TRIAL QUESTIONS FOR APTITUDE TEST   ADII   A

1. Teachers who are respected and liked are associated with greater student satisfaction and higher achievement
   a) **True**
   b) false
2. A teacher can exhibit referent power from the first day of class by giving students a sense of belonging and acceptance
   a) **True**
   b) false
3. Classrooms have norms when most of the students agree on what is and is not socially acceptable classroom behaviour
   a) **True**
   b) false
4. Social psychologists believe that the process of group formation begins when its members agree to go against the norms of the group
   a) True
   b) **False**
5. Establishing rules and procedures is one of the least important classroom management tasks
   a) True
   b) **False**
6. The performing stage begins when students want to show they can do some things independently of the teacher
   a) **True**
   b) False
7. The teacher cannot alter the classroom climate, but should work for student success regardless of the climate
   a) True
   b) **False**
8. During the first few weeks of school, teachers should focus almost exclusively on school work and rules and exclude concerns about inclusion concerns of students
   a) True
   b) **False**
9. Not enforcing rules consistently will keep rules from being effective
   a) **True**
   b) False
10. Closure is simply ending the lesson
    a) True
    b) **False**
11. Teachers can do very little to influence classroom norms
    a) True
    b) **False**
12. The physical arrangement of a classroom contributes little to the overall social climate
    a) True
    b) **False**
13. Referent power is the kind of influence a teacher gains with students when they feel their teacher is trustworthy, fair, and concerned about them as individuals
    a) **True**
    b) False

14. If group members rebel against group norms, it is a sure sign that the norms were improperly established
    a) True
    b) False
15. One of the best ways to communicate "withitness" is through use of eye contact
    a) True
    b) False
16. Studying Reward power is so strong that it eradicates the value of any other kind of teacher power in the classroom
    a) True
    b) False
17. It is helpful to display a listing of prior assignments somewhere in the classroom for students who miss class or need to make up work for some reason
    a) True
    b) False
18. Coercive power is the most effective type of social power teachers can use to establish a healthy and productive classroom environment
    a) True
    b) False
19. Competitive activities have little value in establishing or maintaining an effective classroom climate and should thus be avoided
    a) True
    b) False
20. Even if a lesson has gone well, closure is still important to help students remember what was learned and place it in perspective
    a) True
    b) False
21. Glasser believes that there is no excuse for disrupting an environment designed to meet learners needs
    a) True
    b) False
22. The classroom management tradition offers extensive immediate solutions for behavior problems
    a) True
    b) False
23. Components of low-profile classroom management for dealing with surface misbehavior are anticipation, deflection, reaction, and resolution
    a) True
    b) False
24. When disruptive behavior occurs that cannot be anticipated or redirected, the primary goal should be to end the behavior as quickly as possible
    a) True
    b) False
25. When the consequences following a behavior changes the probability of that behavior's occurrence, reinforcement has occurred
    a) True
    b) False
26. Positive reinforcement acts as a reward only if the learner who is receiving it considers it a reward
    a) True
    b) False
27. Warnings with no consequences may undermine the integrity of the rules and the teacher
    a) True
    b) False
28. Without appropriate reward and punishment from parents, school interventions will seldom have a lasting effect in relation to misbehaviour
    a) True
    b) False

29. A moment of reflection after a parent conference will help to sharpen a teacher's parent-conferencing skills
   a) **True**
   b) False
30. In applying the behaviorist approach, one of the things that should be done is to identify both the inappropriate behavior that needs changing and the appropriate behavior needed to take its place
   a) **True**
   b) False
31. Students can, in almost all cases, control their behavior if expected and allowed to do so
   a) **True**
   b) False
32. It is generally best for the teacher to choose the punishment for a misbehaving student since a disruptive student has yielded his or her right to agency and privilege
   a) True
   b) **False**
33. It takes time to establish a successful classroom routine, so new teachers shouldn't be overly concerned about management issues until after the first month of school
   a) True
   b) **False**
34. If you are teaching students a classroom rule at the beginning of the year, you should keep teaching it until it is learned
   a) **True**
   b) False
35. When learning a concept, both examples and non-examples are important in helping to learn essential and nonessential attributes of the concept
   a) **True**
   b) False
36. The direct instruction model is a teacher-centered strategy in which the teacher is the major information provider
   a) **True**
   b) False
37. Research indicates that cooperative learning functions and behaviors are among those that correlate highest with student achievement measured by standardized tests
   a) True
   b) **False**
38. A direct instruction format is usually not the best to use when the content being taught represents task-relevant prior knowledge for subsequent learning
   a) True
   b) **False**
39. Direct instruction is most appropriate when presenting complex skills and problem solving
   a) True
   b) **False**
40. For direct instruction, a primary ingredient is presenting the material in small steps
   a) **True**
   b) False
41. When using direct instruction the rule is presented first, followed by examples
   a) **True**
   b) False
42. Without attention there can be no learning
   a) **True**
   b) False
43. A brisk pace producing 60% to 80% correct answers helps to minimize irrelevant responses and classroom distractions
   a) **True**
   b) False

