. It stops rolling. The wheel is on the track/sc truck.	T	1		M	S	V	M	S	V
Totals			8	3						

Accuracy Rate: 92%

Error Rate: 1:12

Self-Correction Rate: 1:4

What is the teacher doing?

- spelling test
 - informal reading inventory
 - nonsense-word fluency
 - running record
16. A school principal wants a teacher to bring in examples of formative assessments that he uses in class. What is one example that the teacher might bring in?
- chapter tests
 - unit tests
 - student portfolios
 - students' reading response logs

- 17.** A fifth-grade teacher wants to evaluate comprehension of a novel that was read within the class's literature circles. The teacher wants to use a summative assessment for the students. Which of the following should the teacher use?
- a.** The teacher should require students to complete exit/admit slip.
 - b.** The teacher should record a discussion of the group.
 - c.** The teacher should have students write a book report about the novel.
 - d.** The teacher should require the students to complete a graphic organizer of the story structure.
- 18.** All of the following are examples of how a teacher might perform a highly effective think-aloud EXCEPT
- a.** selecting an enjoyable book or text.
 - b.** having students determine word meanings while the teacher is reading.
 - c.** modeling a reading strategy the students will be using.
 - d.** reading the book or text out loud while the teacher stops and shares what he or she is thinking.
- 19.** In a fourth-grade classroom, there are various groups of students. Each group is reading a book based on their ability. The students are engaged in discussion about the text, with each of the students assigned a role within the group. The teacher is circling the room and making sure students are on task and answering questions when they arise. What activity are the students participating in?
- a.** literature circles
 - b.** idea circles
 - c.** instruction conversations
 - d.** guided reading groups
- 20.** What is shared writing?
- a.** The students take a part of a story structure to create a unique writing piece when put together.
 - b.** The teacher and students work cooperatively together to compose a piece of writing.
 - c.** The teacher and students work on a writing piece with a partner.
 - d.** The students work together to present the teacher with a piece of writing.
- 21.** The benefits of shared writing are all of the following EXCEPT that it
- a.** reinforces and supports reading and writing.
 - b.** demonstrates the conventions of writing (e.g., spelling, punctuation, and grammar).
 - c.** allows all students to participate.
 - d.** allows students to decide on their writing topics.
- 22.** At the end of a reading lesson, the teacher asks the students to write on a Post-it what they learned. As students exit the class to go to lunch, they stick their Post-its on a chart labeled "What Stuck with You?" What protocol is the teacher using?
- a.** response log
 - b.** exit slips
 - c.** think, pair, share
 - d.** brainstorming
- 23.** What is schema?
- a.** background knowledge
 - b.** assessments
 - c.** teacher observations
 - d.** questions

24. A second-grade teacher asks students to tell her about snowflakes. The students then write on Post-its and stick them to a board with the title “Snowflakes.” In subsequent lessons the teacher reads many nonfiction books about snowflakes and students add more Post-it notes to the board when they learn something new. What is the teacher creating with the students?

- a. bulletin board
- b. comprehension work
- c. graphic organizer
- d. schema chart

25. A teacher is teaching his first-grade class about poetry. The teacher asks the students to infer what a poet is thinking at the end of a poem. Which Common Core standard applies to answering this question?

- a. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- b. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- c. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- d. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

26. A second grade teacher gives the following text to the class:

Rabbit thought Turtle was slow, so he challenged Turtle to a race. But Rabbit was so confident that he would win the race he decided to take a nap during the race. Turtle knew he could win the race if he just kept on going. Turtle did just that and he WON!

What literary genre does this text fall into?

- a. tall tale
- b. fable
- c. fairy tale
- d. folktale

27. A teacher asks her fifth-grade class several questions about their writing piece. The four questions are:

1. *Are the sentences grammatically correct?*
2. *Are the tenses in your writing consistent?*
3. *Are all sentences punctuated correctly?*
4. *Do all sentences start with a capital letter?*

What part of the writing process is the teacher going through with the students?

- a. prewriting
- b. drafting
- c. revising
- d. editing

28. A teacher has created a chart with the title “-og,” and underneath it the words *dog*, *bog*, *log*, *fog*, *hog*, and *jog*. What strategy is being used with this anchor chart?

- a. morning message
- b. word building
- c. word families
- d. rhyming words

- 29.** A teacher asks students to make a statement about the similarities and differences between characters in the novel *Number the Stars*. Which graphic organizer could the teacher use to teach this strategy?
- sequence of events chart
 - Venn diagram
 - classification of information chart
 - details and main idea chart
- 30.** A teacher gives students questions to answer while writing:
- Will you illustrate your writing?*
Will you bind your work?
Will you read it out loud?
Will you display your writing in the room?
- What part of the writing process are the students in?
- drafting
 - revising
 - editing
 - publishing
- 31.** John is a student who is a struggling reader who knows only a few high-interest words. He does not have phonological awareness beyond whole word and syllable level. He can tap out syllables in familiar words. He enjoys listening to music and enjoys rap music. What strategies can the teacher use to help John improve his reading skills?
- Assign him a text in line with his interests.
 - Have him print out and read the lyrics to his favorite rap song.
 - Partner him with a student with more advanced skills to read a text together.
 - all the above
- 32.** A teacher reads a short fiction passage with the students and then asks them, “Which event or action occurred first?” What text element is the teacher teaching the students?
- sequencing
 - main idea
 - making inferences
 - making predictions
- 33.** All of the following are attributes of text that make it challenging for students, EXCEPT
- lexical level.
 - sentence level.
 - text features.
 - discourse level.
- 34.** According to Common Core state standards, teachers need to create text-dependent questions. Which of the following questions is an example of a text-dependent question?
- What is it like to go to an open-air concert?
 - Who is Russell Freeman? How did he write this book?
 - Describe different types of concerts people go to.
 - Why had so many people come to the concert?
- 35.** When a kindergartner is having trouble with spelling, the teacher can do all of the following EXCEPT
- teach phonological awareness strategies.
 - teach high-interest words.
 - teach sound–letter relationships.
 - teach print and word concepts.

- 36.** The following is an example of what level of phonological awareness?

nap-kin

- a. word
- b. syllable
- c. onset-rime
- d. phonemes

- 37.** The following is an example of what level of phonological awareness?

n-ap k-in

- a. word
- b. syllable
- c. onset-rime
- d. phonemes

- 38.** A teacher asks the students to tap out and count the syllables in words. What is the teacher assessing the students in?

- a. word recognition
- b. syllable recognition
- c. onset-rime recognition
- d. phoneme recognition

Mathematics

- 39.** A teacher asks a student to round the number 529,654. The student writes 529,700. What did the student do?

- a. Round to the hundreds place
- b. Round to the hundred-thousands place
- c. Round to the nearest thousand, causing the digit in the ten-thousands place to change
- d. Round to the ten-thousands place

- 40.** A teacher says to her fourth-grade class, "James can invite only 22 families to his party. Some families have 3, 4, and 5 children. How many people can James expect at his party?" What level of Bloom's taxonomy is the teacher using?

- a. synthesis
- b. comprehension
- c. knowledge
- d. analysis

- 41.** The teacher asks students to explain what form the number 44,004 is in. What should the students' response be?

