Domain I - Designing Instruction and Assessment to Promote Student Learning

1.) Joshua is a three-year-old boy who often chooses to play in the block corner during free play time. For several weeks, Joshua's block constructions have consisted primarily of repetitive rows made by placing the blocks end-to-end horizontally or by stacking them vertically. Based on this information, the best assessment of Joshua's play with the blocks is that he is:

A.) too limited in his approach and needs to be stimulated to explore other types of block construction.

B.) passing through a predictable stage in his exploration of the block medium.

C.) exhibiting signs of cognitive delay and should be tested for possible cognitive deficits.

D.) showing the effects of a home environment in which materials other than blocks are used to provide cognitive stimulation.

3.) The students in an eighth-grade class represent a wide range of levels of cognitive development, from concrete operational to formal operational thought. The teacher's best strategy for adapting instruction to accommodate this degree of cognitive variation among students would be to:

A.) make use of experiential and hands-on activities to complement and illustrate more abstract content.

B.) group students as much as possible according to level of cognitive development.

C.) plan to work with students one-on-one to the greatest extent possible.

D.) target instruction at the average level of cognitive development represented by the class overall.

The item above measures competency 001:
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
A third-grade teacher finds that her class includes a number of English Language Learners who have varying levels of English language proficiency. As the school year begins, the teacher is considering ways to adapt instruction and assessment to meet these students' needs.

5.) The teacher plans to modify lessons and materials for the English Language Learners in ways that will address their language needs and facilitate learning. In making the modifications, it is most important for the teacher to create modified lessons and materials that:

A.) present simplified, less academically demanding versions of the content and concepts that are included in the original lessons.

B.) include only those words and language structures that are already familiar to the English Language Learners.

C.) focus mainly on acquisition of basic knowledge through teacher presentations and guided practice.

D.) address the same instructional goals and objectives as those addressed in the original lessons.

6.) When assessing the English Language Learners in his classes, the teacher can best ensure accurate assessment of the students' learning by:

A.) using various assessments, including written, oral, and performance measures, to allow students multiple opportunities to show what they have learned.

B.) permitting the students to determine on their own when they are ready to be assessed in particular areas of instructional content.

C.) assessing the students frequently (e.g., on a weekly basis) so that intervals between tests are short and the amount of material assessed at any one time is minimized.

D.) placing equal emphasis on the teacher's assessment of student learning and students' assessment of their own learning.

The item above measures competency 002:
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

12.) A first-grade teacher plans to spend time each day reading aloud to her class. The primary goal of this activity is to promote students' appreciation and enjoyment of reading. In selecting books for this purpose, it is most important for the teacher to ensure that the books she chooses:

A.) reflect situations likely to be equally familiar to all students.

B.) have clear connections to the content that students will be learning.

C.) feature controlled vocabulary with which all first graders should be familiar.

D.) are engaging and of interest to the students.
13.) The most important reason for planning an entire unit before beginning instruction in it is to:

A.) facilitate moving from one topic to another in the unit according to students' interests and needs.

B.) allow the unit's summative assessment tool to be created before developing lesson plans.

C.) ensure that the content and learning activities are sequenced in a logical and coherent manner.

D.) determine whether the topic of the unit is appropriate given the age and developmental level of the students.

The item above measures competency 003:
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

18.) Five-year-old Anita enrolls in a kindergarten class halfway through the year. Although anecdotal school records and parent conferences indicate that Anita has highly developed social skills, her new teacher observes that her play is typical of much younger children. In assessing this situation, it is most important for the teacher to recognize that:

A.) the children in the class may be more socially advanced than the children with whom Anita is used to playing.

B.) a child's reversion to a less advanced stage of play should be discouraged quickly and strongly.

C.) the information about Anita's previous social history may not be accurate.

D.) children often revert to less advanced levels of play in response to situations that they find stressful.

19.) Of the following, a teacher's best strategy for improving the functioning of small groups in the classroom would be to:

A.) permit students to have a voice in determining the membership of their working groups.

B.) identify students with dominant leadership skills and ensure that at least one such student is assigned to each group.

C.) base students' grades for group work largely on how effectively the group collaborated.

D.) help students conduct post-project evaluations to review their group's performance and generate principles of effective collaboration.