44. When questioning, verbal punishment is less time consuming and more productive than encouragement and corrective feedback
    a) True
    b) False
45. Independent practice should help students internalize a behavior or response so that it becomes automatic
    a) True
    b) False
46. It is important to give detailed feedback to students as they begin to practice a new skill or behavior so they can avoid any errors
    a) True
    b) False
47. Direct instruction is most efficient for teaching Type 1 learning outcomes such as facts, rules, and action sequences
    a) True
    b) False
48. A good way to determine when to reteach a concept to the whole class is to see how many high and low performers made errors on the practice assignment
    a) True
    b) False
49. A teacher should determine what type of feedback to offer a student based on the correctness and surety of the student's response
    a) True
    b) False
50. Information taught in a direct instruction format is most easily tested through multiple choice, listing, matching, and fill-in exercises
    a) True
    b) False
51. Teachers should use the most powerful prompt possible to help learners perform, even if a less intrusive prompt may work
    a) True
    b) False
52. Programmed instruction, computer-assisted instruction, peer and cross-age tutoring, and some audiolingual approaches can also be used for direct instruction
    a) True
    b) False
53. A lecture-recitation format involves only teacher lectures and students' responses to questions
    a) True
    b) False
54. Direct instruction methods correlate highest with student achievement on standardized measures
    a) True
    b) False
55. Research has shown that most teachers begjn direct instruction lessons with review and checking to find out if students have mastered task-relevant knowledge from the previous lesson
    a) True
    b) False
56. Reflective teacher de-emphasizes lecturing and telling
    a) True
    b) False
57. Academic grouping is used to increase a student's self-esteem
    a) True
    b) False
58. Hereditarians believe that heredity, rather than the environment, is the major factor in determining intelligence
    a) True
    b) False

59. Mastery of task-relevant facts, skills, and understanding make possible future learning
    a) **True**
    b) False
60. Failure to attain concepts at a higher level in the instructional plan may indicate a failure to have adequately attained task-relevant prior behaviors
    a) **True**
    b) False
61. When learners speak one language at school and another language at home, they often have difficulty transferring their prior experiences to the classroom
    a) **True**
    b) False
62. Being accepted as a member of a group is not an important step for a student to become successful
    a) True
    b) **False**
63. Field dependence and independence are individual traits that change frequently during a person's life
    a) True
    b) **False**
64. Tracking is a system wherein learners are divided at the beginning of the school year based on their prior achievement
    a) **True**
    b) False
65. Social class is a less important factor in educational achievement than is race/ethnicity
    a) True
    b) **False**
66. Learning styles are stable across children and rarely vary according to race or culture
    a) True
    b) **False**
67. The practice of ability grouping can actually increase differences in academic performance between groups
    a) **True**
    b) False
68. Psychologists like Erikson suggest that certain aspects of personality develop or dominate at certain periods in our lives. This idea is important for teachers so they can plan ways to teach other personality traits to students
    a) True
    b) **False**
69. Teachers must adjust both content and their teaching practices to the average student in the classroom
    a) True
    b) **False**
70. According to Sternberg, one's ability to adapt to the environment may be a helpful measure of one's intelligence
    a) **True**
    b) False
71. Social competence is more important in school learning than is IQ
    a) **True**
    b) False
72. Adaptive teaching means to apply the same instructional strategy to different groups of learners so that all students experience each strategy
    a) True
    b) **False**
73. Although learning is influenced by several layers or systems, the systems view offers little practical information for day-to-day instructional planning
    a) True
    b) **False**

74. Some researchers and educators believe that intelligence can be influenced through instruction in specific areas
    a) True
    b) False
75. Compensatory instruction is designed to help a student gain needed information or skills in order to benefit from planned instruction
    a) True
    b) False
76. Students from low SES (socioeconomic status) homes have generally had a good deal of experience with the same kinds of activities that go on at school
    a) True
    b) False
77. Students need successful horizontal relationships so they can compare themselves with others
    a) True
    b) False
78. It is more important to know a student's general ability and intelligence rather than his or her specific aptitudes
    a) True
    b) False
79. All anxiety interferes with learning
    a) True
    b) False
80. Some researchers claim that humans have specialized abilities which influence general performance
    a) True
    b) False
81. Goals are usually derived from objectives and provide direction as to what strategies should be used
    a) True
    b) False
82. Reports from educational groups have called for an increase in the number of school hours as well as a higher standard in grading
    a) True
    b) False
83. Unobserved activities, such as mental creations or activities occurring only in the learner's mind, constitutes evidence that learning has occurred
    a) True
    b) False
84. "Given five quadratic equations, the students will be able to solve the equations correctly in 80% of the cases." This statement is an example of a behavioral objective
    a) True
    b) False
85. Criterion level is used interchangeably with level of proficiency
    a) True
    b) False
86. Audience, conditions, and criterion level are the three essential components of a behavioral objective
    a) True
    b) False
87. Authentic tests ask learners to display their skills in a situation similar to a real-world setting
    a) True
    b) False
88. Many lower-order behaviors must be learned before higher-order behaviors can be attempted
    a) True
    b) False
89. The cognitive, affective, and psychomotor domains are mutually exclusive, that is behaviors listed in one domain are not needed to attain those listed in other domains
    a) True
    b) False

90. Objectives may contain behaviors from one, two, or all three of the domains
   a) True
   b) False
91. All objectives require a single correct response
   a) True
   b) False
92. Generally, those behavioral objectives requiring higher level cognitive, affective, and psychomotors skill will be more authentic
   a) True
   b) False
93. Behaviors of less complexity are always easier to teach than those at higher levels
   a) True
   b) False
94. The purpose of the content-by-behavior blueprint is to help teachers discover behaviors they may have failed to include in their lesson plans
   a) True
   b) False
95. A good reason for stating the level of performance in a behavioral objective is to provide some way to determine whether the behavior has been obtained
   a) True
   b) False
96. An authentic objective is one which reflects behaviors most like those needed for living in the "real" world
   a) True
   b) False
97. Tacit knowledge represents what works and is discovered through everyday experiences over a long period of time
   a) True
   b) False
98. In school curriculum guides, content and the level of behavioral complexity are clearly and specifically defined
   a) True
   b) False
99. Task-relevant prior knowledge shows the necessity for a certain lesson sequence
   a) True
   b) False
100.   Building on previously taught learning provides increasingly more authentic and higher-order thinking outcomes at the unit level
   a) True
   b) False
101.   Interdisciplinary units may help students find out what they need to know and learn rather than always expecting the teacher to give it to them
   a) True
   b) False
102.   The written format for an interdisciplinary unit is the same format used for a disciplinary unit
   a) True
   b) False
103.   With some effort in planning, the teacher can find an entry level of a lesson to be equal to all the students needs in the class
   a) True
   b) False
104.   Computer-assisted instruction is most effective when used to reinforce previously taught material
   a) True
   b) False
105.   In order for a behavior to be authentic, it must always be taught the way it is used in daily life
   a) True
   b) False