- a. ten thousands
- b. word form
- c. expanded form
- d. standard form

- 42.** Tamia has three crayons. Ariana has four times as many crayons. Write the equation that represents how many more crayons Ariana has than Tamia.

- a. 34
- b. $3 \times 4 = 12$
- c. $4 - 3 = 1$
- d. $3 + 4 = 7$

- 43.** A teacher says to her fifth-grade class, "When you want to find the pattern, look at the first number and the second number. Then ask yourself, is it increasing or decreasing, and by how much?" What is the teacher having students do?

- a. Solve in sequential order.
- b. Solve using communicative property.
- c. Create visual pictures.
- d. Solve using associative property.

- 44.** The teacher puts “Please excuse my dear Aunt Sally” on the board for “parentheses, exponents, multiply, divide, add, subtract.” What device is the teacher using to get the students to learn order of operations?

- a. mnemonic method
- b. association
- c. method of loci
- d. collaboration

- 45.** The teacher asks students to read the number sentence $7 \times 3 = 21$ and identify the 7. What term defines the 7 in the sentence?

- a. product
- b. quotient
- c. factor
- d. addend

- 46.** The teacher asks students to identify the property shown: $4 \times 5 = 5 \times 4$. What response does the teacher expect from students?

- a. commutative property
- b. associative property
- c. identity property
- d. zero property

- 47.** The teacher wants third-grade students to know that they can arrive at the same value in different ways. If the students understand, which should they select as having the same value as 2×7 ?

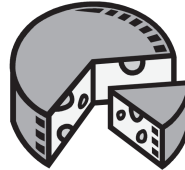
- a. $2 + 7$
- b. $7 + 7$
- c. $7 + 7 + 7$
- d. $2 + 2 + 2$

- 48.** What real-life shape should the teacher use to show students a hexagon?

a.



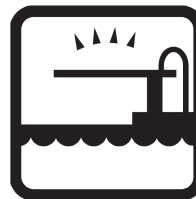
b.



c.



d.



- 49.** Bill notices that he got a 63 on his test. When he questions his grade, the teacher tells him that the number in the tens place would be replaced by a 9. What will Bill’s grade change to?

- a. 63
- b. 72
- c. 93
- d. 80

- 50.** A second-grade teacher gives this problem: $32 + 7$; Max answers 102. What did he do wrong?

- a. He subtracted.
- b. He didn’t line up the place values when he added.
- c. He added.
- d. He divided.

- 51.** Jody's teacher puts in a jar the names of students who have completed all the homework for the week. The teacher wants to select from the jar the name of a student who will receive a free homework pass. There are 23 out of 31 names of students in the jar. What is the probability the teacher will choose Jody?

a. 1 out of 31
b. 22 out of 23
c. 1 out of 23
d. 23 out of 1

- 52.** A second-grade teacher asks the class to estimate how long it would take to drive from the Grand Canyon to Yellowstone National Park. In what skill must the students be proficient to handle this task?

a. units of measuring capacity and examples
b. units of measuring distance and examples
c. triangulation
d. units of measuring weight and examples



- 53.** A teacher puts a picture of a clock set at 4:00 P.M. on the board and asks students, "If I need to be at a meeting by 5:15 P.M. and it is 25 minutes away, what time should I leave by?" A student answers, "4:50." What did the student do to arrive at that answer?

a. The student added the numbers together.
b. The student subtracted the travel time from the start time of the meeting.
c. The student added the time on the clock to the time of the meeting.
d. The student subtracted the distance from the time school ends.

- 54.** The teacher wants the students to fill in the missing cell. What should the students respond?

Number of tables	1	2	3	4
Number of legs	4	8	?	16

a. 12
b. 20
c. 7
d. 9

- 55.** A jogger ran 26,400 ft. in one day. How many miles did the jogger run?

a. 5
b. 31,680
c. 21,120
d. 5,280

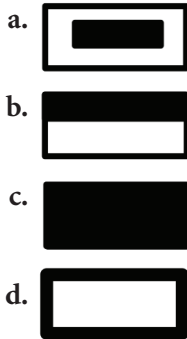
- 56.** A first-grade teacher asks students in her class to find the sum of $8 + 5$ and then check their answers. What property should the students draw on to check their answers?

a. inverse property
b. identity property
c. commutative property
d. associative property

- 57.** A fifth-grade teacher asks students to estimate the answer to this problem: $25.4 + 8.5$. What values should the students add?

a. $30 + 10$
b. $26 + 9$
c. $25 + 8$
d. $25 + 9$

58. A fifth-grade teacher puts the following diagrams on the board and asks, “Based on the shading, which figure demonstrates perimeter?”



59. Ahsan has a total of 1,080 points on 12 tests. What expression can be used to find his test average?
- $1,080 + 12$
 - $1,080 - 12$
 - $1,080 \times 12$
 - $1,080 \div 12$
60. What is the fourth step in solving the equation $(30 - 5^2)^3 \div 25$?
- 5^2
 - $30 - 25$
 - 5^3
 - $125 \div 25$

Science

61. A fourth-grade science teacher is forming a lesson on meiosis. During meiosis, cells have half the number of chromosomes as body cells. This teacher decides to use fractions to illustrate the ideas. What instructional method is the teacher using?
- personal and social perspective of science
 - creating connections between scientific disciplines and mathematics
 - laboratory approach
 - language and communication
62. A fourth-grade teacher lists the characteristics of mammals, including that mammals are endothermic and produce milk to nurse their young. Why does the teacher think it is important to list the characteristics of a broad group (like mammals)?
- to depict the similarities between other groups
 - to create associations using characteristics that vary between organisms
 - to identify the specialized functions of the group
 - all of the above
63. The teacher has taken an ice cube out of the freezer and it turns to water. This change from a solid to a liquid is called *melting*. What type of change is the teacher depicting?
- chemical change
 - physical change
 - process of life
 - condensation

- 64.** The teacher presents two beakers to the class: one beaker has 200 ml of 70°F water, and the other has 200 ml of water that has been boiling on a hot plate. The teacher asks the students to predict what will happen when food coloring is added to both beakers. Student A says the food coloring will spread more quickly in the beaker with the boiling water. Student B says the food coloring will spread more quickly in the 70°F water. Which student is correct and why?
- Student A, because the molecules in the boiling water are moving slowly
 - Student A, because the molecules in the boiling water are moving quickly
 - Student B, because the molecules in the cool water are moving slowly
 - Student B, because the molecules in the cool water are moving quickly
- 65.** A teacher asks the class to find and classify rocks, shells, leaves, and seeds by shape and color. What form of instruction is being addressed?
- organization of scientific data
 - science concepts and processes
 - teaching methods
 - scientific inquiry
- 66.** The liquid that forms on the outside of a glass of ice water is called *condensation*. The teacher tells the students that condensation is created by a process similar to the formation of clouds. What form of technology could the teacher use to portray this point?
- telescope
 - microscope
 - computer simulation
 - graphing calculator
- 67.** Using the scientific method, after the students form a hypothesis, what should the teacher expect them to do next?
- Observe and record data.
 - Identify a problem.
 - Present their results.
 - Conduct an experiment.
- 68.** Fourth-grade students are learning how to use prefixes in science to better understand the classification of animals using scientific names. The teacher informs the students that there are two categories in an organism's scientific name. If the students understand the system, what term will they choose?
- trinominal
 - tetranominal
 - binominal
 - uninominal
- 69.** A teacher is teaching a lesson on converting temperature. The teacher wants the students to measure the weather in their town over a month to record on the class computer in order to predict weather patterns. What method of instruction is the teacher using?
- scientific inquiry
 - model building and forecasting
 - science concepts and processes
 - problem solving
- 70.** The teacher informs the class that heat, which is energy, is transferred from a hotter object to a cooler object. How could the teacher best demonstrate this process?
- by putting ice in boiling water
 - by putting ice in cool water
 - by placing an ice tray filled with (liquid) water in the freezer
 - by placing an ice tray filled with ice back into the freezer