The item above measures competency 004:
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
Domain III - Implementing Effective, Responsive Instruction and Assessment

31.) A second-grade teacher plans to address the following science objective with his class. The student knows that systems are made up of parts, and that systems may not work when parts are separated from the whole. Which of the following strategies is most likely to help the teacher communicate this concept effectively to his second graders?

A.) repeating the concept a number of times, using somewhat different words to describe it each time.

B.) using a familiar example to illustrate the concept, such as showing that a flashlight without a battery will not work.

C.) drawing a diagram of a simple system on the board, and showing how the parts of the system connect.

D.) defining key words for students (e.g., system, whole, part) before beginning an explanation of the concept.

32.) A middle school science teacher is planning a lesson to introduce a class to the concept of equilibrium in various types of systems. Which of the following teacher strategies is most likely to help promote students' understanding of a concept of this type?

A.) Begin the lesson by having students write down what they believe the word equilibrium might mean based on their prior knowledge of related words (e.g., equal, equivalent).

B.) Use examples that are familiar to students from their own lives and experiences to illustrate the concept.

C.) Give students a list of the lesson's key terms and their definitions, and have students refer back to the list as each term is used in the lesson.

D.) Incorporate into the lesson ample time for teacher repetition of main ideas and for student questions.

The item above measures competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

37.) A third-grade teacher plans a social studies unit that will include teacher presentations, whole-class and small-group discussions, a presentation by a guest speaker, a video, a small-group activity, and a field trip. Of the following, the most important advantage of the teacher's instructional plan is that it:

A.) facilitates the flexible pacing of lessons by the teacher in response to diverse student learning needs.

B.) enables the teacher to cover a greater amount of instructional content in less class time.

C.) gives students with varied learning preferences multiple chances to process and reinforce unit content.

D.) facilitates teacher efforts to organize and sequence instruction in a logical, coherent way.
38.) A third-grade teacher meets with a student who is having trouble understanding a chapter of a story the student is reading. The teacher begins by asking the student to describe what she has read so far. Of the following, the primary benefit of this approach is that it will:

A.) help the teacher provide instruction that is responsive to the student's specific needs.

B.) prompt the student's development of a sense of ownership of her own learning.

C.) encourage the student to apply higher-order thinking skills to the task.

D.) promote the student's awareness of her own learning strengths and needs.

The item above measures competency 008:
The teacher provides appropriate instruction that actively engages students in the learning process.

43.) A first-grade teacher accompanies his class to the school's computer lab three times a week for computer instruction. Which of the following is the most important educational principle that should be followed with regard to this program?

A.) Computer classes should consist of skills lessons that are presented in a predetermined sequence at a standardized pace.

B.) Computer instruction should focus primarily on the skills and software of greatest interest to the majority of students in the class.

C.) Computer skills should be taught primarily in the context of what students are learning in their regular classroom.

D.) Computer skills should be presented primarily in a drill-and-practice format to allow the most efficient use of time and resources.

44.) Students in a third-grade class have been writing stories about animals for their library of student-made books. One student wants to download photos from a Web site on the Internet to illustrate her story. The teacher agrees and requests that the student identify the Web site beneath the pictures in her story. Which of the following is the most important reason for asking the student to do this?

A. It will enable other students who read her story to find that Web site readily.

B. It will promote the student's understanding of the importance of citing sources for her work.

C. It will facilitate the teacher's development of a catalog of useful and interesting Web sites.

D. It will permit the teacher to verify the student's mastery of a specific learning objective in technology.

The item above measures competency 009:
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

47. A first-grade teacher recently created a new science learning center and wishes to evaluate its effectiveness. The teacher can best do this by using which of the following strategies?

A.) Observe students as they work in the new center and use the materials that are available there.
B.) Compare students' overall interest in science before and after the new center was created.

C.) Try using the new center as students are expected to use it to determine whether it functions as intended.

D.) Create a system for monitoring how many students use the new center each day and the number of times individual students return to the center.

48. Which of the following best describes the role that parents/guardians should play in assessment in an early childhood classroom?

A.) Teachers should ask parents/guardians to serve as advisors as to what tests should be administered to their children and under what conditions.

B.) Parents'/guardians' role in assessment should focus on a child's personal growth rather than the child's cognitive or academic growth.

C.) Parents/guardians should be urged to provide and help interpret information about their child's educational program.

D.) Teachers should not expect parents/guardians to play a role in assessment.

The item above measures competency 010:
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.