106. Lesson plans need to be short and still provide all the ingredients necessary for the lesson if they are to be practical and effective
   a) **True**
   b) False
107. Curriculum guides usually specify clearly the level of behavioral complexity students are expected to attain in a particular grade or course
   a) True
   b) **False**
108. Adopted texts and other materials fail to sequence content according to the needs of specific learners
   a) **True**
   b) False
109. Unit plans precede lesson plans so you know where you're trying to take your students
   a) **True**
   b) False
110. Computer-assisted instruction is most effective for teaching new material to under-prepared students
   a) True
   b) **False**
111. Beginning teachers generally include too much new material in their lessons
   a) **True**
   b) False
112. It is best to plan evaluative activities like tests and research papers near the middle of a unit so students can see what else they need to learn before the unit ends
   a) True
   b) **False**
113. It is generally recommended that cross-age tutors be separated from their tutees by 3-4 grade levels
   a) True
   b) **False**
114. A true system does not exist unless the relationships among parts of the system or unit are planned to connect and build over time
   a) **True**
   b) False
115. Once determined, criterion levels of behavioral objectives should not be altered
   a) True
   b) **False**
116. Teachers should organize and sequence curriculum content according to the needs of their students
   a) **True**
   b) False
117. Teachers should depend primarily upon curriculum guides and textbooks to determine how much content to include in each lesson of a unit
   a) True
   b) **False**
118. True or False and multiple- choice questions require a greater use of judgement than performance assessments
   a) True
   b) **False**
119. Performance assessments are meant to serve and enhance instruction rather than being just a test given to assign a grade.
   a) **True**
   b) False
120. The purpose of a test blueprint is to create a format for grading and future tests-saving a teacher time and effort in writing tests.
   a) True
   b) **False**

TRIAL QUESTIONS FOR APTITUDE TEST   ADII B

1. **To increase the confidence of the teacher**
   a) Selection of suitable strategy is needed
   b) Well preparation of the material aids is required
   c) **Well preparation of the content is required**
   d) Class room discipline is a must
2. **Which types of person should enter in the field of teaching?**
   a) Meritorious persons
   b) **Devoted and laborious persons**
   c) General persons
   d) Economically weak persons
3. **All of the following are the advantages of lecture strategy except:**
   a) **It will increase the oral communication powers of pupils**
   b) More content can be presented to pupils in less amount of time
   c) Objectives of cognitive as well as effective domains of behavior can be achieved
   d) Habit of concentrating to teaching for a longer period can be developed
4. **Major advantage of supervised study technique is that:**
   a) Problems of learning disabled and backward pupils can be removed
   b) All of the above
   c) **Self-learning habits and self-confidence can be developed in pupil**
   d) Formative evaluation of teaching is possible
5. **A very important quality of a good student is:**
   a) To come to school on time
   b) To be quite and well behaved
   c) To always obey the teacher
   d) **To make an effort to understand what is taught in class**
6. **The primary duty of a teacher is to be responsible to his/her:**
   a) **Students**
   b) Nation
   c) Society
   d) Family
7. **To study the functioning of the unconscious mind, which of the following techniques can be most profitably used?**
   a) Situational tests
   b) **Projective techniques**
   c) Case studies
   d) Personality inventories
8. **What should teacher do after teaching the lesson?**
   a) He should give those answers of the Questions of the lesson
   b) He should ask to do Question answers of the lesson
   c) **He should test the understanding of the students**
   d) He should leave them if they may write or not
9. **The information about internet and computer makes children?**
   a) Give more knowledge
   b) **Increase the knowledge of the information**
   c) Make him best disciple
   d) More intelligent
10. **One of the students of a class hardly talks in the class. How would you encourage him to express himself?**
    a) By organizing discussions classroom activities
    b) By encouraging children to take part in
    c) **By organizing educational games/programmers in which children feel like speaking**
    d) By giving good marks to those who express themselves well
11. **Primary teachers should give top priority to_____?**
    a) Understanding the community
    b) Understanding the colleague Teachers
    c) **Interaction with the parents**

d) Understanding the child

12. **The best technique of teaching at primary stage is_____?**
   a) Self-learning
   b) The traditional black-board and chalk technique
   c) **Game technique**
   d) Practical training

13. **A student having scientific attitude:**
   a) Gets goods job
   b) Becomes courageous
   c) Studies systematically
   d) **Thinks rationally**

14. **When a teacher enters his class on the first day the theme of discussion should be_____?**
   a) Course-content
   b) School principal
   c) School building
   d) **Introduction**

15. **_____ is a teacher centered model that focuses on student's activities being guided by the teacher?**
   a) Thinking Model
   b) Pedagogical Model
   c) **Directive Model**
   d) Indirect Model

16. **Any method of teaching which involves two or more students, can be termed as_____?**
   a) Class task
   b) **Group Work**
   c) Class work
   d) Group task

17. **The technique in which the students act out roles form stories or historical events, is termed as:**
   a) Drama
   b) Simulation
   c) Play
   d) **All of the above**