- 71.** A fourth-grade teacher is describing the movement of heat through convection, which happens because a gas or liquid is heated and cooled. When heated, the gas or liquid rises, and then it falls when cooled because it is denser. The rise and fall create a convection current by which heat moves through gases and liquids. The teacher provides the information using what type of teaching method?
- a. guided discovery
 - b. problem solving
 - c. exposition and direct instruction
 - d. situations and re-creations

Social Studies

- 72.** What is social studies content useful for?
- a. gathering relevant information
 - b. distinguishing between fact and opinion
 - c. presenting information
 - d. determining word meaning
- 73.** Which resource book would third-grade teachers make available to students when studying types of governments around the world?
- a. almanac
 - b. atlas
 - c. thesaurus
 - d. dictionary
- 74.** The teacher asks students to list nations that have the following kinds of governments: democracy, monarchy, and dictatorship. What level of thinking is being accessed?
- a. application
 - b. knowledge
 - c. evaluation
 - d. synthesis
- 75.** Vexillology is the study of flags. A nation's flag can give insight into understanding that country. Some teachers have students make replicas of flags from other countries to display in the class so that they can learn the significance of colors and symbols. How can the teacher ensure students will retain new knowledge over a long period of time?
- a. The teacher should test the students on the instructional objectives.
 - b. The teacher should provide students with opportunities to practice with new knowledge.
 - c. The teacher should instruct for a longer time.
 - d. The teacher should integrate the lesson into another study.
- 76.** The social studies teacher is having students read folktales and legends to learn about people around the world. What can NOT be learned from analyzing folktales and legends?
- a. values
 - b. ideas
 - c. beliefs
 - d. empathy
- 77.** The teacher asks which word means "the configuration of human behavior that includes ideas, beliefs, and values." What does the teacher expect the students to say?
- a. identity
 - b. diversity
 - c. empathy
 - d. culture

- 78.** The students are going to learn that people living in the western hemisphere have held differing assumptions about power, authority, ways of governing, and kinds of laws needed to encompass all the people of a nation. What subtopic would a lesson covering this material fall under?
- environment and society
 - factors of production
 - interdependence
 - identity
- 79.** The teacher is demonstrating to students how varying groups of people living in the western hemisphere may view the same issue or event differently. What is the teacher conveying to the students?
- Change in attitude is good.
 - Empathy is gained by understanding the experience and thoughts of others.
 - Human systems are made up of unreliable information.
 - Government gives people choices.
- 80.** The teacher has asked students to explain how a bill becomes a law. What instructional objective is being addressed?
- Cite specific evidence to support analysis.
 - Determine the central ideas or information of a primary or secondary source.
 - Identify key steps in a text's description of a process.
 - Distinguish among fact, opinion, and judgment.
- 81.** The teacher uses a flowchart to display information pertaining to events leading up to the American Revolution. What essential question would utilize students' understanding of analysis of the American Revolution?
- What explanation do you have for the major causes of the American Revolution?
 - How would you describe the American Revolution?
 - How would you solve the overtaxation problem?
 - What is your opinion of the colonists' input toward the American Revolution?
- 82.** The teacher asks students to write a research paper comparing the beginning of the twentieth century with that of the twenty-first century. Which instructional objective would be best for this task?
- Cite specific textual evidence to support analysis of sources.
 - Determine the meaning of symbols and key terms.
 - Support claims with logical reasoning.
 - Develop a topic with relevant, well-chosen facts.

Arts and Physical Education

- 83.** The music teacher holds up the picture of this symbol.



What symbol is represented in the picture?

- a. rest
 - b. treble clef
 - c. bass clef
 - d. half note
- 84.** A student is reading a music sheet. He comes across a dotted quarter note in $\frac{4}{4}$ time. How long will he hold the note for?
- a. one beat
 - b. $1\frac{1}{2}$ beats
 - c. $1\frac{1}{4}$ beats
 - d. $\frac{1}{8}$ beat
- 85.** The teacher tells students that the time signature looks a lot like a fraction. The top number and the bottom number each have a purpose. The teacher asks, "In the time signature, what does the top number represent?" Which should the students reply?
- a. the number of notes per minute
 - b. the type of note
 - c. what note receives one beat
 - d. the number of beats per measure
- 86.** The teacher sets out samples of saturated fats that include cheese, butter, and cream, along with unsaturated fats that include vegetable oil. The teacher asks students to predict the state of each at room temperature. What should the students conclude?
- a. solid; solid
 - b. liquid; liquid
 - c. solid; liquid
 - d. solid; gas
- 87.** The teacher tells the students to gather important information about a particular food before eating it. It is important to determine how much energy a particular food will give you. What should the students look for to determine the energy the food will give?
- a. number of calories
 - b. weight in grams
 - c. sodium percentage
 - d. amount of fat
- 88.** The teacher displays a picture of the organ that stores a lot of the body's nutrients. Which organ does the teacher display for students?
- a. stomach
 - b. liver
 - c. heart
 - d. brain
- 89.** The teacher wants students to understand how important water is to the body. Which of these options describe(s) water?
- a. Water is involved in all body processes.
 - b. Water makes up the basic part of the blood.
 - c. Water helps remove waste.
 - d. all of the above

General

- 90.** The teacher wants to recommend a diet including carbohydrates that will break down more slowly. What type of carbohydrates should the teacher recommend to students?
- simple
 - hard
 - complex
 - easy
- 91.** The student wants to use green in the painting. Which primary colors will she need to mix?
- yellow and blue
 - red and green
 - red and yellow
 - blue and red
- 92.** The student wants to draw a shape with only one line of symmetry. Which shape should the student choose?
- diamond
 - circle
 - heart
 - square
- 93.** If a student chose two supplementary colors for the assignment, the two colors would be _____ each other on the color wheel.
- across from
 - two colors away from
 - next to
 - none of the above
- 94.** A fifth-grade teacher has asked the social studies class to compare the statistical data from the 2008 and 2012 presidential elections. What level of higher-order thinking is this task?
- knowledge
 - comprehension
 - application
 - synthesis
- 95.** The students will be studying Abraham Lincoln's Gettysburg Address. Prior to reading, the teacher instructs the fifth-grade class on the events that led to the presidential address. What is the best reason for the teacher to provide background knowledge?
- to distinguish facts and reasoned judgment
 - to determine the central idea or conclusions of the text
 - to aid in analysis of the author's purpose
 - to aid in citation of textual evidence to support analysis
- 96.** Which part of Britain's government increased taxes in the American colonies to pay for the French and Indian War?
- Parliament
 - proclamation
 - Townshend Act
 - Stamp Act
- 97.** A fifth-grade teacher tells students data can be displayed in different ways. Which is the best way to display events over time?
- x - y plot
 - line graph
 - pie chart
 - bar graph