18. **One way to maximize teaching time shorten delays due to transitions and focus on student's behavior is used to establish _____ in the classroom?**
   a) Procedures
   b) Rules
   c) **Routines**
   d) None of these

19. **_____ is pair activity in which students have exactly 30 seconds to share all they known**
   a) **Quick talk**
   b) Quick intro
   c) Quick response
   d) Quick discussion

20. **The new curriculum should be introduced_____?**
   a) Abruptly
   b) Continuously
   c) **Gradually**
   d) relatively

21. **Curriculum revision should be a/an _____ process?**
   a) Abrupt
   b) **Continuous**
   c) Gradual
   d) relative

22. **Robert Sternberg, a famous psychologist, argued that creativity requires _____ different types of intelligence.**
   a) **3**
   b) 4
   c) 5
   d) 6

23. **Evaluation of the process of curriculum development should be made_____?**
    a) Abruptly
    b) **Continuously**
    c) Gradually
    d) relatively
24. **The term heuristic means _____ in decision making.**
    a) brain storming
    b) calculations
    c) thoroughness
    d) **mental shortcuts**
25. **According to Socrates of Meno, virtue is_____?**
    a) Teachable
    b) **Unteachable**
    c) Reachable
    d) unreachable
26. **The teacher should know the following thing:**
    a) What information is required by children?
    b) What was last known to the children?
    c) **In which field difficulty is faced by the children?**
    d) What is the known to the children before hand?
27. **Which of the following is not emphasized in memory level of teaching?**
    a) Presenting the subject matter by giving least freedom to pupils
    b) Helping the pupils generalize the acquired knowledge
    c) **Conducting tests along with teaching**
    d) Cramming of the learnt material
28. **If one child gives answers to all the Questions at first in your class but disturbs the rest of the children and roams here and there in the class then what will you do?**
    a) Tell him not to do like that
    b) Punished him
    c) **Engage that child in more activities than rest of the children of the class so that he may learn new things**
    d) Complain the guardians that his child is breaking the discipline
29. **The students learn most from those teachers who:**
    a) **Are gentle**
    b) Are always ready for discussion
    c) Express their ideas comprehensively and clearly
    d) Works hard
30. **The psychological environment of the class is mainly the duty of_____?**
    a) Student himself
    b) **Class teacher**
    c) Principal
    d) Subject teacher
31. **In evaluation approach of lesson planning:**
    a) Teaching strategies and material aids are mentioned in a separate column
    b) Objectives to be realized are written against each teaching point
    c) Activities of the teacher and pupils are mentioned separately
    d) **All of the above**
32. **Bright students can be motivated well by:**
    a) **Raising their aspiration level and goals of life**
    b) Introducing novelty in strategies
    c) Giving them quick feedback
    d) None of these
33. **On which basis the ability of teachers can be judged?**
    a) To fulfill the needs of the students
    b) **Personality of the teacher**
    c) Period of the service
    d) Publication of the book
34. **The able teacher is one who:**
    a) **Engages the students in their work**
    b) Inculcates the interest in the subject among students

c) Helps all the students in passing the examination
d) Maintains peace in the class

35. **While delivering lecture in the class a teacher:**
    a) Take the help of notes
    b) **Must give illustrations to clarify the difficult points**
    c) Deliver long lectures
    d) All of the above

36. **Regular changes in teaching strategies in the class is required:**
    a) To match it with ability level of pupils
    b) To reduce the burden level of pupils
    c) To match content and objective with strategy
    d) **All of the above**

37. **When a student asks a Question to which the teaching has no direct, correct answer. What should the teacher do?**
    a) Tell the student not to ask such irrelevant
    b) **Tell the student that he would give the correct answer later**
    c) Give some vague answer and satisfy the student Questions
    d) Ask the student-to find out the answer himself from books in the library

38. **The philosopher who worked in mathematical and scientific didactic was?**
    e) Jean Piaget
    f) John Dewey.
    g) **Martin Wagenschein**
    h) Lev Vygotsky

39. **The book Emile or "On Education" on the nature of education and man is written by_____?**
    a) Aristotle
    b) Plato
    c) John Dewey
    d) **Rousseau**

40. **According to John Dewey, school is a _____ institution, and education is a _____ process.**
    a) social, philosophical
    b) **social, social**
    c) philosophical, logicall
    d) environmental, psychological

41. **The conclusion of a deductive argument is_____?**
    a) **Certain**
    b) Experience
    c) Observation
    d) probable

42. **The reasoning in which the given statements are viewed as supplying strong evidence for the truth of the conclusion is called_____?**
    a) Deductive Reasoning
    b) **Inductive Reasoning**
    c) Qualitative Reasoning
    d) Quantitative Reasoning

43. **Generally students like those teachers who:**
    a) Dictate notes in the class
    b) **Remove the difficulties of the subject**
    c) Reveal important Questions before examinations
    d) Are self-disciplined

44. **Child development is marked by interrelated processes, which one is not one of them?**
    a) Differentiation
    b) **Motivation**
    c) Integration
    d) Learning

45. **What type of class climate you would prefer?**
    a) A well behaved class students speaking only when asked
    b) An active class following the rules prescribed by you
    c) **A highly interactive and self disciplined class**

d) A quiet and highly attentive clas

46. **Developing new rules and principles on the basis of given facts and information in memory level is called_____?**
    a) Association
    b) **Generalization**
    c) Application
    d) Assimilation

47. **What should teacher do before teaching the lesson?**
    a) He should tell the answers of the lessons first
    b) Lesson should be read by a student
    c) He should point out the meaning of difficult words of the lesson, first
    d) **He should tell the main objectives of the lesson**

48. **Which of the following is not the part of educational technology?**
    a) Use of motivation techniques in the class
    b) Construction of measuring instruments for evaluation of instructional outcomes
    c) **Comparison of performance of two different classes or schools**
    d) Selection of suitable teaching strategies

49. **Which of the following purposes is served by lesson plan?**
    a) Psychological teaching is possible
    b) Suitable learning environment can be created in the class
    c) A teacher can stick to his content
    d) **All of the above**

50. **Which of the following strategies is most suitable for introducing a lesson?**
    a) Demonstration
    b) **Questioning**
    c) Narration
    d) Lecture

51. **Purpose of evaluative phase of teaching is:**
    a) To know to what extent objectives are realized
    b) To know the shortcoming of the teacher
    c) To know the effectiveness of strategies
    d) **All of the above**

52. **Which is the best method of study of child behavior?**
    a) Inspection method
    b) Interview method
    c) Practical method
    d) **Personal study method**

53. **Which of the following teaching aids helps the pupils to study, analyses and compare date?**
    a) **Graphs**
    b) Maps
    c) Diagrams
    d) Pictures

54. **Evaluation approach of lesson planning is criticized on the ground that:**
    a) No effort is made to integrate different teaching points
    b) It is highly structured where teacher dominates over pupils
    c) It does not take individual difference of pupils into account
    d) **All of the above**

55. **Complexities of scoring of matching types of tests can be reduced by_____?**
    a) Assigning only one mark for the item
    b) Increasing the items in two columns
    c) **Supplementing the matched items with four alternative items**
    d) None of these

56. **Guidance removes:_____?**
    a) The personal problems of the individual
    b) Psychological problems of the individual
    c) The social problems of the individual
    d) **All of the above**

57. **Three merits of proficiency test are_____?**
    a) **Approval, reliability and subjective**
    b) Subjectivity, dexterity and approval

c) Approval, subjectivity and reliability
d) Approval, dexterity and objectivity

58. **Guidance differs from counselling in which of the following manner?**
    a) Guidance is a group process while counselling is a one to one contact
    b) Guidance mostly covers social aspects while counselling is a learning oriented process and reduces the learning problems of the individual
    c) Guidance is a broader concept than counselling
    d) **All of the above**

59. **When a child responds to all women who wear black suit because of the black suit of her mother, it is the example of_____?**
    a) Internal inhibition
    b) **Generalizations**
    c) Assimilation
    d) All of the above

60. **What is meaning of growth?**
    a) Change related to measurement
    b) Change related to result
    c) **Both A. and B.**
    d) None of these

61. **The able teacher is one who:_____?**
    a) Inculcates the interest in the subject among students
    b) Helps all the students in passing the examination
    c) **Engaged the students in their work**
    d) Maintains peace in the class

62. Which is the correct listing showing the most general to the most specific
    a) Objectives, goals, standards
    b) Goals, objectives, standards
    c) Standards, objectives, goals
    d) **Standards, goals, objectives**

63. Several educational groups and associations have stated that schools should develop instruction that is focused on
    a) Memorization
    b) **a thinking curriculum**
    c) workbook exercises
    d) drill

64. Based on the goals they have established for students, reports from educational associations indicate that schools may have
    a) been doing a good job of educating students
    b) educated students to be prepared in real-world situations
    c) **lost sight of their role in teaching student how to think**
    d) none of the above

65. To qualify as a behavioral objective, the behavior being addressed must be
    a) Observable
    b) Attainable
    c) Measurable
    d) **Both a and c**

66. Which is not involved in writing a behavioral objective
    a) **Stating how the teacher is going to introduce the lesson**
    b) Identifying a specific goal that has an observable outcome
    c) Stating conditions under which learning can be expected to occur
    d) Specifying the criterion level

67. Which of the following is the most appropriate word to use in a behavioral objective
    a) Appreciate
    b) Believe
    c) **Describe**
    d) Indicate

68. "The student will assess the proposition presented by today's speaker of a plan that uses knowledge of the causes of the Revolutionary War for solving one of the social problems of today." This statement represents which level of cognitive performance
    a) Analysis

b) Application
c) Comprehension
d) Evaluation

69. Which of the following expressions is used to describe the objectives at the naturalization level of the psychomotor domain
    a) Effortless
    b) Align
    c) Independently
    d) With Balance

70. Which of the following expressions best describe the objectives at the organization level of the affective domain
    a) Prefer
    b) Formulate
    c) Obey
    d) Comply

71. Planning is the systematic process of deciding what and how students should learn. When teaching, teachers make one such decision approximately
    a) Every five Minutes
    b) Every ten Minutes
    c) Every two Minutes
    d) Every fifteen Minutes

72. A review of research by Clark & Peterson (1986) found that teachers spend more of their time, approximately 43%, planning instruction around
    a) Assessment
    b) Characteristics of the learner
    c) Classroom Management
    d) Curriculum

73. Ms. Ansah is planning a unit on geometry for her 7th-grade math class. She is planning to start with the most concrete concepts first and step-by-step work her way up to the more abstract concepts. This is called
    a) Vertical Unit Planning
    b) Lateral Unit Planning
    c) Horizontal Unit Planning
    d) Interdisciplinary Unit Planning

74. Ms. Owusu is planning a unit on weather wherein she will use scientific terms and descriptions about the weather. She will have the students use their math ability to calculate temperatures in Fahrenheit and Celsius. The students will study historical weather patterns and write about their findings. Ms. Owusu is using
    a) Vertical Unit Planning
    b) Lateral Unit Planning
    c) Hierarchical Unit Planning
    d) None of the above

75. When writing a lesson plan, the teacher should
    a) consider how many students will be taught
    b) determine where to start
    c) provide for learner diversity
    d) Both b and c