- 98.** A third-grade class is learning about various cultures. While studying Latin American countries, the students learn to salsa and merengue. Which learning style is dominant in this lesson?
- a. kinesthetic learning
 - b. role-playing
 - c. visual learning
 - d. auditory learning
- 99.** What type of learning is the teacher catering to if she reads to her students aloud from a book?
- a. kinesthetic learners
 - b. tactile learners
 - c. visual learners
 - d. auditory learners
- 100.** A teacher develops a lesson plan that is tiered to meet the needs of students in an inclusive setting. The instructional objectives are clear and measurable. The teacher has included a way to get the students excited about learning by having them decipher a coded message. The lesson includes some hands-on activities, collaboration, and writing. What can be assumed?
- a. The teacher has knowledge of a range of resources.
 - b. The teacher has the ability to design coherent instruction.
 - c. The teacher has established an environment of respect and rapport.
 - d. The teacher has established a culture for learning.
- 101.** At the end of the lesson, the teacher realizes that only 17 out of 25 students thoroughly understood the instructional concept. What can be assumed?
- a. The lesson was not entirely based on best practices.
 - b. The goals were probably not achievable and age appropriate.
 - c. There was very little use of authentic real-world assessments.
 - d. The teacher may not have appreciated each child's contribution.
- 102.** A third-grade teacher voluntarily gathers data on reading performance and shares the findings of the research, including best practice techniques, to improve readability level of students with colleagues. What is the teacher demonstrating?
- a. reflecting on teaching practice
 - b. demonstrating professionalism
 - c. professional growth and development
 - d. developing lessons based on best practice
- 103.** The teachers are asked to be in constant contact with parents of students in class regarding student progress. What would be the best reason(s) for staying in contact with parents of students in class?
- a. to establish a partnership with families
 - b. to keep parents informed about the instructional program
 - c. to build a sense of community
 - d. all of the above

- 104.** The teacher asks students to read a story and use context clues. Which standard is being addressed by the teacher for use of context clues?
- Key ideas and details: Cite evidence to support analysis.
 - Craft and structure: Determine meaning of words and phrases as they are used in the text.
 - Integration of knowledge and ideas: Compare and contrast the experience of reading a story.
 - Range of reading and level of text complexity: By end of year, students will read and comprehend literature.
- 105.** The teacher asks students questions. Which question arouses higher-order thinking?
- What do you remember about the Battle of the Bulge?
 - How would you differentiate between the Union and the Confederate armies?
 - How could you develop the plot of the story?
 - How can you describe the author's purpose?
- 106.** To help create safe, secure, and productive learning environments, teachers can
- communicate clear and concise expectations to students and parents.
 - instruct students on the guiding principles for conflict resolution.
 - provide meaningful and prompt feedback.
 - do all of the above
- 107.** Which has the most significant influence on student learning?
- motivation
 - classroom management
 - differentiated lessons
 - assessment techniques
- 108.** What is the purpose of response to intervention (RtI)?
- to provide an environment for academic success
 - to provide early concentrated strategies to interrupt student behavioral or academic difficulties
 - to meet the needs of the individual students
 - to describe student achievement and learning strengths and weaknesses
- 109.** A teacher asks the second-grade class, "How many inches are there in two feet?" What is the teacher's purpose for this question?
- to assess prior knowledge
 - to motivate students
 - to differentiate instruction
 - to see if the students know how many feet are in a yard
- 110.** Anthony took ten tests, and the sum of his scores equaled 758 points. The teacher said the test average would be rounded to the nearest whole number. What is Anthony's test average?
- 75
 - 75.8
 - 76
 - 80

Answers and Explanations

Reading and Language Arts

1. **c.** It is empowering to have a prewriter experience how writing is used in everyday life. Choice **a** is incorrect because a prewriter will not have the ability to write out messages at this point. Choice **b** is incorrect because at this stage in the student's ability it is important to allow him to scribble. Choice **d** is incorrect because it is important that the student experience writing with writing utensils.
2. **b.** All students should receive the same curriculum, but the teacher adapts activities and lessons based on ability. Choice **a** is incorrect because the teacher should not change a curriculum for each individual student. Choice **c** is incorrect because finding the students' learning styles is only one component of differentiated instruction. Choice **d** is incorrect because the teacher should not change the curriculum, but rather change activities so they are best suited to the student.
3. **d.** The alphabetic principle is the idea that letters and letter patterns represent the sounds of the spoken language. Choice **a** is incorrect because orthography is the teaching of spelling patterns. Choice **b** is incorrect because that pertains to the structural analysis of the language. Choice **c** is incorrect because the teacher is also teaching and reinforcing letter–sound relationships.
4. **a.** Morphology refers to the study of word formation, and many languages do not have the same tenses. Choice **b** is incorrect because syntax refers to the word order of the language. Choice **c** is incorrect because phonology refers to the sound system of the language. Choice **d** is incorrect because semantics refers to the study of meaning, words, and phrases.
5. **a.** The student might have copied the word “Mom” onto her paper, but the rest of the text was not properly copied. Choices **b**, **c**, and **d** all show what the student was able to do in her writing.
6. **b.** Word walls help students build vocabulary, not fluency. Choices **a**, **c**, and **d** do help with fluency.
7. **c.** The teacher is asking students to develop a logical argument and summary of the topic. Choice **a** is incorrect because narrative writing tells stories to express oneself. Choice **b** is incorrect because descriptive writing is describing a person, place, or thing to create a picture in the reader's mind. Choice **d** is incorrect because journaling allows students to generate ideas freely.
8. **a.** The teacher is asking the students to notice the sounds of the words. Choice **b** is incorrect because there is no spelling pattern in the words. Choice **c** is incorrect because students are not asked to segment the words. Choice **d** is incorrect because the teacher is not teaching phonics.
9. **d.** The game is teaching students to blend and identify words that are stretched out into basic sounds. Choice **a** is incorrect because the activity is not teaching onset and rime with the words. Choice **b** is incorrect because the activity does not ask students to find the number of syllables in each word. Choice **c** is incorrect because they are not asked to look at sight words.

- 10. b.** The students are checking their drafts and making them better. Choice **a** is incorrect because prewriting involves getting lists and organizers before writing. Choice **c** is incorrect because publishing involves the finished product. Choice **d** is incorrect because drafting involves getting the story down on paper before checking the work.
- 11. d.** It is important to read the text at least three times and reinforce vocabulary and questioning with the students. Choices **a**, **b**, and **c** are all strategies when doing an interactive read-aloud for students.
- 12. d.** A teacher should give parents suggestions that will build conversation, reading, and questioning about the world around them. It is important to make time for conversation at home (choice **a**), reading with the child helps the child see that reading is important (choice **b**), and computers can help build interest in reading and provide help on words the child cannot read (choice **c**).
- 13. d.** The teacher is asking the students to recall details from the story and to present them orally and visually. Choice **a** is incorrect because students are doing more than just discussing the question; the teacher is looking for students to do a specific activity. Choice **b** is incorrect because students are not asking questions about a speaker. Choice **c** is incorrect because the students are not asked to create audio recordings of stories or poems.
- 14. a.** The main purpose of guided reading is to allow students to enjoy reading texts that are on their level while the teacher provides support for a small group. Choice **b** is incorrect because the main purpose of guided reading is not just to have students learn new vocabulary words. Choice **c** is incorrect because guided reading is not mainly about having students use context clues. Choice **d** is incorrect because students are encouraged to read with about 90 percent accuracy, and it is not just to help with letter-sound relationships.
- 15. d.** A running record allows the teacher to assess the student's reading performance and the reader's behavior. Choice **a** is incorrect because the image does not show a spelling test. Choice **b** is incorrect because it does not show an informal reading inventory. Choice **c** is incorrect because the image does not show a nonsense-word fluency chart.
- 16. d.** Formative assessments provide information for the teacher while learning is still happening; it quickly checks for student understanding. Choices **a**, **b**, and **c** are not correct because these are examples of summative assessments, which allow the teacher to evaluate student learning at the end of instructional units.
- 17. c.** A book report will allow the teacher to evaluate student comprehension at the end of the novel. Choices **a**, **b**, and **d** are all examples of formative assessments that should allow the teacher to check for understanding throughout the lessons.
- 18. b.** During a think-aloud the teacher is modeling everything he or she is thinking and students are observing. Choices **a**, **c**, and **d** are some examples of effective strategies for planning a think-aloud.

- 19. a.** In literature circles students form groups to discuss a different text for each group. Choice **b** is incorrect because idea circles are groups of students who work together so that learning is focused on a concept learned in class. Choice **c** is incorrect because in instructional conversations the whole class is discussing a common text. Choice **d** is incorrect because in guided reading groups the teacher gives the students a prompt or big question that will guide them as they are reading.
- 20. b.** When using shared writing in the class, the teacher is the scribe and both teacher and students work together to compose a writing piece. Choice **a** is incorrect because students are not working on their own to create a story. Choice **c** is incorrect because the teacher is the scribe in the process and reinforces certain concepts. Choice **d** is incorrect because the teacher is involved in student learning during shared writing.
- 21. d.** In shared writing, the students do brainstorm together, but the purpose is not to have them choose a topic for writing. Choices **a**, **b**, and **c** are all benefits of shared writing.
- 22. b.** At the end of a lesson, the teacher asks students to jot down what they learned and hand it in. This is an example of exit slips. Choice **a** is incorrect because response logs have students log in a notebook. Choice **c** is incorrect because think, pair, share is done during instruction and with a partner. Choice **d** is incorrect because the students are not brainstorming.
- 23. a.** Schema refers to what a student knows and understands about a topic. Choices **b**, **c**, and **d** are incorrect because they are not examples of schema.
- 24. d.** The teacher is asking about students' background knowledge and tapping into what they already know about a topic, which is represented in a schema chart. Choice **a** is incorrect because the teacher is evaluating students' prior knowledge of the topic. Choice **b** is incorrect because the students are not asked about comprehension of the books. Choice **c** is incorrect because the students are not asked to fill out a graphic organizer.
- 25. a.** The teacher is asking students to infer what the poet might be feeling after the poem, so they need to support their thinking using evidence from the text. Choice **b** is incorrect because the question is not asking for a theme or to summarize the poem. Choice **c** is incorrect because it is not asking how a character, event, or idea develops in the poem. Choice **d** is incorrect because the question is not asking students to determine the meaning of words in the poem.
- 26. b.** A fable is a narrative where the characters are talking animals and a moral is presented. Choice **a** is incorrect because a tall tale is exaggerated and is often about American frontiersmen. Choice **c** is incorrect because a fairy tale is usually about magical creatures and is geared toward children. Choice **d** is incorrect because a folktale is a legend that originated from oral tradition.
- 27. d.** When students are asked to check for grammar, punctuation, and capitalization they are editing their writing. Choice **a** is incorrect because prewriting involves students brainstorming ideas about their writing choices. Choice **b** is incorrect because drafting involves students beginning to get their ideas down on paper. Choice **c** is incorrect because revision involves adding or removing elements from a writing piece.

- 28. c.** The teacher is giving the students a group of words that have the same combinations of letters and sounds. Choice **a** is incorrect because the teacher is not giving the students the morning message. Choice **b** is incorrect because the students are not word building. Choice **d** is incorrect because the teacher is not teaching rhyming skills; the teacher is showing students the same combinations of letters and sounds.
- 29. b.** A Venn diagram organizes the similarities and differences between two or more things. Choice **a** is incorrect because the teacher is not asking students to sequence events in the novel. Choice **c** is incorrect because the teacher is not classifying information in the novel. Choice **d** is incorrect because the teacher is not asking for main ideas and details in the novel.
- 30. d.** When students are asked to think about displaying or sharing their work, they are at the publishing stage. Choice **a** is incorrect because when students are at the drafting stage they are starting to get their work on paper. Choice **b** is incorrect because when students are revising their work they are ensuring that it makes sense by taking out or adding more information. Choice **c** is incorrect because when students are in the editing stage they are correcting for grammar, punctuation, and spelling mistakes.
- 31. d.** Choices **a**, **b**, and **c** are all valid means of helping the student improve his reading skills.
- 32. a.** The teacher is asking the order in which things occurred in the story. Choice **b** is incorrect because the teacher is not asking about the big idea or gist of the story. Choices **c** and **d** are incorrect because the teacher is not asking what might happen next or what the information suggests.
- 33. c.** The features in the text do not make it more challenging for students. Choices **a**, **b**, and **d** are all components that make it more difficult for students to understand a text.
- 34. d.** Students have to analyze how a text makes connections among the ideas or events in the text. Choices **a**, **b**, and **c** are not text-dependent questions because they do not need the text to answer the questions.
- 35. d.** The kindergarten student may not be ready to learn print and word concepts in order to understand spelling. Choices **a**, **b**, and **c** are all strategies that the teacher can use to help a kindergarten student with spelling.
- 36. b.** The word is divided into syllables. Choice **a** is incorrect because the word would not be divided if this was the level of phonological awareness being recognized. Choice **c** is incorrect because the word would be further divided before the vowels to highlight onset and rime. Choice **d** is incorrect because the division of the word places emphasis on its syllables.
- 37. c.** The example shows that the onset in the syllable is the consonant before the vowel, and the rime is the *-ap* and *-in* in the word. Choice **a** is incorrect because the word would not be divided if this was the level of phonological awareness being recognized. Choice **b** is incorrect because the word would not be divided multiple times if its syllables were being highlighted. Choice **d** is incorrect because the division of the word places emphasis on its onset and rime.