76. When grouping students homogenously during a unit, it should be for
    a) learning skills relevant to a specific task
    b) a short period of time
    c) Learning Centers
    d) Both a and b

77. Tutoring is most effective when
    a) tutor and tutee are the same age
    b) tutoring is used as an adjunct to regular instruction
    c) tutors have been trained
    d) Both b and c

78. Openers are designed to
    a) Bore
    b) Stimulate

    c) Bewilder

    d) Both B and C

79. Ms. Anani informs her class of the objectives on which her lesson will focus. She does this by stating the objectives and then giving them examples of tasks they should be able to perform by the end of the lesson. By doing this she is trying to

    a) help them know what to focus on during the lesson

    b) help them organize their thinking

    c) teach to the test she will be giving

    d) Both a and b

80. Non-evaluative eliciting activities

    a) should be used early in the instruction

    b) are to encourage responses without a test anxious atmosphere

    c) Both a and b

    d) None of the above

81. Students know when a teacher, especially a new one, feels uncertain and lacking confidence because

    a) students realize their lack of subject matter knowledge

    b) students are attuned to body language

    c) students don't trust them

    d) none of the above

82. Of all the types of power a teacher can have, the two that teachers have to earn are

    a) expert and referent power

    b) legitimate and reward power

    c) expert and coercive power

    d) legitimate and referent power

83. Keeping up to date with developments in their field, completing in-service and graduate programs, attending seminars and workshops are ways teachers achieve

    a) Legitimate Power

    b) Referent Power

    c) Expert Power

    d) Coercive Power

84. Mariam is having trouble with her schoolwork and it is just the fourth week of school. She can't concentrate during class on what the teacher is saying. Her best friend moved to another city over the summer and Maria has not yet found a friend or group of friends to be a part of. Maria feels she has no one with whom to share her feelings. She will continue to have problems until

    a) she develops trust

    b) her low grades motivate her to improve

    c) she feels valued as a group member

    d) both a and c

85. Distancing and centering behaviors are a normal part of group development. However, these are more likely to happen when a teacher

    a) gives assignments the students don't like

    b) doesn't let a student work with a particular group for cooperative learning activities

    c) initially establishes authority by virtue of position rather than competence or credibility

    d) Both b and c

86. Classroom norms are

    a) the same as rules and procedures

    b) more personally meaningful than rules

    c) usually ignored by most of the class

    d) none of the above

87. In the upper grades, the most flexible classroom furniture arrangement is

    a) traditional, i.e., desks in rows with the teacher's desk at the front

    b) desks in a circle with teacher's desk at the side

    c) desks arranged in groups of four for cooperative learning groups

    d) both a and b

88. Rules and procedures needed for effective classroom management are rules

    a) related to cafeteria behaviour

    b) related to classroom conduct

    c) that need to be given the first day of school

    d) both b and c

89. A teacher's ability to keep track of more than one thing at a time is called

a) Monitoring
b) **with-it-ness**
c) transitioning
d) eye contact

90. Problems in transition occur because
    a) learners are not ready to perform the next activity
    b) learners don't know how they are to behave during transition
    c) learners prefer only one activity during a class period
    d) **both a and b**

91. Successful groups tend to pass through which of the following series of stages
    a) **Forming (acceptance); Storming (resolving concerns about shared influence); Norming (resolving concerns about work); Performing (resolving concerns about freedom, control, self-regulation)**
    b) Forming (meeting one another); Storming (engaging in natural conflict); Norming (comparing the class against others); Performing (demonstrating achievement

92. **Which of the following strategies are included in indirect instruction**
    a) cooperative learning and programmed instruction
    b) **self-directed inquiry and cooperative learning**
    c) inquiry learning and memorization
    d) discovery learning and step-by-step procedure

93. **A helpful way to think about and plan for constructivist approaches to learning is to present curriculum in**
    a) a step-by-step, logical sequence
    b) a prestructured unit of study
    c) **a problem-solving format**
    d) an open discussion or demonstration forma

94. **Effective questions**
    a) ask only about the content being learned
    b) **get students to actively compose a response and become engaged in the learning process**
    c) are only slightly important to the learning process of the student
    d) are usually rhetorical and have little to do with lesson content

95. **In a classroom, the sequence of events that lead to questioning are structuring, soliciting, and reacting. The heart of this sequence that helps bridge the gap between presentation of content and understanding content in**
    a) Structuring
    b) **Soliciting**
    c) Reacting
    d) None of the Above

96. **Ms. Martinez uses questioning strategies on a regular basis. She prefers that her students be required to think about their answers before responding. Ms. Martinez seldom asks questions that have a short answer. Her students are expected to express their feelings, analyze the question, and/or use generalizations and inductive thinking to answer. The type of questions she usually asks is**
    a) **Divergent**
    b) Convergent
    c) Direct
    d) Closed

97. **The most appropriate convergent/divergent question ratio may be about _____ in classrooms where lesson content emphasizes lower levels of cognitive complexity, and about _____ when lesson content emphasizes higher levels of cognitive complexity**
    a) 80:20; 20:80
    b) 50:50; 50:50
    c) **70:30; 60:40**
    d) 70:30; 30:70

98. **The lowest level of the cognitive taxonomy that requires cognitive processing is**
    a) **Comprehension**
    b) Knowledge
    c) Application
    d) Analysis