- 38. b.** The teacher would be able to see whether the learners can hear and count syllables of words. Choice **a** is incorrect because the students are not asked to recognize words. Choice **c** is incorrect because the students are not asked to find the onset and rime in the word. Choice **d** is incorrect because the teacher is not asking the students to isolate each phoneme in each word.

Mathematics

- 39. a.** The student rounded to the hundreds place. Choice **b** is incorrect because the student's answer would be 500,000 if rounded to the nearest hundred-thousands place. Choice **c** is incorrect because the student's answer would be 530,000 if rounded to the nearest thousand, causing the digit in the ten-thousands place to change as well. Choice **d** is incorrect because the student's answer would be 530,000 if rounded to the ten-thousands place.
- 40. a.** The students have to assemble the parts of the problem into the whole, making estimations about the families with multiple children. Choice **b** is incorrect because comprehension requires students to understand and interpret. Choice **c** is incorrect because to show knowledge, students only have to recognize information. Choice **d** is incorrect because analysis requires students to categorize information and show relationships.
- 41. d.** The number is in standard form. Choice **a** is incorrect because it is irrelevant. Choice **b** is incorrect because the number is not written out. Choice **c** is incorrect because each place value is not expressed.
- 42. b.** It is correct because $3 \times 4 = 12$. Choice **a** is incorrect because the numbers 3 and 4 were just put together. Choice **c** is incorrect because the numbers were subtracted. Choice **d** is incorrect because the numbers were added.
- 43. c.** The teacher is asking student to do mental math and create a visual picture to solve the problem. Choice **a** is incorrect because the teacher is only asking students to use the first two numbers to start the pattern. Choices **b** and **d** are incorrect because these laws are not being used.
- 44. a.** It is a mnemonic device to help students memorize steps in information. Choice **b** is incorrect because the words are not associated; they are substituted. Choice **c** is incorrect because the students are not visualizing information to recall it when needed. Choice **d** is incorrect because students are not working together.
- 45. c.** Factors are multiplied to get a product. Choice **a** is incorrect because a product is the answer to a multiplication problem; 21 is the product. Choice **b** is incorrect because a quotient is the answer to a division problem; this is multiplication. Choice **d** is incorrect because addends are added; this is multiplication.
- 46. a.** The commutative property means you can multiply numbers in any order. Choice **b** is incorrect because the associative property involves moving the groupings of parentheses, and there are no parentheses in this problem. Choice **c** is incorrect because the identity property is multiplying by 1; the students are not multiplying by 1 in this problem. Choice **d** is incorrect because the zero property is multiplying by zero; there is no zero in this problem.

- 47. b.** It is correct because $7 + 7 = 14$ and $2 \times 7 = 14$. Choice **a** is incorrect because $2 + 7 = 9$ and $2 \times 7 = 14$. Choice **c** is incorrect because $7 + 7 + 7 = 21$ and $2 \times 7 = 14$. Choice **d** is incorrect because $2 + 2 + 2 = 6$ and $2 \times 7 = 14$.
- 48. a.** A hexagon is a six-sided polygon. Choice **b** is wrong because the wedge is a three-sided polygon, a triangle. Choice **c** is wrong because this is an eight-sided polygon, an octagon. Choice **d** is wrong because this is a four-sided polygon, a quadrilateral.
- 49. c.** Changing the tens digit, 6, to 9 changes the value to 93. Choice **a** is incorrect because there was no change. Choice **b** is incorrect because if it were changed to 72, the ones place would have been increased by 9. Choice **d** is incorrect because there was an increase of 17.
- 50. b.** He did not correctly line up the place values. It should be $32 + 7 = 39$. Choice **a** is incorrect because $32 - 7 = 25$. Choice **c** is only partially correct and does not explain how Max arrived at the wrong answer. Choice **d** is incorrect because $32 \div 7 = 4.6$.
- 51. c.** One name of one student out of the jar of 23 names will be chosen. Choice **a** is incorrect because the jar does not contain the names of all 31 children in the class. Choice **b** is incorrect because only one student will be selected for the free homework pass, not 22. Choice **d** is incorrect because the numbers are reversed.
- 52. b.** Distance, which is length, would need to be applied to this example. Choice **a** is incorrect because capacity measures the amount something can contain. Choice **c** is incorrect because it is irrelevant. Choice **d** is incorrect because weight measures the gravitational pull on an object.
- 53. b.** The student subtracted the travel time of 25 minutes from the start time of 5:15 P.M. to get 4:50. Choice **a** is incorrect because the student would have concluded 5:40. Choice **c** is incorrect because the student would have concluded 9:15. Choice **d** is incorrect because the time school ends is irrelevant to the problem.
- 54. a.** The rule is to multiply the number of tables times 4; $3 \times 4 = 12$. Choice **b** is incorrect because $3 \times 4 = 12$, not 20. Choice **c** is incorrect because $3 \times 4 = 12$, and this is $3 + 4 = 7$. Choice **d** is incorrect because $3 \times 4 = 12$, and this is $3 \times 3 = 9$.
- 55. a.** 26,400 divided by 5,280 equals 5 miles. Choice **b** is incorrect because the incorrect operation was performed; the number of feet run and the number of feet in a mile were added. Choice **c** is an incorrect operation because the numbers were subtracted. Choice **d** is incorrect because it is the number of feet in a mile; the computation was not completed.
- 56. a.** The inverse property is the way to check that the answer is correct. By taking the sum, 13, and subtracting either 8 or 5 from it, the result will be 5 or 8, indicating that the numbers have been added correctly. Choice **b** is incorrect because it refers to the fact that the sum of a number and zero is the number itself. Choice **c** is incorrect because it means you can add numbers in any order. Choice **d** is incorrect because grouping is not involved.
- 57. d.** The numbers get rounded to the same place value. Choice **a** is incorrect because the numbers have been rounded too high. Choice **b** is incorrect because only one of the numbers has been rounded correctly. Choice **c** is incorrect because only one of the numbers has been rounded correctly.

- 58. d.** Perimeter is the distance around a figure, so just the outline of the shape should be shaded. The other choices are incorrect because they show area.
- 59. d.** Dividing the total number of points, 1,080, by the number of tests, 12, would yield the average, 90. Choice **a** is incorrect because it is addition. Choice **b** is incorrect because it is subtraction. Choice **c** is incorrect because it is multiplication.
- 60. d.** Using PEMDAS, the fourth step is dividing. Choice **a** is incorrect because it shows the first step of PEMDAS. Choice **b** is incorrect because it is the second step. Choice **c** is incorrect because it is the third step.

Science

- 61. b.** A fraction is used in mathematics and is a numerical quantity that is not a whole number. When a teacher asks the students to use fractions to describe scientific processes, they are creating connections between science and mathematics. Choice **a** is incorrect because the data used is neither personal nor social in nature. Choice **c** is incorrect because the use of fractions is a cross-curricular approach that is not confined to the laboratory. Choice **d** is incorrect because the use of fractions is mathematical, not based in language and communication.
- 62. c.** When listing the characteristics of a group, you are identifying the specialized functions and creating associations using similar characteristics that differ when compared to other groups. Choice **a** is incorrect because the characteristics listed stay within the mammal group. Choice **b** is incorrect because the characteristics listed focus on shared traits, not varying traits. Choice **d** is incorrect because choices **a** and **b** are incorrect.
- 63. b.** The change from solid ice to liquid water is a physical change. Choice **a** is incorrect because a chemical change would be a change that results in a new substance. Choice **c** is incorrect because water is not a living organism, and thus the change cannot be considered a process of life. Choice **d** is incorrect because condensation is the conversion of a vapor or gas to a liquid.
- 64. b.** As the temperature rises, the molecules move more quickly toward chaos. The food coloring will spread more quickly in the boiling water with the faster-moving molecules. Choice **a** is incorrect because the boiling water increases the speed of the moving molecules. Choice **c** is incorrect because the food coloring will spread more quickly in the boiling water with the faster-moving molecules. Choice **d** is incorrect because the molecules in the cool water move more slowly than those in the boiling water.
- 65. a.** The classification of organisms and materials falls into the category of organization of scientific data. Choice **b** is incorrect because the process of classification alone does not address science concepts and processes. Choice **c** is incorrect because the process of classification does not address teaching methods. Choice **d** is incorrect because there would need to be something being tested to address scientific inquiry.
- 66. c.** A computer simulation could take the class through various systems of condensation. Choices **a**, **b**, and **d** are incorrect because a telescope, microscope, and graphing calculator would not be effective mediums to observe condensation.

- 67. d.** The steps to the scientific method go as follows: identify a problem, form a hypothesis, conduct an experiment, observe and record data, and finally determine results and conclusion. Choices **a**, **b**, and **c** are incorrect because they do not follow the formation of a hypothesis in the order of the scientific method.
- 68. c.** If the students understand the listed prefixes, *tri-* (three), *tetra-* (four), *bi-* (two), and *uni-* (one), the appropriate choice would be *binominal*. Choices **a**, **b**, and **d** are incorrect because the prefixes do not align with the concept of *two* categories in an organism's scientific name.
- 69. b.** This assignment would fall under model building and forecasting because it consists of the use of plans and computer simulations. Choice **a** is incorrect because scientific inquiry consists of solving problems, constructing explanations, and communicating results. Choice **c** is incorrect because this activity would not fall into the area of science concepts and processes. Choice **d** is incorrect because the assignment more specifically targets model building and forecasting as part of an overall problem-solving process.
- 70. a.** When ice is put in boiling water, the heat from the boiling water will be transferred to the colder ice cubes and melt them. Choices **b**, **c**, and **d** are incorrect because none of the examples will result in an immediately discernible change.
- 71. c.** The teacher guides the students through the mentioned process using exposition and direct instruction. Choices **a**, **b**, and **d** are incorrect because there is no discovery, problem, or situation for the students to solve or re-create, because all the information is presented to them.

Social Studies

- 72. b.** The area of social studies is filled with facts, events, and records to distinguish between fact and opinion. Choice **a** is incorrect because it is relevant to writing. Choice **c** is incorrect because it is relevant to expressing information. Choice **d** is incorrect because it is relevant to conventions of English.
- 73. a.** An almanac is a reference of current information. Choice **b** is incorrect because an atlas is made up primarily of maps used to locate places. Choice **c** is incorrect because a thesaurus is a book of synonyms and antonyms. Choice **d** is incorrect because a dictionary is a book of definitions.
- 74. b.** Listing is the lowest level of cognition. Choice **a** is incorrect because the student is not being asked to apply knowledge. Choice **c** is incorrect because the student is not being asked to make an informed judgment. Choice **d** is incorrect because the student is not combining concepts.
- 75. b.** Students must be able to use new knowledge if they are to retain it. Choice **a** is incorrect because instructional objectives are not being discussed. Choice **c** is incorrect because unless students practice using information, it does not matter how long the teacher instructs. Choice **d** is incorrect because this only exposes students to the lesson over and over.
- 76. d.** The students cannot learn to be empathetic from this lesson, because they may not be able to identify similar experiences, behaviors, and responses. However, students can learn choices **a**, **b**, and **c** from this lesson.

- 77. d.** Culture is a way of life that includes patterns of behavior, ideas, values, and beliefs. Choice **a** is incorrect because identity is an awareness of one's values and beliefs as an individual and member of a group. Choice **b** is incorrect because diversity relates to understanding and respecting others' differences and similarities. Choice **c** is incorrect because being empathetic means being able to internalize the experience of others.
- 78. d.** Identity is an awareness of one's values and beliefs as an individual and member of a group. Choice **a** is incorrect because it has to do with geography and how human activity is influenced. Choice **b** is incorrect because it has to do with the resources of a place (human resources included). Choice **c** is incorrect because it has to do with relying on others in a fair exchange.
- 79. b.** The teacher is trying to connect students to learning through empathy. Being empathetic means being able to internalize the experience of others. Choice **a** is incorrect because it is an expression that doesn't connect to the lesson. Choice **c** is incorrect because it is a false statement. Choice **d** is incorrect because it has no relevance to the topic.
- 80. c.** The teacher wants students to explain the process. Choice **a** is incorrect because it does not include the explanation of the process. Choice **b** is incorrect because the central theme is not being asked to be identified. Choice **d** is incorrect because it does not connect to the task.
- 81. a.** The students will have to show relationships between major causes. Choice **b** is incorrect because it only requires students to recall or recognize information. Choice **c** is incorrect because it is at the application level; students have to apply their knowledge. Choice **d** is incorrect because it would have students make judgments, which are at the evaluation level.
- 82. d.** The teacher would want students to be able to develop a topic and collect relevant facts from the broad task. Choice **a** is incorrect because the students are not doing an analysis. Choice **b** is incorrect because they are not looking at historical facts symbolically. Choice **c** is incorrect because it is implied in choice **d** that the students will be able to support their claims.

Arts and Physical Education

- 83. b.** The picture is an image of a treble clef. Choices **a**, **c**, and **d** are incorrect.
- 84. b.** A dotted quarter note (♩.) is held for $1\frac{1}{2}$ beats. Choices **a**, **c**, and **d** are incorrect.
- 85. d.** The top number in the time signature represents the number of beats per measure. Choices **a** and **b** are incorrect because they have no relation to the time signature. Choice **c** is incorrect because that is what the bottom number in a time signature would represent.
- 86. c.** Saturated fats are usually solid at room temperature and unhealthier than unsaturated fats. Unsaturated fats are usually liquid at room temperature and necessary for the body in small amounts. Choices **a**, **b**, and **d** are incorrect.

- 87. a.** The number of calories in a food lets you know how much energy the food will give you. Choices **b**, **c**, and **d** are incorrect because they tell the amount in grams, amount of salt present, and the amount of fat present, respectively.
- 88. b.** The liver is the storage place for most of the body's nutrients. Choice **a** is incorrect because the stomach is the location where food starts to be broken down, not stored. Choices **c** and **d** are incorrect because they are not involved in the digestive tract.
- 89. d.** Water is involved in all of the body's processes. It makes up the basic part of the blood, removes waste, and regulates body temperature.
- 90. c.** Complex carbohydrates break down more slowly than simple carbohydrates (choice **a**). Choices **b** and **d** are incorrect because they are not types of carbohydrates.
- 91. a.** By mixing blue and yellow, you can produce green. Choice **b** is incorrect because green is not a primary color. Choices **c** and **d** are incorrect because they would produce orange or purple, respectively.
- 92. c.** A heart would have only one line of symmetry, whereas choices **a**, **b**, and **d** have two or more.
- 93. c.** Supplementary colors are next to each other on the color wheel. Choice **a** is incorrect because complementary colors are across from each other. Choice **b** is incorrect because there is no name for the color two colors away on the color wheel.