99. "Who can take the introduction of this speech and tell why it is such an effective way to begin" is an example of what type of question
   a) Synthesis
   b) Application
   c) Analysis
   d) Evaluation
100. Which of the following questions is a synthesis question
   a) We are trying to find the length of the base of this rectangle. What formula should we use
   b) Getting people to recycle is a major problem for our town and other small towns. What are some innovative ways to solve this problem
   c) Who wrote Huckleberry Finn
   d) How well did the U.S. use its military power during the Vietnam war
101. Evaluation questions have the distinct quality of
   a) being difficult to formulate and answer
   b) confronting the learner with authentic problems
   c) allowing the learner to state an opinion without supplying fact
   d) being suited only for high school students
102. Probes can be used to
   a) inhibit classroom responses
   b) solicit new information
   c) redirect responses
   d) both b and c
103. Asking complex questions, accepting only expected answers, not knowing why a question was asked, answering the questions rather than letting students, and using questions as punishment are common mistakes usually committed by
   a) substitute teachers
   b) principals
   c) experienced teachers
   d) beginning teachers
104. Metacognitive strategies are most easily conveyed to learners through a process called
   a) self-checking
   b) mental modelling
   c) classifying
   d) recalling content
105. Mental modeling involves all of the following steps except
   a) showing students the reasoning involved
   b) making students conscious of the reasoning involved
   c) using mnemonics for memory aids
   d) focusing students to apply the reasoning
106. The teacher's role during teacher-mediated learning is
   a) to adjust the instructional dialogue to help students restructure their learning
   b) to monitor learners as they work in groups
   c) to move learners closer to the intended outcome
   d) both a and c
107. Functional errors
   a) provide a logical stepping stone to the next rung of the learning ladder
   b) require some careful reteaching on the part of the teacher
   c) may help eliminate erroneous errors from occurring
   d) both a and c
108. A strategy that turns a typical discussion into a more productive and self-directed learning experience by using predicting, questioning, summarizing, and clarifying is
   a) reciprocal teaching
   b) cooperative learning
   c) lecture discussion
   d) direct teaching
109. The ultimate goal of reciprocal teaching is to sufficiently engage students in the learning process so that they become conscious of their reasoning process. This occurs through
   a) consistent reinforcement by the teacher
   b) students' modeling and teacher's modeling of that process
   c) students deciding on content of the lesson

d) the use of more lecture and less discussion

110. **Private dialogue that takes the place of the teacher's prompts and questions and self-guides the learner is**
   a) scaffolding **(b)inner Speech** (c) Rehersal (d)Metacognition

111. According to Ginott, the congruent communication approach is the primary vehicle for influencing
   a) **Self-esteem**
   b) Behaviour
   c) Academics
   d) Class Control

112. Learning what it takes to avoid or escape something undesirable is called
   a) Positive Reinforcement
   b) Intermittent Reinforcement
   c) **Negative Reinforcement**
   d) Punishment

113. Mr. Henderson has been using positive reinforcement to encourage James to turn his homework in on time. After about four weeks, James is demonstrating the success of positive reinforcement by turning his homework in on time everyday. To maintain this behavior, Mr. Henderson should
   a) continue using positive reinforcement
   b) **use intermittent reinforcement**
   c) use negative reinforcement
   d) use no reinforcement

114. Behaviorists believe that much of our behavior has come under the control of antecedents because of the repeated pairing of reinforcers or punishers. Using this belief, a variety of procedures for changing a student's behavior have been developed. One of these procedures involves ignoring disruptive behavior and immediately reinforcing positive behavior. The assumption underlying this procedure is
   a) disruptive students may have learned misguided ways of satisfying their need for recognition
   b) that these disruptive behaviors will become less frequent when students learn they will receive recognition for behaving well
   c) ignoring students is a way a punishing them for poor behaviour
   d) **both a and b**

115. Which was a major conclusion in a research involving experienced and inexperienced teachers? The more effective and less effective classrooms can be distinguished more by _____ than by _____
   a) how teachers respond to misbehavior; what teachers do to prevent misbehaviour
   b) **what teachers do to prevent misbehavior; how teachers respond to misbehaviour**
   c) how teachers perceived their class as a whole; how teachers perceived each individual student
   d) how teachers perceived each individual student; how teachers perceived their class as a whole

116. Effective classroom managers
   a) devote little time to planning and organizing their classroom to minimize disruption and enhance work engagement
   b) approach the teaching of rules and routines as methodically as their subject area
   c) inform students about consequences for breaking rules and enforce consequences consistently
   d) **both b and c**

117. The transfer of reinforcement from external to internal control is
   a) classical conditioning
   b) extrinsic motivation
   c) **operant conditioning**
   d) both a and b

118. Rewards are usually more successful than punishments because
   a) the effects of punishment can have undesirable side-effects
   b) rewards guarantee the desired response will occur
   c) punishment can become associated with the punisher
   d) **both a and c**

119. Corporal punishment is not recommended because it
    a) is against the law
    b) prevents rational discussion of appropriate behaviour
    c) can provoke aggression and hostility
    d) only b and c

120. During a parent conference, the teacher is expected to
    a) talk plainly using the most recent educational jargon
    b) listen
    c) use "I" messages
    d) both b and c

121. Humanist approaches to classroom management emphasize
    a) Shared thoughts and feelings of the group
    b) Development of communication skills to influence learners' self esteem and behaviour
    c) Immediate behavior changes and compliance
    d) Recognition that group power is more important than individual will

122. Behavior modification approaches to classroom management emphasize
    a) The idea that behavior can be altered through punishment, reward, and reinforcement
    b) The importance of negative reinforcement to curb avoidance behaviors
    c) The belief that what preceded a behavior is of utmost importance, regardless of what follows it
    d) The need for open communication and "telling"

123. An effective classroom management plan should (Check all that apply)
    a) Respect cultural differences
    b) Stop persistent misbehavior with strategies simple enough to be used consistently
    c) Create attention seeking and work avoidance behaviors
    d) Quickly and unobtrusively redirect misbehavior once it occurs