General

- 94. c.** According to Bloom's taxonomy, to compare is to apply skills and knowledge in other situations. Choice **a** is incorrect because it is just the recall of facts. Choice **b** is incorrect because it is the process of understanding knowledge. Choice **d** is incorrect because synthesis is higher-order thinking allowing students to take parts and create a whole.
- 95. c.** The teacher is looking to provide students with the full scope and sequence of what led up to the Gettysburg Address. Choice **a** is incorrect because the students will not be distinguishing facts and reasoned judgment. Choice **b** is incorrect because students should be able to determine the central idea or conclusions of the text without background knowledge. Choice **d** is incorrect because evidence can be cited to support analysis without background knowledge.
- 96. a.** Parliament, Britain's lawmaking body, increased taxes. Choice **b** is incorrect because a proclamation is an official announcement made by a government. Choice **c** is incorrect because the Townshend Act taxed goods brought into the colonies from Britain. Choice **d** is incorrect because the Stamp Act put a tax on documents. Choices **b**, **c**, and **d** are not parts of government.
- 97. b.** Using a line graph is the best way for students to display events over time. Line graphs show chronology. Choice **a** is incorrect because x - y plots show relationships between two or more data. Choice **c** is incorrect because pie charts are best used to represent parts of a whole. Choice **d** is incorrect because bar graphs are used to compare data between two or more items.

- 98. a.** Kinesthetic learning is correct, because it is active hands-on experience. Choice **b** is incorrect because role-playing is not a learning style. Choice **c** is incorrect because visual lessons have more to do with observing. Choice **d** is incorrect because auditory learning has more to do with listening.
- 99. d.** Auditory learners would rather listen to things than read about them. Choice **a** is incorrect because kinesthetic learners learn best from hands-on experience. Choice **b** is incorrect because tactile learners, like kinesthetic learners, learn best from experience or doing. Choice **c** is incorrect because visual learners learn best by seeing something done.
- 100. b.** The teacher is demonstrating an ability to design coherent instruction that centers on the needs of the students. Choice **a** is incorrect because knowledge of a range of resources includes things such as texts, instructional aids, field trips, and technology. Choice **c** is incorrect because an environment of respect and rapport has to do with establishing relationships with students that allow the students to flourish. Such measures could include showing appreciation, providing opportunities to get to know one another, and encouraging students to take risks. Choice **d** is incorrect because an established culture for learning has to do with setup of the classroom, display of student work, and evidence of feedback to students.
- 101. a.** The best way to demonstrate knowledge of subject and pedagogy is to develop lessons based fully on best practices. Choice **b** is incorrect because goals are developed along with instructional outcomes. Choice **c** is incorrect because assessments are ways of obtaining useful feedback. Choice **d** is incorrect because demonstrating an appreciation for each individual student lends itself to creating an environment of respect and rapport.
- 102. c.** The teacher is demonstrating professional growth and development by taking the initiative to gather research data and share findings with best practice techniques with colleagues. Choice **a** is incorrect because reflection has to do with thinking about parts of a lesson to see what went right and what needs improvement. Choice **b** is incorrect because professionalism has more to do with demonstrating integrity and ethical conduct through interactions with students and colleagues. Choice **d** is incorrect because it demonstrates knowledge of subject and pedagogy based on best practices.
- 103. d.** There are many reasons to make contact with parents of students in the class. The best reasons are to establish a partnership with families (choice **a**), keep parents informed about the instructional program (choice **b**), and build a sense of community (choice **c**). All of these actions support student learning.
- 104. b.** The reading standard that incorporates the use of context clues falls under craft and structure. The other choices do not have to do with context clues.

- 105. c.** This question allows students to use and apply their ideas, theories, and problem-solving techniques in a new way. Choice **a** is incorrect because it asks students to recall information which is at the lowest level. Choice **b** is incorrect because students can answer in their own words by stating facts, which is at level 2 (comprehension). Choice **d** is incorrect because it asks students to recall and present information, which is at level 1.
- 106. d.** Teachers need to promote an atmosphere that fosters learning. In order to do that, the teacher needs to communicate clear and concise expectations to students and parents (choice **a**), instruct students on the guiding principles for conflict resolution (choice **b**), and provide meaningful and prompt feedback (choice **c**).
- 107. a.** Motivation has the most significant influence. However, classroom management (choice **b**) is important as it helps to provide an environment conducive to academic success. Differentiated lessons (choice **c**) are tailored to meet the needs of the individual students. Assessment strategies (choice **d**) are used to describe student achievement and learning strengths and weaknesses.
- 108. b.** RtI is a framework for early concentrated intervention that centers on individual student difficulties. Choice **a** is incorrect because it has more to do with motivation. Choice **c** is incorrect because it has more to do with differentiated instruction. Choice **d** is incorrect because it has more to do with assessment techniques.
- 109. a.** The teacher is trying to assess how much the students know prior to starting the lesson. Choice **b** is incorrect because the teacher is asking students to recall information learned rather than trying to motivate them. Choice **c** is incorrect because the teacher is not meeting the individual needs of the students. Choice **d** is incorrect because it is irrelevant.
- 110. c.** The average is calculated by 758 divided by 10, which equals 75.8. Because 8 is greater than 5, the number is rounded up to 76. Choice **a** is incorrect because the points were rounded down. Choice **b** is incorrect because the number was not rounded to the nearest whole number. Choice **d** is incorrect because it was rounded to nearest tens place.

Note on Scoring

Your score on this multiple-choice exam is based on the number of questions you answered correctly; there is no guessing penalty for incorrect answers and no penalty for unanswered questions. The Educational Testing Service does not set passing scores for these tests, leaving this up to the institutions, state agencies, and associations that use the tests.

First find the total number of questions you got right on the entire test. As noted earlier, questions you skipped or got wrong don't count; just add up how many questions you got right.

Then, divide the number of questions you got right by the number of questions (110) to arrive at a percentage. You can check your score against the passing scores in the state or organization that requires you to take the exam.

If you are unsure of the passing score you will need, you can set yourself a goal of at least 70% of the answers right on each section of the exam. To find the

percentage of questions you answered correctly, add up the number of correct answers and then divide by the total number of questions in each section to find your percentage.

What's just as important as your scores during this time of study is how you did on each of the sections tested by the exam. You need to diagnose your strengths and weaknesses so that you can concentrate your efforts as you prepare for the exam.

Use your percentage scores in conjunction with the LearningExpress Test Preparation guide in Chapter 2 of this book to help you devise a study plan. Then, turn to your study materials to work more on those sections that gave you the most trouble. You should plan to spend more time on the lessons that correspond to the questions you found hardest and less time on the lessons that correspond to areas in which you did well.