124. Direct instruction is most appropriate when
    a) cooperative learning is not an option
    b) the teacher needs to arouse or heighten student interest
    c) attempting to achieve content mastery and overlearning of fundamental facts
    d) both b and c

125. Mr. Anderson is very careful in his classroom about using his class time efficiently and having active student practice. To do this, Mr. Anderson uses an instructional sequence of review, presenting new content, practice, feedback, and reteaching. He is attempting to achieve the goals of
    a) mastery learning
    b) indirect instruction
    c) lecturing
    d) cooperative learning

126. The first step in the direct instruction model is
    a) presenting and structuring new content
    b) daily review and checking
    c) guided student practice
    d) independent practice

127. When Mr. Johnson reviews his students at the beginning of class, he checks how many of his high performers, average performers, and low performers miss questions. If the high performers miss a large number, he knows he needs to do some extensive reteaching. If the average performers miss a large number, but the high performers don't, he knows he needs some reteaching. If only the low performers miss a large number, he knows he needs individualized material for them. This is an example of
    a) indirect teaching
    b) cooperative learning
    c) a steering group
    d) tracking

128. In direct teaching, divide and conquer means to
    a) divide the class into small groups
    b) focus on one idea at a time
    c) teach half of the lesson one day and half the next day
    d) both a and b

129. By introducing a lesson topic in the its most general form and then dividing it into easy-to-distinguish subdivisions, the teacher is using

a) **part-whole relationships**
b) sequential relationships
c) combinations of relationships
d) comparative relationships

130. Teaching content according to the way in which facts and rules to be learned occur in the real world is called
   a) part-whole relationships
   b) **sequential relationships**
   c) combinations of relationships
   d) comparative relationships

131. When attempting to elicit responses from students, Mr. Henry remembers that the most appropriate way to be successful is to
   a) elicit the response in a nonevaluative atmosphere as possible
   b) ask the students that are most likely to answer correctly
   c) check for student understanding by prompting wrong answers to right ones
   d) **both a and c**

132. Modelling
   a) is a direct teaching activity
   b) is seldom used by effective teachers
   c) allows students to imitate from demonstration or infer from observation the behavior to be learned
   d) **both a and c**

133. Demonstrations are more likely to be remembered when they
   a) are linked to previous skills they have learned
   b) include concise labels or vivid images that help them to remember
   c) are short and to the point
   d) **both a and b**

134. Which of the following are the most common strategies for dealing with incorrect student responses? (Check all that apply.)
   a) Ask students to repeat the correct response after you model it
   b) **Review key facts or rules required to achieve the solution**
   c) Ask students to recite by memory the steps required to solve a problem
   d) Offer prompts or hints representing a partially correct answer
   e) Use another problem and guide the student to the correct answer

135. Indirect instruction is an approach to teaching and learning in which
   a) the learning process is inquiry
   b) the result is cooperative learning
   c) the learning context is a problem
   d) **both a and c**

136. Ms. Henry begins class by reviewing her students in order to recall prior learning and then gives examples of the concept to be learned. She has designed and sequenced her lesson so the learners are encouraged to use their own experiences and to actively construct meaning that makes sense to them. Ms. Henry wants to expose misconceptions she know the students may have and challenge them to acquire more accurate perceptions using their own reasoning powers. What approach is she using?
   a) Direct instruction
   b) Cooperative learning
   c) **Constructivism**
   d) Lecture/discussion

137. Indirect instruction strategies work best when teaching
   a) **Concepts**
   b) Facts
   c) Action Sequence
   d) Rules

138. _____and _____help students classify visually different stimuli into the same category, based on critical attributes
   a) Generalization, unitization
   b) **Generalization, discrimination**
   c) Automaticity, discrimination
   d) Automaticity, unitization

139. When a teacher presents a lesson with complex content, the lesson must be introduced with a framework or structure that organizes the content into meaningful parts even before the content is presented. To give learners a conceptual preview of content to come, the teacher could use
   a) **advance organizers**
   b) Sequencing
   c) Directing
   d) Deduction

140. Advance organizers, especially at higher levels of complexity, are usually
   a) single words or phrases that enlighten students when mentioned
   b) concepts woven into the lesson fabric to provide an overview of all topics to which it will subsequently relate
   c) presented orally or as charts and diagrams
   d) **both b and c**

141. Inductive reasoning is a thinking process used when a set of data is presented and students are asked
   a) to draw a conclusion
   b) to make a generalization
   c) give examples for a definition
   d) **both a and b**

142. In order to produce accurate generalizations when teaching concepts, patterns, and abstractions, students need both examples and nonexamples that define
   a) critical attributes of a concept
   b) the concepts, patterns, and abstractions deductively
   c) noncritical attributes of a concept
   d) **both a and c**

143. When using student ideas to form a productive lesson, the effective teacher allows the students to participate in determining the _____ but not the _____
   a) subject of the lesson, but not the methods used
   b) **form in which learning will occur, substance of what will be learned**
   c) substance of what will be learned, form in which learning will occur
   d) None of the above

144. When time does not permit Ms. Gold to hold a full-class discussion of topics in sequential order, she has several small groups work simultaneously. In order for this to work, she needs to accomplish the following task(s)
   a) form groups whose members can work together
   b) distribute students with diverse learning needs across groups
   c) sit back and let them work
   d) **both a and b**

145. According to constructivist theories, indirect instruction is important because knowledge results
   a) **by forming rules and hypotheses about "reality" from one's own perspective**
   b) from being exposed to the facts about the world as interpreted by others
   c) from careful, systematic memorization on one's personal timetable
   d) from students 'I telling" other students about the world